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# Written Arguments

To: The Agency Clerk  
Department of Education  
325 West Gaines Street  
Room 1520  
Tallahassee  
Florida 32399-0400

From: Dr. D Balliram & Mrs. M. Balliram (Co-founding members)  
Palm Beach Collegiate Charter School

Topic: Written Argument for Appeal of Denial

The Application for Palm Beach Collegiate Charter School was denied by the School District of Palm Beach County on November 4<sup>th</sup> 2015. The School District of Palm Beach County (hereinafter referred to as the Sponsor) cited four sections as partially meeting the standards and four sections as Not Meeting the Standards.

The sponsor provided reasons why they believe that sections 2, 3, 10 and 12 partially met and why sections 1, 4, 5 and 18 did not meet the standards. An analysis of the sponsor's findings seem to conflict with the content of the application and I would like to take this opportunity to explain why I believe that all sections of the application should have been rated "Meets the Standards" and therefore the application should be approved. I will explain my rationale for each section that was rated as either partial or not meeting the standards.

**SECTION 1:** The sponsor said that this section did not meet the standards with the following questions:

- Q1. How will parents assess this choice is the most appropriate for their children?
- Q2. What is innovative at this school for students?
- Q3. How is this school different from other schools with the same instructional focus?

A1. I did an analysis of three high schools that are about equidistant from where I plan to open this charter school to see what choice programs they are offering. The findings were that none of these schools (John I Leonard, Forest Hill High and Palm Beach Central) were offering the STEM Program – Agriculture, Food and Natural Resources as a choice program. Furthermore, no high school in Palm Beach County is offering this program. I decided that by offering this choice program would increase the number of choices parents in this area would have for a career program for their children. Additionally, there are five Program types embedded in this choice, giving students and parents the additional opportunity to specialize in an area of their choice. The sponsor wants to know how this choice program is the most appropriate choice for the parents and children. I am not claiming that this is the most appropriate choice, but it increases the choices and at the same time making a choice program available that would not have been available otherwise. I do not believe that the sponsor's claim that parents would not have the choice of selecting the most appropriate program for their children is valid. I do not think this is a valid reason for not meeting the standard.

A2. The second concern was to know what is innovative at this school for students. According to the School Board's Policy 2.57 Section D, "being innovative is about looking beyond what is currently done well, identifying the great ideas of yesterday and/or tomorrow and putting them into practice". As stated in Section 1 of this application this charter school said that it will be operating as a "Professional Learning Community" which was a very successful idea that was put in practice in the past. The specifics of this Innovative Professional Learning Community is listed in detail under Vision in Section 1 of

the application. Additionally the innovative idea of a four day school for students and teachers teaching four days and working collaboratively on vertical and cross curriculum planning on Fridays as outlined on the Bell Schedule. This will give the school leadership and the faculty the opportunity to fully implement the concept of the Professional Learning Community. Contrary to the opinion of the sponsor I believe that this application has met the requirements of something innovative at the school for students, faculty, staff and the school leadership. As a result I believe that this section should have been rated "Meets the Standard".

A3. The third concern in section 1 is: How is this school different from other schools with this instructional focus? It is different because it is a Professional Learning Community that operates on a four day alternating bell schedule for students and five days for teachers. According to the Professional Learning Community, teachers will have ownership of the program. It is also different because it is a school that provides grades 8<sup>th</sup> through 12<sup>th</sup> under one roof. It is also different because it is offering parents the opportunity to select a choice program for their children that is not available in any other high school in Palm Beach County. There are 140 choice programs (duplicated) in Palm Beach County and no one is offering Agriculture, Food and Natural Resources as a choice program, which makes this school different from others.

For the Sponsor to rate this Section "Does Not Meet the Standard" their conclusion had to be legally sufficient and based on empirical evidence and not on opinion, assumptions or interpretations. Since the Sponsor's conclusion was not based on the Standard set forth in the Florida Charter Statute, there was no basis for rating Section 1 as Not Meeting the

Standard. The denial of a Charter is limited to failure to meet statutory requirements and not School Board Policies. Also the Statute requires school to “encourage the use of innovative learning methods. This application has successfully demonstrated that requirement.

The statutory requirements of Section 1 of the Charter Application have been met as explained above. The statutory requirements did not specify that the choice program will have to be the most appropriate for the children nor does it require the school to be different from other schools with the same educational focus. These are the opinions of the evaluator and not statutory requirements. Therefore it should not be the basis for rating this Section as “Not Meeting the Standard”. This Section should be rated “Meets the Standard”

**SECTION 2: Target Population and Student Body.**

The evaluator asks how was the grade by grade enrollment numbers specifically prepared for this type of charter school.

Grade by Grade enrollment projections are located in Section 2 C Page 18 of the application.

1. The most significant was the five year forecast for K-12 enrollment in Palm Beach County.
2. Private school transfers
3. The doubling up phenomenon

These factors impact enrollment for both Public and Charter schools.

Then during the interview the evaluator said that he is looking for a more empirical approach. So I told him about the specifics of what I did to determine the projected student population at this school. In the interview transcript p4/39i told him that I looked at the District's Concurrency Service Area Reports for four areas within close proximity of the intended location of this charter school. Specifically I looked at Concurrency Service Areas CSA # 10, 14, 15, 16. Over populated schools in this area are Forest Hill High, John I Leonard High and Palm Beach Central High. These schools are expected to be at approximately 133% capacity by 2018. These schools are within close proximity to where I plan to locate. The evaluator agreed when he said that four schools in this area are over-crowded and some of the middle school as well. (Tx p4/36) The evaluator then said that this charter will open within the central Palm Beach locale and will be able to relieve these overcrowded schools. This will help in meeting my student recruitment quota. The evaluator then wanted to know if 385-410 was a pure estimate. I informed him that this number was the number needed for a high school start up. He agreed that the school is locating in an appropriate place where the student population is growing to such an extent that that the middle and high schools in the area can hardly keep up with the growth. At this point I thought that I had convinced him that this Section 2 had MET THE STANDARDS. I believe that it should be rated "MET THE STANDARD"

The sponsor had questions about the validity of the student population projections. These projections were not my opinion, but based on facts that were research based, historical trends and empirical data from the information provided during the interview. The

sponsor's Concurrency Service Area reports were up to 2018 population projections. The methods used for the population projections were based on empirical data and facts. Therefore this section should not be rated "Partially Meets the Standard" but instead, "MET THE STANDARD". This Section demonstrated a clear understanding of the students it will serve by targeting students from a specific area and at a specific grade levels. The application targeted grades 8-12 and the program aligns with the overall mission of the school. Therefore Section 2 has met the statutory requirements of the charter APPLICATION AND THEREFORE SHOULD BE RATED "Meets the Standard".

**SECTION 3:** The sponsor said that this section Partially Meets the Standards with the following questions:

Q1. How will the differentiated instructional needs of the low performing students be addressed?

Q2. How will the individual students' learning and innovative growth be assessed?

Q3. How will parents and families be involved in sustaining home support innovative practices?

Q4. How will professional development be designed to develop teaching and learning innovations?

Q5. What professional development will be implemented to address the middle/high school implementation?



Q6. What professional development will be provided to develop teaching and learning innovations?

A. This section was evaluated by the Director of Charter Schools in Palm Beach County. The requirements for Section 3A is addressed in detail on pages 20-21 of the application. Section 3B is the Educational Program. The program's Academic and Career components are addressed on pages 21-24 of the application. Section 3C, the research base for the Educational Program is addressed on pages 24-27 of the application. Section 3D asks how is the Educational Program aligned with the School's Mission. This is addressed on pages 27-28 of the application. Finally, Section 3E ask how the services of the school will provide to the target population will help them attain the Next Generation Sunshine State Standards as required by section 1002.33 F.S. This section is addressed on pages 28-30 of the application. Every part of Section 3 has been addressed in the application, therefore this section should have been rated, "Meets the Standards".

The Director, (evaluator for Section 3), asks about "growth of learning and innovative growth". However, in Section 1, under Vision of the application, I discussed the innovative program at this school. Answers to that are relative to this section have been provided to him. At the applicant interview on October 9, 2015, he claimed that is a challenge administratively and how was I going to do that. Well, challenges are a good thing and we must face and overcome them. However, he cannot **assume** that I cannot face and overcome this as a challenge. It appears that the Director, the evaluator of this section, is creating a scenario that makes it sound as though it is impossible to have eight graders for a 8-12 grade school.

**Just an FYI, Palm Beach County currently approves one of its Conversion Charter Schools to recruit 7<sup>th</sup> grade students to skip eight grade and move directly to 9<sup>th</sup> grade and this school is successful!**

I am convinced that this Charter School, Palm Beach Collegiate, with it's innovative learning and growth will be successful as an 8-12<sup>th</sup> grade school, and therefore this section should be rated "Meets the Standards".

The sponsor's concern was clarified during the applicant's interview. It specified that the 8-Step Instructional focus Model will be used to address the needs of the low performing students as stated in the application. The school is also addressing proficiency in individual Benchmarks, Semester and annual Exams and End of Course Exams. I do not see any statutory basis for the evaluator rating this section Partially Meets the Standard.

Each of the five parts in Section 3 are addressed in detail in the application. The seven questions posed by the evaluator for this section appears to be based on their opinion as to what should be in this section and not on facts that are statutory requirements of this section.

**SECTION 4:** The sponsor said that this section "Does Not Meet the Standard" with the following Concerns and Questions

Concern 1: Unclear as to what reading courses will be offered to struggling readers at all grade levels.

Response 1: I pointed out that the school will be using the Reading Plus program as stated on page 47 of the application. This program was created for grades 3 through 12. When I drew her attention to the descriptive information about this program outlined on page 47, her response was “yeah the district uses this program and that she is familiar with it”. I further explained to her as stated on page 47 that this program is self adjusting to accommodate all students, regardless of their reading level. For readers participating in this program, the difficulty level of the reading material adjusts as a function of the students’ progress based upon Reading Comprehension and Reading Rate analyses. Having read the descriptive information on page 47/48 of the application she said she was unclear what I was going to do with the struggling readers, that she understands this course.

Q1: What Language Arts courses will be offered to the 8<sup>th</sup> graders?

A1. I pointed out to the evaluator that on page 39 of the application, I have listed the 8<sup>th</sup> grade Reading courses under 8<sup>th</sup> Grade Class schedule. Then she said that she is looking for Reading for struggling readers. Again, I informed her that this is the Reading Plus Program that self adjust for all readers at all reading levels. She agreed by saying OK.

Q2: What platform will be used for the mandatory online course?

A2: I said I will be using the Florida Virtual School platform. However if the sponsor requires the Palm Beach Virtual to be used, that is what I will be using.

Q3: Explain how you would provide two blocks of intensive reading?

A3. Her impression was that the student will receive two blocks of Intensive Reading every day on a 4x4 block Schedule. On the "Odd" days they will receive one block and the "Even" days one block.

Q4. So what are they missing out of their career?

A4. They are not missing anything out of their career or any part of their High School Graduation Requirements. Then I had to explain to her that eight courses per year for four years will be 32 courses. This is in excess of the 24 courses required for graduation. The eight extra courses here are to accommodate double block Reading, failed courses that have to be repeated or for accelerated courses (AP, Dual Enrolled, AICE). She then seems to understand my explanation and said that the double block of reading threw her off.

Q5: How would the Balanced Rotational Instructional Model, (BRIM) be implemented across all subjects?

A5: I explained to her that the BRIM was mentioned under the Reading Program and applied to all reading courses, not all courses offered at the school.

At the very top of page 16 of the Transcription (P16/39) the evaluator said: "Okay, Okay, so everything is up to date. Yeah there was a concern about placement of students because the flow chart is from 2014. In section 5 B under school placement procedures I said that the school will adopt the School District's Student Progression Plan. This school will definitely be using the most up to date School District's Student Progression Plan.

After I answered all questions and clarified all concerns the evaluator said Okay, Okay everything was up to date. At this point I concluded that this section would be changed to "Meet the Standard"

However it appears that none of the information the evaluator obtained here was used, because the Did Not Meet the Standard was not changed.

After providing the answers and clarifications for Section 4 I believe that this section should be rated "Meets the Standard"

All the concerns of the sponsor were clarified during the interview. The sponsor had no concerns about this section not meeting the statutory requirements of the application after the interview. This section has met all the statutory requirements and should be rated "Meets the Standard".

Because the application met all of the standards for the curriculum plan, it has met the statutory standard of this section and therefore should be rated "Meets the Standard"

#### **SECTION 5: Assessment**

The evaluator of Section 5 states "Does Not Meet Standard" because assessment and data information indicate a minimal understanding of Assessment in Florida. Much of the content is taken from State Documentation referencing old standards.

The evaluation criteria which is required by the application is outlined in six bulleted topics on page 94 of the application.

- Measurable Education Goals and Objectives that set high standards for student performance. The school's educational goals are listed on page 79 of the application numbering # 1to #7
- The objectives are also listed on page 79 as objectives for achieving for achieving the goals. They are Objectives 1-8
- Promotion Standards that are based on high expectations and provide clear criteria for promotion from one grade level to the next level and for graduation. The promotion standards are based on the sponsor's student progression plan. Page 88 of the application stated that the charter school will adopt the school district's Student Progression Plan. Page 88 outlines the grade 8 promotions and also grades 9-12 promotions standards. Page 88-90 has all grade level promotions outlined. Because we are adopting the sponsor's Student Progression Plan, the school will be using the sponsor's most up to date plan available
- Evidence that a range of valid and reliable assessments will be used is stated on page 91 of the application under type and frequency of assessment. The school will do the District Level Assessment. If these Assessments are eliminated or changed the school will make the necessary adjustments to meet the requirements of the sponsor. Also stated on page 91 are the Assessments required by the State and the school will also participate in national testing.

These assessments will be sufficiently frequent as required by the sponsor's course pacing charts.

Collection and use of data to inform instruction: This is listed on page 90-91 of the application. The plan for sharing student information

Plan for sharing student performance data with parents: This information is listed on page 92 of the application.

The evaluator's comments, that I have minimal understanding of testing in Florida are unfounded. All information on assessment will be retrieved from the sponsor's website or the state website, depending on what assessments are required.

I believe that this application has met the evaluation criteria for Student performance, Assessment and Evaluation and should be rated "Meets the Standard."

The sponsor's allegation is that I used old standards for assessments. The charts that I used were obtained from the State website and even included the latest End of Course Exams.

The application also stated that when assessments and evaluations change or are replaced, this school will make accommodations for these changes. This section has met the statutory requirements of the Florida Charter statute and therefore and therefore the section should be rated "Meets the Standard"

It is the opinion of the evaluator that I have minimal understanding of testing in Florida. The facts stated in the application meet the standard required in Section 5 and therefore should be rated "Meets the Standard"

**SECTION 10: Management** – pages 26-39 of the application. The evaluator of this section claims that he does not see a clear delineation of the roles listed in management structure

of the school and stated that there was no job responsibilities listed for the Administrative Director. I directed him to the Administrative Director responsibilities which are listed on pages 216-217 of the application. He also claimed that he did not see an Organizational Flow Chart. I also directed him to page 214 of the application where the Organization Flow Chart is located. Another claimed that the evaluator made is that there was not a clear delineation of the role of the Academic Director. Again, I directed him to pages 215-216 of the application where the Academic Director role is located.

Another concern the evaluator stated is that the Academic Director will make reappointments, recommendations to whom? This was clarified on. I clarified that all appointments will be done by the Academic Director, but reappointments such as employees who leave the school and choose to return will be recommended to the Board. The evaluator questioned, "why if I'm already coordinating? I responded it is because I will be coordinating appointments, but involving the Board for reappointments. The job descriptions for all the positions that the evaluator claimed he did not see, I directed his attention to pages 215-223 of the application.

In addition, on page 224 of the application, under Accountability of Key Personnel, the Academic Director will be accountable to the Board of Directors. The Board of Directors will monitor the overall operations of the Collegiate through reports provided by the "Principal". (This was a typo and should have read Director)

The evaluator also claimed that there was inadequate evidence of viable and adequate staffing plan and no mention of ELL teachers. I clarified that in the ELL section of the



application it states that the school will recruit ELL students only if 80% of the instructional time can be met in a regular classroom. The staffing chart shows a 0-2 ELL teacher for the 20% of the time the student may need exclusive ELL services. 20% of the time is less than one period per day.

The sponsor claimed that there were missing job descriptions. I pointed out where in the application where each of those job descriptions were located and also where the organizational chart was located. There is no basis for not approving this Section.

It is the opinion of the evaluator that job responsibilities and job descriptions are not stated in the application. These have been pointed out to him and therefore he should have rated this section "Meets the Standard"

**SECTION 12:** This section has a rating of "Partially Meets Standard" because the evaluator claimed there is no evidence of staff or student handbook mentioned and if not stated applicant should provide a timeline.

I responded that the staff handbook will be available on the week prior to opening of the school and the student handbook will be available during the first week of school which is clearly stated in the application.

Staff and students handbook are listed in the application and the evaluator asked and was informed when these handbooks will be available and therefore should have rated this Section "meets the Standard."

**SECTION 18:** The evaluator said that this section does not meet the standard because the narrative states that Buchanan's Accounting and Tax Service Inc. is responsible for the financial management of the school, rather than providing assurances that the Governing Board will retain ultimate control over the school's finances.

Had the evaluator read the entire second paragraph on page 279 of the application, he would have known that this Accounting Company's financial management responsibility is stated in that paragraph as general ledger, accounts payable, payroll, and bank reconciliation functions.

For the Governing Board retaining ultimate control over the school's finances, this information is on Section 9 Governance. In Section 9 Governance (p194/95) of the application, at the top of p195 first sentence "The Board bears ultimate responsibility for the school's finances and .....

The evaluator said that that Section 18 did not meet the standard because I did not provide assurances that the Governing Board will retain ultimate control over the school's finances. This is exactly what was said on p195 under Governance

Furthermore on p 195-197 under the heading; Description of Responsibilities and Obligations of the governing Board # 1 & & are duplicates, but it stated that

1. The Board will approve annual Budgets
2. Monitor Budget Implementation through Periodic financial reports
3. Approve accounting and personnel policies

#### 4. Provide for an Independent Audit by a CPA

I believe that this Section 18: "MEET THE STANDARDS" and should be rated as such.

Throughout the interview with the Sponsor's Charter School Department, all questions asked were about clarification of information in the application and the location of information that some of the reviewers could not locate. I provided all the clarifications and pointed out where all the information were located. There was no need to make any changes to the application whether substantive or non-substantive. So when the sponsor says that they cannot accept substantive changes, please note that there are no changes, only clarification and location of information.

Based on my arguments against denial of Palm Beach Collegiate Charter School Application by the School District of Palm Beach County, I am convinced that there were no deficiencies in the statutory requirements of this application. Therefore I would like the State Board of Education to reverse Palm Beach County School District's denial of this application

# Exhibit 1

Palm Beach Collegiate Charter  
School Application

## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Palm Beach Collegiate

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Palm Beach Collegiate Corporation

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

NAME OF CONTACT PERSON: Dr. Deokee Balliram OR Mrs. Marsha Balliram

TITLE/RELATIONSHIP TO NONPROFIT:

Dr. Deokee Balliram, Co-founder & Academic Director

Mrs. Marsha Balliram, Co-founder & Administrative Director

MAILING ADDRESS: 125 Saratoga Blvd West, Royal Palm Beach, FL 33411

PRIMARY TELEPHONE: (561) 317 7884 ALTERNATE TELEPHONE: (561) 797 4397

E-MAIL ADDRESS: deokee.balliram@gmail.com; marsha.balliram@gmail.com

NAME OF EDUCATION SERVICE PROVIDER (if any): NONE

NAME OF PARTNER/PARENT ORGANIZATION (if any): NONE

Projected School Opening: August 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	8 <sup>th</sup> - 12 <sup>th</sup>	385	
Second Year	8 <sup>th</sup> - 12 <sup>th</sup>	410	
Third Year	8 <sup>th</sup> - 12 <sup>th</sup>	410	
Fourth Year	8 <sup>th</sup> - 12 <sup>th</sup>	410	
Fifth Year	8 <sup>th</sup> - 12 <sup>th</sup>	410	

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

DBalliram Dr. Deokee Balliram ACADEMIC DIRECTOR 07/28/2015  
*Signature* Printed Name Title Date

MBalliram Mrs. Marsha Balliram ADMINISTRATIVE DIRECTOR 07/28/2015  
*Signature* Printed Name Title Date

# PALM BEACH COLLEGIATE

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# I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

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

*The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.*

### **Mission Statement:**

The Mission of Palm Beach Collegiate is to create a Professional Learning Community that is conducive to leading and learning. This community of openness and collaboration will create a culture of high expectations in an environment of caring and family involvement. It will provide students with a rigorous and challenging curriculum for a High School Diploma combined with a FLDOE Career Technical Education Program.

### **Vision**

Palm Beach Collegiate will operate as a Professional Learning Community. This means there will be a cultural shift from the traditional High School to a Professional Learning Community. The conceptual framework for creating this Professional Learning Community would be:

- (a) Shared Vision, Mission, Values and Goals
- (b) Development of High Performing Collaborative Teams
- (c) Development of a Result Oriented Culture

This would involve a cultural shift to the Professional Learning Community which includes:

- (1) Collaborative Teams: Collaboration is embedded in every aspect of the school culture through interdependence to achieve common goals. This includes time in the school calendar for collaboration. At Palm Beach Collegiate this collaboration time shall be every Friday from 7:30 am -1:00 pm. Teachers will have all relevant information, including data on student academic performance. The teams will plan vertically and horizontally pursuing specific, measurable and attainable goals. Therefore the teams will decide exactly what students are expected to know and be able to do. And what action must be taken when students don't achieve their goals.
- (2) Goal Statement: The Goal Statement will focus on desired outcomes. It will be written to clarify what students will learn, how to know what they are learning and how to respond when students don't learn. It will be monitored for the attainment of the measurable performance standards. An example: At the end of two weeks, when this unit of instruction is complete, 80% of regular students and 70% of ELL students will demonstrate proficiency in the unit by scoring at least 75% on the end of unit assessment.

- (3) A Value Statement: The Value Statement will be linked to the mission of the school. It will be used as a blueprint for improvement. Palm Beach Collegiate Educational Program will be guided by these four Core Values:
- (a) An Atmosphere of Openness and Collaboration
  - (b) A Culture of High Expectations
  - (c) A Focus on Leading and Learning
  - (d) An Environment of Caring and Family Involvement
- (4) Focus on Learning: The focus will be on student learning, rather than teaching. Teachers will become facilitators of the Learning Process. The Gradual Release Model and Response to Academic Intervention will dominate the Learning Process.
- (5) Curriculum: The curriculum will be rigorous and challenging and will focus on what students are expected to learn. The context will be taught in greater depth and assessment will be a collaborative effort. Plans for students that are not learning will be collaboratively developed.
- (6) Collective Inquiry: Decisions will be reached based on collaborative teams of teachers seeking out best practices.
- (7) Research and Results: Student learning will be the basis for assessing various improvement strategies.
- (8) Leadership: Teachers will be viewed as Transformational Leaders, while administration will be viewed as the Leaders of Transformational Leaders.

B. Describe how the school will utilize the guiding principles found in Sect. 1002.33(2)(a), F.S.  
*In accordance with the law, charter schools shall be guided by the following principles:*

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

**Utilization of Guiding Principles(FS 1002.33(2)(a)**

**Meeting High Standards of Student Achievements**

To meet **high standards of student achievements**: A Rigorous and Relevant Framework for Planning and Instruction will be used to plan delivery of the Curriculum. Standards which will be incorporated into this plan will include:\*

1. Next Generation Sunshine State Standards (FLDOE–NGSSS)

2. The Florida Language Arts Standards(LAFS) and the Florida Mathematics Standards(MAFS)
3. Florida Standards for Language Arts which includes Reading for grades 8<sup>th</sup> through 12 (LAFS.8.RL.1.1 to LAFS. K12.L.3.6)
4. Florida Standards for Mathematics for grades 8 through 12 (MAFS.8.NS.1.1 to MAFS.912.C.5.8)

Note:\* Changes made to these standards at time of implementation will be adopted.

Courses will be offered and taught by highly qualified teachers to provide students the opportunity to meet high standards of expectations and student achievement, while fulfilling their 24 credit high school graduation requirements.

Additionally a Vocational Education Pathways will be offered. This will be the FLDOE Career Technical Education Cluster - STEM Program - Agriculture, Food and Natural Resources.

### **Parents Flexibility to Choose**

**Parents will have the flexibility** to choose academic subjects from the State approved Regular and Honors courses including Advance Placement courses that will fulfill the requirements for college admissions in programs of their choice.

This flexibility will be further extended to the Career/Technical Education (CTE) Program choice. The CTE Program will be the - **Science, Technology, Engineering and Math (STEM)** Program. This Agriculture, Food and Natural Resources Career Path have five Program Type choices as follows:

- A1: Environmental Resources
- A2: Environmental Water Technology
- A3: Food Science Applications
- A4: Forestry
- A5: Land Resources Technology

These choices are within the State's Public School System and will be retrieved from the FLDOE Website. Students and parents will select and focus on one of these Program types.

### **Provide Enhanced Academic Success and Financial Efficiency**

The **academic success and financial efficiency** will be met by providing students with the opportunity to choose Academic Courses of Interest and a Career and Technical Education Pathway Programs that will motivate them to achieve their goals. It will be the parents and students deciding the Academic Plan needed for the child and our faculty and administrative staff providing the guidance and resources necessary to hold them accountable for achieving their goals. They would be held accountable for their success. The purpose of the Collegiate is to give students the opportunity to use their creative and critical thinking skills to meet and exceed the high levels of expectations set for them both in their academic and career choices. The faculty and administration will make this possible by implementing the Mastery Learning Process. They will be provided with a Progress Chart for each course of study for monitoring their progress. To ensure the academic success is financially efficient, staff and administration will be held to an outcome based evaluation, where student achievement will be tied directly to their staff performance.

The Florida Continuous Improvement Model will be used at this school. Following students' evaluation and diagnostic testing, teachers will use Differentiated Instruction to meet the needs of individual students.

The Response to Intervention Model will also be used for both Academic and Behavior interventions as needed. A Progress Monitoring Plan will be developed for any student needing such a plan for Reading, Writing, Mathematics and/or Science and Behavior Intervention

### **Parental Information on Their Child's Reading Level and Reading Learning Gains.**

#### **Reading at Grade Level & a Year's Worth of Learning:**

Parents will be provided with data (test scores) on student performance on teacher made tests, School District Tests (Diagnostic Tests), and State mandated Tests, and End of Course Exams (EOC) in required courses. Conferences with parents will be held during Parent/Teacher conferences. Parents, Teacher, Student Association (PTSA) meetings, will provide parents with their children's academic performance in School, District and State tests. Parents will also be provided with explanations of the State's Grading and Accountability System. Individualized conferences will be scheduled to explain to parents, the status of their child/children with respect to the school, District and State expectations. If the child is not meeting expectations, interventions will be done using the Response to Intervention Model. The students' needs and academic or behavior plans will be documented in their Progress Monitoring Plan and their Response to Intervention Plan detailed in Section 6.

Parents will be given information on interpreting and analyzing State and District mandated Tests including DAR, SRI and CELLA type data. They will become familiar with the Test Levels 1 to 5, EOC Levels 1 to 5 and the Scale Scores associated with each level. They would also be given information on the Developmental Scale Score Range for each performance level at each grade level. They would then be informed that making one year's worth of learning gains means improving one's Developmental Scale Score by at least one level or by a specific number of points within a level. Presently learning gains are determined for Reading and Mathematics. A Level 1 or Level 2 student will make learning gains in Reading if going from 8<sup>th</sup> grade to 9<sup>th</sup> grade or 9<sup>th</sup> grade to 10<sup>th</sup> grade and increase their Developmental Scale Score (DSS) by a specific number of points. Similarly for Math, from 8<sup>th</sup> grade to 9<sup>th</sup> grade requires increasing DSS score by a fixed number of points, and from 9<sup>th</sup> grade to 10<sup>th</sup> grade requires a fixed number of points also. Teachers and administration will retrieve copies of each student's academic report to share with parents. These reports show students diagnostic, and any other test results to show the child's current standings compared to their expected standings.

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

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

- *Improve student learning and academic achievement.*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
- *Encourage the use of innovative learning methods.*
- *Require the measurement of learning outcomes.*

**Prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

**Improve Learning and Academic Achievement:**

Student learning and academic achievement will be achieved through students' expectations to meet the high, rigorous and relevant standards that are set for them. Their academic achievement will be performing at the proficiency level. This will be levels 3-5 or any other proficiency standard that has been pre-determined. Highly qualified teachers will deliver instructions for students to improve their learning and academic achievement. Students not meeting expectations will be provided with the Response to Intervention Model, using the 3-Tiered Strategy. Research based Reading Programs developed by the Florida Center for Reading Research and Research Based Instructional Strategies ((FCRR) will be used. Lesson Plans will follow the research based Gradual Release Model of instruction. The Instructional Strategies on how to teach for Rigor and Relevance will be utilized, so students will see the relationship between what they are learning and real life experiences. Students will be motivated when they see the relationships between their learning and real life experiences.

Improvement in student learning and academic achievement will also be achieved by applying the Mastery Learning Method in conjunction with the Florida Continuous Improvement Model and Differentiated Instruction. When necessary, the Three Tiered Response to Intervention Academic and Behavior Model will be used.

Also, providing students with the opportunity to select from a list of Academic Courses of Interest and Career and Technical Education choices would increase their motivation to improve their learning and academic achievement. The inclusion of Advance Placement(AP) and Advanced International Certificate of Education(AICE) Courses in the curriculum would motivate them to achieve academic excellence as they prepare for college admissions, which would be one of the prescribed purposes of this Collegiate.

**Increase Learning Opportunities for All students with Emphasis on Low Performing Students and Reading:**

Learning opportunities will be increased for low performing students by providing them with the research based critical elements of the School-Level Literacy Action Plan as developed by the Center on Instruction (2007). Response to Intervention 3-Tier Model, Cooperative Learning opportunities, one-on-one and differentiated instructions, and intensive or enrichment courses will be provided to students that are low performing as determined by Diagnostic Tests, or other evaluation instruments. The most highly qualified and successful teachers will be assigned to these low performing students. Teachers will use the Gradual Release Model Lesson Plan Template). The Balanced Rotational Instructional Model will be used with the research based Reading- Plus Reading Program..

There will be special emphasis for the low performing students by requiring all teachers that are assigned to these students to use pre tests and diagnostic tests results to determine these students' strengths and weaknesses. Teachers will use the results of these analyses to create learning opportunities for these students by assigning projects and assignments at their zone of proximal development, cooperative learning opportunities, peer-tutoring and one-on-one assistance from the teacher. If these low performing students are special education students (ESE, ELL etc) the school personnel representing these students will work cooperatively with the homeroom teacher to meet all the needs of these students to make them academically successful.



### **Encourage the use of Innovative Learning Methods:**

#### Create Innovative Learning Methods

The creative learning tool will incorporate the five elements of competency education. These are as follows:

1. Student will advance upon mastery
2. Competencies will include explicit learning objectives that empower students
3. Assessment will be meaningful with a positive learning experience for students
4. Students will receive timely, differentiated support based on their individual needs
5. Learning outcomes will emphasize competencies that include application and creation of knowledge and the development of important skills and dispositions.

Competency education is based on mastering a set of skills, while acquiring knowledge. As soon as the students have not mastered a certain skill or missed a concept, support will be provided to ensure that proficiency is reached in a timely manner. Teachers and students will work around learning goals that are mastery based and not time bound. Therefore students will have mastery learning plans and progress will be measured on mastery before they can move on to the next concept or skill.

By this method, students will know exactly what they are learning and their expectations for becoming proficient in what they are learning. As a result rubrics and exemplary student work will be readily available as a guide to know exactly what proficiency looks like. If needed, help will be provided to meet the proficiency level. This will have students always working at their zone of proximal development on the learning targets that are required for the next level of study. Instructional support, rubrics and exemplars, and constant feedback will be provided so “Failure Will Not Be An Option”.

For additional innovative learning methods, students will be given the opportunity to learn through Balanced Rotational Instructional Model, Cooperative Learning Groups, Independent Study, and Research Based Studies all incorporating the Subject Progress Charts for Mastery Learning. Teachers will be supported and encouraged to accommodate the use of learning styles that best meet the needs of students. As part of the lesson presentation, teachers will be required to use the nine research based high yield strategies found in Marzano’s Classroom Instructions that Work (2001).

### **Require the Measurement of Learning Outcomes:**

Learning outcomes will be measured through the following:

- (i) Teacher made paper and pencil test based on standards being taught
- (ii) District Tests to include Fall and Winter Diagnostic Tests
- (iii) State End of Course (EOC) Exams in required subjects
- (iv) District Palm Beach Writes
- (v) Other State mandated Assessments
- (vi) Advanced Placement or AICE Exams results
- (vii) Graduation Rate

The use of progress charts for each subject will measure students learning outcomes for each Florida Standard and each Next Generation Sunshine State Standard. Students who do not meet the level of expectation for mastery will be provided support through differentiated instruction.

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

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

- *Create innovative measurement tools.*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*
- *Expand the capacity of the public school system.*
- *Mitigate the educational impact created by the development of new residential dwelling units.*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

### **Create Innovative Measurement Tools**

Innovative Measurement Tools will be the Progress Charts developed for each course using the Next Generation Sunshine State Standards (NGSSS) or the Language Arts and Mathematics Florida Standards (LAFS and MAFS), depending on what is required at the time of implementation.

### **Rigorous competition in the public school**

We will locate public schools that have similar demographics and other similar school characteristics and work collaboratively, yet competitively to stimulate continuous improvement. The School will also offer Advanced Challenging Courses and Programs such as Honors courses, Advanced Placement (AP) courses, Advanced International Certificate of Education (AICE) courses and a CTE – STEM program. It is the intent of this Collegiate to provide a High School Diploma to students that meet the State's requirements for such a diploma, and a Career Technical Education Program that leads to Occupational Completion Points (OCP) and Industry Certification where available. The competition will be to provide the same or similar programs as the public school system and yet yield better results than the public school system when competing against schools that have the same demographics and socio-economic status.

### **Capacity Expansion of the Public School System**

The capacity of the public school system will be expanded, by creating a charter school that functions as a high performing public high school. It will compete with the public school system to provide career and academic education at the most rigorous level. It will provide courses and careers to prepare students for industry and admissions into Colleges and Universities across the nation. The school will be located in an area where there is overcrowding and the need for an additional high school exists. This charter school will be an expansion of the public school system because it will be an additional high school in the public school system.

### **Mitigate Educational Impact from New Residential Dwellings:**

New residential units are developed to meet the projected growth in population. This population growth results in an increase in the student population which causes overcrowding in schools and the need for additional schools. When this situation develops, the School District has a responsibility to provide for the increasing student population. By starting a charter school in an already over-crowded area and recruiting students from the area where the new dwellings are located would reduce the overcrowding in the existing schools serving this community. It would also eliminate the demand for the School District to build a new school.

### **Create Professional Opportunities and Ownership of Learning Programs:**

The administration, faculty, staff, students, and parents will work collaboratively to create a Professional Learning Community at this Collegiate. We will create a research based Professional Learning Community based on research done by Dr. Diana Oxley for the Northwest Regional Educational Laboratory (NWREL) on the five domains of best practice for changing schools to Professional Learning Communities. Everyone involved at this school will have ownership of the Learning Community. A curriculum structure based on career and academics will be created that focuses students learning on lifelong pathways through high school and college. They would then work collaboratively with the administrative staff to create and develop Career Pathways for all students. Advanced Placement (AP) Courses and AICE courses that meet the needs of the students and the wishes of the parents in preparing the students for College and the workforce will be offered. Professional Opportunities for teachers will come in the form of the Leadership Roles they fill and the impact their roles have in the overall performance of the Collegiate.

Each subject area department chair in collaboration with their teachers, and course request of students will create a program of studies from their content area to meet the State's requirement for High School Graduation. Within their Departments they would determine rigorous standards and high levels of expectations. An environment of teacher leadership will exist in each department.

The priority of Palm Beach Collegiate is to provide students with a challenging Academic and Career Technical Education Program that would prepare them for any college of their choice or to enter the workforce prepared for employment. Student success would be measured by graduation, college admissions and successfully passing career program exams for license in the career field.

### **Teacher Ownership of the Learning Programs**

Teachers will be given ownership of the learning program because it is one of the strategies of the Professional Learning Community and because they best understand the students' level of proficiency, background and context upon entry to a program or their classes. They will be able to identify each student's individual learning goal and growth targets and they would be able to hold all students to the same high standards. They will be able to benchmark a student's proficiency level into the school or their class. Teachers will be able to develop and provide multiple measures of assessments for concept or skill mastery to determine proficiency. They will be able to provide a clear picture of every student's personalized learning plan with concrete levels of proficiency on standards in real time. It will be more practical for staff accountability which will be aligned to student learning.

Based on the Collegiate's Bell Schedule, all teachers would have planning for six hours on Fridays from 7:00am – 1:00 pm. During this time teachers will be engaged in the Professional Learning Community concept at this school. As a group they would discuss within content areas and across content areas, strategies for Vertical Team planning within content areas so there is a seamless transition of knowledge from one grade level to the next. Then across content areas teachers will plan what concepts can overlap in different content areas, so students can expand their knowledge of certain concepts across curriculum areas.

Teachers will have sole ownership of the organization, planning and implementation of the Learning Programs at the school. Vertical Teaming within content areas and Horizontal Teaming across content areas will serve as the cornerstone of Teacher Ownership. Administrators will be the Leadership Facilitators of the Teacher Leadership.

#### **Evaluation Criteria: Mission, Guiding Principles and Purpose**

Reviewers will look for:

- A compelling mission statement that defines the guiding principles and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focus on improving student outcomes.

## Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

*If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.*

### **Target Population and Student Body**

The anticipated population targeted will be in accordance with section 1002.33(10) (e) # 1 and 4. This would be the grade level group from 8<sup>th</sup> grade through 12<sup>th</sup> grade. Student selection will not discriminate on the basis of color, race, religion, ethnic origin, gender or special needs once they are within the grade level group. Students willing to attend this school, from any part of the county, will be given that opportunity, subject to providing their own transportation if they live out of the transportation zones in which the school is located. Arrangements will be made to transport students to and from school. All Drop Off and Pick Up points will be located within two miles of the students' address. If this is not possible, Public Transportation passes will be made available to the students. Walking distances from the student's home to the school will be a maximum of 2.0 miles and walking distance from the students home to a student bus pick up location will be a maximum of 1.5 miles.

This Collegiate will accept students that fit the following categories:

Program 102 Basic 8<sup>th</sup> Grade students only

Program 112 Basic 8<sup>th</sup> Grade with ESE Services

Program 103 Basic 9<sup>th</sup> -12<sup>th</sup> Grade students

Program 113 Basic 9<sup>th</sup> -12<sup>th</sup> Grade students with ESE services

Program 130 ESOL Grade 8 and Grade 9 – 12

Program 300 Career Education Grades 9<sup>th</sup> -12<sup>th</sup>

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

### **Grade Level – Number of Students, Class Size & Total Number of Students**

A table of the Grade level and the number of students that will be served during each year of the proposed charter is outlined below. A summary of the table is as follows: During the first year of operation the school will serve approximately 385 students consisting of 110 – 8<sup>th</sup> Graders, 75 – 9<sup>th</sup> Graders and 75 – 10<sup>th</sup> Graders. 75 - 11<sup>th</sup> and 50 - 12<sup>th</sup> Graders. During the second year of operation the school will serve approximately 410 students consisting of 75 – 8<sup>th</sup> Graders, 110 – 9<sup>th</sup> Graders, 75 – 10<sup>th</sup> Graders and 75 - 11<sup>th</sup> Graders. 75 - 12<sup>th</sup> Grade students. During the third year of operation the school will serve approximately 410 students consisting of 75 – 8<sup>th</sup> Graders, 75 – 9<sup>th</sup> Graders, 110 – 10<sup>th</sup> Graders and 75 - 11<sup>th</sup> Graders and 75 - 12<sup>th</sup> Graders. During the fourth year of operation the school will serve approximately 410 students consisting of 75 – 8<sup>th</sup> Graders, 75 – 9<sup>th</sup> Graders, 75 – 10<sup>th</sup> Graders and 110 - 11<sup>th</sup> Graders and 75 – 12<sup>th</sup> Graders. By the 5<sup>th</sup> year the school will be serving approximately 410 students. This will consist of 75 - 8<sup>th</sup> graders, 75 – 9<sup>th</sup> graders, 75 – 10<sup>th</sup> graders, 75 – 11<sup>th</sup> graders and 110 – 12<sup>th</sup> graders.

Each 8<sup>th</sup> grade class will be limited to 22 students and grades 9 – 12 will be limited to 25 students in all the core subject areas to comply with the Federal class size reduction law. If classes have mixed grade levels that include 8<sup>th</sup> graders, these mixed classes will be limited to 22 students. This school plans to have 410 students when operating at full capacity.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
8	110	75	75	75	75
9	75	110	75	75	75
10	75	75	110	75	75
11	75	75	75	110	75
12	<u>50</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>110</u>
Total	385	410	410	410	410

The school will start with 385 students in grades 8<sup>th</sup> – 11<sup>th</sup> during the first year and by the fifth year it would peak at 410 students in 8<sup>th</sup> Grade through 12<sup>th</sup> Grade.

The Class Size will be limited to 22 students for 8<sup>th</sup> grade and 25 students for 9<sup>th</sup> – 12<sup>th</sup> grade.

The Collegiate will comply with Federal and State Laws pertaining to class size for students classified as English Language Learners (ELL) and Special Education Students (ESE) if they are categorized as needing accommodations requiring smaller than 22 or 25 students per class.

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

### **Student Population Projections**

Palm Beach County School District five-year forecast for total K-12 enrollment is 185,176 in FY2018, an increase of 7,361 students over the five-year period.

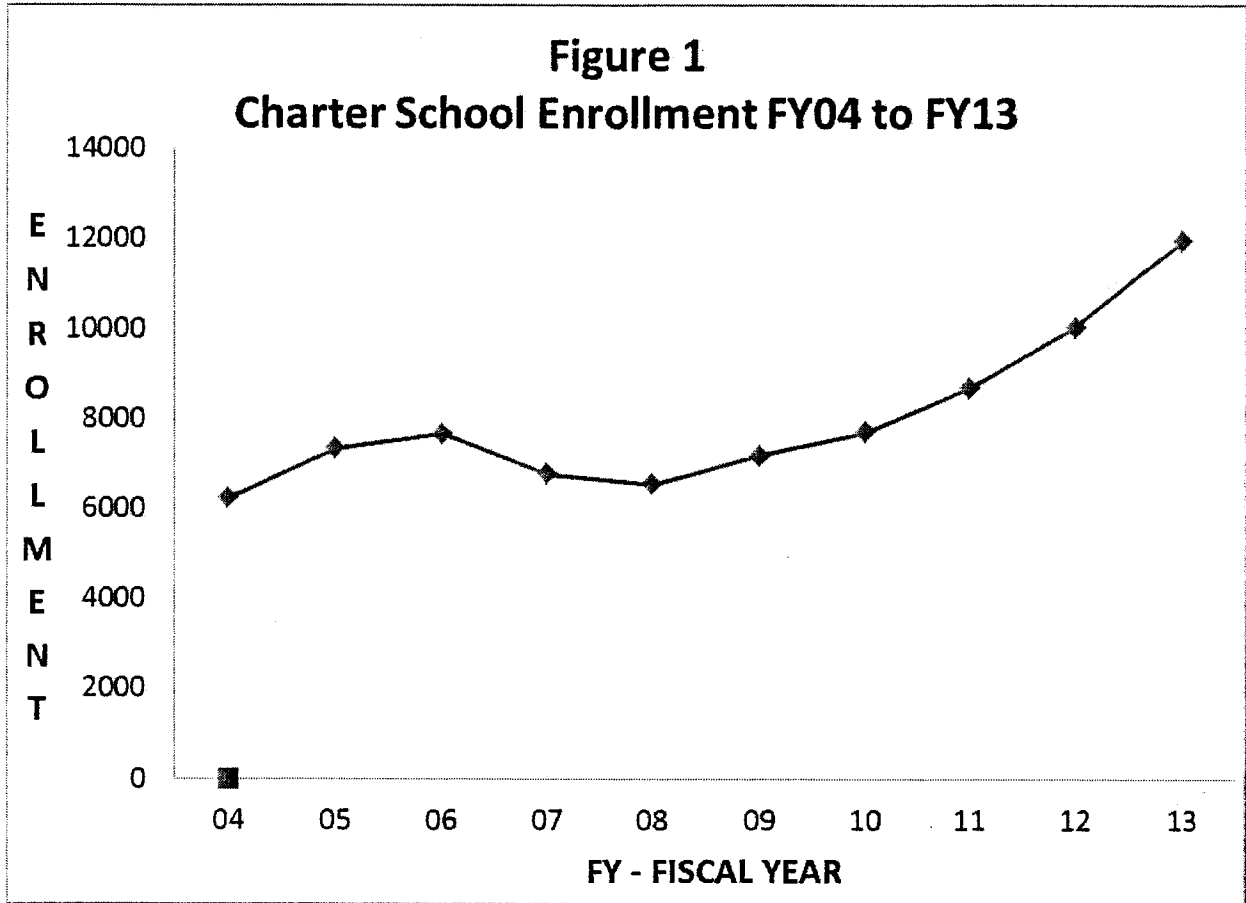
Private school transfers are forecast to continue to increase in some areas due to the economy. The doubling-up phenomenon seen in the last two years in some areas is anticipated to continue for the next few years. This trend will impact enrollment at some district schools, including Charter schools

District demographers are projecting 185,176 total K-12 students by FY2018 – including students housed in district owned facilities, **charter schools**, and alternative and ESE centers and students in virtual school. Total middle school enrollment is expected to increase by 2,234 students, and high school enrollment is anticipated to grow by 1,837 students. The total projected enrollment increase, FY12 to FY17, is 5,402 students. **Total K-12 charter school enrollment is forecast to grow by 8,392 students over five years**; enrollment in alternative and ESE schools is anticipated to increase by 215 students over the period.

Growth in charter school enrollment in Palm Beach County has, and is forecast to, impact enrollment in district-owned facilities. The graph below depicts growth in charter school enrollment between FY04 and FY13. Between FY08 and FY12, charter enrollment grew by 4,770 students. Charter school enrollment was almost 12,000 students in October 2012.

Growth in charter school enrollment in Palm Beach County has, and is forecast to, impact enrollment in district-owned facilities. Figure 1 depicts growth in charter school enrollment between FY04 and FY13. Between FY08 and FY12, charter enrollment grew by 4,770 students. Charter school enrollment was almost 12,000 students in October 2012.

The five-year forecast is for 8,392 additional students attending charter schools. In FY13, there were 40 charter schools. 10-12 new charter schools are anticipated to open in August 2013.



As this trend continues, there will be an increasing demand for Charter Schools

**Evaluation Criteria: Target Population and Student Body**

Reviewers will look for:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

### Section 3: Educational Program Design

- A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- B. Describe the proposed charter school's educational program.
- C. Describe the research base for the educational program.
- D. Explain how the educational program aligns with the school's mission.
- E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State and Florida Standards, as required by section 1002.33, F.S.

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

#### **The School's Daily Schedule:**

This school will operate on a four day schedule from Monday to Thursday for students.

This school will operate on a five day schedule from Monday to Friday for Administration, teachers and support staff.

The school's daily schedule for teachers would be:

Mondays through Thursdays 7:15 am – 3:45 pm (8.0 hrs plus 0.5 hours unpaid lunch)

Fridays 7:00 am – 1:00 pm (5.5 hrs plus 0.5 hours unpaid lunch)

Total for teachers is 37.50 hours per week

The school's daily schedule for support staff and Directors would be:

Mondays through Thursdays 7:00 am – 4:30 pm (9.0 hrs plus 0.5 hour unpaid lunch)

Fridays 7:00 am – 11:30 pm (4.0 hrs plus 0.5 hour unpaid lunch)

Total for support staff and Directors is 40.00 hours per week

The school's daily schedule for students would be:

Mondays through Thursdays 7:30 pm – 3:42 pm

#### **The Annual Calendar:**

The Palm Beach Collegiate will adopt the School District of Palm Beach County Board approved annual calendar. It will follow all the guidelines and requirements contained therein with respect to high schools. This would include school closings due to emergencies and make up days as specified. The Collegiate will open and close on the same days as the Palm Beach County Public School System. In case of closures due to hurricanes, the school will go to a five day week until the lost days for classroom instructions is recovered.

Annual Calendar for students: 36 weeks at four days per week covering the mandatory hours of instruction for course credit.

Annual Calendar for Teachers and Staff: The equivalent of 196 days

Annual Calendar for Directors would be 260 days

The Collegiate will operate for 36 weeks for students at four days per week with extended hours per day. It will operate 196 days for staff at four days per week for instruction and part of one day for planning. The number of instructional hours per course credit required by the Florida Department



of Education will not be affected. Number of instructional hours per course will be greater than 135 hours.

**B. Days and Hours of Instruction Time - The Bell Schedule for students:**

7:20 am – 7:30 am	Class Alert Bell -----	10 minutes
7:30 am – 9:23 am	Periods 1- Odd/Period 2 - Even -----	113 minutes
9:23 am - 9:28 am	passing time -----	5 minutes
9:28 am – 11:21 am	Period 3 - Odd/Period 4 - Even -----	113 minutes
11:21 am – 11:46 am	LUNCH -----	25 minutes
11:46 am – 11:51 am	passing time -----	5 minutes
11:51 am – 1:44 pm	Period 5- Odd/Period 6 - Even -----	113 minutes
1:44 pm – 1:49 pm	passing time -----	5 minutes
1:49 pm – 3:42 pm	Period 7 - Odd/Period 8 - Even - -----	113 minutes

The school will operate on a 4 Period Day Alternating Schedule, consisting of Odd and Even days. The first day of school will be Odd and students will attend periods 1, 3, 5, & 7. The second day will be even and students will attend periods 2, 4, 6, & 8. The third day will be Odd and the fourth day will be Even throughout the school year.

Describe the proposed charter school’s educational program.

**The Collegiate Educational Program**

The Collegiate Educational Program will consist of an Academic Component and a Career Component as follows:

**Academic Component:**

**Florida Department of Education**

**(a) “The Florida High School Graduation Diploma”**

The Educational Programs at this Collegiate will consist of courses from:

- (a) The Next Generation Sunshine State Standards (NGSSS) for High & Middle Schools
- (b) The Language Arts and Mathematics Florida Standards (LAFS & MAFS)
- (c) College Board approved Advanced Placement (AP) Courses
- (d) Advanced International Certificate of Education (AICE) courses
- (e) Specified DOE approved Career & Technical Education Courses (CTE)

Based on student’s course selections, successful completion of these courses, passing the required Florida Department of Education End of Course (EOC) Exams and other requirements, students will qualify for the Florida High School Diploma (24 Credits)

**Career Component:**

**Florida Department of Education**

**(a) The Career Technical Education Cluster**

**A. *Science, Technology, Engineering and Mathematics (STEM) Curriculum Frameworks***

***Agriculture, Food and Natural Resources Programs***

Successfully passing the CTE courses in the specific clusters will entitle students to receive the occupational completion points (OCP)

This Collegiate will cater for Grades 8<sup>th</sup> – 12<sup>th</sup> and the approach used will give students several options to meet their Career and/or College admissions goals upon graduation. They would select courses from the Course selection guide based on their interest and graduation requirements. They would also have the Career Technical Education courses offered on the course selection sheet.

Students will decide what their goals are and make choices that will focus them on meeting their goals for graduation, college admissions and a career pathway. Academic and Technical Education Courses will be selected from both the Academic and Career programs

Note: All courses from both Academic and Career programs will be available on the course selection sheets.

**Career Component:**

The Career Areas of Interest from the FLDOE Career & Technical Education Clusters are:

**A. Science, Technology, Engineering and Mathematics (STEM) Curriculum Frameworks**

***Agriculture, Food and Natural Resources Programs***

**A1. Program Title: Environmental Resources**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of four courses with one occupational completion point. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

The following table illustrates the secondary program structure:

A	8106810	Agriscience Foundations 1	1 credit	19-4091	3
	8106850	Agricultural Biotechnology 2	1 credit		3
	8113010	Environmental Resources 3	1 credit		3
	8113020	Environmental Resources 4	1 credit		3

**A2. Program Title: Environmental Water Technology**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food & Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of three courses and one occupational completion point.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8007110	Introduction to Environmental Water Technology	1 credit	51-8031	2
	8007120	Intermediate Environmental Water Technology	1 credit		2
	8007130	Advanced Environmental Water Technology	1 credit		2

**A3. Program Title: Food Science Applications**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of three courses and one occupational completion point. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8106810	Agriscience Foundations 1	1 credit	19-4011.02	3
	8129210	Food Science Applications 2	1 credit		2
	8129220	Food Science Applications 3	1 credit		2

**A4. Program Title: Forestry**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of a core and two completion points. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3) (b), F.S.

The following table illustrates the **Secondary** program structure:

	8106810	Agriscience Foundations 1	1 Credit		3
	8118310	Forestry and Natural Resources 2	1 Credit		2
A	8118320	Forestry and Natural Resources 3	1 Credit	45-4011	2
B	8118330	Forestry 4	1 Credit	19-4093	2

**A5. Program Title: Land Resources Technology**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of four courses and two occupational completion points.

The following table illustrates the secondary program structure:

A	8913010	Introduction to Environmental Technology	1 credit	17-3025	2
	8913020	Environmental Technology 2	1 credit		2
B	8913030	Land Resources 3	1 credit	17-3025	3
	8913040	Land Resources 4	1 credit		3

Note: Students will be selecting eight courses each year for a total of 32 courses that will meet the 24 credit high school graduation requirements for Florida High School Graduation. By offering 32 courses, students will have the opportunity to re-do courses in which they were unsuccessful. For students that have passed all courses, they will have the opportunity to take Advance Placement Courses or Dual Enrolled Courses in their senior year.

Successful completion of the required number of courses and levels of performance based on their Grade Point Average will qualify students for their High School Graduation Diploma. A student's Florida High School Diploma will consist of courses from the Next Generation Sunshine State Standards and any Advanced Placement Courses taken.

Course selection by Grade Level is be listed in **Section 4 – Curriculum Plan** of this application

C. Describe the research base for the educational program.

**Research Base for the Educational Program**

Research has identified five characteristics or correlates common to all effective schools. These five characteristics or correlates have been adopted by the Florida Department of Education and introduced as the:

## Florida Department of Education Continuous Improvement Model.

These five characteristics or correlates common to all effective schools will be the basis of the Instructional Model at this Collegiate. They are as follows:

1. Strong instructional leadership by the School Leader that frames the school's vision and turns it into reality.
2. High expectations of student achievement by students and staff members.
3. A broadly understood instructional focus that centers on reading, writing, and mathematics.
4. A safe and orderly school climate conducive to teaching and learning.
5. Frequent measures of pupil achievement as a basis for program evaluation and improvement.

### Eight-Step Instructional Process

Implementation of these five characteristics involves an **Eight Step Process** to ensure that quality instruction and learning takes place in every classroom. This **Eight-Step Instructional Process** will be strictly adhered to.

The Eight Steps are:

1. Disaggregation of Test Scores – Each spring results are disaggregated by student group, to identify objectives that require improvement. This Collegiate goal is to show continuous improvement year to year. The data are prepared for each teacher over the summer break and delivered to teachers by the beginning of the school year. Providing teachers with the data in a timely and efficient manner is a critical part of the process.
2. Development of Instructional Time Line – The Next Generation Sunshine State Standards identifies essential standards and benchmarks for all students. Using this as a base, teachers develop a time line for teaching each of these skill areas. Time allocations are based on the needs of the student groups and the weight of the objective. Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how long instruction will take.
3. Delivery of Instructional Focus – Using the time line, an instructional focus sheet stating the objective, target areas, instructional dates, and assessment dates is disseminated and followed by each teacher. By looking on the calendar, everyone knows the objectives teachers are focusing on and the time period when they will be taught. This Collegiate, in collaboration with its Leadership Team and Instructional Staff will set student expectations, while the teachers will determine how to fulfill it.
4. Assessment – After the instructional focus has been taught, teachers administer a Teacher made Assessment, a text book assessment or a commercially prepared assessment. Eighty percent of students must master an objective before teachers move on to another target area. Shorter, more frequent assessments allow teachers to detect and correct problems early. If students do poorly on a particular objective, additional teacher resources are provided, such as bringing in an instructional specialist.
5. Tutorials – Students who fail an assessment attend small tutorial groups devoted to the re-teaching of non-mastered target areas. Teachers in all grade levels and areas of certification provide tutorial or remediation activities both during and after school and on Saturdays. Computer lab time will be offered. Additionally, vertical and horizontal teams of teachers

and other staff members ensure seamless transitions for students moving between grade levels and schools.

6. **Enrichment** – Mastery students attend enrichment classes during tutorial time. For our Eight Grade students and High School Level students, mastering the basics is a requirement for taking electives. This practice (which parents highly support) has served to motivate students to take their studies seriously and focus on passing the tests.
7. **Maintenance** – Materials are provided for ongoing maintenance and re-teaching of objectives. This ensures students retain what they have learned. It also helps teachers to quickly spot students' needs for additional instruction. Economically disadvantaged students who need a lot of structure and reinforcement have especially benefited from this practice.
8. **Monitoring** – Principals visit classes daily during the instructional focus to monitor progress and drive home the message that learning is the primary purpose of the school.

Research on the Instructional, Learning and Teaching Strategies to be used at this school are as follows:

### **Instructional: Supporting Research**

1. Qualitative and meta-analysis research indicate:

That students in differentiated classrooms achieve better outcomes than students in classrooms without differentiation (Csikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, et al., 2003)

When instructional materials are differentiated to meet student needs, interests, and readiness, academic gains increase (Kulik & Kulik, 1991; Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996).

2. Qualitative and meta-analysis research indicate:

That students in differentiated classrooms achieve better outcomes than students in classrooms without differentiation (Csikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, et al., 2003)

When instructional materials are differentiated to meet student needs, interests, and readiness, academic gains increase (Kulik & Kulik, 1991; Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996).

3. Builds a foundation with structured concrete materials for developing concepts in number sense, geometry, statistics, story problems, and measurement (Bruni & Silverman, 1986; NCTM, 2000)

Develops more precise and comprehensive mental representations (Suydam & Higgins, 1977)

Allows students to understand numerical symbols and abstract equations at a concrete level (Devlin, 2000; Maccini & Gagnon, 2000)

Facilitates learning place value (Peterson, Mercer, O'Shea, 1988)

Facilitates development of computation skills (Mastropieri, Scruggs, & Shiah, 1991)

Promotes acquisition and retention of arithmetic facts and mathematics concepts (Miller & Mercer, 1993)

4. Flexible grouping allows teachers to meet the needs of specific children while targeting interests (NCREL)

Groups provide opportunities for improved social and academic interaction (Johnson & Johnson, 2000; Vaughn et al., 2001)

In comparison studies, students in alternative groupings (compared with traditional whole class grouping) for reading demonstrated higher success rates for students with disabilities (Elbaum et al., 2000)

5. PALS is approved by the U.S. Department of Education's Program Effectiveness Panel for Inclusion in the National Diffusion Network on effective educational practices (John F. Kennedy Center for Research on Human Development, 1999).

Improves student test performance on a number of reading measures (Fuchs, Fuchs, Mathes, & Simmons, 1997; Fuchs, & Fuchs, 1998).

PALS enables students to make connections with abstract mathematical concepts (Fuchs, Fuchs, 001; Fuchs et al., 1997).

6. Adams, G. & Engleman S. (1996). *Research on Direct Instruction: 25 Years Beyond Distar*. Seattle: Educational Achievement Systems.

American Federation of Teachers (1997). *Raising Student Achievement: A Resource Guide for Improving Low Performing Schools*. Washington: AFT.

American Federations of Teachers (1998). *Building on the Best: Learning from What Works*. Washington: AFT.

## LEARNING STRATEGIES

### Supporting Research

1. Students show improved independence in completing tasks, including improved reading comprehension (Alley & Deshler, 1979).

Students better understand individual learning process (NICHCY, 1997a)

Students give more attention to learning (NICHCY, 1997a)

2. Strategy is effective for increasing comprehension test scores (Mastropieri, Sweda, & Scruggs, 2000; Uberti, Scruggs, & Mastropieri, 2003).

Gains have been shown on criterion-referenced tests and criterion-referenced measures (Swanson, 1999; Forness, Kavale, Blum, & Lloyd, 1997).

## TEACHING STRATEGIES

1. Students can learn strategies through instruction/modeling approach of more directed instructional experiences. (Pressley & Harris, 1990). Adapted from the book *The Strategic Teacher*, by Harvey F. Silver, Richard W. Strong, Matthew J. Perini (see Figure E, p. 10).

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

### Educational Program Alignment with School's Mission.

The Mission of Palm Beach Collegiate is to create a Professional Learning Community that is conducive to leading and learning. This community of leaders and learners will prepare students for college and the work force by providing a rigorous and challenging curriculum for a High School Diploma combined with a FLDOE Career Technical Education STEM Program - Agriculture, Food and Natural Resources.

The Educational Program offered at this school consist of

- (i) High School Diploma that meets the requirements of the FLDOE graduation requirements.
- (ii) A Career Technical Education Program for Career choices.

This Collegiate's mission is aligned with the programs offered at this school. The purpose of this alignment is to achieve the School's Mission.

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

### **The Target Population Attaining the Next Generation Sunshine State Standards**

The targeted population consists of students in Grades 8<sup>th</sup> to 12<sup>th</sup>. The program offered here will help 8<sup>th</sup> graders complete their middle school education 9<sup>th</sup> to 12<sup>th</sup> graders High School Diploma Program and their Career Technical Education Program.

Therefore to meet the requirements of Section 1002.33 F.S., this school will be providing a curriculum that is derived from the Florida Department of Education Next Generation Sunshine State Standards (NGSSS), and the Language Arts and Mathematics Florida Standards. If any other Standards are introduced by the State at the time of implementation, this school will include those standards as well. This school will be able to meet this requirement by offering DOE approved NGSSS and the Language Arts and Mathematics Florida Standards courses.

Because this Collegiate will be operating as a "Collegiate", one of our Curriculum approaches will be to issue to each student, for each course they select, a course syllabus in the form of a progress chart. Students will be held accountable for each course standards and will be expected to achieve a certain level of proficiency as determined by the administration and content area departments.

Here is a Sample Progress Chart for Geometry Honors as outlined in the MAFS syllabus. These were prepared as Individualized Progress Charts for each course. Each student will receive one of these charts for each subject they are scheduled to take. Each Benchmark will be mastered to the pre determined proficiency level, and the proficiency score will be recorded with the teacher's initials.

Our Target Population will have attained the Next Generation Sunshine State Standards and the Math and Language Arts Florida Standards by mastering each of the Benchmarks listed for individual courses. Teachers will monitor student progress through the course and recording their scores when they attain mastery. If students fail to attain mastery in any of the Benchmarks, RTI and Differentiated Instruction will be used to help them attain mastery. Here is a Sample Student Progress Chart incorporating a few of the Mathematics Florida Standards for Course # 1206330, Geometry Honors. This format will be common for all subjects offered at this Collegiate.



**\*Course Number: 1206330 Course Title: Geometry Hon Credits: 1**

**PALM BEACH COLLEGIATE  
Benchmark Monitoring Progress Plan**

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

Course Number 1206330 Course Title Geometry Honors Credits 1

Career Pathway \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Room # \_\_\_\_\_ Proficiency \_\_\_\_\_ %

Date	Benchmark	BENCHMARK DESCRIPTION	Proficiency 80%	Teacher's Initials
	LAFS and MAFS #s are entered in this column	The student will use new vocabulary that is introduced and taught directly;		
		The student will listen to, read, and discuss familiar and conceptually challenging text;		
		Use truth <u>tables</u> to determine truth values of propositional statements.		
		Find the <u>converse</u> , <u>inverse</u> , and <u>contrapositive</u> of a statement		
		Determine whether two propositions are <u>logically equivalent</u> .		
		Use methods of direct and indirect <u>proof</u> and determine whether a short <u>proof</u> is logically valid.		
		Use <u>vectors</u> to <u>model</u> and solve application problems.		
		Explore and use other <u>sequences</u> found in nature such as the <u>fibonacci sequence</u> and the <u>golden ratio</u> .		
		Find the <u>lengths</u> and midpoints of <u>line segments</u> in two-dimensional <u>coordinate systems</u> .		
		Construct <u>congruent segments</u> and <u>angles</u> , <u>angle bisectors</u> , and parallel and <u>perpendicular lines</u> using a straight <u>edge</u> and compass or a drawing program, explaining and justifying the process used.		

		Identify and use the relationships between special pairs of <u>angles</u> formed by parallel <u>lines</u> and <u>transversals</u> .		
		Identify and describe <u>convex</u> , <u>concave</u> , regular, and irregular <u>polygons</u> .		
		Determine the measures of interior and exterior <u>angles of polygons</u> , justifying the method used.		
		Use properties of <u>congruent</u> and similar <u>polygons</u> to solve mathematical or real-world problems.		
	MAFS #-----	Standard		

\*This is only a template with a partial listing of the Course Benchmarks for the Student Benchmark Monitoring Progress Plan

If the school intends to replicate an existing school design<sup>1</sup>:

Provide evidence that the existing design has been effective and successful in raising student achievement. N/A

*The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.*

Describe the applicant's capacity to replicate an existing school design. N/A

*The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.*

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<sup>1</sup> An applicant is considered to be replicating an "existing school design" if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

### Evaluation Criteria: Educational Program Design

Reviewers will look for an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices and teaching methods, and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population, and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

## Section 4: Curriculum Plan

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

This Collegiate is designed to serve students in the 8<sup>th</sup> Grade through 12<sup>th</sup> Grade level. Its design will meet the 24 credit graduation requirement for high school graduation. The Curriculum has already been developed to include the Next Generation Sunshine State Standards, the Language Arts Florida Standards and the Mathematics Florida Standards in the core curriculum areas. The Curriculum consists of:

### 1. ACADEMIC COMPONENT

- (i) Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) will be retrieved from the FLDOE Website.
- (ii) Other Academic Courses from the Florida Department of Education Next Generation Sunshine State Standards (NGSSS) list of courses.

Courses offered at this collegiate will be retrieved from:

- (i) State approved courses listed on the Florida Department of Education Website located at:

<http://www.floridastandards.org/Standards/FLStandardsSearch.aspx>

[Next Generation Sunshine State Standards courses currently planned to be offered are listed below]

### 2. CAREER COMPONENT

Science, Technology, Engineering and Mathematics (STEM) Curriculum Frameworks

Program Cluster: Agriculture, Food and Natural Resources Programs

Program Type A1: Environmental Resources  
A2: Environmental Water Technology  
A3: Food Science Applications  
A4: Forestry  
A5: Land Resources Technology

### **Students Preparation for Attaining the Next Generation Sunshine State Standards, the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards(MAFS)**

Students will be prepared to attain the Next Generation Sunshine State Standards (NGSSS) and the Mathematics and Language Arts Florida Standards because the Curriculum is developed around the Next Generation Sunshine State Standards and the Mathematics and Language Arts Florida Standards. These courses are listed on the FLDOE website with FLDOE course numbers and will meet the requirements for high school graduation in the specific subject clusters. The Collegiate will know that the students have attained the NGSSS/MAFS/LAFS standards when they are successful in the evaluations and assessments for those courses including any End of Course (EOC) Exams required at that time. Students

passing the End of Course Exams or any other State mandated assessment for the Next Generation Sunshine State Standards or Florida Standards will be evidence that students have attained the Next Generation Sunshine State Standards and the Florida Standards. It should be noted that for some of the require EOC Exams, these exams count for 30% of the course grade at the present time. As changes to the grading process are updated, this school will adopt those changes in its assessments of students.

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

## **Research - Base for the Educational Program**

### **Research Based Instructional Strategies**

#### **Supporting Research**

1. Qualitative and meta-analysis research indicate:

Students in differentiated classrooms achieve better outcomes than students in classrooms without differentiation (Csikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, et al., 2003)

When instructional materials are differentiated to meet student needs, interests, and readiness, academic gains increase (Kulik & Kulik, 1991; Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996).

2. Qualitative and meta-analysis research indicate:

Students in differentiated classrooms achieve better outcomes than students in classrooms without differentiation (Csikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, et al., 2003)

When instructional materials are differentiated to meet student needs, interests, and readiness, academic gains increase (Kulik & Kulik, 1991; Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996).

3. Builds a foundation with structured concrete materials for developing concepts in number sense, geometry, statistics, story problems, and measurement (Bruni & Silverman, 1986; NCTM, 2000)

Develops more precise and comprehensive mental representations (Suydam & Higgins, 1977)

Allows students to understand numerical symbols and abstract equations at a concrete level (Devlin, 2000; Maccini & Gagnon, 2000)

Facilitates learning place value (Peterson, Mercer, O'Shea, 1988)

Facilitates development of computation skills (Mastropieri, Scruggs, & Shiah, 1991)

Promotes acquisition and retention of arithmetic facts and mathematics concepts (Miller & Mercer, 1993)

4. Flexible grouping allows teachers to meet the needs of specific children while targeting interests (NCREL)

Groups provide opportunities for improved social and academic interaction (Johnson & Johnson, 2000; Vaughn et al., 2001)

In comparison studies, students in alternative groupings (compared with traditional whole class grouping) for reading demonstrated higher success rates for students with disabilities (Elbaum et al., 2000)

5. PALS is approved by the U.S. Department of Education's Program Effectiveness Panel for Inclusion in the National Diffusion Network on effective educational practices (John F. Kennedy Center for Research on Human Development, 1999).  
Improves student test performance on a number of reading measures (Fuchs, Fuchs, Mathes, & Simmons, 1997; Fuchs, & Fuchs, 1998)  
PALS enables students to make connections with abstract mathematical concepts (Fuchs, Fuchs, 2001; Fuchs et al., 1997).
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American Federation of Teachers (1997). *Raising Student Achievement: A Resource Guide for Improving Low Performing Schools*. Washington: AFT.  
American Federations of Teachers (1998). *Building on the Best: Learning from What Works*. Washington: AFT.

## Research Based Learning Strategies

### Supporting Research

1. Students show improved independence in completing tasks, including improved reading comprehension (Alley & Deshler, 1979).  
Students better understand individual learning process (NICHCY, 1997a)  
Students give more attention to learning (NICHCY, 1997a)
2. Strategy is effective for increasing comprehension test scores (Mastropieri, Sweda, & Scruggs, 2000; Uberti, Scruggs, & Mastropieri, 2003).  
Gains have been shown on criterion-referenced tests and criterion-referenced measures (Swanson, 1999; Forness, Kavale, Blum, & Lloyd, 1997).

## Research Based Teaching Strategies

### Supporting Research

1. Students can learn strategies through instruction/modeling approach of more directed instructional experiences. (Pressley & Harris, 1990).
2. Adapted from the book *The Strategic Teacher*, by Harvey F. Silver, Richard W. Strong, Matthew J. Perini (see Figure E, p. 10).

The Goals for our Struggling Readers would be

- To Improve Overall Levels of Reading Proficiency
- To ensure that all students make at least one years growth in Reading Ability each school year.
- To Accelerate Struggling Readers' Development so they make more than one year's growth in one year of Instruction so they can eventually be reading at Grade level.

As teachers plan instruction for Struggling Readers they will be required to consider Reading of Fiction Based Literature as well as Reading Instruction across all Curriculum Areas. When developing these Reading Intervention Strategies, they would have to document the following to assist in Planning:

- Whatever Reading Instruction these struggling Readers had in the past was not enough or appropriate to help them become readers, reading at or above grade level.
- They probably had not done any significant amount of reading for extended periods of time in the past and are probably frustrated about Reading at the present time.
- The students would be from a very diverse group by race and ethnicity and could consist of Regular students, Different categories of Exceptional students as well as English language Learners.

Reading Teachers will assess what the Level 1 and Level 2 students can and cannot do through Diagnostic Testing, Read Aloud and Observations. They would then develop an Intervention Plan to meet their individual unique needs. This Plan would require the adjustments of Time, Pacing, Instruction and Practice that are incorporated in the Reading Plus Program which would be the Reading Program selected by Palm Beach Collegiate.. This Intervention will be applied as early as possible after diagnosis is complete. It will be intensive and carried out by staff that has completed the Reading Plus Training.

This intervention will be based on Four Researched Based Basic Principles for Effective Intervention.

**Principle 1:** Instruction will begin at the level students need it most. Teachers will treat the cause of the reading difficulty by looking at Reading Deficits in pre-requisite skills. Students' lowest Pre requisite skill will be determined and instruction will begin at that point. Re-evaluation will be done after the intervention to identify additional problems and then further instructional Intervention will be provided to correct newly identified reading difficulties. (Royer and Sinatra in 1994)

**Principle 2:** Effective Diagnosis and ongoing assessment are critical components of any Reading Intervention Program. To provide purposeful and effective instruction for struggling Readers their phonics skills will be diagnosed and Intervention Strategies will be based on the results of this diagnosis. Students will be assessed through Screening Assessments for phonics, phonemic awareness and writing/spelling skills. Progress monitoring will be done to determine their fluent reading abilities. Data on students' performance will be collected as often as is necessary to guide the intervention.

**Principle 3:** Teachers will match reading materials with students' zone of Proximal Development and minimize the amount of Literature at the Frustration level. This would give students the opportunity to read successfully at the formal instructional level and also to have success reading

independently. Reading assessments that are used to determine a student's Independent, Instructional and Frustration levels will be used for this purpose. The guide for Reading at the Instructional Level would be 75% proficiency for Comprehension and 90% proficiency for word recognition.

**Principle 4:** This principle is based on providing consistency on the previous three principles. When the process in evaluating or the methods of instruction keep changing, low performing students can lose their focus and concentration which would result in confusion that can hinder students' progress. This would eventually drive them to the frustration level which would defeat the intervention. Teachers would therefore be required to maintain consistency, focus and diligence in the three principles listed above.

The Materials used to develop the school Curriculum consist of District Adopted Text Books and previously adopted Textbooks that are now Off Adoption.

The Collegiate Educational Program will be:

**Foundation Materials**

The Foundation Materials that have been used to develop the Curriculum will come from the FLDOE Standards and Benchmarks of the Next Generation Sunshine State - Florida Standards as they pertain to the individual subjects. Text Books that were adopted by the School District and those that recently went off adoption are used to match the respective subjects. Because these Text Books have incorporated the NGSSS and the Florida Standards, they will serve as the foundation Materials for the courses. The Next Generation Sunshine State Standards and the Florida Standards can be retrieved from:

<http://www.floridastandards.org/index.aspx>

**Language Arts Instructional Materials to be used**

Subject	Text Book Title	\$ (Cost)
Language Arts Gr. 8	District Adopted Textbooks	
English I – IV	Ditto	
English I – IV Honors	Ditto	

**Mathematics Instructional Materials to be used**

Subject	Text Book Title (Off Adoption)	I have these Textbooks
Algebra I	Algebra I - Pearson	No Cost
Algebra I Honors	Algebra I Honors - Pearson	No Cost
Algebra II	Algebra II - Pearson	No Cost
Algebra II Honors	Algebra II Honors - Pearson	No Cost
Geometry	Geometry - Larson	No Cost
Geometry Honors	Geometry Honors - Larson	No Cost
Probability & Stats.	Probability & Statistics - Pearson	No Cost
Pre Calculus	Pre Calculus with Limits - Larson	No Cost
Calculus Honors	Calculus - Larson	No Cost



### Science Instructional Materials to be used

Subject	Text Book Title (Off Adoption)	I have these Textbooks
Comp. Science 3- Gr. 8	Physical Science	No Cost
Biology I	Biology – Prentice Hall	No Cost
Biology I Honors	Biology – Prentice Hall	No Cost
Chemistry I	Chemistry – Prentice Hall	No Cost
Chemistry I Honors	Chemistry- Matter and Change - Glencoe	No Cost
Environmental Science	Environmental Science – Holt Rinehart	No Cost
Physics I	Physics Principles and Practices Glencoe	No Cost
Physics I Honors	Physics Principles and Practices Glencoe	No Cost

### Social Studies Instructional Materials to be used

Subject	Text Book Title	
U.S. History Grade 8	District Adopted Textbooks	
U.S History Regular	Ditto	
U.S History Honors	Ditto	
American Govt. Reg.	Ditto	
American Govt. Hon.	Ditto	
Economics Regular	Ditto	
Economics Honors	Ditto	
World History Regular	Ditto	
World History Honors	Ditto	

### Career Program

Career Program Courses	Text Book Title	
Courses	District Adopted Textbooks	
Agriscience Foundations 1	Ditto	
Introduction to Environmental Water Technology	Ditto	
Introduction to Environmental Technology	Ditto	
Agricultural Biotechnology	Ditto	
Forestry and Natural Resources 2	Ditto	
Environmental Technology 2	Ditto	
Environmental Resources 3	Ditto	
Food Science Applications 2	Ditto	
Forestry and Natural Resources 3	Ditto	
Land Resources 3	Ditto	
Environmental Resources 4	Ditto	
Advanced Environmental Water Technology	Ditto	
Food Science Applications 3	Ditto	
Forestry 4	Ditto	
Land Resources 4	Ditto	

The Next Generation Sunshine State Standards or the Florida Standards Foundation Materials for grades 8 through 12 are listed here. The Course offerings by Grade level are as follows:

## Palm Beach Collegiate

### Eighth Grade Class Schedule

Bell Schedule	Periods (Odd)	Subjects	Periods (Even)	Subjects
7:30 am - 9:23 am	1		2	
9:28 am - 11:21 am	3		4	
11:21 am - 11:46 am	Lunch		Lunch	
11:51 am - 1:44 pm	5		6	
1:49 pm - 3:42 pm	7		8	

### Eighth Grade Course Offerings

- \_\_\_ (#1205070) Pre-Algebra
- \_\_\_ (#1204000) Intensive Mathematics (MC)
  
- \_\_\_ (#1001080) Language Arts 3, Advanced
- \_\_\_ (#1002000) Language Arts 1 ESOL
  
- \_\_\_ (#1008070) M/J Reading 3
- \_\_\_ (#1008080) M/J Reading 3, Advanced
  
- \_\_\_ (#2002200) STEM Environmental Science
- \_\_\_ (#2000025) M/J STEM Life Science
  
- \_\_\_ (#0400000) Theatre 1
- \_\_\_ (#0800020) Health 3
  
- \_\_\_ (#0708000) Spanish, Beginning
- \_\_\_ (#0708020) Spanish, Advanced
  
- \_\_\_ (#2103020) World Geography, Advanced
- \_\_\_ (#2103050) Florida: Challenges and Choices
  
- \_\_\_ (#1501000) Physical Fitness
- \_\_\_ (#1501002) Physical Fitness Career Planning
  
- \_\_\_ (#2303000) General Agriculture

## Palm Beach Collegiate Ninth Grade Class Schedule

Bell Schedule	Periods (Odd)	Subject	Periods (Even)	Subject
7:30 am - 9:23 am	1		2	
9:28 am - 11:21 am	3		4	
11:21am - 11:46 am	Lunch		Lunch	
11:51 am - 1:44 pm	5		6	
1:49 pm - 3:42 pm	7		8	

### Ninth Grade Course Offerings

\_\_\_ \*(#1200310) Algebra 1  
 \_\_\_ (#1200320) Algebra 1 Honors

\_\_\_ \* (#1001310) English 1  
 \_\_\_ (#1001320) English Honors 1

\_\_\_ \* (#2000310) Biology 1  
 \_\_\_ (#2000320) Biology 1 Honors

\_\_\_ \* (#2100310) United States History  
 \_\_\_ (#2100320) United States History Honors

\_\_\_ (#3026010) HOPE-Physical Education (Core)

\_\_\_ (#1006300) Journalism 1

\_\_\_ (#0708340) Spanish 1

\_\_\_ (#8106810) Agriscience Foundations 1

\* Required for High School Graduation

## Palm Beach Collegiate Tenth Grade Class Schedule

Bell Schedule	Periods (Odd)	Subject	Periods (Even)	Subject
7:30 am - 9:23 am	1		2	
9:28 am – 11:21 am	3		4	
11:21am – 11:46 am	Lunch		Lunch	
11:51 am – 1:44 pm	5		6	
1:49 pm – 3:42 pm	7		8	

### **Tenth Grade Course Offerings**

- \_\_\_ \*(#1206310) Geometry
- \_\_\_ (#1206320) Geometry Honors
  
- \_\_\_ \* (#1001340) English 2
- \_\_\_ (#1001350) English Honors 2
  
- \_\_\_ (#2003340) Chemistry 1
- \_\_\_ (#2003350) Chemistry 1 Honors
- \_\_\_ (#2000350) Anatomy and Physiology
- \_\_\_ (#2000360) Anatomy and Physiology Honors
- \_\_\_ (#2000340) Advanced Placement Biology
  
- \_\_\_ \*(#2109310) World History
- \_\_\_ (#2109320) World History Honors
  
- \_\_\_ (#1006310) Journalism 2
  
- \_\_\_ (#0708350) Spanish 2
  
- \_\_\_ (#1700300) Research 1 (To be completed Online)
  
- \_\_\_ (#8106850) Agricultural Biotechnology

\* Required for High School Graduation

**Palm Beach Collegiate**  
Eleventh Grade Class Schedule

Bell Schedule	Odd	Subject	Even	Subject
7:30 am - 9:23 am	1		2	
9:28 am - 11:21 am	3		4	
11:21 am - 11:46 am	Lunch		Lunch	
11:51 am - 1:44 pm	5		6	
1:49 pm - 3:42 pm	7		8	

**Eleventh Grade Course Offerings**

- \_\_\_ (#1200330) Algebra 2
- \_\_\_ (#1200340) Algebra 2 Honors
  
- \_\_\_ \*(#1001370) English 3
- \_\_\_ (#1001380) English Honors 3
  
- \_\_\_ (#2003380) Physics 1
- \_\_\_ (#2003390) Physics 1 Honors
- \_\_\_ (#2000410) Zoology
- \_\_\_ (#2001340) Environmental Science
- \_\_\_ (#2003370) Advanced Placement Chemistry
  
- \_\_\_ (#2100340) African-American History
  
- \_\_\_ \*(#2106310) United States Government
- \_\_\_ (#2106320) United States Government Honors
- \_\_\_ \* (#2102310) Economics
- \_\_\_ (#2102320) Economics Honors
  
- \_\_\_ (#1006320) Journalism 3
  
- \_\_\_ (#1008350) Reading for College Success
- \_\_\_ (#1008320) Reading Honors
  
- \_\_\_ (#1200410) Mathematics for College Success
- \_\_\_ (#1200400) Intensive Mathematics
  
- \_\_\_ (#8113010) Environmental Resources 3

\* Required for High School Graduation

## Palm Beach Collegiate Twelfth Grade Class Schedule

Bell Schedule	Periods (Odd)	Subject	Periods (Even)	Subject
7:30 am - 9:23 am	1		2	
9:28 am - 11:21 am	3		4	
11:21 am - 11:46 am	Lunch		Lunch	
11:51 am - 1:44 pm	5		6	
1:49 pm - 3:42 pm	7		8	

### Twelfth Grade Course Offerings

\_\_\_ (#1200500) Advanced Algebra with Financial Applications

\_\_\_ (#1202300) Calculus Honors

\_\_\_ (#1202310) Advanced Placement Calculus

\_\_\_ \*(#1001400) English 4

\_\_\_ (#1001410) English 4 Honors

\_\_\_ (#1001430) Advanced Placement English Literature

\_\_\_ (#2003380) Physics 1

\_\_\_ (#2003390) Physics 1 Honors

\_\_\_ (#2000410) Zoology

\_\_\_ (#2001340) Environmental Science

\_\_\_ (#2002510) Marine Science 1 Honors

\_\_\_ (#2106355) International Law

\_\_\_ (#2106360) Comparative Political Systems

\_\_\_ (#1006330) Journalism 4

\_\_\_ (#1700320) Research 3

\_\_\_ (#1008350) Reading for College Success

\_\_\_ (#1008320) Reading Honors

\_\_\_ (#1200410) Mathematics for College Success

\_\_\_ (#1200400) Intensive Mathematics

\_\_\_ (#8113020) Environmental Resources 4

\* Required for High School Graduation

**Choice Program (S.T.E.M: Science, Technology, Engineering, Mathematic)  
Course Selection: Science, Technology, Engineering & Mathematics (STEM)**

**Career Cluster:** Agriculture, Food and Natural Resources

**Program Type:** Career Preparatory.

**Program Titles:** A1, A2, A3, A4, A5

A1: Environmental Resources; A2: Environmental Water Technology;

A3: Food Science Applications; A4: Forestry; A5: Land Resources Technology

Note: Students select one of the program titles listed above.

Once students select a program type, they will be consistent throughout these clusters.

**9th Grade Career Course Selection**

Program Titles	Course #	Course Title
A1	8106810	Agriscience Foundations 1
A2	8007110	Introduction to Environmental Water Technology
A3	8106810	Agriscience Foundations 1
A4	8106810	Agriscience Foundations 1
A5	8913010	Introduction to Environmental Technology

**10th Grade Career Course Selection**

Program Titles	Course #	Course Title
A1	8106850	Agricultural Biotechnology
A2	8007110	Introduction to Environmental Water Technology
A3	8106810	Agriscience Foundations 1
A4	8118310	Forestry and Natural Resources 2
A5	8913020	Environmental Technology 2

**11th Grade Career Course Selection**

Program Titles	Course #	Course Title
A1	8113010	Environmental Resources 3
A2	8007120	Introduction to Environmental Water Technology
A3	8129210	Food Science Applications 2
A4	8118320	Forestry and Natural Resources 3
A5	8913030	Land Resources 3

**12th Grade Career Course Selection**

Program Titles	Course #	Course Title
A1	81113020	Environmental Resources 4
A2	8007130	Advanced Environmental Water Technology
A3	8129220	Food Science Applications 3
A4	8118330	Forestry 4
A5	8913040	Land Resources 4



The Curriculum will consist of the following:

**Core Academic Courses:**

The Next Generation Sunshine State Standards and Math Florida Standards and Language Arts Florida Standards will be used to meet the State's guidelines for High School Graduation. Syllabi for Advanced Placement Courses will be College Board approved through the Course Audit Process.

**Language Arts Courses** offered will cover the "Language Arts Florida Standards" and will consist of: Intensive Reading, English I Regular and Honors through English IV Regular and Honors. For these courses, the Topics, Standards and Benchmarks, including Access Points will be retrieved from the following Florida Department of Education Website:  
<http://www.floridastandards.org/index.aspx>

Advanced Placement English Language and Composition, and Advanced Placement English Literature and Composition will be College Board approved.

**Mathematics Courses** offered will cover the "Mathematics Florida Standards" and will consist of Algebra I & II Regular and Honors, Geometry Regular and Honors, Probability and Statistics, Pre Calculus, Trigonometry, Calculus. For these courses, the Topics, Standards and Benchmarks, including Access Points will be retrieved from the following Florida Department of Education Website: <http://www.floridastandards.org/index.aspx>

Advanced Placement Statistics and Advanced Placement Calculus AB. For these courses, the Topics Standards and Benchmarks, including Access Points will be retrieved from the following Florida Department of Education Website: <http://www.floridastandards.org/index.aspx>

**Science Courses** offered will cover the "New Generation Sunshine State, Standards and Benchmarks, including Access Points will be retrieved from the following Florida Department of Education Website: <http://www.floridastandards.org/index.aspx>

**Social Studies** courses offered will cover the "New Generation Sunshine State Standards" and will consist of World History regular and Honors, American History Regular and Honors, American Government Regular and Honors, Economics Regular and Honors, Advanced Placement World History, Advanced Placement American History, Advanced Placement American Government and Politics, Advanced Placement Comparative Government and Politics, Advanced Placement Microeconomics and Advanced Placement Macroeconomics. For these courses, the Topics, Standards and Benchmarks, including Access Points will be retrieved from the following Florida Department of Education Website:  
<http://www.floridastandards.org/index.aspx>

College Board approved syllabi will contain the AP requirements for AP Courses.

**Foreign Language** courses offered will be Spanish I, II, and Spanish Language and Spanish Literature. French I, II, and French Language and French Literature.

For these courses, the Topics, Standards and Benchmarks, including Access Points will be retrieved from the following Florida Department of Education Website:

<http://www.floridastandards.org/index.aspx>

Electives, Fine Arts/Performing Arts, Physical Education, Health and Personal Fitness and any other courses required for graduation will be retrieved from:

<http://www.floridastandards.org/index.aspx>

(i) Career Technical Education Courses from the Florida Department of Education Career and Technical Education Curriculum Frameworks

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

*The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.*

*The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information on reading requirements may be accessed at: [www.justreadflorida.com/docs/reading\\_programs.pdf](http://www.justreadflorida.com/docs/reading_programs.pdf)*

## **Reading as the Primary Focus of the School**

### **The School's Reading Curriculum will be:** The Reading-Plus Reading Program

This school will be leasing 170 student computers to accommodate all our students to the Reading Program. The approximate reading time as estimated by Reading Plus research is between 30 – 60 minutes. This Charter school will allocate the mean reading time as 45 minutes. The bell schedule allocates 113 minutes per period. Therefore two sessions of reading can occur every period. Four periods per day times two sessions per period is eight sessions. Even if 150 computers are engaged every session, the school can have 1200 students reading per day. At maximum enrollment the school will have only 410 students. If necessary, this school will have the capacity to accommodate all of its students, including any student that need extended time for reading or students that need double reading sessions. For State Testing the school will have the required technology in place to accommodate all students.

Research and Studies for the Reading Program

#### **Study: Reutzel, Petscher, & Spichtig**

Reutzel, D. R., Petscher, Y., Spichtig, A. N. (in press) Exploring a guided, silent reading intervention: Effects on struggling third-grade readers' achievement Journal of Educational Research

Reading Plus® is designed to continuously monitor student performance using both reading rate measures and responses to comprehension questions. Reading Plus® uses a mix of instructional formats and scaffolds to further match individualized needs and rates of progress. Students are able to progress through levels of reading challenge based on several factors. Students must be able to read passages at their current levels with grade-appropriate rates and good comprehension before they advance to subsequent levels.

The program provides **approximately 600 reading selections ranging from pre-primer to adult-level texts**. Selections represent narrative, expository, and informational texts in a wide array of genres. As students progress through the levels, the texts read become progressively longer and more challenging. The intent of the guided silent reading lesson is to provide students with authentic reading experiences that build comprehension, fluency and stamina at a level of difficulty to accelerate their progress.

This guided silent reading component is followed by a cloze-structured vocabulary component. This vocabulary component uses structured contextual analysis activities to assist struggling students develop comprehension competency.

Performance scores within each practice module, the interconnectedness of the various practice modules, integrated formative assessments following each lesson, and a highly sophisticated operating system inform just-in-time instructional decisions that are sensitive to student characteristics such as age, reading level, performance, progress, and instructional trajectory. The integration of these modules allows for the system to provide each student with a practice environment that uniquely addresses his or her individual silent reading development needs at any moment in time during the intervention period.

### **Usage**

Reading Plus® is intended for use in **grades 3 through high school**. The program is also designed for use with Students with Learning Disabilities (SWD), English Language Learners(ELL) and any student at risk of academic failure. The academic area of focus is reading (including comprehension, fluency, and vocabulary).

### **Reading Plus Contact Information**

Reading Plus®/Taylor Associates, 110 West Canal Street, Suite 301, Winooski, VT 05454  
Phone #: 1-800-732-3758, Web Site: [www.readingplus.com](http://www.readingplus.com)

### **Reading Plus® Delivery Formats and Costs:**

Reading Plus® costs are based on a Concurrent User (CU) model. CU seats have two component costs: license and web hosting. A Reading Plus® CU license is a permanent purchase and has a one-time fee. Web-hosting fees, which are paid annually, provide 24/7 access to CU seats from anywhere with internet access and include unlimited technical support. In addition, web-hosting

fees include seamless delivery of all Reading Plus® updates and upgrades. Professional development, which includes initial and follow up training, as well as ongoing implementation support, is calculated based on specific site and district implementation plans.

**Cost per student based on CU seats:** The number of CU seats purchased determines the maximum number of students who can access the system simultaneously. Scheduling multiple students for each CU seat, a Reading Plus® site can significantly lower the per student cost of the installation. If a school uses a rotation model that allows 5 students to share each CU seat, the cost for the first three years is approximately \$23 per student (based on 25 CU seats).

Educational Endeavors  
9720 SW 122nd Street  
Miami, FL 33176

**Estimate Reading- Plus Reading Program  
Estimate # 1532**

Date Quoted: 12/09/2014

Valid through: 06/30/2015\*

Palm Beach Collegiate Charter

Service: UA 300-499 1yr.

Purchase of Reading- Plus Unlimited Site Subscription for all students up to 499, includes all updates, upgrades, technical support, implementation support and professional development for one year

**Total \$10,500.00**

Accepted By \_\_\_\_\_

Accepted Date \_\_\_\_\_

\*At the expiration of this quote date a request will be made for an updated quote.

**Program Specifications and Requirements**

The program is designed for use with individual students and small groups of 5-25 students. The program administration time is 30-60 minutes per session with 3-5 sessions per week over the course of 7-24 weeks.

**The program includes highly specified teacher manuals.**

Reading Plus® is delivered online and works with both Macintosh and Windows operating systems. The minimum technical requirements are:

**Operating System:** Windows XP/Vista/7 or Mac OS v. 10.39

**Browser:**

Windows: Internet Explorer 7+ or Firefox 3+Mac: Safari 1.2+, **Hardware:** 1 GB RAM, 1 GHz CPU

**Bandwidth:** Further specific technology requirements can be found online at <http://www.readingplus.com/support>

### **Training**

The program requires training for the instructor in the amount of 4-8 hours. Instructors receive two-part training that takes place via face-to-face or live webinar. Instructors receive **Initial Training** before they get started with Reading Plus and **Follow-Up Training** once students have completed at least 8 sessions in the program.

**Initial Training** covers content in 5 areas:

- 1) *Why Reading Plus®?*: Reading Plus leverages technology to provide students with effective scaffolded silent reading practice as well as development in foundational visual perceptual skills for silent reading.
- 2) *Student Experience*: Component programs of Reading Plus demonstrate what students will experience from their first log-in.
- 3) *Getting Started*: Hands-on training with the Reading Plus® teacher management interface
- 4) *Motivation*: Motivational tools built in the Reading Plus® system and what they do
- 5) *Accessing Help*: Assistance throughout their Reading Plus® implementation and a tour of the Reading Plus® Help Site and its resources.

**Follow-Up Training** enables participants to analyze detailed data and introduces them to the class-level and student-level reports that help them gauge the growth students are making within Reading Plus®. They learn about the best reports to access for varied purposes, including the best student reports to pull as they look for specific information regarding a student's response to the intervention. Instructors also learn how to analyze the data to determine how they can adjust the program to best serve specific student needs.

The minimum qualifications for the instructor are that they are a paraprofessional. The program does not assume the instructor has expertise in a given area.

Reading Plus® training manuals and materials are available in both print and online formats. The basic principles of product function and usage are captured in printed materials. Reading Plus delivers online training and support to instructors and students available on demand. Online

materials include a library of resources to provide instruction and assistance with the program. The online resources are monitored constantly.

Ongoing support to Reading Plus® instructors is provided. A Reading Plus® staff member is dedicated to each Reading Plus® site to provide individualized support to the site for the duration of their implementation.

## SECONDARY STUDIES

### *Independent Studies: Miami Dade, Florida*

#### THE RESEARCH

Dade County Public Schools conducted an independent analysis of interventions used within their district. The analysis examined students in grades 3 through 10 at all levels of ability. The analysis was conducted to determine the effectiveness of programs in improving students' reading and/or math FCAT scores.

#### THE RESULTS

The results showed that *Reading Plus* had a significant positive effect for students of all ability levels and at all grade levels. This report was also conducted for the 2010/2011 school year with nearly identical results leading M-DCPS to state that *Reading Plus* was found to have a consistent beneficial impact on the achievement of the students who used the program.

**TITLE:** The Relationship Between a Silent Reading Fluency Instructional Protocol on Students' Reading Comprehension and Achievement in an Urban School Setting

**AUTHORS:** Timothy Rasinski, S. Jay Samuels, Elfrieda Hiebert, and Yaacov Petscher

**PUBLICATION:** Reading Psychology, Vol. 32, No. 1, January 2011, pp. 75-97

**SUMMARY:** The study examined a large-scale implementation of Reading Plus to validate the effects as well as the feasibility of deployment of Reading Plus within a wide range of school settings. A total of 16,143 students from grades 4 through 10 in 23 schools in Regions II and III in the Miami-Dade County Public Schools participated in the study.

**FINDINGS:** Results indicated that students participating in Reading Plus for a minimum of 40 or more lessons over approximately six months made significantly greater gains on both the criterion-referenced and norm-referenced reading tests that are part of the Florida Comprehensive Achievement Test (FCAT) than students who did not participate in the program. Positive results also were demonstrated for various subpopulations often considered at risk for reading difficulties. African-American, Latino-American, special education, and learning disabled students who participated in the Reading Plus intervention demonstrated significantly and substantially greater gains in measures

of reading achievement on both the CRT and NRT portions of the FCAT than students not participating in the intervention.

**TITLE:** The Effect of the *Reading Plus* Program on Reading Skills in Secondary Students

**AUTHOR:** North East Florida Educational Consortium's Foundation for Rural Excellence (NEFEC) and Educational Learning Systems, Inc.

Unpublished study conducted by North East Florida Educational Consortium's Foundation for Rural Excellence (NEFEC) and Educational Learning Systems, Inc.

**FINDINGS:** While the control group showed no significant gains on the Gates-MacGinitie Reading Test, the treatment group made statistically significant gains (from pre-test scores of 33.7 to post-test scores of 42.3). The treatment group also made higher gains on the Visagraph GLE (3.6 to 6.8) than the control group (4.0 to 4.6), as well as the Visagraph Reading Rate with Comprehension (142.5 to 182.9 for the treatment group and 140.4 to 149.5 for the control group). On the FCAT, the treatment group showed the most gains with a score change of 220.18, while the control group showed lesser gains with a score change of 142.4.

**TITLE:** M-Cell Deficit and Reading Disability: A Preliminary Study of the Effects of Temporal Vision-Processing Therapy

**AUTHORS:** Harold A. Solan, John Shelley-Tremblay, Peter C. Hansen, Michael E. Silverman, Steven M. Larson and Anthony Ficarra

**PUBLICATION:** Optometry, Vol. 75, No. 10, October 2004, pp. 640-650

**SUMMARY:** The study involved 16 seventh grade students from a New York City school who were defined as moderately disabled readers after being tested on the Gates-MacGinitie Reading Test.

**FINDINGS:** Results showed significant improvement on all post-tests, with the Gates Test ( $p=0.001$ ) average GE increase to 6.52, and the Coherent Motion Threshold Test ( $p=0.011$ ) down to 4.98%. The students' average w.p.m. increased to 160 on the Gray Oral Reading Test ( $p=0.002$ ) and the students achieved a 11.19 mean scaled score increase on the Woodcock-Johnson Test ( $p=0.001$ ). This study concludes that through temporal vision therapy, reading disabled students with M-Cell deficit can improve magnocellular processing and reading comprehension skills.

**TITLE:** Effect of Attention Therapy on Reading Comprehension

**AUTHORS:** Harold A. Solan, John Shelley-Tremblay, Anthony Ficarra, Michael Silverman, and Steven Larson

**PUBLICATION:** Journal of Learning Disabilities, Vol. 36, November/December 2003, pp. 556-563

**SUMMARY:** The study's purpose was to determine if visual attention therapy had any influence on improvement in reading comprehension of sixth graders with moderate reading disabilities. Thirty students from New York City schools were divided equally into treatment and control groups.

**FINDINGS:** The treatment group made significant gains on both the comprehension ( $p<.05$ ) (GE 4.1 to GE 5.2) and attention test ( $p<.01$ ) (95 to 113). The control group showed no significant improvement in either comprehension (GE 4.3 to GE 4.4) or attention (94 to 106). This study supported the findings that visual attention therapy can have a beneficial effect on reading comprehension of those with reading disabilities.

**TITLE:** Evaluation of the *Reading Plus* 2000 and Visagraph System as a Remedial Program for Academically 'At Risk' Sixth and Eighth Grade Students: A Pilot Study

**AUTHORS:** Darrel G. Schlange, H. Patel, and Brian Caden

**PUBLICATION:** Optometry and Vision Science, Vol. 76, poster 11, 1999

**SUMMARY:** The study was conducted at Shields Elementary School in Chicago. At-risk students were assigned to receive instruction with an earlier version of *Reading Plus*.



Students received three sessions per week for a total of 40 sessions, in addition to their regular classroom instruction.

**FINDINGS:** Results showed that students in the sixth and eighth grades who received training with *Reading Plus* made significant improvements ( $p < .001$ ) with a gain of 0.9 and 2.3 levels in their GLE as measured by the Visagraph, respectively. In addition, the sixth and eighth graders had a significant average ITBS gain of 1 year 5 months ( $p < .001$ ) as compared to the school's average student gain of 1 year 1 month. Beyond the reading gains, students also improved in visual skills, reducing instances in which the two eyes performed differently in terms of binocular coordination ( $p < .0005$ ).

**Training of Instructors:** Teachers had diverse backgrounds and varying levels of teaching experience, but all teachers using the treatment program received an initial hands-on 4-hour professional development course, which covered the pedagogy of the program, and basic functionality of the program and of the teacher management system. The initial professional development also allowed for teachers and administrators to design implementation and motivation plans specific for their school. A follow up 3-hour professional development course was provided approximately 4 weeks later. This time period allowed the teachers to gain experience and allowed the students to accumulate usage data. The follow up professional development was then able to answer specific teacher usage questions and delve deeper into the progress monitoring and reporting features of the program. All teachers and administrators using the program received on-going support via site visits, email, and phone communications to address any questions or concerns that arose during the implementation period.

#### **Fidelity of Implementation:**

**Describe when and how fidelity of treatment information was obtained:** Reading Plus is a web-based intervention system delivered via the internet. The imbedded teacher management system provides a scheduling tool which allows the teacher or administrator to set schedule goals for students within the program in terms of number of sessions per week, length of sessions and length of intervention period. Teachers and administrators are given real-time feedback that assists them in creating an acceptable schedule that fall within the parameters given by the publisher. Detailed logs maintained within the system recorded each students' time on task and performance on the various program components. We compared the students' actual usage with the schedule set by the teacher and/or administrator and with this information we were able to explicitly assess each students' level of fidelity

**Provide documentation (i.e., in terms of numbers) of fidelity of treatment implementation:** 100% of the students in the treatment group completed at least the minimum number of lessons suggested by the publisher. The students in the treatment group ( $n=40$ ), completed an average of 71 lessons with a range of 40 lessons to 119 lessons. All work, including lesson completion dates, lesson format, reading rates, comprehension performance, and time on task are tracked within the Reading Plus management system.

The Reading Plus® intervention was scheduled for 20 weeks, 3 sessions per week and 30 minutes per session. Prior to students beginning the implementation key administrators, lead teachers/reading coaches and classroom teachers were trained on how to use the Reading Plus® management system. The management system is a key component of a successful intervention as it provides built-in school, class and student reports that enforce effective schedule guidelines, support monitoring of progress and help ensure program fidelity.

The second step to guarantee program fidelity was to ensure that all 40 students completed the required Reading Placement Appraisal™ (RPA™). This 20-minute placement test assesses independent reading level, rate, comprehension, and vocabulary level and establishes each student's initial placement level within the program. Teachers physically monitored the administration of this assessment and reviewed the results using the Reading Plus® management system to be certain students had been accurately placed. After the RPA™ was completed Reading Plus® sessions began according to the aforementioned schedule.

Each session began with the perceptual accuracy and visual efficiency (PAVE™) warm-up activity. Each student was required to complete the PAVE™ warm-up before the program would allow them to continue to the next instructional complement. Teachers received a detailed student summary report via the Reading Plus® management system which provided monitoring feedback on PAVE™ that included total time spent in the activity, scan rate improvement and accuracy with flash characters.

After completing PAVE™ students continued to the Structured Silent Reading (Guided Reading™ – GR™) lesson – the heart of the intervention. Students build fluency in GR™ by reading narrative, expository, and informational text that are presented in both a guided silent reading format (a moving window guides students' eyes across lines of print from left to right) and an independent reading format that dynamically changes the length of text segments and frequency of comprehension questions. Students must be able to read appropriately leveled passages at the current content difficulty levels with research-based grade-appropriate rates and good comprehension before they advance to subsequent levels (Taylor, Frackenpohl, & Pettee, 1960). The Reading Plus® system requires 70% correct responses on comprehension questions for a student to be considered successful.

**Table 1: Reading Rate Grade-Level Norms**

<b>Grade</b>	<b>Norms w/ Comprehension (wpm)</b>
6	185*
7	195
8	204
9	214
10	224
11	237
12	250
College	280

\* Usual Aural/Oral Range

The Reading Plus® system constantly reviews each student's progress and evaluates reading, content level, comprehension, and lesson consistency with a complex algorithm of logic that assures students interact with the program as intended and do not simply "click their mouse". As students engage in Structured Silent Reading lessons the system monitors progress and will notify teachers if students are struggling. In some cases the system may even "suspend" a student until the teacher had a chance to meet with him or her. The system will alert teachers if students are demonstrating excessive reading rates and/or prolonged, inconsistent performance. If students are suspended, the student cannot continue in the program until the teacher "unsuspends" the student. Typically, the teacher would conference with the student to help determine the issue or directly observe the student completing a lesson to gain insight into the student's struggles.

In a previous study, the publisher learned that students who engaged in at least 40 treatment lessons achieved significantly higher gains than students who did not (Rasinski, Samuels, Hiebert, Petscher, & Feller, 2009). Therefore, the number of GR™ lessons was the variable used in this study. However, the staff training, management system reports and "suspension" logic all provide evidence to confirm that students were doing what Reading Plus® program developers intended during the time they were logged into the system on the computer.

Prior to students beginning the study, key administrators, lead teachers/reading coaches, and classroom teachers were trained by Reading Plus® Implementation Specialists. The training focused on effective Reading Plus® implementation which included a detailed overview of the instructional components students were going to engage in for the duration of the study, scheduling and weekly assignments as well as an in-depth overview of the teacher management system. The management system plays a key role in a successful Reading Plus® implementation as it provides built-in school, class and student reports. These reports enforce effective schedule guidelines, support monitoring of progress and ensure program fidelity by providing weekly benchmarks and milestone-related benchmarks for program use and performance status and improvements (e.g., content level increases, comprehension performance, and comprehension-based reading rate changes). Each teacher also had access to a management "dashboard" for their class that provided a quick overview as to whether their students were achieving weekly assignment and comprehension goals. Implementation Specialists continued to support school staff during the study. After a month of treatment each study site completed a follow-up training that continued to assist teachers in using the reports and progress reviews. For the duration of the entire study period Implementation Specialists were on call to provide on demand off-site and on-site progress monitoring support. So, in conclusion, the system logic, management system reports, notification system, staff training, and implementation team support, all provide evidence to confirm that students were doing what Reading Plus® program developers intended during the time they were logged into the system on their computers.

Reference: Taylor, S. E., Frackenpohl, H., & Petee, J. L. (1960). Grade Level Norms for the Components of the Fundamental Reading Skill. *E.D.L Research and Information Bulletin*, 3.ref\_end

Listed here is a quote for 170 student computers from School Tech Supply.

This Charter school will lease these computers for a period of three years at the rate of \$2,253.38 per month

During a recent discussion with **Jeffrey Wanner**

**Account Manager**

**866-499-2580 x834**

**Fax: 888-801-3381**

He said that this is the only payment on a monthly basis. There is no upfront payment.

**Jeff Wanner**

4:13 PM (23 minutes ago)

3/13/2015			
Palm Beach Collegiate Charter School		FMV	
Monthly Lease Quote	Amount	36 MLRF	Rental
27628	\$69,665.00	0.032346	\$2,253.38

MLRF means Monthly Lease Rate Factor. Monthly Rent is the MLRF times the equipment cost. ALRF means Annual Lease Rate Factor. Annual Rent is the ALRF times the equipment cost. Applicable taxes, if any, are added, unless applicable taxes are included in the Amount specified in this Quote. Payments are in advance, on the first day of the period. First and last are paid up front. There are no additional fees of any kind. For FMV leases, lessee is responsible for the cost of returning the equipment to lessor.

Quote is subject to credit approval

**SCHOOL <sup>STS</sup>  
TechSupply**

A Division Of Pacific OneSource Inc **Jeffrey Wanner, Account Manager,**  
**866-499-2580 x834 Fax: 888-801-3381**

## Flow Chart for Placement of Students Entering 8<sup>th</sup> Grade in Intensive Reading Classes for FY14 using: FAIR Assessment

Student with FCAT Reading at Level 1 or Level 2: Administer FAIR to determine reading placement.	According to the assessment, the student is reading two years behind grade level.	Student takes two periods of intensive reading (two reading classes do not have to be back to back or with same teacher) OR
		Student takes one period of intensive reading and a content area class with a teacher who is <b>reading endorsed or reading certified</b> . (The two classes do not have to be back to back or with same teacher.)

			Take two periods of intensive reading (two reading classes do not have to be back to back or with same teacher). OR
Student with FCAT Reading at Level 1 or Level 2: Administer FAIR to determine reading placement.	Student is not two years behind but does have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 15 or below on Maze and/or Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student can either...	Take one period of intensive reading plus a content area class with a teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained. (The two classes do not need to be back to back or with the same teacher OR
			Receive one period of intensive reading plus extended time. (ET may occur before or after school with a teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained.)

Student with FCAT Reading at Level 1 or Level 2: Administer FAIR to determine reading placement.	Student is not two years behind and does not have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 16 or above on Maze and Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student can either...	Take a content area class with teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained. OR
			Take one period of intensive reading.

**FY14 Flow Chart for Placement of Students in Intensive Reading  
Classes: FAIR Assessment  
For students entering 9<sup>th</sup> Grade in the 2013-2014 cohort**

Student with FCAT Reading at Level 1 or Level 2: Administer FAIR to determine reading placement.	According to the assessment, the student is reading two years behind grade level.	Student takes two periods of intensive reading (two reading classes do not have to be back to back or with same teacher). OR
		Student takes one period of intensive reading and a content area class with a teacher who is <b>reading endorsed or reading certified</b> . (The two classes do not have to be back to back or with same teacher.)

			Take two periods of intensive reading (two reading classes do not have to be back to back or with same teacher). OR
Student with FCAT Reading at Level 1 or Level 2: Administer FAIR to determine reading placement.	Student is not two years behind but does have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 15 or below on Maze and/or Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student can either...	Take one period of intensive reading plus a content area class with a teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained. (The two classes do not need to be back to back or with the same teacher.) OR
			Receive one period of intensive reading plus extended time. (ET may occur before or after school with a teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained.)

Student with FCAT Reading at Level 1 or Level 2: Administer FAIR to determine reading placement.	Student is not two years behind and does not have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 16 or above on Maze and Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student can either...	Take a content area class with teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained. OR
			Take one period of intensive reading.

## Flow Chart for Placement of Students entering 9<sup>th</sup> Grade in the 2013-2014 cohort in Intensive Reading Classes: Using FAIR Assessment: Level 1 students

Student with FCAT Reading at Level 1: Administer FAIR to determine reading placement. *	Must receive at least 1 period of intensive reading plus...	According to the assessment, the student is two years behind grade level.	Student takes additional period of intensive reading (two reading classes do not have to be back to back or with same teacher).
			In addition to one intensive reading period, the student takes a content area class with a teacher who is <b>reading endorsed or reading certified</b> . (The two classes do not have to be back to back or with same teacher.)

				Take an additional period of intensive reading (the two classes do not have to be back to back or with same teacher).
Student with FCAT Reading at Level 1: Administer FAIR to determine reading placement. *	Must receive at least 1 period of intensive reading plus...	Student is not two years behind but does have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 15 or below on Maze and/or Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student will take one period of intensive reading and either	Take a content area class with a teacher who is reading endorsed, reading certified, CAR-PD trained, or NGCAR-PD trained (two classes do not have to be back to back or with same teacher).
				Receive extended time before or after school with a teacher who is reading endorsed, reading certified, CAR-PD trained, or NGCAR-PD trained.

Student with FCAT Reading at Level 1: Administer FAIR to determine reading placement. *	Must receive at least 1 period of intensive reading	Student is not two years behind and does not have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 16 or above on</b>	Additional intervention beyond the one period is not needed.
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## FY14 Flow Chart for Placement of Students entering 9<sup>th</sup> Grade in the 2013-2014 cohort in Intensive Reading Classes: Using FAIR Assessment: Level 2 students

Student with FCAT Reading at Level 2: Administer FAIR to determine reading placement.	According to the assessment, the student is reading two years behind grade level.	Student takes two periods of intensive reading (two reading classes do not have to be back to back or with same teacher)
		Student takes one period of intensive reading and a content area class with a teacher who is <b>reading endorsed or reading certified</b> . (The two classes do not have to be back to back or with same teacher.)

			Take two periods of intensive reading (two reading classes do not have to be back to back or with same teacher).
Student with FCAT Reading at Level 2: Administer FAIR to determine reading placement.	Student is not two years behind but does have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 15 or below on Maze and/or Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student can either...	Take one period of intensive reading plus a content area class with a teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained. (The two classes do not need to be back to back or with the same teacher.)
			Receive one period of intensive reading plus extended time. (ET may occur before or after school with a teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained.)

Student with FCAT Reading at Level 2: Administer FAIR to determine reading placement.	Student is not two years behind and does not have needs in the areas of text reading efficiency or decoding ( <b>as demonstrated by a score of 16 or above on Maze and Word Analysis</b> ).	Based on teacher input (day-to-day <b>oral reading performance on grade level text</b> ), the student can either...	Take a content area class with teacher who is reading endorsed, reading certified, CARPD trained, or NGCAR-PD trained
			Take one period of intensive reading.



Approved FCAT 2.0 and FL EOC Achievement Level Scores Department of Educational Data Warehouse, Accountability and School Improvement Updated February 2014

**FCAT 2.0 Reading Developmental Scale Scores**

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
4	154-191	192-207	208-220	221-237	238-269
5	161-199	200-215	216-229	230-245	246-277
6	167-206	207-221	222-236	237-251	252-283
7	171-212	213-227	228-242	243-257	258-289
8	175-217	218-234	235-248	249-263	264-296
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	245-255	256-270	271-302

**FCAT 2.0 Mathematics Developmental Scale Scores**

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-182	183-197	198-213	214-228	229-260
4	155-196	197-209	210-223	224-239	240-271
5	163-204	205-219	220-233	234-246	247-279
6	170-212	213-226	227-239	240-252	253-284
7	179-219	220-233	234-247	248-260	261-292
8	187-228	229-240	241-255	256-267	268-298

**FCAT 2.0 Science Scale Scores**

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260

**Algebra 1 EOC Assessment Scale Scores**

Multi-Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-374	375-398	399-424	425-436	437-475

**Geometry EOC Assessment Scale Scores**

Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-369	370-395	396-417	418-433	434-475

**Biology 1 EOC Assessment Scale Scores**

Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-368	369-394	395-420	421-430	431-475

**US History EOC Assessment Scale Scores**

Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-377	378-396	397-416	417-431	432-475

**\*Algebra 2 EOC Assessment Scale Scores**

Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
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\*When the scale score for Algebra 2 becomes available they would be listed here. As additional Courses are added to the list of EOC Assessment courses, they would also be added to this list

### **Students Performing Above Grade Level:**

Advanced Placement Courses, Honors Level Courses and Research Based Project Type Assignments will be included as part of the coursework for students performing above Grade Level. Students performing above Grade Level and who have met the requirements for Dual Enrollment Courses will be given the opportunity to register for courses at the State College.

### **Students Performing At or Above Grade Level**

Students performing at or above Grade Level will be prepared to achieve the Sunshine State Standards in the following ways:

These students will be provided opportunities to take Advanced Placement Courses, Dual Enrolled Courses, Honors Level Courses, Experiential Learning Experiences and Research Based Learning experiences.

The course syllabus to be used for all content area subjects at this charter school will consist of State approved, District adopted Courses. These subject area courses have the Standards and Benchmarks listed for each subject along with the Grade Level, Strands and Standards. These syllabi will be used as a guide for teaching these Standards. The District adopted Textbooks will be used for the content of each Language Arts Florida Standard.

### **Students Performing Below Grade Level in Reading**

Students performing below grade level as demonstrated by their Test Scores or any Diagnostic Tests that may be used will be provided with the appropriate remediation courses and the required number of minutes of instruction as required by Florida Statutes. It is the intent of this school to provide these low performing students with the most highly qualified and successful teachers. After school tutoring will be provided for students that need tutoring. The Instructional format will consist of Cooperative Learning Groups, Differentiated Instruction, and Reading of High Interest Books at their zone of Proximal Development.

- For **Level 1** students entering **Grades 8-10** that are **fluent** readers will be provided with Reading Intervention. These students will be provided with one full period of Reading Instruction everyday for the entire school year which is thirty six (36) weeks. If these same students are **not fluent** readers they would be provided with two periods of Remediation Reading for thirty six weeks. This Instruction will be provided by either a Reading Certified Teacher or a Reading Endorsed Teacher.
- For **Level 2** students entering **Grade 8-10** that are **fluent** readers will be provided with Reading Intervention. These students will be provided with one full period of Reading Instruction every day for the entire school year which is thirty six (36) weeks. If these same students are **not fluent** readers they would be provided with two periods of Remediation Reading for thirty six weeks. This Instruction will be provided by a Reading Certified Teacher, a Reading Endorsed Teacher or a Teacher that has completed the Content Area Reading Professional Development Training (CAR-PD).
- For **Level 1** students entering **Grade 11-12** that are **fluent** readers will be provided with Reading Intervention. These students will be provided with one full period of Reading Instruction everyday for the entire school year which is thirty six (36) weeks. If these same students are **not fluent** readers they would be provided with two periods of Remediation Reading for thirty six

weeks. This Instruction will be provided by either a Reading Certified Teacher or a Reading Endorsed Teacher.

- For **Level 2** students entering **Grade 11-12** that are **fluent** readers will be provided with Reading Intervention. These students will be provided with one full period of Reading Instruction everyday for the entire school year which is thirty six (36) weeks. If these same students are **not fluent** readers they would be provided with two periods of Remediation Reading for thirty six weeks. This Instruction will be provided by a Reading Certified Teacher, a Reading Endorsed Teacher or a Teacher that has completed the Content Area Reading Professional Development Training (CAR-PD).

### **Progress Monitoring will be an on-going process for all students to whom Reading Intervention has been provided**

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

The school will use Research Based Instructional Strategies, Learning Strategies and Teaching Strategies to help students benefit from the curriculum

### **Goals of Our Struggling Readers**

#### **Strategies for Helping Students who Enter School below Grade Level**

In order to fully address the needs of all students at this school and especially those that are exceptional students or those who are entering below grade level, the School Level Literacy Intervention Plan would be guided by:

- Instructional Involvement and Activities of the School Leader.
- Student Performance Data will be used to Develop and Guide Instruction
- All Instructional Materials Listed in the Reading Plus Reading Program will be used effectively and efficiently.

Since Reading will be a school wide initiative, Instructional Involvement and Activities of the School Leader will be as follows:

- Select a school literacy leadership team consisting of highly qualified reading and content area teaching personnel that are either Reading Certified or Reading Endorsed. This team will work with the School's Instructional Leader to identify their strengths and weaknesses, to set priorities for improving themselves and to recommend resources strategies for planning and working together.
- The school leadership will develop a plan for staffing to meet the needs of all students so the right people can be at the right place to face the challenges of the Reading initiative
- The School Leader will develop and use innovative ideas and creative scheduling to meet the needs of all students. This may include extended instructional blocks during the day, before or after school sessions, reading intervention classes or summer programs.
- The School Leader will create a professional Development Plan for the Literacy Team and establish literacy Study Groups, Demonstration Teaching, Professional Development on specific strategies or attending Professional Development Workshops.

- The School Instructional Leader will make sure the implementation of the Literacy Intervention Plan is sustained.

### **Data Driven Instruction**

Since using data to guide instruction is such a crucial part of Instructional Planning, Student Performance Data will be collected from the following areas to Develop Strategies and Guide Instruction.

- Pre Tests
- Diagnostic Tests
- Screening Tests
- End of course tests
- Teacher Observations
- State Mandated Assessments.

When these tests results are analyzed, teachers will be looking for the following to determine the effectiveness of their strategies and to and what changes or modifications are necessary to make the intervention more effective.

What percent of the students were able to meet grade level standards at the end of the year?

What percent of the students made at least one year's worth of learning gains in one year?

Were there particular reading competencies or standards students did not master according to the monitoring plan?

Were the interventions provided to struggling readers at the right level and quality to increase their ability to meet grade level proficiency?

What percent of the students are progressing at the appropriate rate to become proficient readers?

Are the at risk students making the appropriate progress or do they need further intervention?

Are the ELL students progressing at the anticipated rate?

The Literacy Team will use the answers to these questions to make decisions about their team's strengths and weaknesses and changes to their plan to improve the effectiveness of their intervention.

### **THE ROTATIONAL INSTRUCTIONAL MODEL**

The Model of Instruction that will be used for all subject areas and especially to meet the needs of FCAT Level 1 Reading and FCAT Level 2 Reading students will be the Researched Based Rotational Instructional Model. This model was chosen because it has been proven successful in increasing student engagement and achievement especially for low performing readers. The Handbook for this Rotational Model is found at this website:

<http://www.palmbeach.k12.fl.us/Multicultural/MulticulturalNew/BrimHandbook/BRIMHandbook0809.pdf>

According to Shaywitz (2003), this model engages the brain at the neural level, a condition necessary for reading. This Model, according to Wolfe (2001) fosters Cooperative Learning which engages more of the brain's neural networks. This Model also involves creating rules and procedures that

develop predictable order and safety so low performing readers develop routines that are consistent so they can stay focused on the lessons (Marzano, 2003).

Teachers will first model and practice with students for approximately two weeks exactly how the model works. Students will be given the opportunity to go through the process and be corrected as necessary until they develop the routine of the model. During this time teachers will establish rapport with the students and practice the routine.

This Model has five components which will be implemented during the process.

- **Component #1:** Whole Group Warm Up: During this time the teacher will give instruction to the whole class for approximately 10-15 minutes
- **Component #2:** The second component consists of students breaking into small groups to do independent reading or small group read aloud. (25 minutes)
- **Component #3:** During the third component the teacher will give small group instruction on the Benchmarks that are being studied.(20-25 minutes)
- **Component #4:** Technology based interactive reading.(20-25 minutes)
- **Component #5:** Whole Group warm up to review the lesson’s objective and bring the lesson to closure. (10-15 minutes)

The Balanced Rotational Instructional Model’s Daily Schedule for a 90 minute session will be as follows:

	Whole Group Warm Up	Interactive Reading	Independent Reading	Small Group Instruction	Whole Group Warm Up
10-15 min.	X				
20 minutes		X			
20 minutes			X		
20 minutes				X	
10-15 min					X

All Teachers will be issued a copy of the Balanced Rotational Instructional Model Handbook which can also be located at:

<http://www.palmbeach.k12.fl.us/Multicultural/MulticulturalNew/BrimHandbook/BRIMHandbook0809.pdf>

or they can download their own copy.

All Level 1 students will be taught Reading using Balanced Rotational Instructional Model for a 90 minute Block Schedule according to the guidelines listed in BRIM Handbook (2009) pages 9-10 which is found in the District’s website at:

<http://www.palmbeach.k12.fl.us/Multicultural/MulticulturalNew/BrimHandbook/BRIMHandbook0809.pdf>

All courses offered at this school will be State approved and District adopted. These courses will cover the Next Generation Sunshine State Standards (NGSSS), Florida Mathematics Standards (MAFS), Florida Language Arts Standards (LAFS) and Career Technical Education courses (CTE).

Lesson Plans would be developed to reflect the Bodies of Knowledge that are being taught in each Content Area. Access Points Coding will also be included in the Lesson Plans to accommodate students' different levels of Cognitive Skills. This would accommodate students with Severe Cognitive Deficiencies by setting their level at the Participatory (Pa) Level. Those with less severe cognitive deficiencies would be accommodated by being at the Supported (Su) level while the proficient students will be at the Independent (In) Level.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
SC.912.L.14.In.a Identify that all living things are made of cells and cells function in similar ways (cell theory).	SC.912.L.14.Su.a Identify that the cell is the smallest basic unit of life and that all living things are made of cells.	SC.912.L.14.Pa.a Match parts of common living things to their functions.
SC.912.L.14.In.b Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.	SC.912.L.14.Su.b Recognize that cells have different parts and each has a function.	SC.912.L.14.Pa.a Match parts of common living things to their functions.
SC.912.L.14.In.b Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.	SC.912.L.14.Su.b Recognize that cells have different parts and each has a function.	SC.912.L.14.Pa.a Match parts of common living things to their functions.
SC.912.L.14.In.c Identify that parts of cells (organelles) can combine to work together.	SC.912.L.14.Su.b Recognize that cells have different parts and each has a function.	SC.912.L.14.Pa.b Recognize that small parts of a living thing can work together.
SC.912.L.14.In.d Describe common human health issues.	SC.912.L.14.Su.c Recognize common human health issues.	SC.912.L.14.Pa.c Identify ways to prevent infection from bacteria and viruses, such as hand washing and first aid.
SC.912.L.14.In.e Describe the general processes of food production, support, water transport, and reproduction in the	SC.912.L.14.Su.d Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction.	SC.912.L.14.Pa.d Recognize major plant parts, such as root, stem, leaf,

Note: As changes to these access points or classification to Florida Standards are introduced, these standards will be changed to match the most updated Florida Standards or Next Generation Sunshine State Standards.

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

**The Proposed Curriculum Areas to be included other than the Core Academic Areas**

The Proposed Curriculum Areas to be included other than the Core Academic Areas will be the choice programs from the Florida Department of Education Career Technical Education Programs. These Choice Programs are:

**A. Science, Technology, Engineering and Mathematics (STEM)  
Curriculum Frameworks  
Agriculture, Food and Natural Resources Programs**

**A1. Program Title: Environmental Resources  
Program Type: Career Preparatory  
Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of four courses with one occupational completion point. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

The following table illustrates the secondary program structure:

A	8106810	Agriscience Foundations 1	1 credit	19-4091	3
	8106850	Agricultural Biotechnology 2	1 credit		3
	8113010	Environmental Resources 3	1 credit		3
	8113020	Environmental Resources 4	1 credit		3

**A2. Program Title: Environmental Water Technology  
Program Type: Career Preparatory  
Career Cluster: Agriculture, Food & Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of three courses and one occupational completion point.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8007110	Introduction to Environmental Water Technology	1 credit	51-8031	2
	8007120	Intermediate Environmental Water Technology	1 credit		2

OCP	Course Number	Course Title	Length	SOC Code	Level
	8007130	Advanced Environmental Water Technology	1 credit		2

**A3. Program Title: Food Science Applications**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of three courses and one occupational completion point. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

The following table illustrates the secondary program structure:

A	8106810	Agriscience Foundations 1	1 credit	19-4011.02	3
	8129210	Food Science Applications 2	1 credit		2
	8129220	Food Science Applications 3	1 credit		2

**A4. Program Title: Forestry**

**Program Type: Career Preparatory**

**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of a core and two completion points. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **Secondary** program structure:

	8106810	Agriscience Foundations 1	1 Credit		3
	8118310	Forestry and Natural Resources 2	1 Credit		2
A	8118320	Forestry and Natural Resources 3	1 Credit	45-4011	2
B	8118330	Forestry 4	1 Credit	19-4093	2



**A5. Program Title: Land Resources Technology**  
**Program Type: Career Preparatory**  
**Career Cluster: Agriculture, Food and Natural Resources**

**Program Structure:**

This program is a planned sequence of instruction consisting of four courses and two occupational completion points.

The following table illustrates the secondary program structure:

A	8913010	Introduction to Environmental Technology	1 credit	17-3025	2
	8913020	Environmental Technology 2	1 credit		2
B	8913030	Land Resources 3	1 credit	17-3025	3
	8913040	Land Resources 4	1 credit		3

The Collegiate will develop a plan to incorporate Reading across the Curriculum by including reading across the following subject areas: Social Studies, Mathematics, Science and Physical Education.

The Classroom Level Comprehensive Research-Based Reading Plan will be adopted and used at this Collegiate to incorporate Reading across the curriculum in all subject areas. This is a copy of the Classroom Level Reading Plan:

**K-12 Comprehensive Research-Based Reading Plan**  
**Classroom Level - Self Reflection Tool**

Adapted from U.S. Department of Education Sustaining *Reading First* School Level Self Assessment Tool – September 2007

**Self Reflection Tool for Teachers**

This Classroom Self Reflection Tool is one of a set of three instruments intended to be used for evaluation of the school's implementation of the K-12 Comprehensive Research-Based Reading Plan. The purpose is to promote reflection regarding current strengths and challenges in the implementation of the plan, spark conversations among staff, and facilitate identification of areas for improvement.

**Background**

The K-12 Comprehensive Research-Based Reading Plans have been in place since 2005 and were codified into statute (s. 1011.62, F.S.) in 2006. The plan and its components were also delineated in State Board of Education Rule (6A-6.053, F.A.C.) in 2008. As implementation continues, this reflection tool can help provide a framework for self-analysis of K-12 Reading Plan implementation at the classroom level.

**Teachers...**

Acquire and apply new scientifically based reading research knowledge consistent with the school's emerging reading culture, by:

- |   |   |
|---|---|
| 1. Applying the knowledge of scientifically based reading instruction that instructional staff are acquiring through training, support, and experience, and demonstrating openness to feedback. | Implementation<br>Progress<br><br>4   3   2   1 |
|---|---|

Possible Sources of Evidence

- Professional development records
- Teacher requests for coaching support
- Lesson plans
- Conversations with teachers
- Individual Professional Development Plan

Guiding Questions

- Do professional development records align with scientifically based reading instructional strategies?
- What specific requests for coaching from teachers coincide with new knowledge being learned?
- What entries in lesson plans reflect implementation of new knowledge? Identify any apparent gaps in new knowledge being applied.
- How are the resources being used to support teachers' developing knowledge?
- In what ways are teachers encouraged to document their learning or reflections on how new knowledge is applied in their classroom?

- |  |   |
|--|---|
| 2. Communicating and collaborating effectively on a regular basis to support student learning. | Implementation<br>Progress<br><br>4   3   2   1 |
|--|---|

Possible Sources of Evidence

- Records of collaboration sessions
- Reading coach record of services (support documentation)
- Minutes from grade level meetings, team meetings, staff meetings
- Conversations with staff

Guiding Questions

- In what ways do the records of collaborative sessions and/or grade level team meetings show evidence of diversity in participation and sharing of ideas? Cite specific instances in which staff refer to new knowledge they acquired from collaborating with a colleague.

<p><b>To rate the program, circle the rating that best describes the program's implementation progress for each item.</b></p>	<p><b>4 = Already in Place</b>  <b>3 = Partially in Place, Under Development</b>  <b>2 = Area to Develop</b>  <b>1 = Important, But Not Feasible Now</b></p>
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**Teachers...**

B. Continue to improve instructional delivery by:

3. Adapting instructional practices to ensure implementation of high-quality reading instruction. Implementation Progress  
4 3 2 1

Possible Sources of Evidence

- Classroom observation records
- Data gathered from Reading Walk Through
- Records of reading coach meetings/professional development

Guiding Questions

- Identify specific instances in which the classroom observation records show that explicit and systematic instruction is being implemented. Are scientifically based practices evident for all components of effective reading instruction?
- What evidence gathered during reading walkthroughs indicates the level of high-quality instruction is consistent?
- How are the students engaged in reading activities that reflect research-based practice?
- Can students describe what they are learning and why?

4. Regularly collaborating with peers to plan effective instruction in reading. Implementation Progress  
4 3 2 1

Possible Sources of Evidence

- Records of grade level team meetings
- Records of reading coach meetings/professional development
- Lesson Study

Guiding Questions

- What entries in the records of grade level team meetings show evidence of group participation in planning?
- What best practices are being implemented consistently and within the same general time frame of one another in the grade levels?

5. Implementing the program with integrity while also differentiating instruction to meet students' instructional needs. Implementation Progress  
4 3 2 1

Possible Sources of Evidence

- Classroom observations
- Fidelity checks
- Reading Walk Through
- Lesson plans for differentiation

Guiding Questions

- What evidence indicates that teachers are adhering to the recommended program content and scope and sequence of instruction?
- Are students with varying needs involved in different grouping formats evident during reading?
- How do the lesson plans and classroom observations reveal evidence of differentiated instruction?
- Can students articulate learning goals, their current strengths and weaknesses, and how they will continue to improve?

6. Implementing instructional strategies with a high level of practice for mastery. Implementation Progress  
4 3 2 1

Possible Sources of Evidence

- Classroom observations
- Reading Walk Through
- Lesson Study

Guiding Questions

- How much time and support do teachers receive from administrators and reading coaches to obtain mastery in the instructional strategies provided through professional development?
- Do classroom observations indicate instruction that is consistent, appropriate, and implemented effectively?
- What evidence collected during classroom observations indicate that students are responding to instructional strategies as expected?

7. Demonstrating that student achievement is affected by the quality of instruction.

Implementation Progress

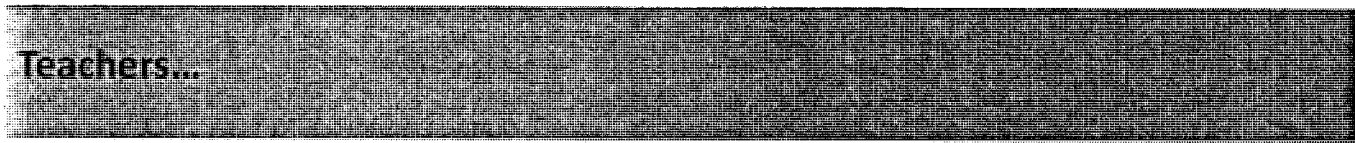
4 3 2 1

Possible Sources of Evidence

- Classroom observations
- Assessment data
- Lesson Study

Guiding Questions

- Do classroom observations indicate that there is high density of effective practice (i.e., using clear, consistent, and understandable language; providing extensive opportunities for practice; etc.) in teachers' instruction?
- What evidence collected through classroom observations indicates the curriculum is aligned to scientifically-based reading research for all reading components? Identify specific instances where the assessments administered are aligned to the instruction being taught.
- In what ways do student assessment results show evidence of growth in reading skills?



C. Use assessment data to guide decision-making, by:

8. Regularly adjust instruction with students.

Implementation Progress

4 3 2 1

Possible Sources of Evidence

- Data reports
- Records of grade level team meetings
- Lesson plans
- Lesson Study

Guiding Questions

- Are teachers' lesson plan objectives aligned to assessment results?
- How do lesson plan objectives change as assessment results indicate new student needs?
- Do students understand the instructional activities they are engaged in? Identify specific instances where students articulate the purpose of the assessments they are given.

9. Planning and implementing differentiated instruction on a daily basis.

Implementation Progress

4 3 2 1

Possible Sources of Evidence

- Lesson plans for differentiated groups.

Guiding Questions

- In what ways do the lesson plans show evidence of matching instruction to students' needs based on data? Identify specific instances where time, group size, group members, content, methodology, and/or resources are altered to meet individual students' needs.
- Can students explain what they are learning in their small groups?

10. Evaluating the effectiveness of reading instruction for students experiencing reading difficulties and adjusting instruction based on student need.

Implementation Progress

4 3 2 1

Possible Sources of Evidence

- Notes from grade level team meetings on effective instructional practices for students experiencing reading difficulties
- Notes from reading leadership team meetings
- School or grade level literacy plans
- Lesson Study
- School Improvement Plan
- Records of reading coach meetings/professional development

Guiding Questions

- How are student needs indicated in school and grade level data reports aligned to the intervention programs being selected?
- Are students appropriately placed in intervention programs that address their needs?
- Do students make progress at an accelerated rate?
- Can students articulate why they are receiving reading intervention and what they need to learn?

11. Regularly monitoring student progress to ensure effectiveness of instruction.

Implementation Progress

4 3 2 1

Possible Sources of Evidence

- Progress monitoring data
- Grade level team meetings notes and lesson plans
- Observation logs
- Records of reading coach meetings/professional development

Guiding Questions

- What entries in grade level team meetings notes and lesson plans show evidence of changes in instruction based on progress monitoring data? Identify specific instances of flexible student grouping practices.
- Are students grouped for instruction based on student need?
- Can students articulate why they are being assessed?

12. Recognizing and celebrating student successes in reading on an on-going basis.

Implementation Progress

4 3 2 1

Possible Sources of Evidence

- Data reports and recognition records

Guiding Questions

- Do teachers have visual displays reflecting students' success in reading?
- Do teachers communicate positive feedback to their students as successes arise?
- Do students regularly identify when they have been successful and explain specifically what they did well?
- How do teachers communicate student success to

parents?

13. Establishing shared goals and high expectations for all of their students in reading.

Implementation  
Progress

4 3 2 1

Possible Sources of Evidence

- Literacy plans for grade or school
- School Improvement Plan
- Individual Professional Development Plan
- Reading Walk Through
- Records of reading coach meetings/professional development

Guiding Questions

- Can students articulate their reading goals?
- Do teachers provide instruction at a high level of intensity for all students?
- Do all students have access to grade level content?

Begin to Plan at the Classroom Level:  
Synthesize Individual Thoughts

**K-12 Reading Plan Implementation**

Leadership Function

What's in Place and Working?

Areas to Develop and/or Improve

**A. Acquire and apply new scientifically based reading research knowledge consistent with the school's emerging reading culture.**

**B. Continue to improve instructional delivery.**

**C. Use assessment data to guide decision-making.**

Begin to Plan at the Classroom Level  
Meet with Others and Reach Consensus

Based on group discussion, identify the top priority Areas to Develop and/or Improve.

Based on group discussion, what general strategies are needed to address the listed K-12 Reading Plan priorities?

Based on group discussion, what general challenges are anticipated with classroom implementation of the K-12 Reading Plan?

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

If the Curriculum is effective and delivered effectively, students will be able to master the Florida Sunshine State Standards and the LAFS and MAFS in the Curriculum at the pre-determined level of expectation. When the Curriculum is used to teach the Standards, the students will be evaluated on those standards. If the students are successful in mastering those standards as demonstrated by test scores, then that Curriculum was appropriate to effectively teach the standards because students have demonstrated mastery in those standards.

The Content of the Reading Curriculum is found in Reading Plus Reading Program and the District adopted textbooks both of which will be acquired by this Charter School. All courses with the required Standards and Benchmarks are correlated to the Adopted Textbooks and the Reading Plus Program

The Effectiveness of the Curriculum will be evaluated in the following ways:

Students will be evaluated by their teachers for the individual courses that they teach at the school level. These students will also be taking the District mandated Diagnostic Assessments. Finally they would be taking the State mandated FCAT and EOC or other Exams.

**At the School Level: Success will be determined when all students are achieving the mastery level as determined by school guidelines (75%) in the following tests and evaluations:**

Teacher Made Tests on specific Benchmarks  
Text Book Tests on Chapters and Sections  
End of Grading Period tests, Term Tests and Exams  
Project Type Assignments

**At the District Level: Success will be determined when all students are achieving the mastery level as determined by district requirements or school guidelines (75%) in the following tests and evaluations and 3.5 on the Palm Beach Writes:**

- Palm Beach Writes
- Core K 12 Assessment Tests
- End of Course Tests
- Diagnostic Tests

**At the State Level: Success will be determined when all students are achieving the proficiency level (Level 3 or above) as determined by State Mandated Evaluations and College Readiness Scores.**

Students that were below Grade Level would demonstrate more than a year's worth of learning through their learning gains as determined by a specific number of points for their individual grade level from the Developmental Scale Score Range.

At the National Level: Success will be determined when all students are achieving the college level acceptance scores SAT or ACT. Success in the PSAT will be determined when AP Potential Data reveals that the more than 50% of the students have a 50% probability of passing the AP courses. Success in the AP exams will be determined when over 50% of the students are scoring Level 3 or above in AP Exams.

- ACT
- SAT
- PSAT
- AP

The Curriculum will be considered effective when students are successful in these Evaluations at the levels outlined above.

#### **Evaluation Criteria: Curriculum Plan**

Reviewers will look for a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Next Generation Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled, and
- Will be appropriate for all students at all levels.



## Section 5: Student Performance, Assessment and Evaluation

### The School's Educational Purpose:

The Purpose of this Collegiate is to:

1. To Graduate 100% seniors to be ready for college admissions or the workforce.
2. To Graduate 100% At- Risk students for college admissions or the work force.
3. To prepare every student to be Reading Proficient at Grade Level.
4. To prepare every student to be Math Proficient at Grade Level
5. To provide every student with a Career & Technical Education Program and
6. To prepare every student for successful completion of the Industry Certification Exams.
6. To provide every student with a choice of several Advanced Placement Courses and
7. To prepare every student to demonstrate Learning Gains in Reading and Math as measured by the Developmental Scale Scores or any other instrument developed by the State or District
8. To prepare the 25% of the lowest performing students in Reading and Math to demonstrate Learning Gains in their annual assessment as measured by the State required methodology.

To accomplish the purpose of the collegiate, after all students are recruited and registered an academic analysis of the students will be done. This analysis will determine the percentage of students at each grade level who are not proficient in Reading, Mathematics and if required, Science.

Also an analysis will be done to determine how many have taken and not passed any of the End of Course (EOC) Exams.

### The School's Educational Goals are:

1. To increase the percentage of Reading proficient students by at least 7%
2. To increase the percentage of Mathematics proficient students by at least 10%
3. To increase the percentage of Science proficient students (if required) by at least 7%
4. To have at least 50% of the lowest performing 25% Reading students become proficient at grade level.
5. To have at least 60% of the lowest performing 25% Mathematics students become proficient at grade level
6. To increase the Scale Score of all proficient students in any subject by at least 25points
7. To increase the percent of students scoring proficient in any EOC Exam by at least 10%

### The School's Educational Objectives:

The Objectives for achieving these goals are:

1. Setting high expectations for student achievement.
2. Holding students accountable for their own learning
3. Providing students with a Highly Qualified Staff
4. Providing students with a Safe and Supportive Learning Environment
5. Offering Challenging Courses – Honors and Advanced Placement and
6. Students performing below grade level in Reading or Math will be provided with remediation and/or enrichment courses.
7. Students at risk of failing a course will be provided with tutoring to remediate failing grades.
8. Response to Intervention (RTI) will be used for both academic and behavior problems.

**How Much Academic Improvement is Expected Each Year:**

**Academic Improvement using the District and State criteria**

Using the Developmental Scale Score (DSS) chart for Reading and Math, students will be informed if they are at the appropriate Developmental Level based on their grade level. In the cases where students are below their developmental level, the AYP guidelines for learning gains in Reading and Math will be used for the current year.

Students achieving within Level 1 or within Level 2 according to the required measurement instrument for two consecutive years will have to meet the following criteria to satisfy that they are “making learning gains” according to the Department of Education Accountability System. They will have to increase their Developmental Scale Score in Reading and/or Math by a certain number of points to demonstrate learning gains while remaining at that level, or by moving up at least one level

If DSS scores or levels are used these tables would indicate the range of points. Students who are on Grade Level will have to demonstrate Reading or Mathematics proficiency and any End of Course Exams that will be in effect at the time of Assessments by achieving a Developmental Scale Score and Level 3 or higher according to the table below.

<b>Approved FCAT 2.0 and FL EOC Achievement Level Scores</b>					
Department of Educational Data Warehouse, Accountability and School Improvement Updated February 2014					
<b>FCAT 2.0 Reading Developmental Scale Score</b>					
<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
7	171-212	213-227	228-242	243-257	258-289
8	175-217	218-234	235-248	249-263	264-296
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	245-255	256-270	271-302

<b>FCAT 2.0 Mathematics Developmental Scale Score</b>					
<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
7	179-219	220-233	234-247	248-260	261-292
8	187-228	229-240	241-255	256-267	268-298

<b>FCAT 2.0 Science Scale Score</b>					
<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
8	140-184	185-202	203-214	215-224	225-260

<b>Algebra 1 EOC Assessment Scale Score</b>					
<b>Multi Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
	325-374	375-398	399-424	425-436	437-475

Geometry EOC Assessment Scale Score					
Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-369	370-395	396-417	418-433	434-475

Biology 1 EOC Assessment Scale Score					
Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-368	369-394	395-420	421-430	431-475

US History EOC Assessment Scale Score					
Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	325-377	378-396	397-416	417-431	432-475

Algebra 2 EOC Assessment Scale Score					
Multi Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	*	*	*	*	*

\*These scales are to be determined

Students can also demonstrate learning gains if they move from L1 to L2, L2 to L3, L3 to L4, or L4 to L5. They can also demonstrate learning gains if they maintain a Level 3 or 4 or 5, as they move from one grade level to the next.

### English Language Learners Assessment and Performance Level Promotions

All ELL students will be given equal access to the general curriculum in accordance with the sponsor's Curriculum Guidelines. They will be placed in courses based on need and eligibility, not on English Language proficiency. All ELL students will be scheduled into classes that fulfill graduation requirements. ELL students will be required to meet the sponsor's level of performance as indicated on the Student's Progression Plan. A student who is not meeting the school district or state requirements for proficiency in reading, science, or math shall be covered by a Progress Monitoring Plan. Such an individualized Progress Monitoring Plan shall be in accordance with Florida Statute §1008.25(4)(a)-(b)]. The plan may include strategies the student may need to remediate the deficiency. The plan will outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. **Students deficient in reading will be provided with daily Immediate Intensive Intervention in accordance with State Board of Education Rule 6A-6.054(1) (K-12).** Remediation will occur until expectations are met in accordance with Florida Statute §1008.25 (4) (c); State Board of Education Rule 6A-6.054(1)(b)).

Based on the following charts below, ELL students' progression will be as follows based on their performances on the assessments listed below:

From **Beginning B** to **Low Intermediate L1**  
or **Low Intermediate L2**

From **Low Intermediate L1** to **Low Intermediate L2**  
or **High Intermediate L1**  
or **High Intermediate L2**

From **Low Intermediate L2** to **High Intermediate H2**  
or **High intermediate H3**

From **High Intermediate H1** to **High Intermediate H2**  
or **Proficient P1**  
or **Proficient P2**

From **High Intermediate H2** to **High Intermediate H3**  
or **Proficient P2**  
or **Proficient P3**

From **High Intermediate H3** to **Proficient P3**  
or **Proficient P4 (Exited – LF)**

<b>Grades 6r-9 - Individual English Language Learner Plan</b> <b>Student Name:</b> <b>Student Number:</b>	<b>Entry Date: ___</b>
<p><b>High Intermediate H 3</b>  L/S - LLK Oral - Category H, CELLA 713-732, OLDI 2.5 - 3.4, R - CELLA 743-758  LLK R/W (Refer to chart), FCAT Level 2 or 3, SRI - Minimally below,  W - CELLA 720-745, Writing sample &gt; 3  <b>Due for movement:</b> 4 nine weeks</p> <p><b>High Intermediate H 2</b>  L/S - LLK Oral - Category H, CELLA 713-732, OLDI 2.5 - 3.4, R - CELLA 714-742  LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below  W - CELLA 688-719, Writing sample &lt; 2  <b>Due for movement:</b> 6 nine weeks</p> <p><b>High Intermediate H 1</b>  L/S - LLK Oral - Category H, CELLA 713-732, OLDI 2.5 - 3.4, R - CELLA &lt; 713  LLK R/W (Refer to chart), FCAT Level 1, SRI - Substantially below  W - CELLA &lt; 687, Writing sample - 1  <b>Due for movement:</b> 4 nine weeks</p> <p><b>Low Intermediate L 2</b>  L/S - LLK Oral - Category L, CELLA 681-712, OLDI 1.5 - 2.4, R - CELLA 714-742  LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below  W - CELLA 688-719, Writing sample &lt; 2  <b>Due for movement:</b> 4 nine weeks</p> <p><b>Low Intermediate L 1</b>  L/S - LLK Oral - Category L, CELLA 681-712, OLDI 1.5 - 2.4, R - CELLA &lt; 713  LLK R/W (Refer to chart), FCAT Level 1, SRI - Substantially below  W - CELLA &lt; 687, Writing sample - 1  <b>Due for movement:</b> 4 nine weeks</p> <p><b>Beginning B</b>  LLK Oral - Category B, WLDI-P - 1 or 2, OLDI 1 - 1.4</p>	<p><b>Proficient P 4 Exited (LF)</b>, L/S-CELLA &gt; 733, OLDI 3.5 - 4.0  R- CELLA &gt; 759 FCAT &gt; Level 3  LLK R/W (Refer to chart), SRI-on grade level, W-CELLA &gt; 746, Writing sample &gt; 3</p> <p><b>Proficient P 3</b>  L/S - LLK Oral - Category P, CELLA &gt; 733, OLDI 3.5 - 4.0, R - CELLA 743-758  LLK R/W (Refer to chart), FCAT Level 2 or 3, SRI - Minimally below  W - CELLA 720-745, Writing sample &gt; 3  <b>Due for exit:</b> 4 nine weeks</p> <p><b>Proficient P 2</b>  L/S - LLK Oral - Category P, CELLA &gt; 733, OLDI 3.5 - 4.0, R - CELLA 714-742  LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below  W - CELLA 688-719, Writing sample &lt; 2  <b>Due for movement:</b> 6 nine weeks</p> <p><b>Proficient P 1</b>  L/S - LLK Oral - Category P, CELLA &gt; 733, OLDI 3.5 - 4.0, R - CELLA &lt; 713  LLK R/W (Refer to chart), FCAT Level 1, SRI - Substantially below  W - CELLA &lt; 687, Writing sample - 1  <b>Due for movement:</b> 4 nine weeks</p>

<b>Grades 9r-12 - Individual English Language Learner Plan</b> <b>Student Name:</b> <b>Student Number:</b>	<b>Entry Date:</b> <hr style="border: 0.5px solid black;"/>
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**High Intermediate H 3**  
L/S - LLK Oral - Category H, CELLA 714-738, OLDI 2.5 - 3.4  
R - CELLA 762-777, LLK R/W (Refer to chart), FCAT Level 2 or 3  
SRI - Minimally below, W - CELLA 721-745, Writing sample > 3  
**Due for movement:** 4 nine weeks

**High Intermediate H 2**  
L/S - LLK Oral - Category H, CELLA 714-738, OLDI 2.5 - 3.4,  
R - CELLA 744-761, LLK R/W (Refer to chart), FCAT Level 1 or 2  
SRI - Considerably below, W - CELLA 690-720, Writing sample < 2  
**Due for movement:** 6 nine weeks

**High Intermediate H 1**  
L/S - LLK Oral - Category H, CELLA 714-738, OLDI 2.5 - 3.4,  
R - CELLA < 743, LLK R/W (Refer to chart), FCAT Level  
SRI - Substantially below, W - CELLA < 689, Writing sample - 1  
**Due for movement:** 4 nine weeks

**Low Intermediate L 2**  
L/S - LLK Oral - Category L, CELLA 682-713, OLDI 1.5 - 2.4  
R - CELLA 744-761, LLK R/W (Refer to chart), FCAT Level 1 or 2  
SRI - Considerably below, W - CELLA 690-720, Writing sample < 2  
**Due for movement:** 4 nine weeks

**Low Intermediate L 1**  
L/S - LLK Oral - Category L, CELLA 682-713, OLDI 1.5 - 2.4  
R.- CELLA < 743, LLK R/W (Refer to chart), FCAT Level 1  
SRI - Substantially below, W - CELLA < 689, Writing sample - 1  
**Due for movement:** 4 nine weeks

**Beginning B**  
LLK Oral - Category B, WLDI-P - 1 or 2, OLDI 1 - 1.4  
**Due for movement:** 4 Nine Weeks

**Proficient P 4**  
**Exited (LF)** L/S - CELLA > 739, OLDI 3.5 - 4.0, R-CELLA > 778 FCAT > Level 3  
LLK R/W (Refer to chart) SRI - on grade level W - CELLA > 746, Writing sample > 3

**Proficient P 3**  
L/S - LLK Oral - Category P, CELLA > 739, OLDI 3.5 - 4.0, R - CELLA 762-777,  
LLK R/W (Refer to chart), FCAT Level 2 or 3, SRI - Minimally below, W - CELLA 721-745, Writing sample > 3  
**Due for exit:** 4 nine weeks

**Proficient P 2**  
L/S - LLK Oral - Category P, CELLA > 739, OLDI 3.5 - 4.0, R - CELLA 744-761, LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI-Considerably below, W-CELLA 690-720, Writing sample < 2  
**Due for movement:** 6 nine weeks

**Proficient P 1**  
L/S - LLK Oral - Category P, CELLA > 739, OLDI 3.5 - 4.0, R - CELLA < 743  
LLK R/W (Refer to chart), FCAT Level, SRI - Substantially below, W - CELLA < 689, Writing sample - 1  
**Due for movement:** 4 nine weeks

For each of the five areas of oral language proficiency (comprehension, fluency, vocabulary, pronunciation, grammar), choose the most appropriate level and assign an area score from 1 to 4. Add the five area scores and divide the sum by 5 to obtain the overall score.

Number Score	Continuum Score
1.0 - 1.4	Beginning
1.5 - 2.4	Low Intermediate
2.5 - 3.4	High Intermediate
3.5 - 4.0	Proficient

**ORAL LANGUAGE DEVELOPMENT INDICATOR** Department of Multicultural Education  
 School District of Palm Beach County

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_

	<b>Beginning</b> 1 point	<b>Low Intermediate</b> 2 points	<b>High Intermediate</b> 3 points	<b>Proficient</b> 4 points
<b>Comprehension</b>	Does not understand simple conversation; may understand isolated words	Can understand some conversation if spoken to at slower than normal rate; speaker may need to repeat	Understands some to most conversation at slow-to-normal speed; occasional repetitions may be necessary; participates in class discussions	Understands & participates in everyday conversation and classroom discussion without difficulty
<b>Fluency</b>	Conversation not possible—speech is halting and fragmented; uses home language and gestures to communicate	Conversation often disrupted by search for right word; uses short phrases or sentences; can request assistance	Conversation is generally fluent with occasional searches for the correct word	Speaks effectively, shares ideas, may self-correct, approximates the rate of speech of a native English speaker
<b>Vocabulary</b>	Conversation not possible due to lack of vocabulary; may respond to simple phrases	Speech is limited by inadequate or misused vocabulary; difficulty expressing ideas	Occasionally uses inappropriate word or phrase due to limited vocabulary	Uses vocabulary and idioms accurately; may re-word to clarify meaning
<b>Pronunciation</b>	Conversation not possible due to severe mis-pronunciation	Mis-pronunciation errors result in misunderstanding; must frequently repeat in order to be understood	Definite accent, some improper intonation; can usually be understood	Pronunciation and intonation approximate that of native English speakers
<b>Grammar</b>	Severe errors in grammar and word order	Frequent errors in grammar and word order limits speech and obscures meaning	Occasional errors in grammar and word order do not interfere with meaning	Grammar and word order approximate that of native English speakers

## **Exceptional Students and Alternative Assessments**

For Exceptional Student Education (ESE), Pursuant to School Board Policy 5.725 and State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities, enrolled in an Exceptional Student Education (ESE) Program, specially designed instruction and related services that are necessary to meet each student's unique needs will be provided to those students. (ESE Policies and Procedures and Florida Statutes 1003.57, 1003.571 and 1003.5715)

All students will be given access to the General Education Curriculum as is appropriate in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education Standards will be the basis of their curriculum. For certain students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

For the Language Arts Standards (LAFS) and the Mathematics Standards (MAFS), access points for certain students with specific disabilities will be used. The Next Generation Sunshine State Standards (NGSSS) include access points in the content areas of Science and Social Studies. These access points are the expectations for students with significant cognitive disabilities to access the General Education Curriculum. These access points reflect the core intent of the Standards with reduced levels of complexity for course descriptions. (State Board of Education Rule 6A-1.09414)

The Student's IEPs will include statements of measurable annual goals, as determined by the IEP Team at the time of developing the student's IEP, including benchmarks or short term objectives, related to meeting the student's needs that resulted from the student's disability. Students other Educational needs which are written into the IEP as a result of their disability will also be met in compliance with State Board of Education Rule 6A-6.03028(3)(h)(2).

For students taking Alternative Assessments the IEP Team will draft benchmarks and short term objectives to alternative achievements standards. Students with disabilities will be provided the opportunity to meet the graduation requirements for a standard High School Diploma as set forth in Florida Statutes 1003.4282, in accordance with provisions of FS 1003.57 and 1008.22. Certain students from this school with disabilities may be awarded a Special Diploma for High School Graduation in accordance with Florida Statutes 1002.20(8)

### **Grading Rules for Exceptional Student Education:**

Students enrolled in ESE Programs will have the opportunity to earn grades that are equivalent to the grades earned by General Education students. No student will be denied the opportunity to earn above average grades because of placement in an ESE Program or due to the accommodations that are to have been deemed appropriate for use with his or her instructional settings. ESE students with disabilities will be graded on the basis of their performance. Alternate Assessments, including Performance Assessments may be used to document progress for the ESE students with a disability. Criteria and Evaluation procedures will be identified and discussed with the student and the parent(s) upon entry to the program and/or at the beginning of each grading period.



## **Academic Improvement using Grade Level Promotion Criteria**

Students completing less than five High School credits will be placed in 9<sup>th</sup> grade. Completing more than five credits but less than 11 credits will be placed in 10<sup>th</sup> grade. Completing 11 credits but less than 17 will place them in 11<sup>th</sup> grade and for 17 or more credits they would have shown the improvement necessary to be placed in 12<sup>th</sup> grade. Also apart from acquiring the required number of credits for promotion, they have to maintain an average GPA of 2.0 on a scale from 0 points to 4.0 points.

## **How Student Progress and Performance will be Evaluated**

Success will be evaluated by the level of students' performance in their specific accountability areas. For State required assessment in Reading, (Language Arts Florida Standards) they will have to demonstrate a year's worth of learning gains if they were in Level 1 or Level 2 for two consecutive years. They would also be considered successful if they change from Level 1-2 or 2-3 or 3-4 or 4-5, or if they maintain a Level 3, 4, or 5.

For State required assessment in Mathematics, (Mathematic Florida Standards), the same criteria will be used to evaluate success. However, if End of Course Assessment (EOC) is used, then the five performance levels will be used.

In the case of all scheduled courses taken, success will be determined by successfully completing the courses and obtaining passing grades in the courses. For AP Courses, success will be determined if they score a 3 or above in their Advanced Placement Exams.

## **Specific Results to be Attained \***

\*Success will be determined by the pre set proficiency levels for the type of assessment and at the time of assessment.

### **Reading Developmental Scale Score**

Grade 8: Developmental Scale Score at Level 3 or above  
Grade 9: Developmental Scale Score at Level 3 or above  
Grade 10: Developmental Scale Score at Level 3 or above

### **Mathematics Developmental Scale Score**

Grade 8: Developmental Scale Score at Level 3 or above  
Grade 9: Developmental Scale Score at Level 3 or above  
Grade 10: Developmental Scale Score at Level 3 or above

### **End Of Course (EOC) Exams**

To be successful, students must score a Level 3 or above to be considered proficient in all End of Course Exams at the time of testing according to the Table of Values shown above.

## **The School's Success**

The School's Success will be determined when the school as a whole meets all the requirements of any Federal/State and/or District School Accountability requirements, and when it has earned enough points to earn at least a Letter Grade of C or better. In subsequent years the success will be determined by increasing the school's performance by one letter grade or increasing the number of

points earned by at least 10%. If any school accountability criteria is eliminated or replaced by a new method of evaluating success, that new method will be used.

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

**The School's Placement Procedures**

This school will adopt the School District's Student Progression Plan

**GRADE 8**

Students are required to enroll in and complete each of the following courses.

Duration: minimum one full year in

1. Language Arts,
2. Science
3. Mathematics M/J 3 or Algebra 1
4. United States History, including Florida History
5. Physical Education (includes dance classes) 1 semester
6. Electives (various courses/subject areas)

Upon successful completion, students will be promoted from 8<sup>th</sup> grade to 9<sup>th</sup> grade.

Intensive Reading: Based on Grade 7 scores: FCAT SSS Level 1 or Level 2 (if disfluent)

\* Certain Level 2 students may be serviced through specific content area classes.

**Promotion for Students Who Were Conditionally Promoted To Grade 8**

In order to be promoted to the next grade level, students who have received conditional promotion to grade 8 must:

- pass all four required courses (language arts, mathematics, science, and social studies, AND
- pass the equivalent of a year-long elective; AND
- pass the course taken for remediation.

**GRADE 9-12**

Student placement in any grade level will be as follows:

Less than five credits – placement in 9<sup>th</sup> grade.

Five credits to less than 11 credits – placement in 10<sup>th</sup> grade

Eleven credits to less than 17 credits – placement in 11<sup>th</sup> grade

Seventeen or more credits – placement in 12<sup>th</sup> grade

**Promotion Standards are as follows:**

Successful completion of 8<sup>th</sup> Grade and Promotion to 9<sup>th</sup> Grade:

Subject	Number of Courses Passed
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3
Career and Education Planning*	1

\*The Career and Education Planning Course is provided through Civics in Grade 7

The school's promotion standards will follow the 2014-2015 or any later version of the High School Student Progression Plan for Entry, Promotion, and Retention for grades 9-12.

1. Promotion from grade 9 to grade 10, students will have at least five (5) high school credits.
2. Promotion from grade 10 to grade 11, students will have at least 11 high school credits or fulfill the high school graduation requirements. Also requirements on specific subjects will have to be met if required.

Note: Students having the 11 high school credits, but not having passed the other subject requirements will be promoted with support.

3. Promotion from the 11<sup>th</sup> to the 12<sup>th</sup> grade will have 17 credits. Students meeting all the graduation requirements as outlined in the High School Graduation Plan plus all other graduation requirements will graduate.

4. This Collegiate will abide with the FL 1008.25(3) by providing remedial instruction to students that are not functioning at grade level in Reading, Math or any required subjects..

This Collegiate will follow and abide by all the guidelines as outlined in the Palm Beach County High School Student Progression Plan for Entry, Promotion, and Retention for grades 9-12.

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

**Students Meeting Requirements for High School Graduation:**

The Palm Beach Collegiate will serve grades 8 through 12. This school will follow the graduation requirements for a standard high school diploma as established by FS 1003.43 and outlined in the Student Progression Plan. In the case of the Graduation Diploma for ELL or ESE students, the school will follow those guidelines.

**The requirement will be:**

Meeting the State's established standards for Reading and Math and any other subjects added at time of graduation. (A student may use an ACT score of 19 or an SAT score of 430, 7/30/2014)

1. The currently accepted levels of performance are as follows.\*

<u>SCORE TYPE</u>	<u>READING</u>	<u>MATHEMATICS</u>
DSS	1926	1889
SSS	300	300
SAT	430	430
ACT	19	19

\* These levels are subject to change based on State and District guidelines. Any ongoing changes to these scores will be adjusted accordingly.

2. Twenty four (24) credits at the high school level.
  - English – 4
  - Math – 4
  - Science – 3 or 4 depending on State/District requirement at time of Graduation
  - Social Studies – 3 (1- Am. History, 1- World History, 0.5 Am Government, 0.5 Economics)
  - Physical Education – 1
  - Life Management Skills – ½
  - Practical Performing Arts – 1
  - One Online Course -1
  - Electives – Number required for Graduation Requirements

\* High School Graduation Requirements may change from time to time and this school will adopt these changes.

Students will meet Graduation Requirements by:

1. Completing all high school credits graduation requirements.
  2. Completing the required number of community service hours
  3. Passing the required courses
  4. If mandated, passing any other requirements
- Meet the appropriate SAT, ACT or PERT concordant test score if needed.
  - Earn the community service hours: FAS – 100, FMS - 75

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

### **Collection and Use of Baseline Data:**

Baseline data will be collected as follows:

1. Pretest for all courses in which students are registered.
2. Students performance in the initial Writing tests
3. Students performance by strand in the Fall Diagnostic Test.
4. Students Developmental Scale Score in their most recent Tests.
5. Pre Scholastic Achievement Test (PSAT)

Diagnostic and other test data will be retrieved from EDW.

This Baseline Data will be used as a starting point to monitor students' growth over time. Diagnostic Test results specify data by Standards, Clusters and Benchmarks. Therefore students' strengths and weaknesses can be identified by standards and benchmarks. This data can then be used to prepare remediation work that is specific to students' needs.

For in house Core subjects, the Pretest will determine areas of weaknesses so those areas can be addressed in one-on-one or small group settings.

The Diagnostic Test will be used as the starting point to prepare students for the second (winter) Diagnostic Test. Since the Diagnostic Test is a good predictor of students' performance in the course assessments, students' progress will be monitored and areas of weaknesses will be addressed.

EDW provides schools with District averages and school averages for every question on the Diagnostic Test. We can then compare the charter school individual student performance with the school and District average performance. This will tell us if we are progressing at the same rate or faster than the district.

The PSAT will be used through the AP potential to select students for placement in AP courses.

All students' performance data will be used as the Basis of Data Driven Instruction.

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

### Type and Frequency of Assessment:

This Charter School plans to establish a high quality and challenging learning environment for its students. We will align ourselves with all the testing that is a part of the Public School System. These will include:

School: (A) For Mathematics and Language Arts, the school will be using the Mathematics Florida Standards and the Language Arts Florida Standards. At the end of instruction for each standard, teachers will create an assessment that requires students to demonstrate their knowledge and understanding of the concept covered in that standard. For example, after instructing students on the definition of an angle, students will be asked to;

- o Draw an Angle
- o Label the angle
- o Give the definition of the angle

This is an MAFS Benchmark

At this point students will be expected to score at least a 75% on this objective to demonstrate proficiency. Teacher made in-house tests at end of each Math Florida Standard (MAFS), or Language Arts Florida Standard will be given. In some cases several standards will be tested at the same time, but questions will be such that all standards are tested. Teachers will be able to differentiate instruction for different students and different standards to meet students' individual needs.

District: (B) Palm Beach Writes - monthly  
Embedded Assessments - Bi weekly  
End of Course Assessments - annually  
Diagnostic Tests – Fall and Winter

State: (C) FCAT 2.0  
End of Course in required subjects

National: (D) PSAT - annually  
ACT, SAT - bimonthly  
PERT - Every 30 days  
Advance Placement Exams – annually.

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

### **Performance and Assessment Data to Inform Instruction:**

Teachers will set specific academic performance levels for students' expectations. These expectations will be the mastery levels at which students will be considered proficient. Proficiency will be required for every benchmark of the curriculum for the courses in which the students are registered.

When more than 50% percent of students have not mastered a benchmark, the teacher will be required to re-teach the benchmark, using different strategies and methodologies as necessary. The teacher will then re-evaluate students' proficiency in the benchmark.

In cases where 50% or less of the students has not mastered the benchmark, differentiated instruction will be used. The teacher will address the needs of those students who have not met proficiency. Those that did meet proficiency will be assigned more challenging work for cooperative group activity.

In the case of the district's Diagnostic Tests, teachers will be required to group students by low performance on benchmarks and then review and re-teach these benchmarks.

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

### **Sharing Assessment and Performance Data with Students and Parents**

Student Assessment and Performance will be shared with parents and students through Engrade.

Students Assessments will include all methods used to collect students' performance data. These will include:

Home-work, Class work and Class Participation  
Teacher made tests and Chapter tests etc  
Diagnostic Tests and End of Course Tests  
FCAT, AP, SAT, ACT, PSAT, CPT, CELLA

For Homework, Class Work and Class Participation, students will be informed of their expectations and what percent of their grade will come from this area. Students that are not meeting expectations will have conferences with the teacher, school administrator and/or parents to discuss possible interventions to remediate this problem. An analysis of the situation will be made to determine if the intervention is academic or behavior and the appropriate authority will intervene as needed.

Progress Reports will be discussed with the students and then sent home to the parents/guardian. If the Progress Reports show lack of progress on students' performance, conferences will be held with the student, teacher and parents to discuss academic interventions. All interventions will be monitored to guarantee the student is working towards proficiency.

Diagnostic Test results will be provided to the teachers to share with students. All benchmarks will be discussed to determine where students' strengths and weaknesses exist. Students will be provided with support to remediate the weak areas.

Information on Engrade

Thanks for exploring Engrade. I would be happy to share some information about the Engrade platform with you. By upgrading to Engrade Pro, you'll be able to take your online gradebook to the next level. New features include, but are not limited to, standards-based grading, custom report cards, custom student groups, personalized attendance and behavior marks, over ten technology-enhanced items and much more.

Engrade is priced at \$7 per student with a minimum purchase of \$700 per year. We also offer additional add-ons such as parent text alerts (\$2 per student) and Gradecam (\$2 per student). All costs are annual.

410 students @\$7.00 per student .....	\$2,870.00
410 parent Text alert @ \$2.00 per student.....	\$ 820.00
410 Gradecam @ \$ 2.00 per student.....	<u>\$ 820.00</u>
<b>Total annually.....</b>	<b>\$4,510.00</b>

Engrade will be used at this school. Teachers will post students' performance on Engrade as often as it is available, but not less than twice per month. Parents will have access to Engrade and contact information for their children's teachers. If parents have any questions or concerns, they will be provided with a parent/teacher conference to resolve issues and solve any problems that may exist.

The Administration, teacher, parents and students will always work cooperatively as a team to share information pertaining to the social behaviors and academic performance of the students. This information will be incorporated in meetings and conferences to best serve the needs of the child.

Special Education Students (Students with Disabilities or Giftedness) will be evaluated to determine their special needs. An Individual Educational Plan will be developed for these students. This process will require the services of the administration, guidance, regular teachers, special educational teachers, and the parents.

Any and all accommodations listed on the IEP would be provided to the students by the authorized provider (teacher, administrator, Special Ed teacher etc). If accommodations are listed for the District, State or National Tests, these accommodations will be worked out with the providing agencies and provided. Any and all accommodations set for graduation requirements will be honored.

Student performance will be shared with parents using progress reports, end of grading period reports and end of term report cards. Parents will also have access to Engrade. The school will also share any SAL-P reports from EDW as well as all State and National Assessment Results.

Note: Under Section 6 – Exceptional Students, identifying and evaluating gifted students are outlined. Their performance will be based on the requirements of the Accelerated Courses they are enrolled in. Such courses may be Dual Enrolled, Advance Placement (AP), Advanced International Certificate of Education (AICE), Career Courses with Completion Points and/or Career Certification.

#### **Evaluation Criteria: Student Performance, Assessment and Evaluation**

Reviewers will look for:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.



## Section 6: Exceptional Students

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

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

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.

### Equal Opportunity for Students with Disabilities

This school will adopt the Full Educational Opportunity Goal (FEOG) using personnel, facilities and services as necessary to meet to meet this goal, so students who have been identified with disabilities will receive a Free and Public Education (FAPE).

If parents revoke this right for a Free and Public Education, this school may no longer provide the personnel, facilities and services as necessary.

The application for admission into this school will not ask students or parents to identify themselves or their children as having a disability or needing special services. During the interview process all students will be asked the same questions which will focus on their past academic performances and their future academic goals.

Students will be expected to have an application form, available from the school website or by calling the admission office, completed and sent to the school, prior to being interviewed. No part of this application requires disclosure of disabilities or needing special services.

The school will obtain from the applicant's present school the most up-to-date academic transcript, with grades, from his or her current school. The school will also obtain results of all past standardized tests and teachers recommendations.

This collegiate will not seek any information about disabilities of special needs and it will not ask to have access to the applicant's Cumulative Folder until after the applicant have been admitted and registered.

According to Section 504 of the Rehabilitation Act of 1973 (Section 504), at Palm Beach Collegiate all eligible students will be given Educational Opportunities equivalent to those of their non-disabled peers.

Students will be protected under Section 504 if the student is determined to

- (i) Have a physical or mental impairment which “substantially limits\*” one or more major life activities
- (ii) Have a record of such an impairment
- (iii) Be regarded as having such an impairment

(\*) “Substantially limits” should be broadly interpreted using common sense analysis on a case by case basis. Section 504 & Americans with Disabilities Act – Procedural Manual 2013-2014 to 2015-2016

Under Section 504 Palm Beach Collegiate will provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

Under Section 504 Palm Beach Collegiate will also protect students from discrimination on the basis of disability if they are regarded as having an impairment or have a record of an impairment even if they no longer have such an impairment or the impairment never really existed. Section 29 U.S.C # 705(20) (iii)

According to the Americans with Disability Act of 1990, (ADA), Title II, students at this Collegiate will be given the opportunity to benefit from all programs, services and activities.

This Collegiate will refer students to a Section 504 Team for evaluation if:

- (i) Parents request evaluation for a 504 Plan
- (ii) Suspension or expulsion is considered
- (iii) Academic performance is lower than expected
- (iv) Students exhibit chronic medical problems
- (v) Student is chronically absent
- (vi) Students receive medication on school grounds

The limitation of major life activities include, but not limited to functions such as learning, caring for one’s self, performing manual tasks, walking, seeing, speaking, hearing, breathing, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and working.

This Collegiate will fully implement any school policy on protecting students from discrimination and harassment.

Courses offered will be those approved by the Florida Department of Education to meet the State Board of Education Rule 6A-1.09412. Textbooks and Instructional Materials will be from those adopted by the School District of Palm Beach County. Courses offered at this school will meet the needs of all students for High School Graduation, including Reading and Language Arts, Mathematics, Science, and Social Studies, World Languages, Health, Physical Education and the Arts. (Florida Statutes 1003.42(1))

For Exceptional Student Education (ESE), Pursuant to School Board Policy 5.725 and State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities, enrolled in an Exceptional Student Education (ESE) Program, specially designed instruction and related services that are necessary to meet each student’s unique needs will be provided to those students. (ESE Policies and Procedures and Florida Statutes 1003.57, 1003.571 and 1003.5715)

All students will be given access to the General Education Curriculum as is appropriate in relation to their unique need and abilities and as delineated on each student's IEP. For the majority of these students, the General Education Standards will be the basis of their curriculum. For certain students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

For the Language Arts Standards (LAFS) and the Mathematics Standards (MAFS), access points for certain students with specific disabilities will be used. The Next Generation Sunshine State Standards (NGSSS) include access points in the content areas of Science and Social Studies. These access points are the expectations for students with significant cognitive disabilities to access the General Education Curriculum. These access points reflect the core intent of the Standards with reduced levels of complexity for course descriptions. (State Board of Education Rule 6A-1.09414)

The Student's IEPs will include statements of measurable annual goals, as determined by the IEP Team at the time of developing the student's IEP Plan, including benchmarks or short term objectives, related to meeting the student's need that resulted from the student's disability. Students other Educational needs which are written into the IEP as a result of their disability will also be met in compliance with State Board of Education Rule 6A-6.03028(3)(h)(2).

For students taking Alternative Assessments the IEP Team will draft benchmarks and short term objectives to alternative achievements standards. Students with disabilities will be provided the opportunity to meet the graduation requirements for a standard High School Diploma as set forth in Florida Statutes 1003.4282, in accordance with provisions of FS 1003.57 and 1008.22. Certain students from this school with disabilities may be awarded a Special Diploma for High School Graduation in accordance with Florida Statutes 1002.20(8)

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

After students are selected and registered into the school, their Cumulative Folders will be examined to determine if any student needs accommodation for a disability based on any existing education plan that they may have. All students identified as needing accommodations will be classified by categories as outlined in Part A of this section (Section 6). Those that fit the at least 80% of instruction occurring in a class with non-disabled peers category will be accommodated. The sponsor will be consulted for those that fit the between 40%-80% of instruction occurring in a class with non-disabled peers and the less than 40% of instruction occurring in a class with non-disabled peers.

The Sponsor shall conduct initial evaluations of students' referrals for potential Special Education, Gifted and 505 placements in accordance with Federal and State mandates. This school will absorb all costs associated with re-evaluation recommended and required under Federal and State mandates. A representative of the sponsor shall be invited to participate in all initial IEP meetings where a significant change of service or placement may be considered. The sponsor will retain the right to determine whether or not to send a representative to such meetings.

The charter school shall provide ESE students with programs and services in accordance with Federal, State and local policies and procedures, specifically the IDEA, Section 504 of the Rehabilitation Act of 1973 and applicable Florida Statutes and Chapter 6A-6, F.A.C relating to ESE students and students with Disabilities. The school will comply with all requirements of the IDEA as it relates to students IEP. The appropriate instructional personnel of the school shall attend all IEP meetings.

All Special Education students will be educated in a least restrictive environment in accordance with ESE Policies and Procedures. Students whose needs cannot be adequately addressed at the school shall be appropriately referred to the Sponsor and the school staff will work together with the sponsor to ensure that the needs of these students are met.

If any student parents or guardian who indicate at an IEP/504 meeting that they wish to file for a Due Process hearing pursuant to State Laws and Rules shall be given the appropriate information and necessary forms by this school. This Due Process hearing shall be forwarded to the Sponsor's ESE Director and the Sponsor's General Counsel within twenty four hours. The Sponsor shall select and assign an attorney. This school may also hire an attorney to consult and cooperate with the sponsor. Final decision on legal strategies shall be made collaboratively between the Sponsor's attorney and the school's attorney.

In cooperation with the assigned attorney, the school will take responsibility for scheduling resolution and mediation meetings as required under Federal and State Laws. The Sponsor shall ensure that the Due Process hearing is conducted pursuant to applicable State Laws and Rules and that a final decision is reached. A copy of this decision will be mailed to all parties involved.

The school will absorb the cost associated with the administrative Due Process hearing, legal representation, discovery, court reporter and interpreter. If the student, parent or guardian prevail at a hearing or agree to a settlement, the school will pay attorney's fees, reimbursements, compensatory education and any other costs incurred, awarded or agreed upon. The Sponsor and the school may agree to have these costs deducted from the FTE funds passed through the Sponsor, or the Sponsor and the school may agree on a repayment plan.

If the sponsor decides that this school is not the appropriate placement for the child, based on Section 6 Part A, the parents will be contacted and a meeting will be held to discuss the most appropriate placement for the student.

- In Accordance with (s. 1002.33(10)(f), F.S.) Students with disabilities shall have an equal opportunity of being selected for enrollment in this charter school.
- In Accordance with (s. 1002.33(20) F.S.) A sponsor shall provide certain administrative and educational services to this charter school. These services shall include contract management services, full-time equivalent and data reporting services; exceptional student education administration services

According to Section 504 of the Rehabilitation Act of 1973 (Section 504), at Palm Beach Collegiate all eligible students will be given Educational Opportunities equivalent to those of their non-disabled peers.

Students will be protected under Section 504 if the student is determined to

- (i) Have a physical or mental impairment which “substantially limits\*” one or more major life activities
- (ii) Have a record of such impairment
- (iii) Be regarded as having such impairment

(\*) “Substantially limits” should be broadly interpreted using common sense analysis on a case by case basis. Section 504 & Americans with Disabilities Act – Procedural Manual 2013-2014 P 16

Under Section 504 Palm Beach Collegiate will provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

Under Section 504 Palm Beach Collegiate will also protect students from discrimination on the basis of disability if they are regarded as having impairment or have a record of an impairment even if they no longer have such an impairment or the impairment never really existed. Section 29 U.S.C # 705(20) (iii)

According to the Americans with Disability Act of 1990, (ADA), Title II, students at this Collegiate will be given the opportunity to benefit from all programs, services and activities. This Collegiate will refer students to a Section 504 Team for evaluation if:

- (vii) Parents request evaluation for a 504 Plan
- (viii) Suspension or expulsion is considered
- (ix) Academic performance is lower than expected
- (x) Students exhibit chronic medical problems
- (xi) Student is chronically absent
- (xii) Students receive medication on school grounds

The limitation of major life activities include, but not limited to functions such as learning, caring for one’s self, performing manual tasks, walking, seeing, speaking, hearing, breathing, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and working.

This Collegiate will fully implement any school policy on protecting students from discrimination and harassment.

## Response to Intervention

Response to Intervention (RTI) is an intervention model developed to assist students who may have academic or behavioral problems preventing them from achieving grade level expectations.

Palm Beach Collegiate with the assistance of the Sponsor’s School Based Team/Problem Solving Team (SBT/PST) will assess individual students who have academic or behavior deficits and/or social or emotional barriers to learning. The SBT/PST team from the Sponsor

will assist this Collegiate in facilitating the intervention process for any general education student.

If students at this school with active 504 Plans who are not responding to academic or behavioral accommodations, this Collegiate will work with the Sponsor's SBT/PST to develop Plans and implement services as needed. These Plans will provide the Collegiate with an intervention that addresses any academic or behavioral issues. The Plans will include researched based programs and/or strategies that differ from activities that are occurring in the student's general education classroom. This Sponsor's intervention will be used to provide at risk students with the necessary skills to accelerate academic learning or improve behavior. This will give students the opportunity to achieve academic or behavioral expectations for their corresponding grade level.

Once the Sponsor's SBT/PST assists this Collegiate with identifying the students with disabilities, the Response to Intervention Model will be implemented. This RTI model is a Three Tiered Model. The basic components of the model are:

- (i) Using a problem solving model at all levels of problem identification
- (ii) Identifying and utilizing the research based interventions that have proven effective for the identified deficiency at the school or classroom level
- (iii) Organize the remedial services into tiers of increasing intensity
- (iv) Create an individualized plan which can include a behavior plan for each identified student
- (v) Ensuring that interventions are implemented with fidelity

This Collegiate will follow the RTI Model which has Three Tiers as follows:

Tier I: The school will provide all students with access to a high quality curriculum, instruction, and behavior supports in the general education classroom

Tier II: The school will provide additional targeted supplemental instruction/intervention. This will address small groups of students who need more support than they are receiving in Tier I

Tier III: This school will provide intensive interventions which will include the development and implementation of interventions to meet the needs of individual students.

Additionally, this school will provide parents with the Brochure entitled

Florida Problem Solving and Response to Instruction/Intervention

Information for Parents

Florida Problem Solving and Response to Instruction/Intervention Ensuring a Strong Start, Promoting a Bright Future

WHAT IS RESPONSE TO INTERVENTION?

Parents want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, or other subjects, or if the child has difficulty getting along with others or making appropriate choices. Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful.

Visit <http://www.florida-rti.org/> for more information.

What can I expect with RtI?

- You will be informed and involved in planning and providing interventions for your child.
- You will see levels of support (academic and behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive frequent progress monitoring about how your child responds to the intervention provided.

## WHAT DOES RTI LOOK LIKE?

The RtI process has three tiers that build upon one other. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior supports in the general education classroom.

- **Tier II includes additional targeted, supplemental instruction/interventions.**

The school provides interventions to small groups of students who need more support than they are receiving through Tier I.

- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

Your child's progress is monitored and results are used to make decisions.

### RtI Includes:

1. High quality, research-based instructional and behavior supports in general education
2. School-wide screening to determine which students need closer monitoring or additional interventions
3. Multiple tiers of increasingly intense, research-based interventions matched to the needs of student(s)
4. Use of collaborative problem solving to develop, implement, and monitor interventions
5. Continuous monitoring of student progress to determine if instruction/interventions are effective in meeting the needs of student(s)

6. Follow-up to ensure that the instruction/interventions were implemented as planned
7. Active parent involvement throughout the process of pursuing solutions that lead to increased success
8. Evaluation timeline requirements are followed unless both the parents and the school team agree to a time extension to learn more about what works for the student  
(Adapted from the National Joint Committee on Learning Disabilities)

### **Suspicion of Disability**

The suspicion of a child having a disability under Section 300.7 can be made by the parents and a team of qualified personnel. This group will consist of

- The Parent
- The child's teacher
- One professional qualified to conduct the individual diagnostic evaluation such as a School Psychologist, Speech Language Pathologist or Remedial Reading Teacher.

The Team can determine that the child has a Specific Learning Disability if:

- The child's achievement is not commensurate with age and ability levels for similar students
- The child has severe discrepancies between achievement and intellectual abilities in any one or more of the following areas;
- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Mathematics Calculations
- Mathematics Reasoning

Children will not be classified Specific Learning Disabled if they have

- Visual, Auditory or Motor Impairments
- Emotional Disturbance
- Cultural or Economic Disadvantages.

Observation of a child in the Classroom will be done by a second classroom teacher in addition to the regular classroom Teacher. Once the child is determined to have a learning disability or a behavior problem, a written report documenting the determination of eligibility will be required in accordance with Section 300.534(a)(2) of the IDEA

This Report will include:

- Whether the child has a specific learning disability/behavior problem
- The basis for this determination
- Child's behavior noted during observation
- The impact that behavior will have on the child's academic functioning
- Educationally relevant medical findings



- Severe discrepancy between achievement and ability
- All parties involved will be required to sign this report.

All evaluations performed will

- determine if the child has a disability/behavior problem
- The educational/social needs of the child

The results of the evaluation will be used to guide the Individual Education Plan Team in developing the child's IEP.

“Americans with Disability Act and Section 504 Procedural Manual, found at

<http://www.palmbeach.k12.fl.us/ese/>

After students are registered at this School, the Administration will refer to the J-Panel on Terms – Special Reports to print the list of all 504 students as they appear on Terms, A - 23 Screen. This printout will identify all active and inactive 504 students. A Multidisciplinary Team will be formed for handling 504 students. All members of this team and all teachers with 504 students in their classes will receive a list of these students which is in the J- Panel. All Multidisciplinary Team members including the teachers will be required to sign having received the J-Panel printout.

To ensure compliance under Section 504 and Title II of the American with Disabilities Act, Parents/Guardians will be notified using PBS Form 1467 of all meetings that are scheduled to determine eligibility of services or to make changes to any section of the 504 plan that is in present use. When the Multidisciplinary Team meets they would be required to document their meeting by having all members sign the PBS Form 1468. All decisions will be team approved. Any member of the team not present but has input on the decision to be made can submit their input in writing using a blank PBS 1595 Form which will be retained as documentation for that meeting.

Teachers will be required to implement all 504 plans that have been approved. If a teacher believes that a student can be better served by means that are not in their 504 Plan, that teacher will continue to implement the existing plan while they request a Disciplinary Team meeting to discuss and possibly make such changes.

For students who have not been previously identified, members of the Disciplinary Team or any staff member can make such recommendations. The recommendations should be based on observed disability, academic proficiency, behavior problems or any other situation that they believe is cause for a team meeting.

### **Transportation for 504 Students**

If it is determined that a student will have special transportation needs because of 504 services, then either the parent, teacher or a 504 designee will refer the student to the Multidisciplinary team. The parent will be provided with the Procedural Safeguard Form (PBS Form 1467) for signature acknowledging this need. The School Board will release or transfer the student information which is in PCSD Form 0313.

The child's physician or medical doctor will provide information documenting the need for transportation and the estimated duration of the transportation. The 504 designee then arranges for the multidisciplinary team meeting. The team will review the medical report to determine transportation needs. They will then complete the transportation section of the PCSD Form 1468. If information is insufficient to justify transportation needs, then the appropriate section of PBSO Form 1468 will be completed and signed. If this Charter School is contracting transportation with the School District of Palm Beach County, then the Transportation Request for Special Needs Students PBSO Form 1884 will be faxed to the appropriate Transportation compound. If this charter is doing its own transportation, then the appropriate transportation will be provided.

### **Discipline**

School Board Policy 5.1891, discipline of student eligible for services under Section 504 of the Rehabilitation Act of 1973, Section 504 and Americans with Disabilities Act (ADA) as adopted by the School Board on January 2002 will be followed as outlined on pages 30-33 of the ADA Section 504 of the Procedures Manual.

This School will follow all Rules AND Guidelines as outlined in the following Documents:  
Statutory Authority - 1001.4(2); 1001.42(22); 1001.43(1), (6) FL Statutes.  
Implemented Laws - 1001.43(1), (6); 1003.01 (5), (6); 1003.53 FL Statutes  
State Board Rule - 6A - 6.0331 (8)

### **Testing**

Accommodations will be provided for students during testing if such accommodations are listed on their 504 Plan. References will be made to the Test Coordinators Manual for all accommodations.

### **Meeting IDEA Requirements for IEP**

Once the student has been determined to have an educational disability an Individualized Education Plan would be written for the student in accordance with Section 300.341-300.350.

A state or local agency responsible for the student's education will be involved in the transition service (Section 300.348). The agency will guarantee that the IEP is correctly developed and implemented.

The IEP will be in effect at the beginning of the school year and monitored by the public education agency. This public education agency will ensure that:

- The IEP is in effect before education and support services are provided
- The IEP is implemented as soon as the committee responsible for evaluating the child determines that an IEP is needed

All faculty and staff that are responsible for educating the child would have access to the IEP. Each person will be informed of their individual responsibilities to the child. They would also be informed of the specific accommodations, modifications and support services that must be provided according to the IEP.

The school personnel will meet with the public agency when meetings are initiated by them to develop, review or revise the IEP. In cases of a new IEP, the agency will evaluate the child as soon

as possible following the parents consent. Educational and support services will be provided to the child within 30 days following the IEP. The IEP will be reviewed as often as is necessary possible, but not less than annually to determine if annual goals are met. The review will be to determine if annual goals are being met and any other needs the child may have or concerns of the parents.

The IEP Team will consist of the following:

- The Parents/Guardian of the child
- The regular education teacher
- The special education teacher
- The public agency representative who is qualified to supervise the provision of specially designed instruction to meet the needs of the child and who is knowledgeable about the curriculum and available resources.

### **Considerations when Developing the IEP**

Some of the considerations when developing the IEP will be:

- The strengths of the child
- The concerns of the parents for enhancing the child's education
- Results of the evaluation
- Results of the child's performance in State or Districts tests

The team will also consider:

- If the child has behavior problems to include positive behavioral interventions
- If the child is LEP consider language needs as it pertains to the IEP
- If the child is blind or visually impaired, or deaf or hard of hearing assistive devices should be considered.

**According to Section 300.347, the content of the IEP would include:**

- A Statement of the child's present level of academic performance and how the disability affects the child's involvement and progress in the general curriculum
- A Statement of annual measurable goals with benchmarks and short term objectives, while considering educational needs based on disability.
- A Statement of special education, Related services, supplemental Aids and Services
- An explanation of the extent, if any, to which the child will not participate with non disabled students
- A Statement of modifications to any district or State mandated Assessment or a Statement of non participation
- Projected date for beginning of services and
- A Statement of:
  - Progress towards goals
  - How and how often the parents will be informed of the child's progress towards goals and does the extent of progress sufficient to achieve goals

## TERMS

Accurate information from each student's IEP will be entered and maintained on TERMS PANEL A23. If a student's IEP is changed or modified the student schedule will be changed accordingly. All such changes will be made on TERMS Panel A23- Exceptional Students (IEP changes) and/or Panel A10 or Panel C20 (schedule changes)

If students have special transportation based on their IEP this will be coded correctly on the A23 PANEL

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

### **Facilities for Exceptional Students**

If the school's regular facilities need any adaptations for special education students, the school leader will work collaboratively to make the necessary modifications and adaptations to meet the need of the special education students.

If service for wheel chair access is needed, this service will be provided by modifying restrooms, ramps, doors, and classrooms as needed to accommodate the needs of special education students.

If equipment is needed for the classrooms, or if a paraprofessional is needed to assist in providing the necessary accommodations, this will be provided. After the School Based Team completes its evaluation of the student and the writing of the Individual Education Plan, all of the students' teachers will be provided with copies of the Plan, so they know exactly what has to be done to meet the need of the students while in their classroom. Teachers will be monitored by the sponsor's ESE contact person and the school administration to make sure that services are being provided as outlined in the IEP. Any testing accommodations listed in the student's IEP will be honored.

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

### **Evaluating Effectiveness of service to Special Education Students**

The School's Effectiveness in serving special education students will be evaluated in the following ways:

Properly identifying and evaluating special education students in the required timeline. Developing the IEP, and providing education and support services and entering information on TERMS. Updating TERMS as changes occur in the students IEP. Providing proper transportation if needed. Following the requirements of the student's Individual Education Plan with respect to all accommodations such as seating, extended testing time etc.

There are several categories of special education students for which compliance must be met. The effectiveness of this school in serving special education students will be determined by successfully meeting the components of the compliance checklist as follows:

The effectiveness of serving these students will be determined by the Collegiate providing all the required accommodations according to any Education Plan the student may have, plus the students meeting their academic and social goals outlined in their IEP. This would include performance on teacher made tests, District's Diagnostics Tests and FCAT Tests. The FCAT results will determine if the students have made the year's worth of learning gains in one year.

For Graduation, special education students will have the same Standard High School Diploma as their counterparts working for the Regular High School Diploma

### **Exceptional Students and Alternative Assessments**

For Exceptional Student Education (ESE), Pursuant to School Board Policy 5.725 and State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities, enrolled in an Exceptional Student Education (ESE) Program, specially designed instruction and related services that are necessary to meet each student's unique needs will be provided to those students. (ESE Policies and Procedures and Florida Statutes 1003.57, 1003.571 and 1003.5715)

All students will be given access to the General Education Curriculum as is appropriate in relation to their unique need and abilities and as delineated on each student's IEP. For the majority of these students, the General Education Standards will be the basis of their curriculum. For certain students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

For the Language Arts Standards (LAFS) and the Mathematics Standards (MAFS), access points for certain students with specific disabilities will be used. The Next Generation Sunshine State Standards (NGSSS) include access points in the content areas of Science and Social Studies. These access points are the expectations for students with significant cognitive disabilities to access the General Education Curriculum. These access points reflect the core intent of the Standards with reduced levels of complexity for course descriptions. (State Board of Education Rule 6A-1.09414)

The Student's IEPs will include statements of measurable annual goals, as determined by the IEP Team at the time of developing the student's IEP Plan, including benchmarks or short term objectives, related to meeting the student's need that resulted from the student's disability. Students other Educational needs which are written into the IEP as a result of their disability will also be met in compliance with State Board of Education Rule 6A-6.03028(3)(h)(2).

For students taking Alternative Assessments the IEP Team will draft benchmarks and short term objectives to alternative achievements standards. Students with disabilities will be provided the opportunity to meet the graduation requirements for a standard High School Diploma as set forth in Florida Statutes 1003.4282, in accordance with provisions of FS 1003.57 and 1008.22. Certain students from this school with disabilities may be awarded a Special Diploma for High School Graduation in accordance with Florida Statutes 1002.20(8)

## **Grading Rules for Exceptional Student Education:**

Students enrolled in ESE Programs will have the opportunity to earn grades that are equivalent to the grades earned by General Education students. No student will be denied the opportunity to earn above average grades because of placement in an ESE Program or due to the accommodations that are to have been deemed appropriate for use with his or her instructional settings. ESE students with disabilities will be graded on the basis of their performance. Alternate Assessments, including Performance Assessments may be used to document progress for the ESE students with a disability. Criteria and Evaluation procedures will be identified and discussed with the student and the parent(s) upon entry to the program and/or at the beginning of each grading period.

### **Academic Improvement using Grade Level Promotion Criteria**

Students completing less than five High School credits will be placed in 9<sup>th</sup> grade. Completing more than five credits but less than 11 credits will be placed in 10<sup>th</sup> grade. Completing 11 credits but less than 17 will place them in 11<sup>th</sup> grade and for 17 or more credits they would have shown the improvement necessary to be placed in 12<sup>th</sup> grade. Also apart from acquiring the required number of credits for promotion, they have to maintain an average GPA of 2.0 on a scale from 0 points to 4.0 points.

### **How Student Progress and Performance will be Evaluated**

Success will be evaluated by the level of students' performance in their specific accountability areas. For State required assessment in Reading, (Language Arts Florida Standards) they will have to demonstrate a year's worth of learning gains if they were in Level 1 or Level 2 for two consecutive years. They would also be considered successful if they change from Level 1-2 or 2-3 or 3-4 or 4-5, or if they maintain a Level 3, 4, or 5.

For State required assessment in Mathematics, (Mathematic Florida Standards), the same criteria will be used to evaluate success. However, if End of Course Assessment (EOC) is used, then the five performance levels will be used.

In the case of all scheduled courses taken, success will be determined by successfully completing the courses and obtaining passing grades in the courses. For AP Courses, success will be determined if they score a 3 or above in their Advanced Placement Exams.

### **Specific Results to be Attained \***

\*Success will be determined by the pre set proficiency levels for the type of assessment and at the time of assessment.

#### Reading Developmental Scale Score

Grade 8: Developmental Scale Score at Level 3 or above  
Grade 9: Developmental Scale Score at Level 3 or above  
Grade 10: Developmental Scale Score at Level 3 or above

#### Mathematics Developmental Scale Score

Grade 8: Developmental Scale Score at Level 3 or above  
Grade 9: Developmental Scale Score at Level 3 or above

Grade 10: Developmental Scale Score at Level 3 or above

End Of Course (EOC) Exams

To be successful, students must score a Level 3 or above to be considered proficient in all End of Course Exams at the time of testing according to the Table of Values shown above.

**The Standard Diploma :**

The standard diploma is the type of high school diploma earned by most students who graduate from Florida high schools. All students, including students with disabilities, are entitled to try to earn a standard diploma. To do so, they must meet the graduation requirements set by the State of Florida and the local school districts. Students will earn the Regular High School using the traditional, four-year 24-credit program

This school will focus on the traditional four year 24 credit program. Based on the School Based Team findings, students and parents will be advised on the requirements the Standard Diploma. Students and their parents will receive information regarding Access Points on certain subjects for Students with Disabilities

At the beginning of each school year, the school based team in conjunction with the parents will evaluate the student and update their IEPs with changes that best meets the student needs and potential to be successful.

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

Students can be engaged and benefit from any curriculum if they are being taught from the point of their zone of proximal development regardless of age. For those ESE students that enter the school below grade level, the school will identify them for their proficiency levels in reading mathematics and writing. This information is contained in EDW Reports. Once their levels are determined, and their IEP is developed, students will be placed with teachers who are qualified to teach them from their present academic level to the level required to earn their Diploma.

Alternate Assessment Results (Most Recent) - RTSEA0401 -- Student listing shows Florida Alternate Assessment scores, complexity and performance levels for Reading, Math, Writing and Science

Florida Alternate Assessment - RTSFA0315 -- Student listing shows Florida Alternate Assessment scores, complexity and performance levels for Reading, Math, Writing and Science as well as the forecast for future performance. The forecast includes the points required to maintain performance level, points required for proficiency and the expected performance level at the next grade level of testing given the same total score

The ultimate goal for all students, including students with significant cognitive disabilities, is to interact productively and effectively with the world around them. To have students engaged and benefit from the curriculum, this school will present the conceptual framework under which the content specific Access Points and the Florida Alternate Assessment were developed.

## Sunshine State Standards Access Points

Florida began development of the Sunshine State Standards Access Points in July, 2005. Involving a range of stakeholders (special education teachers, content area teachers, assessment coordinators, special education administrators, and parents), reading/language arts access points were developed and integrated with the general standards followed by math and science. This conceptual model has evolved over the last several years as the access points have been developed and revised. There are three levels of access points (participatory, supported, and independent) which reflect increasing levels of complexity and depth of knowledge. The decision to establish these levels was made by the Alternate Assessment Advisory Committee in 2005 based on the assumption that because this population is diverse and growth is incremental, a broad range of academic expectations was needed in order to meet the needs of the student population. Students will be engaged and benefit from the curriculum, because their level of performance will be determined from the following: Alternate Assessment Results (Most Recent) - RTSEA0401 and Florida Alternate Assessment - RTSFA0315. Using these reports will guide staff in placing students at the right level or Access Point so they can be engaged and benefit from the curriculum.

As changes take place at the State Department of Education, and new guidelines or requirements are developed for ESE students with respect to access points for certain courses or graduation requirements, this school will adopt and implement those changes.

## Florida Alternate Assessment

Like the conceptual model, the assessment design has also evolved over time while keeping the same basic structure. Rather than creating separate assessments for the participatory, supported, and independent levels, the Alternate Assessment Advisory Committee recommended the creation of a single assessment that would address all three levels. A further recommendation of the committee was that the assessments provide opportunities for students to demonstrate mastery at any and all levels and to reveal progress over time. The resulting design is an assessment that includes on demand performance tasks with three items related to each task—one item at each of the three levels. Scaffolding is provided at the entry point (participatory level task).

Exceptional students who enter school below grade level should be engaged in and benefit from the curriculum. These students need strategies that will help them improve access to the General Education Curriculum

Some of the Instructional Strategies to be used are Differentiated Instruction for Mathematics, Reading, Writing and Science. Teachers will diagnose students' readiness and interest so they can incorporate strategies that meet the specific needs of these students. For Mathematics, teachers will incorporate the Concrete to Semi-Concrete to Abstract model with manipulatives to represent math concepts, so students will understand and build math foundations when developing concepts in number sense, geometry, statistics and measurements, etc.

Teachers will also use grouping strategies to address students that have delays in communications, math concepts, decoding, weak problem solving skills and a lack of attention or organizational skills.

Direct Instruction will be used for At Risk students as well as students with disabilities because this strategy improves the Reading Skills of struggling Readers. Teachers will also use the I.N.C.L.U.D.E.



model developed by Marilyn Friend. With this model teachers identify the classroom environment, curricula and Instructional demands. They then check areas where students have strengths and weaknesses and make adaptations to their instruction and then evaluate students for success.

Teachers will also be required to help struggling students be successful by using the Marzano's Nine High Yield strategies, Guided Reading strategy, Peer assisted learning, and the SQ3R model

### **Intervention Strategy for exceptional students that enter school below grade level**

#### **Mathematics Recommendations to be used**

- All students will be screened to identify those at risk for potential math difficulties
- Instructional materials will focus intensely on concepts where students have difficulty.
- Instructions will be explicit and systematic with guided practice, corrective feedback and frequent cumulative review.
- Intervention will include application type problems and hands on experiences where possible

#### **Diagnostic Assessment**

- Fall – Winter District Diagnostic Tests
- Text Book Chapter Pre Tests

#### **Research-Based Materials to be used for Tier 1 Interventions**

- Course Text Book – Student and Teacher's Editions
- Practice Work Book/Study Guide Work Book
- Note Taking Guide
- Assessment Guide
- DOE Sample Tests
- Florida Response to Intervention
- Florida Differentiated Accountability

#### **Research-Based Materials to be used for Tier 2 & Tier 3 Interventions**

- Course Text Book – Student and Teacher's Editions
- Additional Time for Mathematics Instruction
- Small Group Explicit Instruction
- Florida Response to Intervention
- Florida Differentiated Accountability

#### **Progress Monitoring**

- District Developed Comprehension Checks
- Teacher Made Tests
- Benchmark Assessments
- Student Work Samples

**Reading Recommendations to be used**

- All students will be screened to identify those at risk for potential reading difficulties
- Instructional materials will focus intensely on concepts where students have difficulty.
- Instructions will be explicit and systematic with guided practice, corrective feedback and frequent cumulative review.

Diagnostic Assessment

- Diagnostic Assessment of Reading (DAR)
- Phonological Awareness Assessment

Research-Based Materials to be used for Tier 2 & 3 Interventions

- Course Text Book – Student and Teacher’s Editions
- Reader’s Handbook.
- Florida Differentiated Accountability
- Model proficient Reading through Read Aloud
- Match books to student’s Independent Reading Level
- Practice Read and Retell

Progress Monitoring

- Fall – Winter District Diagnostic Tests
- Diagnostic Assessment of Reading
- District Developed Comprehension Checks
- Teacher Made Tests
- Benchmark Assessments

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

The School District of Palm Beach County ESE Department website shows 39,627 ESE students which is 20% of the student population. Off this number, 29,734 are ESE Students With Disabilities (SWD), and 9,893 are ESE Gifted. This would indicate that of the total student population of approximately 198,000 students, 15% are ESE Students With Disabilities and 5% are ESE students that are Gifted

**Of these students, 58% are scheduled in less than 300 minutes per week or less of ESE service as per their IEP (80% or more of the day with non-disabled peers)**

Year	SY Date	Total Projected Student Enrollment	Projected ESE/SWD	58% of ESE/SWD need 80% or more with non-disabled peers
1	2016-2017	385	15% =58 students	58% of 58= 34 students
2	2017-2018	410	15% =62 students	58% of 62 = 36 students
3	2018-2019	410	15% =62 students	58% of 62 = 36 students
4	2019-2020	410	15% =62 students	58% of 62 = 36 students

5	2020 -2021	410	15% =62 students	58% of 62 = 36 students
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Based on this data and calculation, the projected ESE/SWD population at this school that would have 80% or more of the day met with non-disabled peers would be 34 in the first year and 36 in the subsequent four years.

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

#### **Staffing For Gifted Students**

Highly qualified teachers certified in their subject area will be hired and assigned to teach the gifted students. Subjects offered will be at the Honors Level, Advanced Placement Level, and Career Technical Education Courses. Teachers for the Career courses will meet the requirements for teaching based on their field experiences in industry and academic qualifications, plus State requirements for Teacher Certification. Teachers for the Advanced Placement Courses will be highly qualified in their subject area as defined by the Florida Department of Education. These teachers will be required to attend the College Board Professional Development Training for the different subjects offered. They would also be required to submit to the College Board, a syllabus for the course they are assigned to teach. The College Board will edit and approve the course or require the teacher to make changes and re submit. All AP courses taught at this school will be taught by teachers who have completed the Course Audit Process which is done through the College Board. Typically AP courses will meet the needs of gifted students. Teachers certified to teach these courses will be able to teach the gifted students.

#### **Staffing for ESE/SWD Students**

Special Education Students at this school would be receiving at least 80% of their instruction in the regular classroom. After all potential Special Education students are identified and evaluated, an Individual Education Plan would be written for those students. An analysis would be done to determine how many will be working towards a Standard Diploma and how many will be working on an Option 1 Diploma. If the Plan requires a Certified ESE teacher co-teaching with a regular teacher then the required number of teachers will be hired. If all Instructions can be done by the regular classroom teacher, The ESE teacher will be there to support the ESE students If the students need non instructional assistance, then the paraprofessional will fill this role.

- I. Describe how the school will serve gifted and talented students.

#### **Serving Gifted and Talented Students**

#### **PARTICIPATION OF ESE GIFTED STUDENTS IN ESE PROGRAMS**

## SCREENING AND REFERRAL

1. Students who meet specific criteria on the universal screening instrument will be automatically referred for consideration of eligibility. This school will give careful consideration to screening and evaluating these students as possible candidates for the gifted program. This will ensure that students are considered for screening and evaluation by means other than teacher referral.

Teachers will be provided with information to promote a better understanding of the characteristics of gifted students from underrepresented groups.

### 2. Proposed Plan for Screening and Referral Procedures

This plan will target students in grades 8<sup>th</sup> -12<sup>th</sup>. A multidisciplinary committee of faculty members will be provided information on how to become more aware of and understand the nature of the students to be screened. This committee will also learn how to effectively use the screening process. A flow chart detailing the process that will be employed is included as part of this plan.

In order to provide a comprehensive profile of the student's abilities, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community.

*The Parent/Community Nomination Form* will be sent home with the students to be completed by one of the following: parent, legal guardian, or surrogate, or a member of the community that knows the student well. A sample letter has been included to ensure that parents are informed about the screening and referral process. The form and sample letter will be translated into the student's home language if needed.

All nomination forms collected will be reviewed and utilized when completing the Plan B Referral Form.

If the student scores at the 80<sup>th</sup> percentile or above in reading or mathematics on a standardized achievement test or scores an average of  $\geq 80\%$  on at least four (4) of the nomination forms, the student will be referred for screening of intellectual functioning. The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores  $\geq 113$  on the screening measure of intellectual functioning, or if the parent requests evaluation for eligibility for gifted services, the student will be referred for evaluation by the school. The screening information collected will be recorded on the Plan B Referral Form. For English Language Learner (ELL) students, a score on the Matrices section of the K-BIT or a score on another nonverbal instrument (e.g., Naglieri) may be used.

## STUDENT EVALUATION

The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means. The multidisciplinary committee of professionals will be established to include a parent and may also

be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at this school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM). The ESE Specialist or Plan B designee will be responsible for recording the information on the GEM. The GEM includes measures of intellectual functioning, academic performance through achievement skills, gifted characteristics, and environmental indicators. **The need for a special program will be established based on the GEM score.**

(NOTE: A teacher with the ESOL endorsement or in the process of acquiring the ESOL endorsement will be part of every staffing and/or review for a gifted LEP student.)

#### A. Intellectual Functioning

An individual intellectual assessment will be administered by a School Psychologist. Using a measure of intellectual functioning provides a balance between objective and subjective measures of the student's potential. Test selection will depend on the age of the student, the language and cultural background of the student, and the professional judgment of the School Psychologist. Nonverbal cognitive tests are a viable alternative to use when assessing ELL students.

*The minimum standard score for consideration of eligibility on the GEM eligibility matrix is 115, or if new levels are determined from time to time.*

Intellectual measures may include but are not limited to:

1. Differential Ability Scales – II (DAS-II), the Special Nonverbal Composite may be used with LEP students.
2. Wechsler Intelligence Scale for Children – IV (WISC-IV)
3. Leiter International Performance Scale – III (Leiter-III)
4. Comprehensive Test of Nonverbal Intelligence (CTONI)
5. Universal Nonverbal Intelligence Test (UNIT)
6. Stanford-Binet Intelligence Scale, Fifth Edition (SB-5)
7. Raven's Progressive Matrices

#### B. Achievement Skills

Academic performance is considered through the achievement test scores. Achievement tests will be used to measure the student's academic performance in the areas of reading and mathematics.

A group achievement test administered through a public or accredited private school or an individual achievement test given by a psychologist, curriculum resource teacher, or other professional will be used as the measure of academic performance. Tests may include but are not limited to:

- Stanford Achievement Test (SAT)

- Comprehensive Test of Basic Skills (CTBS)
- Metropolitan Achievement Test (MAT)
- Woodcock-Johnson-Revised Test of Achievement Bateria Woodcock-Muñoz Revisada: Pruebas de Aprovechamiento-Revisada
- Woodcock McGrew-Werder Mini-Battery of Achievement
- Kaufman Test of Educational Achievement

#### C. Gifted Characteristics

Leadership, creativity, and motivation are carefully considered when determining eligibility for the gifted program.

The Gifted Indicators Checklists will be used to evaluate the student's demonstrated ability or potential in the areas of leadership, motivation, creativity, adaptability, and learning. The student will be rated by educators with primary observational opportunities. When rating the child, parental input should be part of the rating process. Any number of educators may rate the student. Observation of the student will be the most important factor in completing the checklist.

*The student must score at least one (1) point on the Gifted Characteristics section of the GEM to be considered for eligibility. To determine the student's score on the Gifted Characteristics section, select the 4 highest scores out of the 5 domains and record the total points on those 4 domains on the GEM.*

#### D. Environmental Indicators

Environmental indicators are considered when determining eligibility for the gifted program. The gifted are not homogenous groups and they do not express their talents in the same way. Special attention needs to be given to the different ways children from different cultures manifest behavioral indicators of giftedness.

The following environmental indicators will be considered for eligibility.

1. Speaks language(s) other than English (one point)
2. Student is from an underrepresented group (one point)
3. Meets criteria on the Underrepresented Student Trait Indicators Checklist (15-21 indicators checked = 1point, 22-28 indicators checked = 2 points)

### **DETERMINING ELIGIBILITY**

A student is eligible for the gifted program in accordance with:

1. Eligibility under 2(a) of State Board Rule 6A-6.03019.FAC, or
2. Eligibility under 2(b) of State Board Rule 6A-6.03019.FAC (Revised in an Amendment to the Amendment 5/21/02).

Students eligible under 2(b) will be considered for placement upon completion of the Gifted Eligibility matrix (GEM). Leadership, creativity, and motivation have been carefully considered as characteristics of gifted learners when constructing the GEM. These characteristics have been grouped with learning and adaptability. Considering

leadership, creativity, and motivation separately may serve to eliminate gifted underachievers from gifted programs and provide too much latitude for teacher bias. Gifted eligibility requires a total score of 10 points or higher on the GEM and a student must score at least one (1) point in both the intellectual abilities category and the gifted characteristics category.

## INSTRUCTIONAL PROGRAM MODIFICATIONS OR ADAPTATIONS

- A. **Philosophy:** All students can learn and all populations are capable of high performance. By equitably assessing students' abilities, Broward's gifted program can meet the individual and unique needs of all gifted students. The use of a multiple criteria matrix in the identification process provides a comprehensive view of students' strengths, interests, and potential.
- B. **Educational Plan/Individual Educational Plan (EP/IEP) Process:** The EP/IEP serves as the process for planning, documenting, and ensuring that appropriate modifications are made to the content, process, product, and learning environment of all gifted students in order to meet their unique needs.
- C. **Program Goal:** The development and enhancement of critical thinking, creative thinking, planning, achievement, evaluation, independence, social responsibility and service, as outlined in Special Programs and Procedures for exceptional students (SP&P) are appropriate instructional goals for all gifted students. In addition, the Next Generation Sunshine State Standards, The Florida Language Arts Standards, The Florida Mathematics Standards, and multicultural content and issues will be a major focus of future gifted programs.
- D. **Instructional Program:** Modifications and adoptions to the curriculum to ensure the successful and continued participation of students from underrepresented groups will focus on multicultural content and issues, interdisciplinary curriculum, use of concrete materials, and the employment of a variety of teaching and learning methodologies. Students will develop skills in higher order thinking, self-directed learning, self-awareness, interpersonal relationships, and creative thinking and expression.
- E. **Delivery:** Newly identified students will be placed appropriately in existing gifted programs. Sites will use delivery models consistent with Palm Beach County's gifted policy. In this way, models can be evaluated to determine if one model is more effective than another in maximizing successful and continued participation of newly identified gifted students.
- F. **Instructional Support:** To ensure successful and continued participation of students from underrepresented groups, instructional support will be provided both within the school system and the community. Additional support will include, but not be limited to, staff development for teachers and counselors, use of mentors and partnerships between school and community, access to technology, materials and services provided by the Florida Diagnostic and Learning Resource System (FDLRS) and other agencies, and cooperation with the Multicultural/Foreign

Language/ESOL Education Department of the School Board of Palm Beach County.

- G. Parent/Community: To ensure the successful participation and continuation of program goals of students from underrepresented groups, family and community involvement will be promoted through awareness workshops and program activities. Parent/Community awareness workshops will be held for the general public to increase their understanding of the gifted program. To strengthen communication between the home and school, parents will be provided with referral and evaluation information about the gifted program. Parents will be informed of the steps they can take to initiate a referral for gifted evaluation. To maximize understanding, all written and oral communications between the School Board of Palm Beach County's personnel and parents of current or former English Language Learner (ELL) students shall be in the parents' primary language or other mode of communication used by the parent unless clearly not feasible (Rule 6A-6.0908 (2),FAC).

## EVALUATION DESIGN

A formal evaluation addressing the increased participation of students from identified underrepresented groups and the successful and continued participation of these students in programs or gifted students will be conducted annually. The ESE Specialist or gifted point person at this school will maintain a record of students nominated, screened, referred and evaluated for the gifted program. The Department of College and Career Readiness periodically reviews these records through the electronic education plan system. The Gifted Assessment Team at this school will maintain a record of students recommended for program placement. A bi-annual review of students' grades and standardized test scores will be conducted for all students from underrepresented groups. Additional evaluation activities will include evaluating the effectiveness of the implementation of each component – screening and referral procedures, criteria for eligibility, measurement instruments for student evaluation, instructional program philosophy, curriculum modifications or adaptations, and support services and evaluation design – in achieving the goal of increased participation of underrepresented groups and ensuring the success of students in these groups and their continued participation in the gifted program.

The Evaluation Design will be ongoing and reviewed and reassessed on a yearly basis by both quantitative and qualitative information.

### A. Quantitative Data

1. The ESE Specialist will maintain a record of all students who have been nominated, screened, referred, and evaluated for the gifted program.
2. Students will be categorized by English proficiency and economic status.
3. The percent of students from each underrepresented group participating in the gifted program will be compared to previous years.



4. **Data will be compiled during the fall of each year to review the success of the plan. Revisions, if necessary, will be recommended for the following school year.**

B. Qualitative Data

1. The success of students from underrepresented groups in the gifted program will be evaluated by a review of their grades and progress evaluations from the teacher of the gifted.
2. Participating students, their parents, general education classroom teachers, and teachers of the gifted will be surveyed to evaluate the successful and continued participation of students from underrepresented groups and existing students in programs for the gifted.

In summary, the goals of the Florida Frameworks for K-12 Gifted learners to provide a challenging and rigorous curriculum that enhance the Next Generation Sunshine State Standards, The Florida Language Arts Standards, and The Florida Mathematics Standards. The Curriculum will be advanced, sophisticated and consistently building upon and extending beyond the general curriculum.

The instructional delivery will employ a variety of researched base strategies and methods from various curricula models that emphasize skills such as inquiry, investigation and experimentation.

Assessments will match rigor and relevance at the complexity levels identified in the learning goals and objectives.

This school will consistently towards achieving the District's seven (7) Program Goals for gifted students as outlined in the Florida Frameworks for K-12 Gifted Learners.

## ASSURANCES

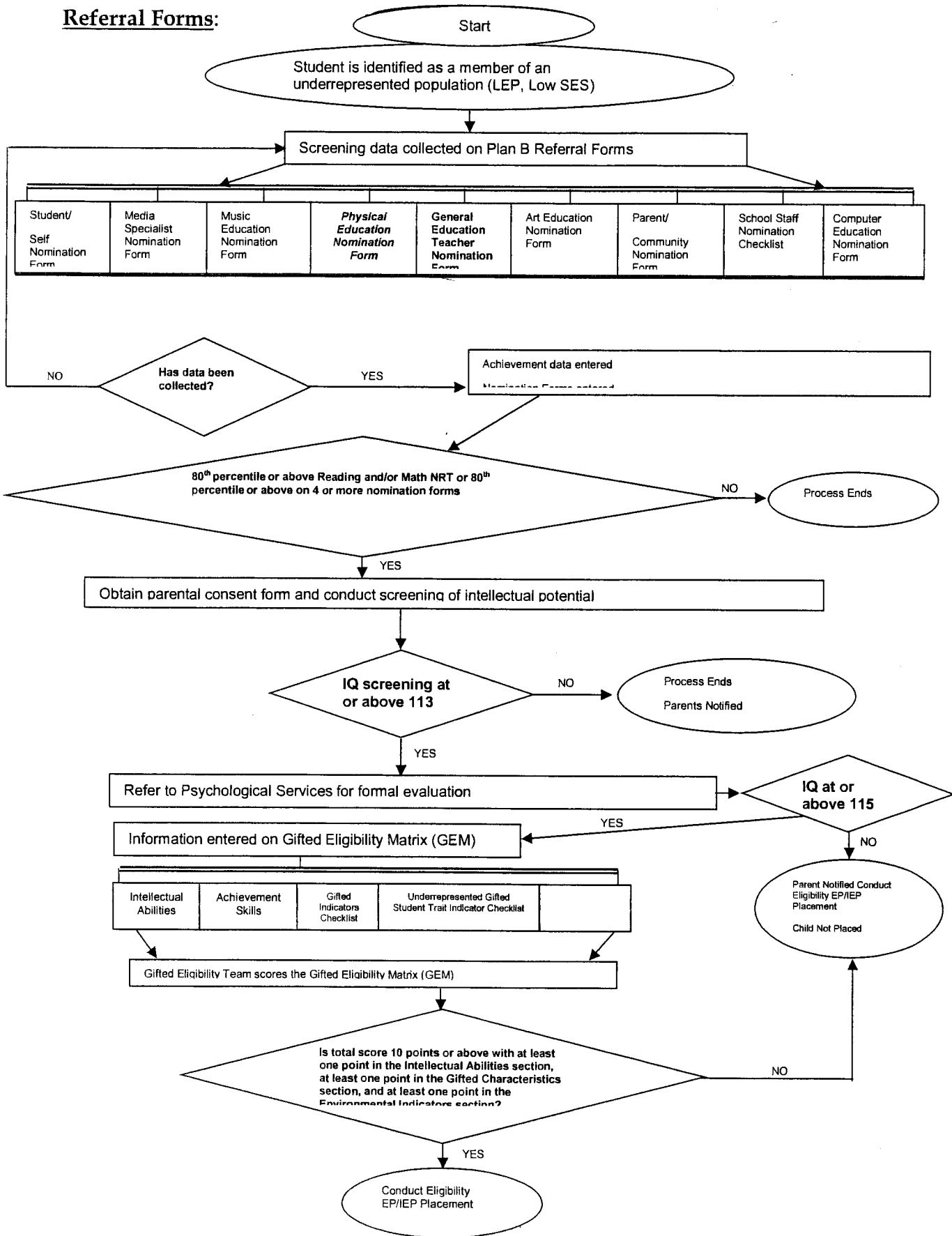
Submission of this application hereby assures that the applicant will implement the plan with the following requirements:

- Assurance is hereby provided that this plan is targeted to groups that are currently underrepresented in gifted programs in this school
- Assurance is hereby provided that alternative criteria will be implemented as approved.
- Assurance is hereby provided that alternative criteria will be uniformly applied in each targeted school and for each category of underrepresented students.
- Assurance is hereby provided that alternative criteria meet minimum expectations for good candidates for gifted programs and services.

Listed here are nomination forms from faculty and staff and parent/community members for students that are to be evaluated for Giftedness

# Plan "B" Process Flowchart

## Referral Forms:



**Plan B: Evaluation Packet  
PLAN B REFERRAL FORM**

Student Name: _____	Student #: _____
Grade: _____ Date: _____	DOB: _____ Sex: _____ Free/Reduced Lunch: _____
Home Language: _____	Current Classification: _____ Date: _____
School: _____	Completed By: Name: _____ Title: _____

**Section I:**

1. Student is of underrepresented group (circle applicable group) \_\_\_\_\_ Yes \_\_\_\_\_ No

English Language Learner      Low SES Family

**2. ACHIEVEMENT TEST DATA**

Reading instrument (designate subtest or total): \_\_\_\_\_ Percentile \_\_\_\_\_ FCAT level \_\_\_\_\_

Mathematics instrument (designate subtest or total): \_\_\_\_\_ Percentile \_\_\_\_\_ FCAT level \_\_\_\_\_

80th Percentile or above in reading or mathematics: \_\_\_\_\_ Yes \_\_\_\_\_ No

FCAT level 4 or 5 in reading or mathematics: \_\_\_\_\_ Yes \_\_\_\_\_ No

**3. NOMINATION FORMS**

	<u>Points Earned</u>	<u>Points Possible</u>	<u>Points Score <math>\geq</math> 80% Needed</u>	
(A) Parent/Community	_____	15	(12)	_____ Yes _____ No
(B) Student Self-Nomination	_____	10	(8)	_____ Yes _____ No
(C) General Education Teacher	_____	10	(8)	_____ Yes _____ No
(D) School Staff	_____	10	(8)	_____ Yes _____ No
(E) Media Specialist	_____	10	(8)	_____ Yes _____ No
(F) Computer Education	_____	10	(8)	_____ Yes _____ No
(G) Physical Education	_____	10	(8)	_____ Yes _____ No
(H) Art Education	_____	10	(8)	_____ Yes _____ No
(I) Music Education	_____	10	(8)	_____ Yes _____ No

**Section I Summary:**

"Yes" must be checked on #1

"Yes" must be checked on either #2 or on at least 4 of the nomination forms in #3

Referred for screening of intellectual functioning _____ Yes _____ No
---

**Section II: INTELLECTUAL FUNCTIONING SCREENING**

Evaluation instrument used: \_\_\_\_\_ Standard Score \_\_\_\_\_ Scored  $\geq$  115  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Referred for evaluation by the School Psychologist _____ Yes _____ No
---

NOMINATION FORM A  
PARENT / COMMUNITY

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Is able to remember and tell detailed information about happenings at school or in the community [ ]
2. Questions authority; may argue; gets frustrated when he/she feels things are unfair [ ]
3. Is insightful; understands what is really happening in situations [ ]
4. Is candid in appraisal of adults or situations [ ]
5. Has a sense of humor [ ]
6. Tends to be prepared for early independence and survival [ ]
7. Tells imaginative stories [ ]
8. Asks many questions [ ]
9. Is resourceful and can solve problems by ingenious methods using varied materials [ ]
10. Tries to solve problems and figures things out independently [ ]
11. Has many ideas and a lot to say [ ]
12. Is resourceful; likes to make new things [ ]
13. Solves problems in more than one way [ ]
14. Is often assertive [ ]
15. Can stay focused on a task for a long period of time [ ]

NOMINATION FORM B  
STUDENT SELF-NOMINATION

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. I'm a good guesser
2. I have a sense of humor; I can make people laugh
3. I can get other people to do things I want them to do
4. I like to tell people what to do
5. People say I ask too many questions
6. I have friends that are older than I am
7. I am not afraid to try new things
8. I am told that I have a good imagination
9. I like to find out how things work
10. I like to daydream

**NOMINATION FORM C  
GENERAL EDUCATION TEACHER**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Likes to use big words (sometimes incorrectly)
  2. May invent new words
  3. Reads a lot (in interest area)
  4. Is talented or creative in the performing arts
  5. Likes to be in charge or is assertive
  6. Ask questions
  7. Assists other students
  8. Often has an answer, even if incorrect. May have elegant insight which is not necessarily correct; e.g. may do a science project based on faulty hypothesis, but demonstrate excellent sense of scientific method \_\_\_\_\_
  9. Attempts to correct teacher
  10. May attract negative attention because unable to sit still, or no attention because so quiet
- 

**NOMINATION FORM D  
SCHOOL STAFF**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Is a good guesser
2. Displays a sense of humor; makes others laugh; tells jokes
3. Is involved in many school activities
4. Has the ability to influence others, positively or negatively
5. Tends to dominate others
6. Asks a lot of questions
7. Shows self-confidence
8. Is a risk taker
9. Has a good imagination
10. Thinks of alternative ways to do things

## NOMINATION FORM E

### MEDIA SPECIALIST

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Spends a great amount of time reading; checks out a lot of books
2. Very interested in books, aware of details and descriptions
3. Works in an absorbed manner for lengthy periods of time
4. Persists in asking questions about a problem or a topic; reads many books/articles on topics in which (s)he has interests
5. Follows up class activities by reading and/or researching
6. Knows about things of which other children are unaware
7. Has a wide range of reading interests; has an avid interest in specific subject areas
8. Possesses and shares a large storehouse of information
9. Actively pursues interests which are different from peer group
10. Has difficulty and becomes frustrated when explaining ideas that are beyond his language capabilities

---

## NOMINATION FORM F

### COMPUTER EDUCATION

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Displays specialized knowledge in technology (e.g., multimedia presentations, spreadsheets, word processing, database)
2. Attempts difficult tasks and does not give up easily
3. Evidences power of concentration; becomes absorbed in topics or tasks while using internet and/or intranet
4. Is self-motivated to learn
5. Is curious about many things; displays intellectual curiosity
6. Enjoys challenges and tasks which are not routine; is bored by routine tasks
7. Catches on quickly; even though technology experience has been limited or non-existent
8. Is self-critical and strives for perfection
9. Is not easily distracted when solving problems
10. May resist drill and repetition on basic skills software

## NOMINATION FORM G

### PHYSICAL EDUCATION

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Learns quickly (e.g., grasps rules of a game quickly; has good memory for movement)
2. Will argue (e.g., becomes very upset at supposed inequalities in a game)
3. Strives for perfection (e.g., spends time developing his/her skills)
4. Has many interests (e.g., likes to try new games)
5. Shows good hand-eye; foot-eye coordination (e.g., has skilled body movements)
6. Has advanced motor ability for his/her age
7. Has a great desire to excel
8. Is innovative; may make up own games or new rules to an existing game; may use materials in a way other than intended
9. Is persuasive, organizes and influences others; others may look to this person as a leader
10. May seem assertive with others (e.g., gets impatient when others do not seem to understand the rules)

## NOMINATION FORM H

### ART EDUCATION

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Uses materials in new and different ways
  2. Learns quickly (e.g., grasps and applies techniques)
  3. Shows mature spatial ability (e.g., organizes objects and materials in space)
  4. Is good at detailed work
  5. Shows originality in ideas
  6. Shows mature depth of field and perspective in drawings, paintings, and sculpture
  7. Enjoys art; tends to expand on basic instructions
  8. Likes to do "own thing" rather than follow instructions
  9. Shows greater depth, more complete understanding of subject matter
  10. Demonstrates an advanced skill in a particular area of art
-

# NOMINATION FORM I

## MUSIC EDUCATION

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Can sight read music easily
2. Responds quickly to musical training
3. Displays exceptional talent with voice
4. Displays exceptional talent on an instrument
5. Plays "by ear" or sings on first or second hearing
6. Plays more than one instrument
7. Improvises or innovates on instrument and/or voice
8. Demonstrates sense of rhythm
9. Becomes absorbed in music; either performing or listening
10. Recalls and can repeat musical patterns

## Gifted Indicators Checklist

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Home Language: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Person(s) completing this checklist:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_



Gifted Eligibility Matrix (GEM), Plan B

Completed By \_\_\_\_\_  
 Date: \_\_\_\_\_ Name: \_\_\_\_\_ Title: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Staffing Date: \_\_\_\_\_

Student's Home Language: \_\_\_\_\_ Language Classification/  
 Date of Classification: \_\_\_\_\_

**Matrix Scoring System**

<b>Intellectual Abilities</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
Eval. Instrument: _____ Score: _____	125-127+	122-124	119-121	115-118	
<b>Academic Achievement</b>	95+ %ile FCAT level 5	90-94 %ile FCAT level 4	85-89 %ile FCAT level 3	80-84 %ile FCAT level 2	<b>Score</b>
Instrument used (subtest or total) _____ Date: _____ Reading Percentile: ___ or FCAT level ___ Math Percentile: ___ or FCAT level ___					
<b>Gifted Characteristics</b>	Total Points 100-120	Total Points 80-99	Total Points 60-79	Total Points 40-59	<b>Score</b>
Gifted Indicators Checklist Select the 4 highest point totals from the 5 domains and record the total points generated in those 4 domains on the GEM to determine the student's score on the Gifted Characteristics section. Total Score: _____					
<b>Environmental Indicators</b>	Total Points 4	Total Points 3	Total Points 2	Total Points 1	<b>Score</b>
Student primary language(s) other than English (1pt) <input type="checkbox"/> Yes					
Student from a low SES* family (1 pt) <input type="checkbox"/>					
Student meets criteria on the Underrepresented Gifted Student Trait Indicators Checklist (1or2 pts) <input type="checkbox"/>					
Total Score					

**Note: If the student scores a 130 or higher on the evaluation instrument for intellectual abilities, the student meets the IQ requirement and the eligibility process should proceed according to Plan A guidelines. There is no need to continue with the Plan B Gifted Eligibility Matrix.**

A student must score at least one (1) in each of the Intellectual Abilities, the Gifted Characteristics, and Environmental Indicators sections. Eligibility requires a total score of 10 or higher.

The student meets initial eligibility requirements as per Broward County's Plan B Criteria?  Yes  No

\* Socio-economic status

**GIFTED INDICATORS CHECKLIST**

This student exhibits this behavior

\* The following characteristics may be observed in English or in the student's heritage language

	C	O	S	R	N
	Consistently	Often	Sometimes	Rarely	Never
<b>LEARNING</b>	4	3	2	1	0
1. Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language. (May be a blend of standard English and ethnic dialect, or other language)					
2. Possesses and shares a large storehouse of information, some beyond the interest of peer group					
3. Displays specialized knowledge based on life experiences. (Examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment and daily happenings)					
4. An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work					
5. An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts					
6. Catches on quickly; retains and uses new ideas and information; may resist drill and repetition					
7. Has a facility for learning standard English.					
8. Is a keen and alert observer and/or listener (e.g., usually "sees more" or "gets more" out of a story or film than others and/or reads a lot in interest areas and/or accelerated "cognitive" development relative to sociocultural and age peers)					
9. Likes to use big words (sometimes incorrectly) and/or may invent new words					
10. Always has an answer, even if incorrect					

#in C \_\_\_\_\_ X 4 = \_\_\_\_\_

#in O \_\_\_\_\_ X 3 = \_\_\_\_\_

#in S \_\_\_\_\_ X 2 = \_\_\_\_\_

#in R \_\_\_\_\_ X 1 = \_\_\_\_\_

**Total Points LEARNING:** \_\_\_\_\_

This student exhibits this behavior:

	C	O	S	R	N
<b>MOTIVATION</b>					
1. Evidences power of concentration, becomes absorbed in topics or tasks of interest promptly and consistently					
2. Prefers to work independently with minimal direction from teachers; organizes self and materials					
3. Is concerned with right and wrong, good and bad, fair and unfair					
4. Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine; is bored by routine tasks					
5. Is self-critical and strives for perfection; may be critical of others					
6. Is persistent in task completion; may be unwilling to change tasks or moves from task to task without regard for completion					
7. Likes reasonable structure and order; may be frustrated by lack of organization or progress					

8. Is motivated by art, music, sports, participates enthusiastically.					
9. Exhibits intrinsic motivation to learn topics of interest; self-motivated					
10. Not easily distracted when solving problems					

#in C \_\_\_\_\_ X 4 = \_\_\_\_\_  
 #in O \_\_\_\_\_ X 3 = \_\_\_\_\_  
 #in S \_\_\_\_\_ X 2 = \_\_\_\_\_  
 #in R \_\_\_\_\_ X 1 = \_\_\_\_\_  
 Total Points MOTIVATION: \_\_\_\_\_

>>> This student exhibits this Behavior >>>

	C Consistently	O Often	S Sometimes	R Rarely	N Never
<b>LEADERSHIP</b>	4	3	2	1	0
1. Accepts or volunteers for responsibilities; follows through with tasks and usually does them well					
2. Is self-confident with adults and classmates; is usually well-liked and chosen as a leader					
3. Tends to dominate others and generally organizes and directs activities when involved in a group					
4. Seems to enjoy being with other people; sociable, empathetic, charismatic and/or sometimes may be a loner					
5. Is a leader, role model, trend setter in or out of school					
6. Has a strong sense of self, pride, and worth; has a strong self-concept					
7. Likes to be in charge/assertive/helps the teacher with the class responsibilities					
8. Explains things to other students/helps them finish assignments. (Neglects own work to help others)					
9. Has good reasoning ability					
10. Has a keen awareness of the group process and may have the ability to manipulate others					

#in C \_\_\_\_\_ X 4 = \_\_\_\_\_  
 #in O \_\_\_\_\_ X 3 = \_\_\_\_\_  
 #in S \_\_\_\_\_ X 2 = \_\_\_\_\_  
 #in R \_\_\_\_\_ X 1 = \_\_\_\_\_  
 Total Points LEADERSHIP: \_\_\_\_\_

This student exhibits this behavior:

	C	O	S	R	N
<b>CREATIVITY</b>					
1. Displays intellectual playfulness; imagines, elaborates, or modifies basic ideas to add interest or fun					
2. Is a high risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different					
3. Displays a keen sense of humor reflective of own cultural background; sees the unusual or unexpected in everyday occurrences					
4. Displays a curiosity about many things; has many hobbies or one intense interest					
5. Generates a large number of ideas or solutions to problems and questions					
6. Becomes deeply involved in stories or films, identifies personally with characters and plots; may create own stories and plays					
7. Is creative in finding ways to communicate and express ideas; (e.g., drawing, pantomime, body language, use of concrete objects, or other alternate means may replace limited facility with oral language)					

8. Demonstrates exceptional ability in some area of the arts or athletics. (Examples: dancing, drawing/ painting, singing, playing an instrument, drama, gymnastics, crafts, etc.)					
9. Is a fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences, or related ideas					
10. Improvises with commonplace materials; creates original and unusual products; invents things					

#in C \_\_\_\_\_ X 4 = \_\_\_\_\_  
 #in O \_\_\_\_\_ X 3 = \_\_\_\_\_  
 #in S \_\_\_\_\_ X 2 = \_\_\_\_\_  
 #in R \_\_\_\_\_ X 1 = \_\_\_\_\_  
 Total Points CREATIVITY: \_\_\_\_\_

This student exhibits this behavior

	C	O	S	R	N
	Consistently	Often	Sometimes	Rarely	Never
<b>ADAPTABILITY</b>	4	3	2	1	0
1. Learns through experience and is flexible and resourceful in solving day-to-day problems					
2. Deals effectively with deprivations, problems, frustrations or obstacles experienced in the classroom or home.					
3. Copes well with frustration: may draw negative attention because unable to sit still, or no attention because so quiet					
4. Uses limited resources and materials to make products to share in school					
5. Displays maturity of judgment and decision-making beyond own age level					
6. Can transfer learning from one situation to another; applies what is learned to everyday situations					
7. Consistent ability to accept responsibilities beyond academics in the home or classroom.					
8. Ability to cope with a variety of cultural settings , utilizing knowledge from a variety of traditions; integrating conflicting and discrepant cultural information					
9. Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed					
10. Attempts difficult tasks; does not give up easily					

#in C \_\_\_\_\_ X 4 = \_\_\_\_\_  
 #in O \_\_\_\_\_ X 3 = \_\_\_\_\_  
 #in S \_\_\_\_\_ X 2 = \_\_\_\_\_  
 #in R \_\_\_\_\_ X 1 = \_\_\_\_\_  
 Total Points ADAPTABILITY: \_\_\_\_\_

Select the 4 highest point totals from the 5 domains and record the total points generated in those 4 domains on the GEM to determine the student's score on the Gifted Characteristics section.

The student must score at least one (1) point on the Gifted Characteristics section of the GEM to be considered for eligibility.

LIST DOMAIN \_\_\_\_\_ TOTAL POINTS =

LIST DOMAIN \_\_\_\_\_ TOTAL POINTS =

LIST DOMAIN \_\_\_\_\_ TOTAL POINTS =

LIST DOMAIN \_\_\_\_\_ TOTAL POINTS =

TOTAL POINTS ON THE 4 HIGHEST AREAS =

**Gifted Underrepresented Student Trait Indicators  
(Maker, Schiever, Baldwin, Chamers, Udall, Torrance)  
For use by the Gifted Eligibility Team (GET)**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Completed By: \_\_\_\_\_

Free or reduced lunch: \_\_\_\_\_

English Language Learner (ELL) Language Classification: \_\_\_\_\_

1. \_\_\_\_\_ Is curious
2. \_\_\_\_\_ Offers ideas or solutions to problems
3. \_\_\_\_\_ Is uninhibited in expression of opinions
4. \_\_\_\_\_ Risks an incorrect answer
5. \_\_\_\_\_ Displays intellectual playfulness (manipulates ideas; tries to adapt, improve or modify things to benefit self)
6. \_\_\_\_\_ Displays a mature sense of humor and at times may be inappropriate (use of puns, associations)
7. \_\_\_\_\_ Shows emotional sensitivity
8. \_\_\_\_\_ Has ability to add to ideas, drawings, thoughts and words
9. \_\_\_\_\_ Has ability to grasp underlying ideas
10. \_\_\_\_\_ Is inventive
11. \_\_\_\_\_ Becomes absorbed and very involved in certain topics, problems or activities
12. \_\_\_\_\_ Stays with a task for a long time, especially when interested.
13. \_\_\_\_\_ Has a need for freedom
14. \_\_\_\_\_ Likes to learn some things alone.
15. \_\_\_\_\_ Exhibits skilled body movements
16. \_\_\_\_\_ Shows mechanical sense; knows how to "fix things" or "take things apart"
17. \_\_\_\_\_ Shows physical stamina
18. \_\_\_\_\_ Exhibits good hand-eye coordination
19. \_\_\_\_\_ Displays a sense of sensory patterns
20. \_\_\_\_\_ Carries responsibility well
21. \_\_\_\_\_ Is self-confident with peers and adults
22. \_\_\_\_\_ Is cooperative
23. \_\_\_\_\_ Is social; outgoing
24. \_\_\_\_\_ Is frank in the appraisal of adults

- 25. \_\_\_\_\_ Frequently interrupts others when they are talking (even peers)
- 26. \_\_\_\_\_ Has a large amount of knowledge about a lot of topics
- 27. \_\_\_\_\_ Is a good guesser
- 28. \_\_\_\_\_ Is good at games of strategy

Total number of student indicators noted \_\_\_\_\_.

To receive 1 point on the eligibility matrix 15-21 indicators must be checked.  
To receive 2 points on the eligibility matrix 22-28 indicators must be checked.

Recommended based on student indicators      \_\_\_\_\_ YES      \_\_\_\_\_ NO  
School Letter Head

Date

To The Parents of \_\_\_\_\_:

Your child is being considered for possible eligibility for the gifted program. The gifted program is offered to students who have superior intellectual potential and who are capable of high performance. The program encourages students to maximize intellectual growth and become aware of personal and community responsibilities.

Instruction for gifted students concentrates on areas that expand and enrich those addressed in the general education curriculum. Students are given opportunities to participate in activities that challenge them.

Please complete the attached Parent/Community Nomination Form and return it to \_\_\_\_\_  
\_\_\_\_\_, your child's teacher. If you need help in completing this form or have any  
questions, please contact \_\_\_\_\_ at \_\_\_\_\_.  
(contact person) (telephone number)

Sincerely,

Academic Director

School Letter Head

Date:

To The Parents of \_\_\_\_\_:

We recently completed screening tests with your child. The following people met to discuss the results:

<u>Name</u>	<u>Position</u>
_____	_____
_____	_____
_____	_____

The results of the test are as follows:

<u>Screening Instruments</u>	<u>Date Given</u>
_____	_____
_____	_____
_____	_____

The above screening information does not indicate the need for further testing at this time. Your child's teacher(s) will continue to monitor his/her progress in the classroom and will initiate action if significant changes occur.

Thank you for allowing us to test your child. It has provided us with information about how to better meet your child's needs in the classroom. If you have any questions, please call \_\_\_\_\_ at \_\_\_\_\_

(Phone Number)

(Contact Person)

Sincerely,

Academic Director

### Evaluation Criteria: Exceptional Students

Reviewers will look for:

- A clear description of the level of service the school will provide to students with disabilities.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.



## 7. English Language Learners (ELL):

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

### A1. Compliance with State and Federal Requirements

This Charter School will comply with all Federal, State and District requirements. Under the META Consent Decree, Palm Beach County's District ELL Plan and the ESOL Procedures Manual, this school will take responsibility for properly identifying ELL students and for providing academic assessment information. The Department of Multicultural Education has provided the Charter Schools a district ELL coordinator to assist in this manner. However, this school will take responsibility for maintaining and updating ELL information.

All personnel registering students will be trained in the registration procedures for ELL students. Important information regarding registration is summarized below.

- This Charter School will register and screen potential ELL students. That screening will take place within 20 days of initial entry to school. All students who qualify for ELL services will have their information entered on TERMS.
- This Charter School will have the Home Language Survey as part of the registration packet. All questions will be answered. The registration form will be signed and dated by the parent/guardian in the information verification section located on the second page. The initial registration form is a legal document and will be kept indefinitely in the student's cumulative folder for compliance purposes. A copy of both pages will be made available to the district ESOL coordinator for placement in the student's individual ELL folder.
- This Charter School will complete the programmatic assessment at the time of registration. This will be placed in the individual student's ELL folder.
- When this Charter School has 15 or more ELLs of the same home language background, it will provide a staff member who speaks the target language.

When ELL students arrive or withdraw from this school, the data processor will print the A07 screen, showing the withdrawal date, and give it to the district ESOL coordinator.

### RECRUITING AND MARKETING PLAN

This Charter School will make contacts in English and the native language through outreach marketing in area libraries, places of worship, community and recreation centers.

This Charter School will publicize both in English and the native language through direct mail and phone calls to parents.

This Charter School will utilize local newspapers, and open houses at our facility, communicating in English and the native language.

Students, including students with disabilities, enrolled at this Charter School who are English Language Learners (ELLs) will be served by ELL certified or endorsed teachers in programs that

fully comply with all the requirements of the District ELL Plan as well as any other applicable Federal or State law. The school will fund all educational services provided to students pursuant to the District ELL Plan and will earn funding in accordance with Florida statute 1002.33 and/or others. This Charter school will utilize all of the Sponsor's forms and procedures related to entry, reevaluation for ELL services, exit from program, etc. and ELL development and conferences. The Charter school will schedule and conduct ELL committee meetings pursuant to district, state, and federal guidelines and ensure that appropriate personnel are in attendance. The Charter School will assign personnel who will be responsible for keeping all ELL student folders and data screens current.

This Charter school will hire an appropriate number, one per language when the school has 15 or more ELLs who speak the same home language, or Community Language Facilitators (CLF) or bilingual aides to provide native language support to ELL students and their families. All home-school communication will be sent home in native language(s), when feasible.

This Charter school will be responsible for establishing a school-based Parent Leadership Council (PLC). This council shall meet at least twice a year. They will receive training and orientation regarding the district's ESOL program and monitoring procedures. Parents/guardians will be notified of upcoming events in their home/native language whenever feasible, and receive home/native language interpreter services at these events, whenever feasible.

#### ASSESSMENTS AND STANDARDIZED TESTS

Comprehensive English Language Learning Assessment (CELLA), will be administered every spring to all eligible ELL students at the Charter School. This assessment is a four-skill (reading, writing, listening and speaking) language proficiency assessment that is designed to provide:

1. Data for charting student progress over time.
2. Information about language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from, English for Speakers of Other Languages Programs.
3. Useful information about students' strengths and weaknesses in English.
4. Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives (AMAOs) for increasing the English-language proficiency of English language learners (ELLs).

#### **English Language Learners Assessment and Performance Level Promotions**

All ELL students will be given equal access to the general curriculum in accordance with the sponsor's Curriculum Guidelines. They will be placed in courses based on need and eligibility, not on English Language proficiency. All ELL students will be scheduled into classes that fulfill graduation requirements. ELL students will be required to meet the sponsor's level of performance as indicated on the student's progression chart. A student who is not meeting the school district or state requirements for proficiency in reading, science, and math shall be covered by a Progress Monitoring Plan. Such an individualized Progress Monitoring Plan shall be in accordance with Florida Statute §1008.25(4)(a)-(b)]. The plan may include strategies the student may need to

remediate the deficiency. The plan will outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. **Students deficient in reading will be provided with daily Immediate Intensive Intervention in accordance with** State Board of Education Rule 6A-6.054(1) (K-12). Remediation will occur until expectations are met in accordance with Florida Statute §1008.25 (4) (c); State Board of Education Rule 6A-6.054(1)(b)).

Based on the following charts below, students' progression can be as follows based on their performances on the assessments listed below:

From **Beginning B** to **Low Intermediate L1**  
or **Low Intermediate L2**

From **Low Intermediate L1** to **Low Intermediate L2**  
or **High Intermediate L1**  
or **High Intermediate L2**

From **Low Intermediate L2** to **High Intermediate H2**  
or **High intermediate H3**

From **High Intermediate H1** to **High Intermediate H2**  
or **Proficient P1**  
or **Proficient P2**

From **High Intermediate H2** to **High Intermediate H3**  
or **Proficient P2**  
or **Proficient P3**

From **High Intermediate H3** to **Proficient P3**  
or **Proficient P4 (Exited – LF)**

**Grades 6r-9 - Individual English Language Learner Plan**

**Entry Date:** \_\_\_\_

**Student Name:**  
**Student Number:**

**High Intermediate H 3**

L/S - LLK Oral - Category H, CELLA 713-732, OLDI 2.5 - 3.4, R - CELLA 743-758  
LLK R/W (Refer to chart), FCAT Level 2 or 3, SRI - Minimally below,  
W - CELLA 720-745, Writing sample > 3  
**Due for movement:** 4 nine weeks

**High Intermediate H 2**

L/S - LLK Oral - Category H, CELLA 713-732, OLDI 2.5 - 3.4, R - CELLA 714-742  
LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below  
W - CELLA 688-719, Writing sample < 2  
**Due for movement:** 6 nine weeks

**High Intermediate H 1**

L/S - LLK Oral - Category H, CELLA 713-732, OLDI 2.5 - 3.4, R - CELLA < 713  
LLK R/W (Refer to chart), FCAT Level 1, SRI - Substantially below  
W - CELLA < 687, Writing sample - 1  
**Due for movement:** 4 nine weeks

**Low Intermediate L 2**

L/S - LLK Oral - Category L, CELLA 681-712, OLDI 1.5 - 2.4, R - CELLA 714-742  
LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below  
W - CELLA 688-719, Writing sample < 2  
**Due for movement:** 4 nine weeks

**Low Intermediate L 1**

L/S - LLK Oral - Category L, CELLA 681-712, OLDI 1.5 - 2.4, R - CELLA < 713  
LLK R/W (Refer to chart), FCAT Level 1, SRI - Substantially below  
W - CELLA < 687, Writing sample - 1  
**Due for movement:** 4 nine weeks

**Beginning B**

LLK Oral - Category B, WLDI-P - 1 or 2, OLDI 1 - 1.4

**Proficient P 4**

**Exited (LF)**, L/S-CELLA > 733, OLDI 3.5 - 4.0  
R- CELLA > 759 FCAT > Level 3  
LLK R/W (Refer to chart), SRI-on grade level, W-CELLA > 746, Writing sample > 3

**Proficient P 3**

L/S - LLK Oral - Category P, CELLA > 733, OLDI 3.5 - 4.0, R - CELLA 743-758  
LLK R/W (Refer to chart), FCAT Level 2 or 3, SRI - Minimally below  
W - CELLA 720-745, Writing sample > 3  
**Due for exit:** 4 nine weeks

**Proficient P 2**

L/S - LLK Oral - Category P, CELLA > 733, OLDI 3.5 - 4.0, R - CELLA 714-742  
LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below  
W - CELLA 688-719, Writing sample < 2  
**Due for movement:** 6 nine weeks

**Proficient P 1**

L/S - LLK Oral - Category P, CELLA > 733, OLDI 3.5 - 4.0, R - CELLA < 713  
LLK R/W (Refer to chart), FCAT Level 1, SRI - Substantially below  
W - CELLA < 687, Writing sample - 1  
**Due for movement:** 4 nine weeks

**Grades 9r-12 - Individual English Language Learner Plan**

<p><b>Student Name:</b> <b>Student Number:</b></p>	<p><b>Entry Date:</b> _____</p>										
<p><b>High Intermediate H 3</b> L/S - LLK Oral - Category H, CELLA 714-738, OLDI 2.5 - 3.4 R - CELLA 762-777, LLK R/W (Refer to chart), FCAT Level 2 or 3 SRI - Minimally below, W - CELLA 721-745, Writing sample &gt; 3 <b>Due for movement:</b> 4 nine weeks</p> <p><b>High Intermediate H 2</b> L/S - LLK Oral - Category H, CELLA 714-738, OLDI 2.5 - 3.4, R - CELLA 744-761, LLK R/W (Refer to chart), FCAT Level 1 or 2 SRI - Considerably below, W - CELLA 690-720, Writing sample &lt; 2 <b>Due for movement:</b> 6 nine weeks</p> <p><b>High Intermediate H 1</b> L/S - LLK Oral - Category H, CELLA 714-738, OLDI 2.5 - 3.4, R - CELLA &lt; 743, LLK R/W (Refer to chart), FCAT Level SRI - Substantially below, W - CELLA &lt; 689, Writing sample - 1 <b>Due for movement:</b> 4 nine weeks</p> <p><b>Low Intermediate L 2</b> L/S - LLK Oral - Category L, CELLA 682-713, OLDI 1.5 - 2.4 R - CELLA 744-761, LLK R/W (Refer to chart), FCAT Level 1 or 2 SRI - Considerably below, W - CELLA 690-720, Writing sample &lt; 2 <b>Due for movement:</b> 4 nine weeks</p> <p><b>Low Intermediate L 1</b> L/S - LLK Oral - Category L, CELLA 682-713, OLDI 1.5 - 2.4 R - CELLA &lt; 743, LLK R/W (Refer to chart), FCAT Level 1 SRI - Substantially below, W - CELLA &lt; 689, Writing sample - 1 <b>Due for movement:</b> 4 nine weeks</p> <p><b>Beginning B</b> LLK Oral - Category B, WLDI-P - 1 or 2, OLDI 1 - 1.4 <b>Due for movement:</b> 4 Nine Weeks</p>	<p><b>Proficient P 4</b> <b>Exited (LF)</b> L/S - CELLA &gt; 739, OLDI 3.5 - 4.0, R-CELLA &gt; 778 FCAT &gt; Level 3 LLK R/W (Refer to chart) SRI - on grade level W - CELLA &gt; 746, Writing sample &gt; 3</p> <p><b>Proficient P 3</b> L/S - LLK Oral - Category P, CELLA &gt; 739, OLDI 3.5 - 4.0, R - CELLA 762-777, LLK R/W (Refer to chart), FCAT Level 2 or 3, SRI - Minimally below, W - CELLA 721-745, Writing sample &gt; 3 <b>Due for exit:</b> 4 nine weeks</p> <p><b>Proficient P 2</b> L/S - LLK Oral - Category P, CELLA &gt; 739, OLDI 3.5 - 4.0, R - CELLA 744-761, LLK R/W (Refer to chart), FCAT Level 1 or 2, SRI - Considerably below, W - CELLA 690-720, Writing sample &lt; 2 <b>Due for movement:</b> 6 nine weeks</p> <p><b>Proficient P 1</b> L/S - LLK Oral - Category P, CELLA &gt; 739, OLDI 3.5 - 4.0, R - CELLA &lt; 743 LLK R/W (Refer to chart), FCAT Level, SRI - Substantially below, W - CELLA &lt; 689, Writing sample - 1 <b>Due for movement:</b> 4 nine weeks</p> <p>For each of the five areas of oral language proficiency (comprehension, fluency, vocabulary, pronunciation, grammar), choose the most appropriate level and assign an area score from 1 to 4. Add the five area scores and divide the sum by 5 to obtain the overall score.</p> <table border="0"> <thead> <tr> <th><b>Number Score</b></th> <th><b>Continuum Score</b></th> </tr> </thead> <tbody> <tr> <td>1.0 - 1.4</td> <td>Beginning</td> </tr> <tr> <td>1.5 - 2.4</td> <td>Low Intermediate</td> </tr> <tr> <td>2.5 - 3.4</td> <td>High Intermediate</td> </tr> <tr> <td>3.5 - 4.0</td> <td>Proficient</td> </tr> </tbody> </table>	<b>Number Score</b>	<b>Continuum Score</b>	1.0 - 1.4	Beginning	1.5 - 2.4	Low Intermediate	2.5 - 3.4	High Intermediate	3.5 - 4.0	Proficient
<b>Number Score</b>	<b>Continuum Score</b>										
1.0 - 1.4	Beginning										
1.5 - 2.4	Low Intermediate										
2.5 - 3.4	High Intermediate										
3.5 - 4.0	Proficient										

**ORAL LANGUAGE DEVELOPMENT INDICATOR** Department of Multicultural Education  
 School District of Palm Beach County

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_

	<b>Beginning</b> 1 point	<b>Low Intermediate</b> 2 points	<b>High Intermediate</b> 3 points	<b>Proficient</b> 4 points
<b>Comprehension</b>	Does not understand simple conversation; may understand isolated words	Can understand some conversation if spoken to at slower than normal rate; speaker may need to repeat	Understands some to most conversation at slow-to-normal speed; occasional repetitions may be necessary; participates in class discussions	Understands & participates in everyday conversation and classroom discussion without difficulty
<b>Fluency</b>	Conversation not possible—speech is halting and fragmented; uses home language and gestures to communicate	Conversation often disrupted by search for right word; uses short phrases or sentences; can request assistance	Conversation is generally fluent with occasional searches for the correct word	Speaks effectively, shares ideas, may self-correct, approximates the rate of speech of a native English speaker
<b>Vocabulary</b>	Conversation not possible due to lack of vocabulary; may respond to simple phrases	Speech is limited by inadequate or misused vocabulary; difficulty expressing ideas	Occasionally uses inappropriate word or phrase due to limited vocabulary	Uses vocabulary and idioms accurately; may re-word to clarify meaning
<b>Pronunciation</b>	Conversation not possible due to severe mis-pronunciation	Mis-pronunciation errors result in misunderstandings; must frequently repeat in order to be understood	Definite accent, some improper intonation; can usually be understood	Pronunciation and intonation approximate that of native English speakers
<b>Grammar</b>	Severe errors in grammar and word order	Frequent errors in grammar and word order limits speech and obscures meaning	Occasional errors in grammar and word order do not interfere with meaning	Grammar and word order approximate that of native English speakers

## PARTICIPATION IN DISTRICT AND STATE-WIDE ASSESSMENT

English Language Learners individual ELL plan will document any accommodations to assessments that are needed. The Charter School will send a letter home to the student's parents informing them of the accommodations the student will be receiving.

This Collegiate will read and thoroughly understand and follow the ESOL Procedures Manual which is retrievable from the School District Website.

1. The ESOL Procedures Manual following any and all of these sections applicable to this Collegiate:

### **ESOL Procedures Manual**

<b>1 <u>ELL Students and the Law</u></b>	<b>12 <u>ELDC</u></b>
<b>2 <u>Role of the ELL Committee</u></b>	<b>13 <u>Student ELL Folder</u></b>
<b>3 <u>ESOL Program Strands</u></b>	<b>14 <u>Progress Review</u></b>
<b>4 <u>Dual Language</u></b>	<b>15 <u>Student Progression of ELLs</u></b>
<b>5 <u>Charter Schools</u></b>	<b>16 <u>State and District Testing</u></b>
<b>6 <u>Comprehensible Instruction</u></b>	<b>17 <u>ESOL Forms, Reports, Codes</u></b>
<b>7 <u>ESOL Personnel</u></b>	<b>18 <u>Parent Involvement/PLC</u></b>
<b>8 <u>Home Language Services</u></b>	<b>19 <u>Response to Intervention RtI</u></b>
<b>9 <u>Registration Procedures</u></b>	<b>20 <u>Data Entry</u></b>
<b>10 <u>ESOL Program Placement</u></b>	<b>21 <u>Glossary</u></b>
<b>11 <u>Initial Placement Testing</u></b>	

### **A2. Procedures to be Utilized for Identifying ELL Students.**

All students recruited at this school will go through the process of identification and assessment for English Language Learners (ELL) students as follows;

- Complete a home language survey
- Formation of Limited English Language Committee
- Development of a student LEP Instructional Plan
- Completion of an English Language Assessment to determine levels of speaking and Listening ability
- Complete the programmatic assessment at the time of registration. This will be placed in the individual student's ELL folder.
- If this Collegiate has 15 or more ELLs of the same home language background, it will provide a staff member who speaks the target language.
- Classification and Reclassification – students will receive LEP services until re-classified as not needing those services.
- Post Re-classification monitoring

The primary Goal of our ELL students is to develop as effectively and efficiently as possible the student's proficiency in English and to have them maximize their Academic Potential. These students will be given equal access to intensive English Language Instruction and all other subjects as required by

district and State guidelines. All Academic and other needs of ELL students beyond the regular classroom setting and regular instruction will be documented in their LEP Plan. Such facilities and services will be provided in the least restrictive environment.

### **A3. The Limited English Proficiency Plan (LEP PLAN)**

Our students will be provided with all the requirements of the District LEP Plan. Students will be provided ELL Instructions in Reading, Writing, Listening, and Speaking, in content areas like Science, Social Studies, Mathematics and other subjects as needed. Every effort will be made to provide all facilities, services and instructions to meet the needs of ELL students to prevent the possibility of drop out. Communication with parents/guardian will be both in English and the primary language spoken at home as is feasible. The school will work aggressively towards recruiting teachers that are highly qualified and ELL certified or endorsed to be teaching in-field and to meet the needs of the ELL students.

### **A4. English Language Proficiency Standards**

English Language Proficiency Standards for the applicable grade level will be retrieved from one of these standards listed in the Multicultural Education Department at the District Website.

#### **English Language Proficiency Standards for Middle School:**

English Language Proficiency Standards for 8<sup>th</sup> Grade

#### **English Language Proficiency Standards for High School:**

English Language Proficiency Standards for 9<sup>th</sup> and 10<sup>th</sup> Grades

English Language Proficiency Standards for 11<sup>th</sup> and 12<sup>th</sup> Grades

### **A5. Multicultural Curriculum**

These will be retrieved from:

<http://palmbeachschools.org/multicultural/ELPStandards.asp>

### **A6. Florida META CONSENT DECREE**

The requirements of the META CONSENT DECREE will be followed at this school to protect ELL students with the required Standards and the Law.

### **A7. IDENTIFICATION AND ASSESSMENT**

#### **Initial Identification**



1. At the beginning of the school year each student, upon initial enrollment in a school, shall be surveyed at the time of enrollment. Students whose initial enrollment in the district was prior to the 1990-91 school - year shall also be surveyed unless they have been previously classified as LEP or unless they have been surveyed already. The survey questions may be included on a registration form or on a separate survey. In either event, the survey shall be maintained in accordance with Rule 6A-1.0955, FAC.

2. The following questions shall appear on the survey:

a. Is a language other than English used in the home?

b. Did the student have a first language other than English?

c. Does the student most frequently speak a language other than English?

3. The home language and the national origin of each student shall also be collected and retained in the district's data system.

4. The data collected in accordance with the above described home language and national origin inquiries shall be reported (on at least an annual basis) and maintained in accordance with the Florida Department of Education's data collection procedures.

#### **A8. Assessment to Determine Eligibility for Appropriate Services and Funding**

1. Each student for whom there is a "yes" response to questions (a), (b) or (c) posed in the survey shall be assessed to determine if he or she is limited in his or her English proficiency (LEP).

2. Any student identified in C.1. who also meets any one of the following standards shall be determined to be LEP and shall receive appropriate instruction and funding as specified herein.

a. English language speaking and listening comprehension skills shall be determined by the use of a state approved appropriate English language aural/oral proficiency test. Each test shall be administered in accordance with its publisher's instructions, and any student who scores within the LEP range determined by the publisher's standards shall be determined to be LEP.

b. For any student in grade 4 or above, English language reading and writing proficiency shall be determined by the following criterion:

(1). Any student who scores at or below the 32nd percentile on the reading and writing sub-parts of a norm-referenced test shall be determined to be LEP and shall be provided appropriate services.

c. Upon request of a parent or teacher, a student not determined to be LEP or a student determined to be LEP based solely on standard C. 2. b. may be referred to a LEP committee. The parent(s) preference will be considered in the final decision. The LEP committee may determine a student to be LEP or not to be LEP according to consideration of at least two of the following criteria in addition to the test results from a. or b.;

(1). Extent and nature of prior educational and social experiences; and student interview;

(2). written recommendation and observation by current and previous instructional and supportive services staff;

(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;

(4). grades from the current or previous years.

(5). test results other than those from C. 2.a or C. 2.b

d. Any determinations by the LEP committee shall be contained in a written evaluation which shall be placed in the LEP student's plan. Such evaluation shall further set forth a plan, which will be implemented, to address the student's language needs.

e. In lieu of standards C.2.a and C.2.b a school district may use a district-developed or adapted test procedure to assess a student's limited English proficiency. The procedure must be approved by the Florida Department of Education prior to implementation. The Florida Department of Education must determine affirmatively that the instruments and standards utilized are valid and reliable measures of whether or not a student is limited English proficient before the test can be implemented. A test substituted for C.2.a. must measure speaking and listening and a test substituted for C.2.b. must measure reading and writing.

3. Assessment of each student's aural/oral proficiency pursuant to C.2.a and C.2.d should be completed as soon as possible after the student's initial enrollment and shall be completed within four (4) weeks unless the following is documented:

a. For each child so delayed, the reason for the delay, evidence that the child is accorded the programming required for LEP's pending the delay, and a specific timetable for completing the assessment. This documentation shall be mailed to the parents in their primary language no later than eight weeks after initial enrollment. A copy shall be retained in the child's files for a minimum of one year.

4. Assessment of each student's reading and writing proficiency pursuant to C.2.b or C.2.d shall be completed within one year after the date of enrollment for those students who are not identified as aural/oral deficient C.2.a, c, or d. as LEP. For students transferring into the school district, assessments completed one year prior to the student's transfer may be used.

5. Assessment of a student's English proficiency shall be completed as rapidly as possible. In the interim, from enrollment to eight weeks, the student shall be eligible for ESOL funding based on a school district interim assessment procedure which shall be described in a district plan approved by the Florida Department of Education. However, the student shall receive services until initial assessment is completed.

6. A LEP committee, with notification of and the opportunity to participate by the student's parents, shall conduct those assessments referred to in C.2.c and D.3. and shall recommend an LEP student plan for such student, within the terms of this agreement.

7. An eligible students may be reported for funding in the ESOL program for a base period of 3 years. However, a student whose English competency does not meet the criteria for proficiency after 3 years in

the ESOL program may be reported for a fourth, fifth, and sixth year of funding, provided his limited English proficiency is assessed and properly documented prior to his enrollment in each additional year beyond the 3 year base period.

#### **A9. Programmatic Assessment**

1. Each student determined to be LEP shall be further assessed in basic subject areas so as to aid the student's teacher in developing an appropriate instructional program.
2. Each district shall seek to (1) document the prior schooling experiences of new students by means of school records, transcripts and other evidence of educational experiences, and (2) take such experiences into account in planning and providing appropriate instruction to such students. The Florida Department of Education shall generally assist in such efforts with the collaboration of appropriate technical resources, where feasible.
3. Any LEP student's teacher, administrator, parent or parent's designee may request the convening of a LEP committee, to review the student's progress in attaining necessary subject area competencies or persistent deficiencies in overall student performance. Such a committee may be reconvened at any time after a student has been served for a semester. The committee shall make recommendations for appropriate modifications in the student's programming to address problems identified, and shall document such modifications in the student's file.

#### **A10 Classification and Reclassification**

- 1.(a). Every student identified as LEP shall continue to receive appropriate instruction and funding as specified herein until such time as the student is reclassified as English proficient. English proficiency shall be determined by reassessing the student utilizing the same or comparable assessment instruments, procedures and standards required for initial assessment as adjusted for age and grade.
- (b). Provided, however, a student who does not meet the standards required for initial assessment as identified in C.2.a, b, c, or d and has been classified as LEP and enrolled in an ESOL program may be assessed utilizing additional information upon the request of a ESOL teacher, counselor, administrator or parent. The LEP committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that another instructional program or combination of instructional programs better meets the needs of the student. The documentation of the assessment used and the justification for such action shall be retained in the student's records. The procedure for follow-up on performance as specified in F.1. shall be followed.
- (c). An LEP student shall be enrolled in one or more of the categorical programs listed in section III based on eligibility and need. The amount of time the student is assigned to such a program(s) shall be comparable to that assigned non LEP students under similar conditions. Provided, however, if full time, the student shall be provided English and basic subject area instruction identified in section II for LEP students as soon as possible.
- (d). A student may only be reclassified if he or she is determined not to be LEP utilizing the procedures in (a) and (b) and standards.

2. Student needs shall be determined by applying the multiple criteria for entry set forth in C.2 a, b, or c and the same LEP committee procedure set forth in C.2.c. This extension of instruction shall be provided to (a) all students not satisfying the above described standards for reclassification, and (b) all others on an individualized basis whose aural/oral proficiency testing and achievement results in English are not consistent. LEP committee considering the extension of programming for such students shall refer the student as necessary for appropriate compensatory, special and supportive services evaluations and programs.

3. LEP students provided ESOL or home language instruction may be reported for funding in the FEFP for a base period of three years, provided, however, the initial three years of funding may be extended annually for three years, based on an annual evaluation of the student's status compared to the assigned criteria. (Also see C. 7. and F. 4.)

#### **A11. Post Reclassification Monitoring**

1. The performance of former LEP students shall be reviewed periodically to ensure parity of participation once they have been reclassified. These reviews shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of a LEP committee with parental participation to assess the student's need for additional appropriate programming as ESOL or other needed programs. Special weight shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.

2. Such LEP committees shall recommend an appropriate LEP student plan for such students. The basis and nature of such recommendations shall be in writing and maintained in the student's file. Any such plan shall be reevaluated for continued appropriateness after one year, and each year thereafter as necessary.

3. Any student who is determined to be LEP pursuant to this section based on F.1 or with recommendation based on F.2 shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.

4. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program for funding for an additional year, or extend annually for a period not to exceed a total of 6 years pursuant to C. 7., based on an annual evaluation of the student's status.

5. Lack of ESOL funding eligibility does not relieve districts of any obligation they may have under state or federal law to continue to provide appropriate services to LEP children beyond the six years of state ESOL program funding.

#### **A12. H. Parental Involvement**

1. Parental involvement and participation in LEP students' educational programming and academic achievement shall be promoted, among other ways by establishing Parent Leadership Councils at each

school or at the district level composed in the majority of parents of LEP students. Parents of LEP students shall be provided leadership training and orientation to the district's LEP program monitoring procedures and involvement procedures available to parents of LEP students. Parents of LEP students shall be informed of the opportunity to be represented on existing school and district advisory committees.

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

**B1. Staffing Plan for ELL Students**

**ROLES AND DEFINITIONS**

**Basic ESOL Teacher:** An ESOL-funded teacher that teaches language arts or other academic subjects to sheltered students using appropriate ESOL strategies to ensure comprehensible instruction. The teacher must have approved Department of Education ESOL training or be working towards endorsement or certification.

**Basic Subject Area Support Teachers:** (Not ESOL funded) A classroom teacher who teaches any of the academic content area classes to support or mainstreamed ELL students. These teachers have the appropriate subject area certification and ESOL credentials.

**Community Language Facilitator (CLF):** The CLF is school-based and provides home/native language assistance for ELL parents and students. The primary function of the Community Language Facilitator is to provide assistance in the instruction of ELL students and to facilitate native language communication with the home. Their duties may include, but are not limited to:

- Provide native language translation/interpretation at the schools to support communication with ELL students and their families
- Provide native language assistance in the content area classrooms (math, science, social studies, and computer classes) for ELL students
- Tutor ELL students
- Make home visits for ELL students
- Promote the development of Parent Leadership Councils
- Participate on school ELL Committee
- Access community resources to fit the needs of ELL students and their families
- Assist in academic placement procedures
- Assist in the registration process
- Promote ESOL program compliance
- Other school duties, as assigned by principal, as long as five hours are spent working directly with ELLs

Community language facilitators must be available for periodic off-campus literacy and translation training provided by the Department of Multicultural Education.

**District ESOL Coordinating Teacher:** This person works for the Department of Multicultural Education and coordinates and supports the ESOL programs at his/her assigned schools.

**ESOL Administrator:** A school-based administrator assigned by the principal to monitor the ESOL instructional program and compliance requirements.

ESOL Area Resource Teacher: This person coordinates and monitors ESOL program implementation and compliance at the area schools, as well as serving as the liaison between the area office and the district office. There is one ESOL area resource teacher for each area.

ESOL Contact Person: A school-based person designated by the principal to receive and distribute all ESOL related information at school centers that do not have ESOL coordinators.

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ESOL Coordinator: An above allocation, school-based person, whose duties include ELL recordkeeping, coordinating the ELL committee, assessment of ELLs, serving on academic support teams, demonstrating instructional strategies and lessons. Not a teacher of record. ESOL coordinators must be available for periodic off-campus achievement and compliance related training provided by the Department of Multicultural Education.

ESOL Guidance Counselor: An above allocation, school-based person, the bilingual/bicultural guidance counselor provides counseling services, assists ELLs with scheduling and monitors student's graduation requirements. The number of students assigned to this counselor should not exceed that of a regular counselor. Priority must be given to the newest arriving LY students. ESOL counselors must be available for periodic off-campus counseling related training provided by the Department of Multicultural Education.

Support Services Personnel: These include guidance counselors and psychologists. They must receive training in ESOL instructional strategies and ESOL program compliance requirements.

ESOL units, (sheltered teachers, dual language teachers, coordinators, CLF's and ESOL guidance counselors), are allocated to schools based on an analysis of ELLs in each school.

Other factors are considered in the allocation of ESOL teacher units, including the special needs of individual schools based on their program model.

It is essential that schools use ESOL units to meet the needs of ELLs as required by law and outlined in the District ELL Plan and the Student Progression Plan. PERSONNEL REQUIREMENTS

- All teachers hired for teaching ELL students will be highly qualified in their Content Area and be ESOL Certified or ESOL Endorsed.
- This school will make every effort on staffing to meet the needs of all English Language Learners.
- Basic English Language Learner Teacher: These teachers will be hired to teach Language Arts or Academic subjects to sheltered students. They would use ELL strategies to ensure that the students comprehension of the instruction. One teacher will be hired for every 20 students.
- Basic Subject Area Support Teacher: These will be content area subject teachers who support mainstreamed English Language Learners. They would have ELL credentials and subject area certification. These will be hired in the ratio that complies with State or Federal law on class size reduction and Student – Teacher ratio as required by law or guidelines.
- A Community Language Facilitator (CLF). One CLF would be hired for the first 15 LY students speaking a common Language other than English. If there are over 100 students, two Community Language Facilitators would be hired.

**B2. As a High School, the ELL School Support Personnel will be as follows:**

- One sheltered ELL teacher for every 20 Sheltered students
- One 6-hour paraprofessional for every four sheltered ELL teaching unit
- One Community Language Facilitator for 15 or more “LY” ELL students
- One ELL Coordinator if this school has five or more ELL teaching units
- One ELL bilingual/bicultural guidance counselor if the school gets 100 or more “LY” ELL students

When the faculty is assembled, contact would be made with the School District Multicultural Dept. and the Area Office Multicultural Dept. to know who our contacts are and what services they can offer us. A working relationship will be developed with these departments to best serve the needs of our ELL students.

Our Administrative Team and teaching and support staff will make it a point of duty to attend any and all ELL Workshops and Trainings that can help them be better qualified and ready to serve the needs of our ELL population.

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

**The AURAL/ORAL ASSESSMENT FOR PLACEMENT**

The aural/oral language proficiency tests used to determine eligibility for the ESOL Program for Grades 7-12 will be the LAS-O 2C

The results of the assessment indicate that a student scores in one of the following levels and language categories:

- Level 1 - Category A.....Non-English Speaker
- Level 2 - Category B.....Limited Speaker
- Level 3 - Category C.....Limited Speaker
- Level 4 - Category D.....Fluent Speaker
- Level 5 - Category E.....Fluent Speaker

Students' oral test scores are used to decide whether further testing is necessary or if students qualify for ESOL services

K-12 students scoring as “non- or limited English speaker”, Levels 1-3 (A, B, C) on the LAS qualify for ESOL program services.

Gr. 3-12 students scoring as “fluent English speaker”, Levels 4 or 5 (D or E), based on the LAS-O assessment results, are administered the LAS Reading/Writing assessment.

For students who do not qualify for ESOL program services, enter Oral/Aural testing category (D or E) on the A03 screen under “CAT”. Place all assessments in the student’s cum folder. This information

must be attached to the initial student registration form and must remain in the student's cum folder indefinitely.

The state-approved LAS Reading/Writing (LRW) norm-referenced test is used to measure English reading and writing proficiency. The results help to determine program eligibility for those students in grades 3-12 who scored as fluent English speakers on the LAS-O. Any student scoring below 142 on the LRW is eligible for ESOL services. Those scoring 142 or above are considered English proficient unless otherwise recommended by the ELL Committee.

Eligible for ESOL: 141 or below

Not eligible for ESOL: 142 or above

- The initial testing instruments will be filed in the students' ELL folder as part of the initial placement packet for those who qualify for ESOL services.
- Parents/guardians are notified in writing of placement of students into the ESOL program using the appropriate translated version of the Parent Notification Letter (PBSD # 1511). Schools keep a copy of the signed parent notification letter or log multiple attempts that were made to get the document signed on a copy of the original form.
- The data processor or the person responsible for ELL data entry creates an A23 screen and inputs the appropriate information.
- If the student scored D or E, was given an LRW, and scored below 142, it is recorded on the third page of the A23 screen.
- The initial testing documents for all other students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders.
- The data processor or person responsible for ELL data entry enters the category on the A03 screen to indicate that appropriate language assessment has taken place for students who do not qualify for ESOL Program services.

- C1. Students can be engaged and benefit from any curriculum if they are being taught from the point of their zone of proximal development regardless of age. For those ELL students that enter the school below grade level, the school will identify them for their proficiency levels in speaking, listening, reading and writing. This information is contained in their CELLA Test results which is retrievable from:

TERMS ELL Report MTS5513p and  
EDW Report RTSLA0336 (ELL CELLA Data for Exit and Extension)

These results would be used to chart the students' progress over time. As the students progress, their data on proficiency levels will be used to make decisions about placement or exit from the ELL programs. Diagnostic information will be used to identify students' strengths and weaknesses.



The school will use the CELLA Results with the Annual Measurable Achievement Objectives (AMAO). AMAO-1 will be used to determine the percent of students that are making progress towards English Language Acquisition. AMAO-2 will be used to determine the percent of students that are proficient in listening/speaking, reading and writing. AMAO-3 will be used to determine the percent of students that are proficient in Math and Reading as measured by the FCAT.

Based on the identification of the students, a plan will be created for Differentiated Instruction that addresses the students' strengths and weaknesses. Teachers will use the English Language Proficiency Standards found in the Florida K-12 Reading and Language Arts Standards to develop their lesson plans to address individual students' needs. Only by addressing the students specific needs using the English Language Proficiency Standards, starting at their proficiency levels would the students be engaged and benefit from the Curriculum.

There are three levels of engagement in the Florida K-12 Reading and Language Arts Standards. Through Differentiated Instruction planning would the students specific needs be met. Here is a sample of what the Florida K-12 Reading and Language Arts Standards looks like for different grade levels.

### Grade 8 – Reading Process

<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression	
<b>LAFS # _____</b>	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
<b>English Language Proficiency Standards</b>		
<b>Beginning:</b> The student will read grade level text orally by matching pictures with sounds (e.g. onomatopoeia) and simple phrases using phonemic awareness strategies.	<b>Intermediate:</b> The student will: - read grade level text orally through the use of pre-reading activities based on prior reviews of vocabulary used in grade level text and practice through the use of pre-recorded read aloud tapes/CDs of grade level text. - read grade level text with some support.	<b>Advanced:</b> The student will: - read grade level text orally in a manner that sounds like near-fluent speech - demonstrate ability adjust reading according to punctuation - adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style with minimal support.

### **Tier I**

- Determine students' knowledge and skills in their first language to understand their performance in their second language (English). Some students have adequate literacy in their first language but English literacy skills are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. Other students may have low literacy in both first language and English. Others may demonstrate low literacy skills in both their first language and English. Also, oral language development can be hampered if the student's first language is not shared by others in the classroom. There are no formulas or guidelines that can be easily provided for assessment and treatment of ELLs having difficulties achieving academic success.
- Teachers of all subjects should regularly participate in professional development focused on meeting the needs of ELLs (e.g., information about bilingual education, ESL strategies, and the cultural and linguistic characteristics that serve as assets to the academic success of ELLs).
- ELLs may be screened on the same reading indicators as native English language speakers.
- Monitor ELLs' progress as frequently as you monitor the progress of all other students—a minimum of three times per year for students at grade level or above and three to six times per year for students at risk for reading problems.
- Provide instructional support to ELLs with low performance in reading areas even when oral language skills in English are low. Interventions should simultaneously address development of language and literacy skills in English.
- Do not penalize students for dialect features, accents and pronunciations when scoring English assessments, and provide appropriate interpretations when words are mispronounced.
- Provide research-based instruction.
- When ELLs demonstrate low abilities in grade-level target skills in reading, consider that students may be acquiring word meaning while acquiring word reading and, thus, oral reading fluency may proceed at an expected rate early (while students are focusing on word reading) and then proceed at a lower than expected rate later when students are focusing more on word meaning.
- Set high but reasonable instructional expectations that provide ongoing instructional support. Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in reading while also providing support for English oral language development.
- Integrate academic language development into core instruction across subject areas.
  - Scaffold language and opportunities to respond. Scaffolding language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms, reframing student responses, confirming aspects of the answers that are correct, and providing language support to further explain aspects that require refinement
  - Provide opportunities for appropriate peer learning, including peer pairing and small group instruction.

### **Tier II**

- Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.
- Ensure that interventions are sufficiently intense by retaining small groups (3-5) who are provided intervention for a minimum of thirty minutes each day.
- Do not wait for oral English language to improve before providing reading interventions

- Simultaneously build oral language skills and vocabulary development as well as reading skills

### **Tier III**

- Tier III Intervention needs to be provided by a well trained specialist such as ESL teacher with a strong background in Literacy who understands the educational needs of ELL students.
- Tier III instructions may need to last for a significant period of time when students are making minimal progress: adjustments to instruction may need to be made. Consider contextual factors (e.g. family, personal and classroom variables) and address as necessary. A team approach to problem solving should be used to interpret factors that influence progress and provide suggestions for designing instructions.
- A team approach to problem solving may facilitate the development of an appropriate instructional plan. Students who have been provided research-based reading interventions that are typically associated with improved outcomes may not demonstrate significant gains and may require highly individualized reading instruction that considers other factors such as attention, language and vocabulary development, and behavior problems.

When students demonstrate reading difficulties, the provision of small group intensive interventions targeting their instructional needs, and then closely monitoring their progress ensures that instruction is modified to meet the need of students.

### **Evaluation Criteria: English Language Learners**

Reviewers will look for:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learners.

## Section 8: School Climate and Discipline

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

### Planned Approach to Classroom Management

This Collegiate will *adopt and implement the framework of School-wide Positive Behavior Support* (SwPBS) and use this approach for classroom management and student discipline.

Palm Beach Collegiate Code of Student Conduct is to create a safe learning environment that ensures academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community.

To assist students, parents, guardians, administrators, and school personnel in maintaining a safe and supportive environment, the *Code of Student Conduct* will:

1. Describe rights and responsibilities of all students and parents/guardians;
2. Describe the responsibilities of District staff;
3. Identify prevention strategies;
4. Identify classifications of incidents and describe corrective strategies for minor behavioral incidents and disciplinary consequences involving suspension or expulsion for egregious incidents;
5. Standardize procedures for administering disciplinary actions;
6. Describe rights of disabled students related to discipline; and
7. Codify the protections for ELL students and LEP families related to discipline

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

The school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal are as outlined in the Palm Beach County Code of Student Conduct as outlined here.

## **Palm Beach Collegiate Code of Student Conduct**

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## ***Code of Student Conduct***

A. The Collegiate’s planned approach to Classroom Management and Student Discipline will be aligned to the School District of Palm Beach County’s Code of Student Conduct.

### **Introduction: Classroom Management and Discipline**

Palm Beach Collegiate will adopt the Palm Beach County School District’s Code of Student Conduct to create a safe learning environment that ensures academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. To assist students, parents, guardians, administrators, and school personnel in maintaining a safe and supportive environment, the *Code of Student Conduct* will:

Describe rights and responsibilities of all students and parents/guardians;

Describe the responsibilities of District staff;

Identify prevention strategies;

Identify classifications of incidents and describe corrective strategies for minor behavioral incidents and disciplinary consequences involving suspension or expulsion for egregious incidents;

Standardize procedures for administering disciplinary actions;

Describe rights of disabled students related to discipline; and

Codify the protections for ELL students and LEP families related to discipline

The “re-culturing” of a school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, as well as mutual respect. This Collegiate will *adopt and implement the framework of School-wide Positive Behavior Support (SwPBS)* to assist in these efforts.

SwPBS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of supports. SwPBS emphasizes teaching students to behave in ways that contribute to academic achievement and school success that supports a safe school environment where students and school staff are responsible and respectful. SwPBS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, and reinforcing appropriate behaviors and by treating minor misbehaviors as “teaching moments”.

This Code of Conduct Plan will address the role of the parents, guardians, students, and school personnel, as well as address core values and model student behavior, rights and responsibilities.

To this effort, this Collegiate will promote the following *Universal Guidelines* and *Behavioral*

*Expectations:* 1. **Be Safe**    2. **Be Respectful**    3. **Be Responsible**

This Collegiate will create its own *Universal Guidelines* and *Behavioral Expectations*. Samples of some *Universal Guidelines* or *Matrices of Expectations* are found at the end of this document. Required instruction under F.S. § 1003.42 includes Character Education which has transitioned to Ethics in Action. The Governing Board will support Administration, Faculty, Staff and students in exhibiting appropriate behaviors through modeling.

This Collegiate will ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand.

Furthermore, in working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

Students, parents, and school employees are encouraged to read the Code of Student Conduct and become familiar with its content. For parents and students that need information related to the District's School Board Rules can go to the Palm Beach Website at <http://www.palmbeachschools.org/policies>.

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

***Scope of the Code of Student Conduct will cover the following***

Scope of the Code of Student Conduct will consist of:

Student Conduct and Behavior,

Responsibilities

Sample Classroom Teacher Interventions

Administrative Prevention and Early Intervention

What is the Discipline Guide?

Level 1 Incident Codes and Definitions

Level 2 Incident Codes and Definitions

Level 3 Incident Codes and Definitions

Level 4 Incident Codes and Definitions

Disciplinary Consequences Defined

District Imposed Consequences

Authorization for Suspension

Appeal Process for Suspension

Discipline for Students Eligible for Services under the Individuals with Disabilities

Act

Discipline for Students Eligible for Services under Section 504 of the Rehabilitation Act of 1973

The *Code of Student Conduct* is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the *Code of Student Conduct* must not be used to discipline students for poor

academic achievement or failure.

- A parent's failure to appropriately support his/her child's education cannot be considered misconduct on the part of the child.
- The *Code of Student Conduct* applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- In working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

The *Code of Student Conduct* applies to actions of students during the time:

- Students are waiting for school transportation, being transported to and from school at public expense.
- Students are attending school.
- Students are participating in school-sponsored activities.
- Commission of off campus conduct which substantially disrupts the school learning environment.

### **Student Conduct and Behavior**

- Every student at this Collegiate has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent *Code of Student Conduct* and through the implementation of a SwPBS Plan.
- The SwPBS Plan emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful.
- The SwPBS Plan will include: teaching school rules, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.
- Palm Beach Collegiate was established for the benefit of all students. The educational purposes of this school are accomplished best in a positive school climate that teaches, models, and reinforces student behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing student misconduct at this Collegiate.

- The Governing Board will support the administrative staff and teachers in taking all necessary and reasonable steps to implement the *Code of Student Conduct* and administrative policies to maintain appropriate student behavior. Important among these policies and directives are those in the areas of conduct, involving behavioral interventions and supports, enhancing the climate for learning, and policies governing suspensions and expulsions. The policies herein serve as the code governing student conduct and discipline and are applicable to all students. These policies shall constitute the *Code of Student Conduct*.
- The Governing Board recognizes that the *Code of Student Conduct* must be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). Therefore, students eligible for services under IDEA or Section 504 will be disciplined in accordance with these acts and are governed by those *Code of Student Conduct* provisions, which specify that they apply to students covered under IDEA and 504 students.
- The Governing Board will adopt the *Code of Student Conduct* in accordance with Florida Statute and will include:
  - a. Establishing policies and specific grounds for disciplinary action, including in-school suspension, out-of-school suspension, expulsion, and any other disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances, as defined in Chapter 893, F.S.
  - b. Establishing procedures to be followed for acts requiring discipline and establishing procedures for the assignment of violent or disruptive students to an alternative educational program.
  - c. Defining and explaining the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, the right to learn, free speech, student publications, assembly, privacy, and participation in school programs and activities.
- These policies recognize that pursuant to 18 U.S.C. § 922(q)(1)(I)(2)(A) (The Gun-Free School Zones Act), "It shall be unlawful for any individual, knowingly, to possess a firearm... at a place that the individual knows, or has reasonable cause to believe, is a school zone" and 18 U.S.C. § 922(q)(3)(A) "...[I]t shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm... at a place that the person knows is a school zone."
- These policies recognize that pursuant to § 893.13(1)(c), F.S. (The Drug Free School Zone), it shall be unlawful for any person to sell, manufacture, or deliver, or possess with intent to sell, manufacture, or deliver a controlled substance in, on, or within one thousand (1,000) feet of the real property comprising a child care facility as defined in § 402.302, F.S., or public or private elementary, middle, or secondary school, between the hours of 6 a.m. and 12 a.m.
- In addition, pursuant to Florida Statute 1006.07, notice is provided that:
  - a. Possession of a firearm, a knife, or a weapon, by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution"
  - b. Any student who is determined to have brought a firearm...to school, to any school function, or on to any school-sponsored transportation will be expelled, with or without



continuing educational services, from the student's regular school for a period of not less than one (1) full year and referred for criminal prosecution.”

c. Illegal use, possession, or sale of controlled substances, as defined in Chapter 893, any student while such student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed”

d. Violence against any school personnel by a student is grounds for out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.”

e. Violation of school transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student, is grounds for suspension of the student’s privilege of riding on a school bus and may be grounds for disciplinary action by the school, and may also result in criminal penalties being imposed.”

f. Violation of the district school board's sexual harassment policy by a student is grounds for in-school suspension, out- of-school suspension, expulsion, or imposition of other disciplinary action by the school, and may also result in criminal penalties being imposed.”

g. Any student who is determined to have made a threat or false report, as defined by §§ 790.162 and 790.163, [F.S.], respectively, involving school or school personnel’s property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the school for a period of not less than 1 full year and referred for criminal prosecution.”

- To the extent that any definition, recommended disciplinary action or any provision in the policies serving as the basis for code governing student conduct are contrary to state law or state board of education rule, the law or state board rule shall control.
- Grievance Against the School
  - a. Students, parents, or guardians are required to follow the established procedure for addressing discipline grievances against the school.
  - b. The School and the Governing Board shall establish procedures by which students and parents may present discipline grievances to appropriate school authorities.
- The school shall be required to submit any site level policies (i.e. dress code) to the Governing Board and Administrative staff for review.
- Schools shall ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

**For schools to be safe and orderly everyone has a responsibility. Every student, parent/guardian, teacher, administrator, support staff and district personnel has a role. The following are some of each group’s responsibilities:**

***Responsibilities of Students***

Attend school and all classes daily as scheduled.

Follow the Code of Student Conduct.

Be accepting of individual differences between people.

Show respect by using respectful language and actions.

Do not be a bystander when bullying and/or harassment occur. Report any bullying and/or harassment to an administrator

Respect the rights of other students, parents, faculty, staff, school visitors, school property and the property of others.

Work hard and do your best.

Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems.

### ***Responsibilities of Parents/Guardians***

Make sure your child comes to school every day on time and ready to learn.

Visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.

Read the Code of Student Conduct.

Support your child in following the Code of Student Conduct.

Take an active role in supporting the implementation of School-wide Positive Behavior Support.

Teach your child to respect the rights of others.

Teach your child to respect school property and the property of others.

Seek available resources to support your child within the school and the community

### ***Responsibilities of School Administrators***

Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.

Monitor, support and sustain the effective implementation and maintenance of School wide Positive Behavior Support (SwPBS).

Expand the adoption and implementation of Alternatives to Suspension at the school

Distribute the Code of Student Conduct to students, parents and all school personnel

Implement the Code of Student Conduct in a fair and consistent manner

Review each discipline referral and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Code of Student Conduct.

Use professional judgment to prevent minor behavioral incidents from becoming major challenges.

Identify appropriate training and resources as needed to implement positive behavior interventions and supports.

Implement all School policies in a fair and consistent manner

Maintain accurate personal discipline data of students

Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance.

### ***Responsibilities of Teachers***

Define, supervise, teach, model, and support appropriate student behaviors to create positive school environments.

Use appropriate classroom management strategies to maintain a learning environment that supports academic success.

Teach and review the Code of Student Conduct in appropriate languages.

Teach and model the Universal Expectations, behavior matrix and classroom rules in language that students comprehend.

Provide a positive classroom and school environment.

Provide corrective feedback and re-teaching of a behavioral skill when a student demonstrates challenging behavior or when misconduct occurs.

Address infractions through a variety of interventions, including positive behavior interventions and supports.

Provide Interventions/corrective strategies that would not be humiliating or demeaning.

Use professional judgment to prevent minor incidents from becoming major challenges.

Follow any Behavior Intervention Plan (BIP) for identified students.

Report the behavior to the appropriate school administrator at the school for a student who engages in ongoing misconduct, despite appropriate interventions.

Review discipline data to make informed decisions.

Request additional training or staff development as needed.

### ***Responsibilities of Directors/Administrators***

Provide appropriate training and resources to implement positive behavior interventions, and supports at each school.

Utilize individual school discipline data to target and allocate professional development services for school administrators and staff in SwPBS.

Assist parents who are unable to resolve issues at the school-level

Expand the adoption and implementation of Alternatives to Suspension across the District

(i.e. Alcohol Tobacco or other Drugs).

Review and revise the District Code of Student Conduct annually.

Make recommendations for expulsions to the School District's Superintendent

### ***Responsibilities of Exceptional Student Education (ESE) Contacts***

Ensure IEPs contain appropriate measurable behavior goals when a student's behavior is inhibiting his/her learning or the learning of others.

Obtain consent to complete a Functional Behavior Assessment (FBA) when a student's behavior is inhibiting his/her learning or the learning of others and/or when a student has been suspended for a total of (7) days.

Ensure a Behavior Intervention Plan is developed and implemented when a student's behavior is inhibiting his/her learning or the learning of others and/or when a student has been suspended for a total of (7)days.

Monitor suspension days and facilitate a manifestation determination hearing for all suspensions exceeding 10 days per school year.

### ***Responsibilities of Community Language Facilitators (CLF)***

Ensure students understand behavior expectations, rules and consequences upon enrollment in school.

Ensure parents also understand behavior expectations, rules and consequences upon enrollment in school.

Ensure a student's due process rights (notice and opportunity to be heard) when being disciplined or during a behavioral investigation.

Ensure parents understand their appeal rights for suspensions and/or expulsions and assist in their appeal via translation and/or interpretation services.

In an effort to fully implement School-wide Positive Behavior Support (SwPBS) and reduce the loss of instructional time it is expected that that the school will utilize a wide variety of corrective strategies. Teachers must utilize and document a minimum of two research based interventions prior to writing and submitting a discipline referral on a minor offense. Some examples are provided below.

## PALM BEACH COLLEGIATE

### STUDENT- PARENT/GUARDIAN - TEACHER CONTRACT

Palm Beach Collegiate will rigorously challenge all students to achieve at their highest academic potential and best behavior to lead successfully productive and rewarding lives. This mission can only be achieved with the support of students, parents, school staff and the community.

#### Student Agreement

- I will set high standards of expectations for myself
- I will attend school regularly and punctually
- I will not skip any of my classes
- I will come to school with the necessary materials and prepared to work
- I will complete all homework on time and ask for help if needed
- I will complete all class assignments on time and ask for help if needed
- I will respect the rights of others at all times
- I will wear the school uniform or follow the Dress Code guidelines
- I will seek help if I cannot master any skill or concept
- I will abide by the school's Student Code of Conduct

#### Parent/Guardian Agreement

- I will make sure your child comes to school every day on time and ready to learn.
- I will visit my child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- I will read the Code of Student Conduct.
- I will support my child in following the Code of Student Conduct.
- I will take an active role in supporting the implementation of School-wide Positive Behavior Support.
- I will teach my child to respect the rights of others.
- I will teach my child to respect school property and the property of others.
- I will seek available resources to support your child within the school and the community
- I will respond positively to school request for parent/teacher conferences

#### Teachers Agreement

- I will set high expectations for all my students
- I will define, supervise, teach, model, and support appropriate student behaviors to create positive school environments.
- I will use appropriate classroom management strategies to maintain a learning environment that supports academic success.
- I will teach and review the Code of Student Conduct in appropriate languages.

I will teach and model the Universal Expectations, behavior matrix and classroom rules in language that students comprehend.

I will provide a positive classroom and school environment.

I will provide corrective feedback and re-teaching of a behavioral skill when a student demonstrates challenging behavior or when misconduct occurs.

I will address infractions through a variety of interventions, including positive behavior interventions and supports.

I will provide Interventions/corrective strategies that would not be humiliating or demeaning.

I will use professional judgment to prevent minor incidents from becoming major challenges.

I will follow any Behavior Intervention Plan (BIP) for identified students.

I will report the behavior to the appropriate school administrator at the school for a student who engages in ongoing misconduct, despite appropriate interventions.

I will review discipline data to make informed decisions.

I will request additional training or staff development as needed.

I have read the above Student – Parent/Guardian – Teacher Contract. My signature below acknowledges that I have read, understands and agrees to do my part to ensure the success of my child in this school.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

Note: The Parent/Guardian will keep a copy of this contract at all times for reference.

The teacher will keep a **signed** copy for his/her records and reference.

## Sample Classroom/ Teacher Interventions Prior to Discipline Referral

<b>Corrective Strategy</b>	<b>DESCRIPTION</b>
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Check in/Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference With Parent(s)	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/ solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution Detention	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior. ( <i>i.e.</i> , clean-up, helping another person). Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with SwPBS practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Out-of-Class Time out	Student is assigned to another supervised environment for a period of time out ( <i>i.e.</i> , another classroom), slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Time-out procedure must be taught to students before implementing.
Privilege Loss	Incentives given for positive behavior are lost, ( <i>i.e.</i> , five minutes off computer time).
Reflective Assignment	Help student realize why his misbehavior was wrong by asking him/her to compose a reflective essay
Teach/Reteach	Teach and model behavioral expectation that students are having difficulty with adherence
Student Expectations	
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone and it should include incentives but may also include consequences for misbehavior.

Prior to a student receiving a suspension it is the administrator's responsibility to ensure that the student has had two interventions that address the student misbehavior. These interventions must be DOCUMENTED. Exceptions to this are offenses, which are most serious in nature (Level 3 and Level 4), and have occurred with no prior opportunity to provide early interventions.

### **Administrative Prevention and Early Intervention**

<b><i>Corrective Strategies</i></b>	<b><i>DESCRIPTION</i></b>
<b>Behavior Contract</b>	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
<b>Community Service</b>	Donated service or activity that is performed by student for the benefit of the public or its institutions.
<b>Conference With Parent(s)</b>	Administrator and teacher communicate with student's parent(s) by phone, email, written notes, or person to person about the problem.
<b>Conference With Student</b>	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
<b>Daily / Weekly Report</b>	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
<b>Detention</b>	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
<b>Loss of Privileges (during school hours)</b>	The loss of a privilege(s) during school hours such as assemblies, field trips, and incentive activities. (The loss of an academic field trip should only occur when safety is a concern.)
<b>Mentoring</b>	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
<b>Parent/Guardian Attends Class with Child</b>	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
<b>Plan Meeting (IEP, LEP, 504)</b>	Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.
<b>Referral for Admin Mediation</b>	Referral to Mediation with an Administrator for stated incident.
<b>Referral for Peer Mediation</b>	Referral to Mediation with a Peer for stated incident.
<b>Referral to School Based Team</b>	The referral to the School Based Team for possible interventions.
<b>Referral to School Guidance</b>	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident.
<b>Restorative Justice</b>	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions

	and decide on interpersonal remedies to repair harm and restore relationship.
<b>Schedule Change (change of regular classes)</b>	A permanent change in the student's regular class schedule.
<b>School Service Work (during school hours)</b>	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
<b>Silent Lunch / Lunch Detention</b>	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
<b>Temporary Classroom Change (short-term)</b>	The temporary removal of a student from their regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.
<b>Temporary Removal from Classroom</b>	The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time
<b>Voluntary Restitution / Self-Designed Action(s)</b>	Student makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.

### **What is the Discipline Guide?**

The DISCIPLINE GUIDE is a **tool** for administrators to respond appropriately when students have committed discipline infractions, per the *Code of Student Conduct*. This tool is designed to offer consistency at all levels across the school so that students are disciplined fairly when their behavior requires discipline beyond the classroom.

The DISCIPLINE GUIDE does not apply to classroom management as assigned by the teacher, but rather as a progressive step when a student has broken the rules requiring a principal and/or his designee to assign consequences. Certain violations of the rules such as weapon possession, assault, sexual harassment, **will receive immediate initial administrative action.**

The DISCIPLINE GUIDE is designed to assist parents and their children in understanding the consequences of violating school rules. While most parents will have no need to be familiar with the discipline guide the School Governing Board and the Administration want to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. The DISCIPLINE GUIDE enables administrators to assign consequences consistently, regardless when an infraction occurs. When a student has multiple violations in one incident, such as fighting with a weapon, the administrator will impose the more *severe consequences*.

Like the *Code of Student Conduct*, the GUIDE will be reviewed annually by the Governing Board stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

**Discipline Referral Incidents at this school will be classified as Level 1, Level 2, Level 3 or Level 4 infractions. When deciding what disciplinary action should be taken, the School Director or**



designee shall consider the student's age, exceptionality, ELL status, previous conduct, intent, and severity of the incident.

The school will administer discipline in a progressive manner. The underlying principle is to use the least severe action that is appropriate for the misbehavior. Consequences will increase in severity if the misbehaviors continue.

### **Level 1 Incident Codes and Descriptions**

Discipline incidents that have been addressed by the teacher and now warrant a discipline referral or administrative assistance. Infractions in this category require corrective strategies prior to referral.

#### **ATTENDANCE INCIDENTS**

**Leaving School** Unauthorized leaving of the school grounds.

**Grounds Without  
Permission**

**Out of Assigned Area** Out of assigned area without permission and/or in a restricted access area without permission.

**Tardiness, Habitual** A consistent failure to be in a place of instruction at the assigned time.

**Truancy /Unexplained  
Absence** An absence from class or school for which the reason or excuse is inadequate or does not meet the criteria for an excused absence.

#### **RULES VIOLATIONS INCIDENTS**

**Cheating** The unauthorized use and/or the sharing, distributing, publicizing or duplicating of any instructional materials, copied or written information obtained by any means that is intended to be used for academic or personal gain. (This would not include copying another student's work, the use of cheat sheets, or any cheating violation that can be resolved by the classroom teacher.

**Computer/Technolog  
y Misuse -Minor** Minor inappropriate use of a computer and/or technology without malicious intent. (Refer to Computer Misuse – Major if offense is more serious in nature.)

**Disobeying Rules on  
the School Bus** Violation of the posted or written rules of conduct for the bus that are not necessarily disruptive behaviors; (i.e., not in assigned seat, eating or drinking on the bus, getting on or off the bus at the wrong bus stop. (Refer to Bus Disruption for disruptive behavior on the bus.)

**Dress Code Violation** Dress in a manner that violates the school's dress code policy and/or in a manner that would constitute a safety hazard (F.S 1006.07).

**Failure to Comply  
with Class/School  
Rules** Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (ex: repeated gum chewing)

**Public Displays of  
Affection** Engaging in overtly amorous contact or language not appropriate in a school setting.

**Confrontation** A verbal confrontation, or the encouraging or inciting of a confrontation that has the propensity to escalate into a fight.

<b>Disrespectful Language</b>	Written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.
<b>Disobedient/Insubordination</b>	Failure to obey a reasonable instruction or request by a staff member.
<b>Disruptive (Unruly) Behavior or Play</b>	Behavior by its nature that disrupts the educational process, but is not criminal. Conduct that interferes with the process of teaching/learning, or disrupts the orderly environment of the classroom or learning environment. Examples: student(s) engaging in rowdy, rough behavior in the classroom
<b>Harassment (Level 1)</b>	Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct.
<b>Inappropriate Activity</b>	Any activity that is disruptive and tends to interfere with the process of teaching and learning that cannot be coded in another Level 1 incident.
<b>Lying /Misrepresentation</b>	Intentionally providing false or misleading information to, or withholding valid information from, a school staff member.
<b>Prohibited items, Non-criminal and Unauthorized use of Medication</b>	Possession and/or use of items or contraband designated by the school as inappropriate materials AND any other items that causes distraction or damage to persons or property or otherwise interfere with the learning process (included would be matches and lighters). Unauthorized possession or use of one's own prescription medication or over-the-counter mild pain medication including but not limited to items such as Aspirin, Advil, Aleve, Midol, NoDoze, or herbal supplements without parental approval AND school notification. (Refer to Level 3 and Level 4 for weapons, drugs, alcohol, tobacco, obscene materials or other articles which may require law enforcement intervention.)
<b>Unauthorized Sale/Distribution of Materials (non-criminal)</b>	Unauthorized selling or distributing of materials during school, e.g. candy, magazines

## LEVEL 1

<p><b>Behaviors</b> Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities</p> <p><b>LEVEL 1 INCIDENTS</b></p> <p>Tardiness, Habitual Truancy Out of Assigned Area Leaving School Grounds w/out permission Dress Code Violations Public Displays of Affection Cheating Failure to comply with School Rules Bus Rules Violation Computer/Technology Misuse (Minor) Harassment * Disruptive (Unruly) Behavior or Play Disrespectful Language Bullying * Confrontation Lying/Misrepresentation Cellular Telephone/Technology Violation Prohibited Items, Unauthorized Use of Medications Unauthorized Sale/Distribution of Materials Inappropriate Activity Disobedient/Insubordination</p> <p><b>*Referral to School Based Team Mandatory</b></p>	<p><b>Range of Corrective Strategies Prior to Administering Discipline</b></p> <p>Review of Matrix of Expectations Reflective Assignment</p> <p>Re-teach Behavior</p> <p>Coaching Reflective Assignment Apology Letter</p>	<p><b>Range of Discipline Actions</b> The principal or designee may select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.</p> <p><b>Administrative Responsibilities</b> Parent/Guardian Contacted (M) Conference with Student (M)</p> <p><b>LEVEL 1 ACTIONS</b> Conference with Parents Referred to School Guidance Referral for Peer Mediation Referral for Administrative Mediation Behavior Contract Plan Meeting (IEP, 504, LEP) Daily Weekly Report Schedule Change Parent Guardian attends school w/student Voluntary Restitution Assigned Bus Seat Silent Lunch/Lunch Detention After School Detention Extended or Multiple Detention Saturday School Detention Confiscation Conflict Resolution Mentoring Referral to Outside Agency</p>
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### Level 2 Incidents and Definitions

Level 2 Incidents are more serious than Level 1 because they significantly interfere with learning and/or the well-being of other students and members of the school community.

#### DISRUPTIVE/PHYSICAL/VERBAL INCIDENTS

<b>Bus Disruption</b>	Behavior that disrupts and/or distracts the driver from safely operating the school bus.
<b>Hazing</b>	Hazing is considered to be any willful act done by a student for the purpose of subjecting another student to humiliation, intimidation, physical abuse or

	threat of abuse, social or other ostracism, shame, or disgrace. Permission, consent, or assumption of the risk by a student subjected to hazing does not affect the violation of this policy
<b>Physical Aggression (not involving Law Enforcement)</b>	Brief exchange of physical contact which could include pushing or shoving that doesn't result in significant injury AND does not require significant adult intervention to separate or restrain. (NOTE: If a physically aggressive act results in serious bodily injury then the incident should be coded Physical Battery on a Student/Person)
<b>Profane/Obscene Language (Use of Abusive Language, Obscene gestures)</b>	Abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.
<b>Repetitive Bullying</b>	Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or persuasive enough to create an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation, , and as defined in SB Policy 5.002.
<b>Repetitive Disobedience/Open Defiance / Insubordination</b>	Repeated referrals (3 or more) for disobedience, defiance, and insubordination.
<b>Repetitive Disruptive Behaviors</b>	Repeated referrals (3 or more) for Level 1 disruptive behaviors including disruptive play, disrespectful language, and any other repetitive behaviors that create a disruptive learning environment.
<b>Repetitive Harassment</b>	Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct. that (1) places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person, that causes substantial emotional distress in such a person and serves no legitimate purpose, and as defined in SB Policy 5.002.
<b>Threat, non-criminal</b>	A statement which does not meet the criteria of a criminal assault. A low level threat that poses a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. (Refer to Menacing Statement, Verbal Assault, and Threat of Violence, High Level for more serious threats)

## PROPERTY INCIDENTS

<b>Abuse of School Property/Minor Vandalism</b>	To use wrongly or improperly, or to maltreat any school equipment or property. [Refer to Vandalism more than \$1000 (includes materials and labor) for significant damage or destruction]
<b>Petty Theft / Stealing (less than \$300)</b>	The unlawful taking, carrying, leading, or riding away of property less than \$300 in value from the possession, or constructive possession, of another person. [Refer to Stealing (more than \$300) for more serious thefts]

## RULES VIOLATIONS INCIDENTS AND OTHER SERIOUS INCIDENTS

<b>Creating A Hostile Environment</b>	Sexually harassing conduct which can include unwelcome sexual advances and other verbal, nonverbal or physical behavior of a sexual nature by an individual that is sufficiently severe, persistent, or pervasive enough to create a hostile or abusive educational environment. (In some cases, severe incidents of sexual harassment which includes physical contact may be considered a Level 3 or Level 4 incident. Refer to <i>Physical Battery on a Student / Person</i> ; or with physical penetration - <i>Sexual Battery</i> .)
<b>Firecrackers/Poppers</b>	Possession, use, sale, storage, or distribution of firecrackers, poppers or associated devices as long as the object is not used as a weapon or is not considered a weapon by Florida statutes. (Refer to - Possession of Other Potentially Dangerous Items and - Possession, Use, Sale, Storage, or Distribution of an Explosive Device for more dangerous fireworks)
<b>Forgery of a Document or Signature</b>	To fashion or reproduce the signature of another for fraudulent purpose.
<b>Gambling</b>	One who participates in games of chance or skill for money, profit, or anything of value
<b>Menacing Statements</b>	A medium level of threat which could be carried out, although it may not appear entirely realistic. The threat is more direct and more concrete than a low level threat; the wording in the threat suggests that the aggressor has given some thought to how the act will be carried out; there may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan). There is no strong indication that the aggressor has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to the possibility.
<b>Possession/Use of Tobacco Products</b>	Possession, use, sale, storage, or distribution of tobacco products on school district property. Tobacco products include, but are not limited to cigarettes, cigars, snuff, dip, pipe tobacco, and chewing tobacco.

<b>Severe/Repetitive Inappropriate Activity</b>	Any Level 2-type activity that is disruptive and/or inappropriate in a school setting that does not fit into another Level 2 category.
<b>Sexual Harassment</b>	Unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient causes discomfort or humiliation or creates a hostile environment. (undesired sexual behavior towards another)
<b>Un-served Detention (Regular)</b>	Unexcused absence from a scheduled regular detention.
<b>Un-served Detention (Saturday)</b>	Unexcused absence from a scheduled Saturday detention.

## Level 2

Behaviors	Administrative Responsibilities	Range of Discipline Actions
<p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others</p> <p>Repetitive Harassment *</p> <p>Bus Disruption</p> <p>Profane or Obscene Language</p> <p>Threat, non-criminal *</p> <p>Physical Aggression *</p> <p>Repetitive Disruptive Behaviors *</p> <p>Repetitive Disobedience</p> <p>Repetitive Bullying *</p> <p>Hazing *</p> <p>Vandalism &lt;1000</p> <p>Petty Theft or Stealing &lt;300</p> <p>Possession of Tobacco Products **</p> <p>Un-served Detentions (Regular)</p> <p>Un-served Detentions (Saturday)</p> <p>Firecrackers/Poppers *</p> <p>Forgery of Document of Signature</p> <p>Gambling *</p> <p>Sexual Harassment *</p> <p>Menacing Statements, Non-Criminal *</p> <p>Severe/Repetitive Inappropriate Activity *</p>	<p>Investigation</p> <p>Witness Statements</p> <p style="text-align: center;"><b>Range of Corrective Strategies Prior to Administering Discipline</b></p> <p>Investigation</p> <p>Witness Statements</p> <p>Review of Matrix of Expectations</p> <p>Coaching</p> <p>Reflective Assignment</p> <p>Apology Letter</p> <p>Check in-Check Out</p> <p>Restorative Justice</p> <p>Ripple Effects</p> <p>Stay Away Agreement</p> <p>Victim Safety Plan</p>	<p>Where appropriate Principals or designees should apply discipline in a progressive manner.</p> <p>The principal or designee <b>can</b> select one of the strategies from Level 1, as well as one action from Level 2.</p> <p><b>Administrative Responsibilities</b></p> <p>Parent/Guardian Contacted (M)</p> <p>Conference with Student (M)</p> <p><b>Mediation</b></p> <p>Behavior Contract</p> <p>Plan Meeting (IEP, 504, LEP)</p> <p>Daily Weekly Report</p> <p>Voluntary Restitution</p> <p>Restorative Justice</p> <p>Community Service</p> <p>Loss of Privileges</p> <p>Confiscation</p> <p>In-School Intervention</p> <p>In-School Suspension</p> <p>Days Held in Abeyance</p> <p>Tobacco Alternative Program **</p> <p>Bus Suspension</p> <p>Out of School Suspension for 1-3 days</p> <p>1<sup>st</sup> Offense – 5 days OSS/3 in Abeyance with attendance at Alcohol Tobacco or Other Drugs (ATOD)</p> <p>** 2<sup>nd</sup> Offense – 5 days OSS/2 in Abeyance with attendance at Alcohol Tobacco or Other Drugs(ATOD)</p> <p>*** Further offenses – 10 days OSS</p>

## Level 3 Incidents and Definitions

Discipline incidents that significantly interfere with other's safety and learning, damage property, and are of a threatening or harmful nature, and warrant administrative interventions.

### CRIMES AGAINST PERSONS INCIDENTS

<b>Extortion / Blackmail /Coercion</b>	The use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money. (Refer to <i>Bullying/ Harassment or Repetitive Bullying, Harassing, Intimidating, or Threatening Behavior</i> for minor offenses that do NOT require law enforcement intervention)
<b>Fighting</b>	Mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence. <i>(NOTE: Self-Defense is described as an action to restrain or block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.)</i>
<b>Physical Aggression on a Student/ Person (Non-School Board Employee)</b>	The willful and unlawful use of force or violence upon the person of another that does not result in serious bodily injury and the individual is not fighting back. Law enforcement should be notified; criminal charges may or may not be filed.
<b>Physical Aggression on a School Board Employee</b>	A physically-aggressive act such as pushing, pulling, or striking toward a School Board employee. Generally, the physical act does not result in injury. Law enforcement should be notified; criminal charges may or may not be filed. <i>(NOTE: IF A RECOMMENDATION FOR EXPULSION IS PROPOSED, then the level 4 code # 96, Battery on SBE, should be used.)</i>
<b>Robbery</b>	The taking or attempting to take anything of value that is owned by another under confrontational circumstances by force or threat of force of violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat of battery is involved in robbery.
<b>Verbal Assault on a Student /Person</b>	Any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and performing some act that creates a well-founded fear of imminent violence to another person
<b>Verbal Assault on School District Employee</b>	Any intentional, unlawful threat, by word or act, to do violence to a School Board employee, coupled with an apparent ability to do so, performing some act that creates a well-founded fear of imminent violence to another person.

### PROPERTY INCIDENTS

<b>Arson</b>	To willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being (F.S. 806.01 (1) (a)-(c)).
<b>Breaking and Entering/Burglary (Illegal entry into a facility)</b>	The unlawful entry with or without force into a building or other structure, remaining behind or conveyance with the intent to commit a crime to property.

<b>Computer/Technology Misuse -Major</b>	The inappropriate use of technology, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files. Accessing or entering unauthorized internet sites; distributing inappropriate electronic messages.
<b>Counterfeit / Misrepresented Document / Other Major Incident</b>	To fashion or reproduce a document, money, or other items with the intent to defraud; includes counterfeit money or documents; Also, any Level 3-type incident that is inappropriate in a school setting and does not fit into another Level 3 category. Included in this category is culpable negligence, exposing another person to personal injury.
<b>Motor Vehicle Theft</b>	The theft or attempted theft of a motor vehicle. Examples include theft of a car, truck, motorcycle, golf cart, dune buggy, RV or anything that is self-propelled.
<b>Reckless Vehicle Use</b>	The use of any motorized or self-propelled vehicle on school grounds in a reckless manner or so as to threaten the health, safety, welfare of others, or to disrupt the educational process.
<b>Stealing more than \$300</b>	The unauthorized taking or concealing the property of another person, without threat, violence or bodily harm, with the intent to prevent or deprive the rightful owner of its use. This includes taking of property or taking property from a vehicle on school property. Law Enforcement is involved. (Refer to Petty Theft / Stealing for property less than \$300 in value.)
<b>Vandalism more than \$1000 (includes materials and labor)</b>	The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This category, which includes graffiti, should be coded when the amount of damage to the property, including materials and labor, exceeds \$1000 to repair, remove, and/or replace. Law Enforcement is involved. (NOTE: If the damage to the property, including materials and labor, is less than \$1000 to repair, then the event should be coded as <i>Abuse of School Property/Minor Vandalism</i> unless Law Enforcement intervention is necessary)

## ALCOHOL AND DRUG INCIDENTS

<b>Possession, Use, Manufacture, Sale, Storage, or Distribution of Alcohol or Intoxicating Beverages</b>	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages. Use should be reported only if the person is caught in the act of using, or is discovered to have used in the course of the investigation.
<b>Possession, Use, or Storage of Drugs or Imitation Drugs Represented as Drugs</b>	To store, possess, purchase, use, or be under the influence of any mood-modifying substance and/or dangerous substance listed in Florida Statutes 893, , including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the School District of Palm Beach County.
<b>Possession, Use, Sale,</b>	To possess, use, sell, store, or distribute any device or equipment used for the



<b>Storage, or Distribution of Drug Paraphernalia</b>	purpose of preparing or taking drugs, including, but not limited to, items listed in Florida Statute 893.145, and items which may be determined to be drug paraphernalia under the criteria set out in Florida Statute 893.146.
<b>Unauthorized Possession or Misuse of Prescription Medication</b>	To possess, use, store, or be under the influence of another person's substance which requires a physician's prescription, to misuse one's own prescription medication, or to possess, store or use any over-the-counter medication (other than those listed in Prohibited items) without parent approval and school notification.
<b>Use of Intoxicants</b>	The inhaling or ingestion of intoxicants, including but not limited to, glue, solvents, butane, and whip cream, for the purpose of obtaining a mood-modifying experience.

### DISORDERLY CONDUCT/WEAPONS INCIDENTS

<b>Bomb Threat</b>	Intentionally making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive, or arson-causing device.
<b>Disruption of a School Function</b>	Any act which substantially disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others.
<b>False Fire Alarm / 911 Call</b>	Whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call.
<b>Inappropriate, Lewd, or Obscene Act</b>	The use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting. Included in this category are indecent exposure (exposure of private body part(s) to the sight of another person in a lewd or indecent manner in a public place), and obscenity (conduct which by the community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication or unlawful manufacture, publishing, selling, buying or possessing materials such as literature or photographs).
<b>Possession of a Knife</b>	The possession of any knife that may inflict harm on another person, or could be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, razor knives, and box cutters. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry and disciplinary action may increase substantially.)
<b>Possession of Other Potentially Dangerous Items</b>	Any instrument or object, other than firearms, handguns or knives that could be deliberately used to inflict harm on another person, or could be used to intimidate any person. Included in this category are BB-guns and toy or replica guns represented as real guns. Also, included in this category is the possession or storage of items which are prohibited at school, including, but not limited to ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, mace, pepper spray, and any other items which may result in injury. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry AND disciplinary action may increase substantially)

<b>Sexual Misconduct</b>	Engaging in a sex act or physical conduct of a sexual nature; sexual intercourse, sexual contact or other behavior or conduct intended to result in sexual gratification without force or threat or coercion.
<b>Trespassing</b>	To enter or remain on a public school campus, school board facility, or at a school function without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion; to enter or remain on a public school campus, school board facility, or at a school district facility sponsored activity without authorization after being directed to leave by the chief administrator or designee of the facility, campus, or function.

**LEVEL 3**

<b>Behaviors</b>	<b>Administrative Responsibilities</b>	<b>Range of Discipline Actions</b>
<p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p> <p align="center"><b>LEVEL 3 INCIDENTS</b></p> <p>Fighting            Verbal Assault on an Student/Person            Verbal Assault on School Board Employee            Physical Aggression on a Student Person (non-School Board Employee)            Extortion/Blackmail/Coercion            Robbery            Physical Aggression on School Board Employee            Stealing &gt;300            Vandalism &gt;1000            Breaking and Entering/Burglary            Computer/Technology Misuse (Major)            Reckless Vehicle Use            Motor Vehicle Theft            Arson            Counterfeit or Misrepresented Document            Unauthorized use of Prescription</p>	<p>Investigate (M)            Witness Statements (M)            Notify School Police (M)            Referral to School Based Team (M)</p>	<p>Administrator <b>must</b> select at least one of the non-mandatory Level 3 Actions.</p> <p align="center"><b>Administrative Responsibilities</b></p> <p align="center"><b>LEVEL 3 ACTIONS</b></p> <p>Confiscation (where applicable)            Restorative Justice            Community Service            Loss of Extra Curricular Activities            In School Suspension            Days Held in Abeyance            Suspension from School 1-10 days            Recommended for Expulsion ****            Alcohol or Other Drug (AOD) Offenses            *** 1st Offense – 10 days OSS/5 in Abeyance with attendance at District approved Alcohol or Other Drugs program            *** Repeated Alcohol or Other Drugs offense – REQUIRED a 10 day out-of-school suspension and recommendation for expulsion.            Principals can request to convene a Discipline Screening Committee on any infraction that is unique in</p>

Medications*** Use of Intoxicants*** Alcohol *** Drug Paraphernalia *** Drugs/Imitation Drugs Represented as Drugs (possession/use/storage)*** Disruption of a School Trespassing False Fire Alarm/ 911 Call. Bomb Threat **** Inappropriate Lewd, or Obscene Act Sexual Misconduct Possession of a Knife or Other Potentially Dangerous Item		nature. M= Mandatory
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**LEVEL 4 Incidents and Definitions**

Discipline incidents that significantly interfere with the safety of others, and are of a threatening or harmful nature. These are the most serious offenses that can occur on school campuses and warrant police intervention and recommendations for expulsions from school. **CODE CRIMINAL**

**INCIDENTS**

**Aggravated Assault**

An assault with a deadly weapon without intent to kill; or with intent to commit a felony. "Assault" is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. (F.S. 784.011 and 784.021)

**Battery or Aggravated  
Battery on a Student/ Person  
(Non-School Board  
Employee)**

Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery. A battery is the actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual who is not fighting back. (F.S. 784.03 & 784.045).

**Armed Robbery**

The taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear with the use of a firearm or other deadly weapon (F.S. 812.13 (1) & (2) (a)).

**To Attempt a Criminal Act  
Against a Person**

Any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a Battery,

Robbery, Homicide, Kidnapping, or Sexual Battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense (F.S. 774.04).

**Battery or Aggravated Battery on a School District Employee**

A battery or aggravated battery, as defined above, on any person that the student knows, or has reason to know, is an elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business (F.S. 1006.13(4)).

**Homicide – Murder**

The unlawful killing of a human being (Florida Statute 782.04) and manslaughter - the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification (F.S. 782.07).

**Imminent Threat of Violence, High Level**

High level of threat is a threat that appears to pose an imminent and serious danger to the safety of others; the threat is direct, specific, and plausible; the threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the aggressor has acquired or practiced with a weapon or has had the victim under surveillance.

**Kidnapping or Abduction**

Forcibly, secretly, or by threat, confining, abducting, or imprisoning

**LEVEL 4**

<b>Behavior</b>	<b>Administrative Responsibilities</b>	<b>Discipline Consequences</b>
<p>These behaviors are the most serious acts of student misconduct and threaten life</p> <p><b>LEVEL 4 INCIDENTS</b></p> <p>Imminent Threat of Violence, High Level****</p> <p>Attempt a Criminal Act Against a Person****</p> <p>Possession of a Handgun****</p> <p>Possession, Use, Sale, Storage or Distribution of an Explosive Device****</p> <p>Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications****</p> <p>Battery or Aggravated Battery on a Student/Person (Non-School Board Employee)****</p>	<p>Investigate (M)</p> <p>Witness Statements (M)</p> <p>Notify Area Supt. (M)</p> <p>Notify Safe Schools (M)</p> <p>Notify School Police (M)</p>	<p>Principal or designee <b>must</b> use the following Level 4 Actions</p> <p><b>LEVEL 4 ACTIONS</b></p> <p>Parent/Guardian Contacted (M)</p> <p>Student Conference (M)</p> <p>Confiscation (if applicable) (M)</p> <p>Suspension from School 10 days (M)</p> <p>****Recommendation for Expulsion (M)</p> <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p><b>M= Mandatory</b></p>

Armed Robbery**** Battery or Aggravated Battery on School Board Employee**** Sexual Battery **** Homicide****		
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### Disciplinary Consequences Defined

<b>Apology Letter</b>	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through written declaration of remorse.
<b>Behavior Contract or Plan</b>	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
<b>Bus, Assigned Seat</b>	The temporary or permanent assignment to specified seat on the school bus.
<b>Bus, Probation</b>	An alternative to a Bus Suspension. A student placed on Bus Probation will, very likely, be suspended from the school bus if another bus violation occurs.
<b>Bus, Suspension</b>	Suspension of bus riding privileges for a specified period of time. (Consequences for violations of transportation policies, rules, or standards of conduct are not limited to the suspension of bus riding privileges. Other sanctions, up to and including out of school suspension and expulsion may be imposed when warranted).
<b>Check In – Check Out</b>	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
<b>Conference with Student/Warning</b>	Administrative conference with student and warning about stated incident.
<b>Confiscation</b>	The confiscating of an item(s) not permitted on school grounds. Depending on the item(s), the item(s) could be turned over to law enforcement, held until parent/guardian came to retrieve it, or returned to the student after a specified period of time.
<b>Conflict Resolution</b>	An umbrella term for a variety of activities that result in resolution of problems and normalized relationships.
<b>Daily / Weekly Report</b>	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
<b>Days Held in Abeyance</b>	Out of School suspension days issued, but not enforced if an alternative plan is completed. Examples include tobacco, alcohol, or drug education classes.
<b>Detention</b>	Additional time a student must stay at school after other students have gone for the day, or on Saturday.
<b>In-School Alternative to Suspension</b>	An alternative to an out-of-school suspension that prevents a student from attending all or some classes. During the period of an alternative to suspension, the student is assigned to a self-contained alternative classroom.
<b>Investigation: Bullying</b>	Allegations of bullying will be investigated; Founded incidents will generate other actions

<b>Investigation: Dating Violence</b>	Allegations of dating violence will be investigated; Founded incidents will generate other actions
<b>Loss of Privileges (During School Hours)</b>	The loss of a privilege(s) during school hours such as assemblies, and incentive activities. (NOTE: If the activity is academically oriented, the student MUST be given an alternative assignment with an opportunity to receive the same information and grade)
<b>Loss of Privileges (Outside of School Hours)</b>	The loss of privileges such as attending events not during school hours, removal from an athletic team or club, and/or exclusion from a specified activity.
<b>Mentoring</b>	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Every effort should be made to match students with someone who speaks the same language.
<b>Out-of-School Suspension for Days Held in Abeyance</b>	An out-of-school suspension code specifically designated to address additional suspension days due to non-compliance of an Alternative to Suspension program. This out-of-school suspension is a temporary removal of a student from school for a period of days equal to the days held in abeyance for the particular event. During the out of school suspension, the student is prohibited from attendance at school or any school-related functions. (NOTE: F.S. 1006.09(1) (b) establishes that no secondary or elementary school student may be suspended out of school for unexcused tardiest, lateness, absence, or truancy.)
<b>Out-of-School Suspension</b>	The temporary removal of a student from school for a period of 1 to 10 days. During the out-of-school suspension, the student is prohibited from attendance at school or any school-related functions. (NOTE: F.S. 1006.09(1) (b) establishes that no secondary or elementary school student may be suspended out of school for unexcused tardiness, lateness, absence, or truancy.)
<b>Parent/Guardian Attends Class with Child</b>	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
<b>Parent/Guardian Conference with Administrator/Teac her(s) at School</b>	Administrative conference with a parent/guardian of the student.
<b>Parent/Guardian Contact</b>	Contacting parent/guardian either by telephone, in person, or by some other means to inform them of the stated incident.
<b>Parent/Guardian Contact by a Language Facilitator</b>	Contact by a language facilitator to a parent/guardian.
<b>Plan Meeting</b>	Student recommended to the necessary department/group for staffing and development of a course of action (interventions) for the student.
<b>Referral for Mediation</b>	Referral to Mediation (Peer or Adult) for stated incident.

<b>Referral to School Based Team</b>	The referral to the school's School Based Team for possible interventions.
<b>Referred to School Guidance Counselor</b>	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident
<b>Referral to Outside Agency</b>	Parent is provided information regarding Agencies that are appropriate for the students identified areas of concern
<b>Reflective Assignment</b>	Help student realize why his/her misbehavior was wrong by asking him/her to compose a reflective essay
<b>Restitution</b>	Repayment for damages or loss.
<b>Restorative Justice</b>	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
<b>Ripple Effects</b>	A media program that is structured towards the area of behavioral concern, allowing students to work at their own pace.
<b>Schedule Change (change of regular classes)</b>	A permanent change in the student's regular class schedule.
<b>Silent Lunch / Lunch Detention</b>	A separate facility and/or seating arrangement for the student during a regularly scheduled may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
<b>Stay Away Agreement</b>	A formal agreement regulating the movements of the victim and offender in incidents of bullying and/or dating violence.
<b>Student Misconduct, Alternative to Suspension Program</b>	A program designed to educate the student about anger management and to deter future student misconduct. Generally, this is used as an alternative to an out-of-school suspension and to reduce the number of days of a student suspension.
<b>Tobacco / Alcohol / Drug Alternative</b>	A program designed to educate the student about tobacco, alcohol, and/or drugs and to deter future use. Generally, this is used as an alternative to an out-of-school suspension and/or to shorten the length of the suspension.
<b>Voluntary Restitution / Self-Designed Action(s)</b>	Student designs and implements a plan to correct errors made, apologizes, and/or replace/repair property.
<b>Victim Safety Plan</b>	A formal agreement specifying the actions students and school officials will take to protect the victims of bullying and/or dating violence.

**Authorization for Suspension (F.S. § 1006.09(1) (b))**

Suspension of a student from school for committing any of the infractions warranting suspension under the Palm Beach County *Code of Student Conduct* shall be employed only if the offense is related to school activity or school attendance.

These offenses may occur at any time, including, but not limited to, while on school grounds; while utilizing school transportation; or during a school-sponsored activity. Bus suspensions can also be warranted for infractions that occur on school transportation vehicles. ONLY Suspensions for Level 3 and Level 4 offenses may carry from one school year to the next.

Whenever a student has been suspended during a school year for **fifteen (15)** cumulative school days, the appropriate Area Superintendents Office shall be notified and the student referred to the School Based Team for necessary discussion and possible interventions.

Informal suspension (i.e., a parent is told to keep a child at home under the supervision of the parent, or a student is sent home without benefit of a conference and of official documentation) is a violation of Florida's compulsory attendance laws, the Individual's with Disabilities Education Act (IDEA), and District policy. It is prohibited.

### **Appeal Process for Suspension from School or Transportation**

The principal is to advise parents or guardians, in their native language, of the appeal procedures for an out-of-school suspension. The appeal must first be made to the school principal. A decision by the school principal must be made within 24 hours of receipt of the appeal. If the parents do not agree with the principal's decision they may appeal to the Area Superintendent or designee. The conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's records.

*The parents shall be notified of the appeal decision.*

### **Provision for Academic Make-Up Work while on OSS/ISS**

Students are permitted to make up, for full credit, any academic work missed during the current school year while on an out-of school suspension. Missed class assignments, homework, quizzes, tests, and exams shall be made up in a timely manner for the student to receive full credit. However, the absences will be coded as a suspension. Students who are assigned in-school suspension are expected to be in school, teachers must provide any and all classwork that students must complete. Work must be turned in daily in order to receive full credit. These absences will be coded as in-school suspension.

**\*\*Note:** It is the student's responsibility to make specific arrangements with each teacher for completing make-up work. At a minimum, the student shall have the number of days while suspended to complete and hand in make-up work for credit. A zero will be assigned for any work not made up in a timely manner

### **Discipline for Students eligible for services under the Individuals with Disabilities Education Act ("IDEA")**

#### **1. Statutes and Rules**

- a. The discipline of all students with disabilities ("ESE") is governed by federal statutes and regulations under the Individuals with Disabilities Education Act ("IDEA") as well as Florida Statutes and State Board of Education Rules.
- b. If the district knows, or should know that a student may be eligible for special education and related services, but has not yet determined such eligibility, that student may assert all or any of the protections stated within this policy.

#### **2. Suspension**

- a. Suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, for a period not to exceed ten (10) cumulative



school days per year. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply towards the 10 day limit.

b. A principal/designee may remove a student eligible for services under the IDEA for up to **ten (10) cumulative school days per calendar year** for disciplinary infraction(s).

c. Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.

d. Educational services may be provided during the ten (10) days, but are not required.

e. If an ESE student is arrested on campus **and** suspended those days count towards the cumulative ten (10) days allowed each year school year.

f. The IEP team must meet no later than the tenth (10th) day of the cumulative suspension to:

i. Determine if the student's behavior is a manifestation of the student's disability.

ii. Initiate a FBA or review the student's current FBA and behavior intervention plan.

iii. If the behavior is a manifestation of the disability, review the student's IEP.

g. The Manifestation Determination Review (MDR) must be conducted at the IEP meeting.

i. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observations, and any relevant information provided by the parents.

ii. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.

h. The student's custodial parent/guardian must be invited to participate as a member of this IEP Team and the principal/designee must take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls. The custodial parent/guardian must be provided with a copy of procedural safeguards.

i. A school cannot make a parent conference mandatory prior to the ESE student being returned to campus after suspension. A conference may be suggested, but the student maintains the right of access to education under the IDEA after ten (10) cumulative days per school year, even if the parent does not attend the conference.

j. If the student's behavior is a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the IEP, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and *return the student to the placement from which he or she was removed*. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

k. If the IEP Team determines that the student's behavior is not a manifestation, then the student may be suspended from school in the same manner students not eligible for services under the IDEA. Nevertheless, such student shall continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

3. **Bus Suspension.** Suspension of ESE students from the bus must be counted as part of the cumulative ten (10) days if transportation is needed for the student to access FAPE and an alternative means of arriving to school is not available.

#### 4. **In-School Suspension**

a. In-school suspension is the temporary removal of a student from the student's regular school program and placement in an alternative program, such as that provided Florida Statute, under supervision of district personnel, not to exceed ten (10) school days.

b. A student's IEP must continue to be delivered while assigned to in-school suspension.

c. Repeated removals of a student from the regular/ESE classroom to an in-school suspension are prohibited.

#### 5. **Expulsion**

a. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, for a period not to exceed the remainder of the term or school year and one additional year of attendance.

b. Expulsion cannot be considered for students eligible for services under the IDEA because it would constitute a cessation of educational services for that period of time.

#### 6. **Exclusion**

a. An ESE exclusion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, and for a period not to exceed the remainder of the term or school year and one additional year of attendance, provided however, that appropriate educational services developed through an Individual Education Plan ("IEP") will continue to be provided through some alternative means.

b. The educational services must enable the child to continue to participate in the general education curriculum, although in another setting, and to make reasonable progress toward meeting the goals set out in the child's IEP, and include, as appropriate, a functional behavioral assessment, behavioral intervention services modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.

7. **A Manifestation Determination Review (MDR).** MDR is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.

#### 8. **Disciplinary Action for Drugs and Weapons**

A student with a disability may be placed in an Interim Alternative Educational Setting ("IAES for up to forty five (45) calendar days without parental consent for:

Possession of dangerous weapons in school or at school functions; or  
Possession, use, sale or solicitation of a controlled substance while at school or at a school  
Function; or  
Causing serious bodily injury

A dangerous weapon is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than two and one-half inches (2-½") in length.

Serious Bodily Injury is defined as bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

**9. Interim Alternative Educational Setting ("IAES")** Placement is a very restrictive placement which is permitted if the circumstances set for in paragraph 5(a) above exist:

- a. Placement in an IAES may occur pursuant to paragraph 5(a) above whether the behavior is or is not a manifestation of the student's disability.
- b. Under the circumstances set forth in paragraph 5(a) above, placement in an IAES may occur at the request of the principal.
- c. An IEP meeting must be scheduled within the first ten (10) days of placement. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.
- d. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
- e. The custodial parent/guardian must be provided a copy of their procedural safeguards.
- f. A MDR must be conducted at the IEP meeting.
- g. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observations, and any relevant information provided by the parents.
- h. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.
- i. A Functional Behavioral Assessment ("FBA") must be initiated within ten (10) days of placement. Staff from both the student's current and previous schools will participate in the FBA.
- j. A Behavior Intervention Plan ("BIP") must be developed immediately upon completion of the FBA.
- k. Educational services to be determined within ten (10) days of placement must:
  - i. Enable student to appropriately progress in the general curriculum;
  - ii. Enable the student to appropriately advance towards IEP goals; and

iii. Include, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior that gave rise to the violation so that it does not recur.

**Discipline for Students eligible for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Americans with Disabilities Act (“ADA”)**

1. This Policy for discipline of students eligible for services under Section 504 is designed to comply with State Board of Education Rule 6A-6.0331(8), the Section 504 Regulations at 34 C.F.R. Part 104, and 29 U.S.C. § 794 (“Section 504”). The phrase “eligible for services under Section 504” refers to students with active Section 504 accommodation plans and students with disabilities who require Section 504 plans. *However, for purposes of this policy, if the student’s sole impairment is drug or alcohol dependence, the student is not eligible for protection under Section 504 or the ADA if the student is currently a user of illegal drugs or alcohol. Such students may be disciplined in the same manner as other students for use or possession of illegal drugs or alcohol under Policies 5.1812 or 5.1813 [and Policy 5.1815] and will receive the same due process and substance-abuse assistance as other students under those Policies.*

2. **Definitions.** The words suspension and expulsion of students eligible for services under Section 504 shall have the following meanings through this policy:

a. **Suspension.** Pursuant to Fla. Stat. § 1003.01(5) (a) [and Policy 5.1815], suspension, also referred to as out-of-school suspension, is defined as the temporary removal of a student from all classes of instruction on public school grounds, except as authorized by the principal/designee, for a period up to ten (10) cumulative school days and remanding of the student to the custody of the student’s custodial parent with specific homework assignments for the student to complete. *Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply toward the 10 day limit.*

b. **Expulsion.** As defined in Fla. Stat. § 1003.01(6), and Policy 5.1817, expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services (subject to Section (4) (f) below) and shall be reported accordingly.

c. **Re-evaluation.** Students with active Section 504 accommodation plans who are recommended for suspension in excess of ten (10) days, or expulsion, must have a re-evaluation prior to a significant change in placement, as required by 34 C.F.R. § 104.35(d). Students with disabilities, suspected of being eligible for services under Section 504, who are recommended for suspension in excess of ten (10) days, or expulsion, must be evaluated prior to a significant change in placement, as required by 34 C.F.R. § 104.35(b).

3. **Suspension of Students under Section 504/ADA.** Unless otherwise indicated by their accommodation plans, students eligible for services under Section 504 are expected to follow the rules of the student conduct code. Students who are eligible for services under Section 504/ADA may be suspended for infractions as defined for all students pursuant to Policies 5.1812 or 5.1813 [and Policy 5.1815], with the following limitations:

a. **Suspension for Ten (10) Cumulative Days or Less.** Unless otherwise indicated by their accommodation plans, student suspension procedures [in Policy 5.1815] will be followed for

students who are eligible for services under Section 504/ADA and recommended for suspension for ten (10) cumulative days or less.

**b. Any Suspension beyond Ten (10) Cumulative Days.** No student who is eligible for services under Section 504/ADA shall be suspended beyond ten (10) cumulative days per school year, except through the following procedure. It is the responsibility of the principal/designee to monitor all serial/cumulative suspensions. **NOTE:** If a student has been referred for ESE evaluation prior to or during the Section 504 manifestation determination, the student is then protected under the IDEA for discipline provisions. Therefore, the manifestation team must treat the student as an ESE student. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a student who is or may be eligible for services under Section 504/ADA violates the student conduct code and will be considered for suspension for more than ten (10) cumulative days per school year.

i. Within twenty-four (24) hours of the recommendation for the extended suspension, the principal/designee shall provide written notice to the custodial parent/guardian and the student of the proposed suspension, alleged misconduct, and time and date of the scheduled 504 Multi-Disciplinary Team meeting. Notification of purpose, participants and location of the meeting will be included. The custodial parent/guardian shall also be notified that the 504/Multi-Disciplinary Team will also serve as a 504 plan team and may change the student's Section 504 plan. The custodial parent/guardian shall be given a copy of the Section 504/ADA Procedural Safeguards.

ii. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.

iii. *Conducting a meeting without a parent in attendance.* A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.

iv. The notice and copy of Section 504/ADA Procedural Safeguards shall be delivered by registered or certified mail (return receipt requested) or personally delivered by the principal/ designee at least twenty-four (24) hours prior to the meeting. A signed receipt of delivery must be obtained.

v. Before the student can be removed from the campus for the suspension recommendation, the principal/designee will arrange a 504 Multi-Disciplinary Team review of the incident that was the basis for the recommendation for suspension.

vi. Members of the Committee must include the following personnel:

1. A school psychologist as the person knowledgeable of the evaluation procedures pursuant to the disability.
2. If the disability of record is a medical disability, the school nurse should be present to consult with the psychologist.
3. A teacher, counselor, or appropriate person knowledgeable of the student.
4. An administrator (not the recommending administrator) as the person who is knowledgeable of the suspension/expulsion process.

vii. The 504/Multi-Disciplinary Team will review the case and determine whether the student's conduct was or was not a manifestation<sup>1</sup> of the disability for which the student has a Section 504 plan. A Manifestation Determination Review (MDR) is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a

disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.

viii. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take student's accommodation plan, any teacher observations, past disciplinary referrals/infractions and any relevant information provided by the parents.

ix. The team shall then determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) if the conduct in question was the direct result of failure to implement the Section 504 Accommodation Plan. A consensus of the members of the team shall make this determination and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.

x. "PBSD 2209 the Manifestation of Disability Determination Process for Students with Section 504 Plans"

xi. If the 504/Multi-Disciplinary Team determines that the student's behavior is not a manifestation, then the student may be suspended from school in the same manner students not eligible for services under Section 504. Nevertheless, such student shall continue to receive education services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's Section 504 accommodation plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

xii. If it is determined that the student's behavior is a manifestation of the student's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the student to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

#### **4. Expulsion of Students under Section 504/ADA**

a. Students eligible for services under Section 504/ADA may be recommended for expulsion as defined for all students.

b. The principal/designee shall notify the 504/Multi-Disciplinary Team immediately when a student with a Section 504 plan is being recommended for expulsion.

c. In addition to procedures under Policy 5.1817, within twenty-four (24) hours of the recommendation for expulsion, the principal/designee shall provide written notice to the

1 Manifestation of the Disability: A manifestation of the disability is the exhibition of behaviors which are considered to be a component of the individual student's disability. *Code*

#### **GLOSSARY of Acronyms**

ATOD = Alcohol, Tobacco and Other Drugs

AOD = Alcohol or other Drugs

ESE = Exceptional Student Education

ELL = English Language Learners  
EP= Education Plan  
IEP = Individual Education Plan  
LEP = Limited English Proficiency  
MDR = Manifestation Determination Review  
PBC = Palm Beach County  
SwPBS = School-wide Positive Behavior Support

**Evaluation Criteria: School Climate and Discipline**

Reviewers will look for:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal, including the school's code of conduct.

## II. ORGANIZATIONAL PLAN

### Section 9: Governance

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

**A.** The School will be organized and operate as a private non-profit organization. The Legal Structure of Palm Beach Collegiate Corporation is a Florida registered not for profit Corporation. It is certified by the Internal Revenue Service (IRS) as a Non Profit Tax Exempt Corporation under Section 501 (c), (3) of the Tax Code for the sole purpose of organizing and operating a Florida charter school. It has applied for and received an Employee Identification Number which is 36-4687930. The Palm Beach Collegiate Corporation also applied for and received the Certificate of Incorporation # N11000009572 from the State of Florida (see next page).

#### **The Governing Board has not yet formed**

When the Charter is granted by the Sponsor, the Incorporators will call an organizational meeting of all the incorporators. This will be done within two weeks of receiving notification from the sponsor. The incorporators will have at least three days notice, to elect the first Board of Directors (hereafter called the Board). The Board will be selected from the pool of applicants consisting of Educators, Business People, interested parents and community members. (FS 617.0205)

The initial Bylaws of the Corporation will be adopted by its initial Board. The power to alter, amend, or repeal the Bylaws or adopt new Bylaws shall be vested in the Board according to FS 617.0206

The Board will consist of five Directors who will be elected or appointed to serve for a term or terms as provided in the Bylaws to be adopted by the initial Board (FS 617.0803)

The terms of the Directors will be staggered. This will be provided for in the Bylaws to be adopted by the initial Board. All Directors, elected or appointed will serve their full term and until his or her successor has been elected or appointed and qualified or until his or her early resignation, removal from office of death as provided in FS Statutes (FS 617.0806)

The purpose of Palm Beach Collegiate Corporation is to organize and operate a charter school for educational purposes (FS.617.0301)

The Mission of Palm Beach Collegiate Corporation is to provide a rigorous and challenging High School Diploma to high school students. This will be combined with a FLDOE Career Technical Education Program of their choice from Science, Technology, Engineering and Math, namely Agriculture, Food and Natural Resources. This will be provided by highly qualified instructors in a safe learning environment conducive to meeting the challenges of high expectations while preparing students for college admissions and the workforce.

Palm Beach Collegiate Corporation will be a non-profit corporation. All funds obtained by this corporation will be used to operate the corporation in achieving its goals and fulfilling its



mission. All funds left after basic operational costs will be used to further enhance the mission of the corporation.

Here is a certified copy of proof of the Articles of Incorporation.

## *Certified Copy*

I certify the attached is a true and correct copy of the Articles of Incorporation of PALM BEACH COLLEGIATE CORPORATION, a Florida corporation, filed electronically on October 10, 2011 effective January 01, 2012, as shown by the records of this office.

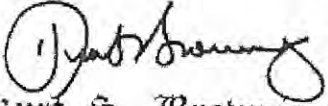
I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N11000009572.

Authentication Code: 111012084419-400213071744#1

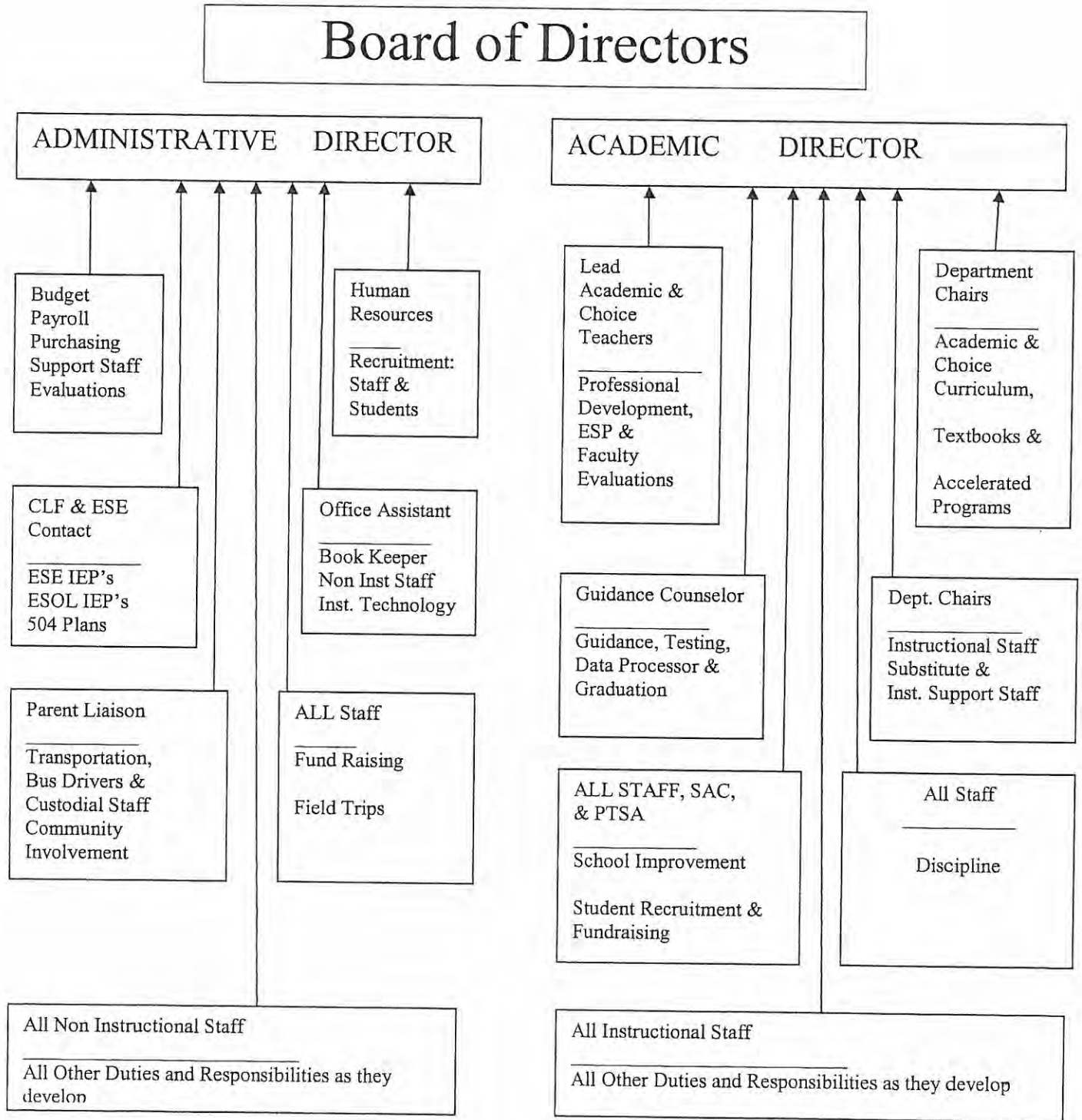
Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the  
Twelfth day of October, 2011



  
Kurt S. Browning  
Secretary of State

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

**B. ORGANIZATIONAL CHART**



### Narrative Description of Organizational Chart

The Organizational Chart, shown above demonstrates the proposed reporting structure to the Governing Board. The chart consists of two major areas and the director of each area reports directly to the Board. Both Directors will report directly to the board during the same scheduled Board Meetings.

Instructional and instructional support staff will report to the Academic Director, while non instructional staff will report to the Administrative Director.

#### Academic Director:

The lead academic and choice teachers will develop and coordinate all Professional Staff Development (PD) and the Educator Support Program (ESP). The Academic Director will approve these programs and do the Educator Support Training, while the lead teachers will do the Professional Development Training. The Department chairs will be responsible for monitoring the Academic and Choice Curriculum, the Accelerated Programs and Textbooks. The department chairs will also work with the instructional staff, substitute teacher and instructional support staff. The Guidance Counselor will be in-charge of the guidance department, including the Data Processor, Testing and Graduation and will report to the Academic Director. All staff under the direction of the Academic Director will work with the School Advisory Committee (SAC) and the Parent, Teacher, Student Association (PTSA) to develop the School Improvement Plan (SIP) and also to work on student recruitment and fund raising. All staff will work on discipline issues at the classroom level and report to the Academic Director to impose consequences for infractions. All Instructional staff will be assigned lunch duty, hall duty and other responsibilities as needed.

The Academic Director will report to the Board of Directors with all academic matters under his control and on the progress the school is making towards achieving its goals.

#### Administrative Director:

The Administrative Director is responsible for all financial affairs such as Budget, Payroll and Purchasing. This Director is also responsible for Human Resources. The Community Language Facilitator (CLF) and the Exceptional Student Education (ESE) contact will be responsible for working with staff to develop ESE Individual Education Plans (IEP), ESOL IEPs and 504 Plans for students that need them. The Parent Liaison will be responsible for Transportation, Bus Drivers, and the Custodial staff. This staff member will report to the Administrative Director.

The Administrative Director will report to the Board of Directors with all non academic issues and the progress of the school towards achieving its goals.

Both Directors will report simultaneously to the Board during regularly scheduled meetings.

### Relationship of the Board to the School's Leader and Administration

Palm Beach Collegiate will be governed by a Board of Directors whose ultimate responsibility is to uphold the mission of Palm Beach Collegiate by providing for the well-being of the school in the present as well as the future. The Board will protect the public interest and uphold the public trust by applying the highest standards of service in governing the school according to its Charter, by-laws, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish

policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and physical plant. The Board must also identify, select, work with, support and evaluate both Directors of the School, who will be qualified professional educational leaders with both Teaching Certification and School Administration Certification. The Administrative Director must have a teaching certificate with School Administration or Educational Leadership and preferably Reading Certification or Endorsement. The Academic Director selected must have a Teaching Certificate with School Administration and Supervision or Educational Leadership and be certified at the High School level. The Academic Director should also have Principal Certification on his/her Certificate. In order to successfully undertake all these responsibilities, the Board must organize, manage, and assess itself in an efficient, business-like manner. A parent and a staff member will participate directly in the governance of the school through the seats reserved for them on the Board of Directors.

The relationship between the Board of Directors and the School Leadership is to work as a team with the common purpose of fulfilling the mission of the school in achieving its goals. This relationship will be strictly professional in nature. The Board has specific duties and responsibilities that are clearly outlined in this section. The School Directors also have their duties and responsibilities. All communications between the Board and the School Directors will be professional and ethical in nature.

- C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:
- Adoption of annual budget
  - Continuing oversight over charter school operations

**C. In fulfilling its responsibilities and obligations the Governing Board will exercise:**

**Duty of Care:** All Board Members have the duty to exercise reasonable care when he or she makes a decision for the organization. Reasonable care is what an "ordinarily prudent" person in a similar situation would do.

**Duty of Loyalty:** All Board Members must never use information gained through his/her position for personal gain; and must always act in the best interests of the organization.

**Duty of Obedience:** All Board Members must be faithful to the organization's mission. Board Members cannot act in a way that is inconsistent with the organization's goals. All Board Members are trusted by the public to manage donated funds to fulfill the organization's mission and must act in a manner that will gain and maintain this trust.

**Description of Responsibilities and Obligations of the Governing Board**

1. **Manage resources effectively**
  - Approve the annual budget
  - Monitor budget implementation through periodic financial reports
  - Approve accounting and personnel policies

- Provide for an independent annual audit by a qualified CPA
  - Ensure the full Board has the proper training to be effective stewards of public funding
  - Ensure adequate insurance is in force to cover students, staff, visitors, the Board and the assets of the school
2. **Determine the mission and purpose of Palm Beach Collegiate Corporation and keep it clearly in focus**
- Create and periodically review the mission statement which:
    - Serves as a guide to organizational planning, board and staff decision making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
    - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its initial purposes
  - Understand and support the mission statement
3. **Select the School Leader**
- Reach consensus on the school leader's job description
  - Undertake a careful search process to find the most qualified individual
  - Oversee and approve contract negotiations and renewal
4. **Support and review the performance of the School Leader**
- Provide frequent and Constructive feedback
  - Assist when Board Members overstep prerogatives or misunderstand their roles
  - Compliment for exceptional accomplishments
  - Provide for an annual written performance review with a process agreed upon with the school leader, well in advance
5. **Ensure effective organizational planning**
- Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan
6. **Ensure adequate resources**
- Approve fundraising targets and goals
  - Assist in carrying out the school development plan
7. **Manage resources effectively**
- Approve the annual budget
  - Monitor budget implementation through periodic financial reports
  - Approve accounting and personnel policies
  - Provide for an independent annual audit by a qualified CPA
  - Ensure the full Board has the proper training to be effective stewards of public funding
  - Ensure adequate insurance is in force to cover students, staff, visitors, the Board and the assets of the school
8. **Determine, monitor and strengthen the programs and services**
- Assure programs and services are consistent with the mission of the charter

- Approve measurable organizational outcomes
- Approve annual attainable Board and Management goals
- Monitor progress in achieving the outcomes and goals
- Assess the quality of the program and services

**9. Enhance Palm Beach Collegiate Corporation public standing**

- Serve as ambassadors, advocates, and community representatives of the school
- Ensure that no Board member represents him/herself as speaking on behalf of the Board unless specifically authorized to do so
- Provide a written annual report and public presentation that details Palm Beach Collegiate mission, programs, financial condition, and progress made towards charter promises
- Approve goals of an annual public relations program

**10. Ensure legal and ethical integrity and maintain accountability**

- Establish policies to guide the School Board's members and staff
- Develop and maintain adequate personnel policies and procedures (including grievance mechanisms)
- Adhere to the provisions of the school's bylaws and Articles of Incorporation
- Adhere to local, State and Federal laws and regulations that apply to the school
- Ensure compliance with all federal, State and local government regulations

**11. Recruit and orient new board members and assess board performance**

- Define Board Membership needs in terms of skill, experience and diversity
- Cultivate, check the credentials of and recruit prospective nominees
- Provide for new board member orientation
- Conduct an annual evaluation of the full board and individual trustees

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

*Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

**Policies and Procedures by which the Governing Board will operate –**

In its operation, the Governing Board will oversee all aspects of the school operations. The Board will be fully responsible for the governance of the school and be accountable for the school. They will be responsible for assuring the school's compliance with Florida Statutes pertaining to Charter Schools, as well as any policies of the Sponsor, including the terms of the Charter Contract between the sponsor and the school.

In accordance with **FS 617.0801 Duties of board of directors.**—All corporate powers will be exercised by or under the authority of, and the affairs of the corporation managed under the direction of, its board of directors, subject to any limitation set forth in the articles of incorporation.

### **Board Powers and Duties:**

In accordance with **FS 617.0841 Duties of officers,** each officer will have the authority and shall perform the duties set forth in the bylaws or, to the extent consistent with the bylaws, the duties prescribed by the board of directors or by direction of any officer authorized by the bylaws or the board of directors to prescribe the duties of other officers.

Therefore the Board of Directors of this Collegiate will have the following powers and perform the following duties, in addition to the bylaws to be developed by the Board of Directors:

- The Chairman of the Board will lead the Board in its Governance duties.
- The Board will be responsible for governing and overseeing the operations of the organization.
- The Board with the School Leader and the Leadership team will set the Mission and strategic direction of the school.
- All Board members must be familiar with the Vision, Mission and Goals of the school.
- The Board will use results of the Mission and direction to guide the decision making process.
- Every Board Member must have a clear job description.
- All Board members will be required to attend mandatory non-profit organizations governance training.
- The Board will establish duties and responsibilities guidelines for all members.
- There will be clear policies on compensation, fiscal, and governance to guide and protect the Board and the Corporation.
- The Board will increase its efficiency and effectiveness by developing committees to look into different aspects of the school's operation.
- The Board will determine its membership size based on the needs of the school.
- The Board will have a variety of skills, backgrounds and perspectives to make informed decisions with all facets of the school operations including budgeting and financial management.
- The board will involve family foundations and honor their donations, professional expertise and diversity.
- The Board will be loyal to the organization's interest and not favor their personal interest over the organization's interest.
- The Board will use a clear and concise description of the leader's responsibilities and set specific goals for the leader to achieve.
- The board will act as the supervisor of the School Leader and in that capacity would evaluate the leader's performance annually on achieving the established goals.
- Board members will be able to, and do self-assessment to determine how well they understand their duties and responsibilities.
- All Board members performance will be evaluated on a timely basis to determine competence for membership, before membership is renewed.

- As the purpose of this school grows in size, complexity and sophistication, articles of incorporation, by-laws, rules and guidelines should be reviewed and updated to meet the changing needs of the organization and the Board.
- The Board will serve as the guardian of this school's mission and should review this mission periodically.
- The Board will do periodic evaluations of the school and itself to make sure there is no oversight and the mission of the school is being advanced.

## **Board Member Selection and Removal Procedures**

**Palm Beach Collegiate** will follow FS 617 as listed here for the following:

### **In accordance with FS 617.0803 Number of directors.—**

- (1) Palm Beach Collegiate Board of Directors will consist of three or more individuals, with the number specified in or fixed in accordance with the articles of incorporation or the bylaws. It will be an odd number of Directors.
- (2) The number of directors may be increased or decreased from time to time by amendment to, or in the manner provided in, the articles of incorporation or the bylaws, but the corporation will never have fewer than three directors.
- (3) Directors will be elected or appointed in the manner and for the terms provided in the articles of incorporation or the bylaws.

Palm Beach Collegiate Corporation's initial Board of Directors will follow this Statute when developing its Bylaws.

### **In accordance with FS 617.0807 Resignation of directors.—**

- (1) A director may resign at any time by delivering written notice to the Board of Directors or its Chair or to the Collegiate.
- (2) Any resignation will be effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date.

### **In accordance with FS 617.0808 Removal of directors.—**

A director may be removed from office pursuant to procedures provided in the articles of incorporation or the bylaws, which shall provide the following, and if they do not do so, shall be deemed to include the following:

- (1) Any member of the board of directors may be removed from office with or without cause by the vote or agreement in writing by a majority of all votes of the membership.
- (2) The notice of a meeting of the members to recall a member or members of the board of directors shall state the specific directors sought to be removed.



- (3) A proposed removal of a director at a meeting shall require a separate vote for each board member sought to be removed. Where removal is sought by written agreement, a separate agreement is required for each board member to be removed.
- (4) If removal is effected at a meeting, any vacancies created thereby shall be filled by the members at the same meeting.
- (5) Any director who is removed from the board shall not be eligible to stand for reelection until the next annual meeting of the members.
- (6) Any director removed from office shall turn over to the board of directors within 72 hours any and all records of the corporation in his or her possession.
- (7) If a director who is removed shall not relinquish his or her office or turn over records as required under this section, the circuit court in the county where the corporation's principal office is located may summarily order the director to relinquish his or her office and turn over corporate records upon application of any member.

**In accordance with FS 617.0606 Resignation of members.—**

- (1) Except as may be provided in the articles of incorporation or bylaws of this corporation, a member of a mutual benefit corporation may not transfer a membership or any right arising from membership.
- (2) The resignation of a member does not relieve the member from any obligations that the member may have to this corporation as a result of obligations incurred or commitments made before resignation.

**In accordance with FS 617.0607 Termination, expulsion, and suspension.—**

- (1) A member of this corporation may not be expelled or suspended, and a membership in the corporation may not be terminated or suspended, except pursuant to a procedure that is fair and reasonable and is carried out in good faith.
- (2) Any written notice given by mail will be delivered by certified mail or first-class mail to the last address of the member shown on the records of this corporation.
- (3) Any proceeding challenging an expulsion, suspension, or termination, including a proceeding in which the defective notice is alleged, must be commenced within 1 year after the effective date of the expulsion, suspension, or termination.
- (4) A member who has been expelled or suspended may be liable to the corporation for dues, assessments, or fees as a result of obligations incurred or commitments made before expulsion or suspension.

**In accordance with FS 617.0842 Resignation and removal of officers.—**

- (1) An officer may resign at any time by delivering notice to this corporation. A resignation is effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the corporation accepts the future effective date, its Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date of the pending vacancy.
- (2) The Board of Directors may remove any officer at any time with or without cause. Any officer or assistant officer, if appointed by another officer, may likewise be removed by such officer.

If a Board vacancy should arise as a result of a resignation or removal of an officer, that vacancy will be filled in accordance with the provisions of FS 617.0809 as stated below.

**In accordance with FS 617.0809 Board vacancy.—**

- (1) Except as provided in s. 617.0808(1)(f)\*, any vacancy occurring on the Board of Directors may be filled by the affirmative vote of the majority of the remaining directors, even though the remaining directors constitute less than a quorum, or by the sole remaining director or, if the vacancy is not so filled or if no director remains, by the members or, on the application of any person, by the circuit court of the county where the registered office of the corporation is located.
- (2) Whenever a vacancy occurs with respect to a director elected by a class, chapter, unit, or group, the vacancy may be filled only by members of that class, chapter, unit, or group, or by a majority of the directors then in office elected by such class, chapter, unit, or group.
- (3) The term of a director elected or appointed to fill a vacancy expires at the next annual meeting at which directors are elected. Any directorship to be filled by reason of an increase in the number of directors may be filled by the board of directors, but only for a term of office continuing until the next election of directors by the members or, if the corporation has no members or no members having the right to vote thereon, for such term of office as is provided in the articles of incorporation or the bylaws.
- (4) A vacancy that will occur at a specific later date, by reason of a resignation effective at a later date under s. 617.0807 or otherwise, may be filled before the vacancy occurs. However, the new director may not take office until the vacancy occurs.

\*[617.0808(1)(f) Any director who is removed from the board is not eligible to stand for reelection until the next annual meeting at which directors are elected.]

**In accordance with FS 617.0824 Quorum and Voting—**

- (1) Unless the articles of incorporation or the bylaws require a different number, a quorum of the Board of Directors will consist of a majority of the number of directors prescribed by the articles of incorporation or the bylaws. Directors younger than 18 years of age may not be counted toward a quorum.
- (2) The articles of incorporation may authorize a quorum of a board of directors to consist of less than a majority but no fewer than one-third of the prescribed number of directors determined under the articles of incorporation or the bylaws.
- (3) If a quorum is present when a vote is taken, the affirmative vote of a majority of Directors present is the act of the Board of Directors unless the articles of incorporation or the bylaws require the vote of a greater number of Directors.
- (4) A director of this corporation who is present at a meeting of the Board of Directors or a committee of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:
  - (a) The Director objects, at the beginning of the meeting or promptly upon his or her arrival, to holding the meeting or transacting specified affairs at the meeting; or
  - (b) The director votes against or abstains from the action taken.

**Board Members Term Limits**

**In accordance with FS 617.0806 Staggered terms for directors.—**

The articles of incorporation or bylaws will provide that directors be divided into classes. Each director shall hold office for the term to which he or she is elected or appointed and until his or her successor has been elected or appointed and qualified or until his or her earlier resignation, removal from office, or death.

Palm Beach Collegiate Corporation's initial Board of Directors will follow this Statute when developing its Bylaws to prevent the possibility of all Directors changing office at the same time. During the development of the Bylaws, the initial Board of Directors will decide which Director's position will be for a four year period and which ones will be for a two year period.

### **Board Members Code of Ethics**

**Palm Beach Collegiate Corporation** Board of Directors will abide by the following Florida Statute on Code of Ethics: (1) Chapter 6B-1.001 & Chapter 6B-1.006

CHAPTER 6B-1.001

CODE OF ETHICS

PS-147

Rules of the Department of Education

Educational Standards Commission

#### **Chapter 6B-1.001 Code of Ethics of the Education Profession in Florida**

Chapter 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

Chapter 6B-1.001 Code of Ethics of the Education Profession in Florida

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

#### **Chapter 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.**

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by

Law

(3) Obligation to the student requires that the individual:

(a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

(b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

(c) Shall not unreasonably deny a student access to diverse points of view.

(d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

(e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

(f) Shall not intentionally violate or deny a student's legal rights.

(g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or

social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

(h) Shall not exploit a relationship with a student for personal gain or advantage.

(i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages. CHAPTER 6B-1

## CODE OF ETHICS

(5) Obligation to the profession of education requires that the individual:

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

(g) Shall not misrepresent one's own professional qualifications.

(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

(k) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

(l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

(m) Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction,

finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty.

(n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.

(o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.

(p) Shall comply with the conditions of an order of the Education Practices Commission.

(q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

I have read the "Code of Ethics of the Education Profession in Florida" and recognize my rights as a member of the education profession in Florida and accept the obligation and responsibility placed upon me.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Board Members Conflict of Interest**

**Palm Beach Collegiate** will follow the guidelines of Florida Statutes related to Directors conflict of interest as stated here.

#### **In accordance with FS 617.0832 Director conflicts of interest.—**

(1) No contract or other transaction between a corporation and one or more of its directors or any other corporation, firm, association, or entity in which one or more of its directors are directors or officers or are financially interested shall be either void or voidable because of such relationship or interest, because such director or directors are present at the meeting of the board of directors or a committee thereof which authorizes, approves, or ratifies such contract or transaction, or because his or her or their votes are counted for such purpose, if:

(a) The fact of such relationship or interest is disclosed or known to the board of directors or committee which authorizes, approves, or ratifies the contract or transaction by a vote or consent sufficient for the purpose without counting the votes or consents of such interested directors;

(b) The fact of such relationship or interest is disclosed or known to the members entitled to vote on such contract or transaction, if any, and they authorize, approve, or ratify it by vote or written consent; or

(c) The contract or transaction is fair and reasonable as to the corporation at the time it is authorized by the board, a committee, or the members.

(2) For purposes of paragraph (1)(a) only, a conflict-of-interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the board of directors, or on the committee, who have no relationship or interest in the transaction described in subsection (1), but a transaction may not be authorized, approved, or ratified under this section by a single director. If a majority of the directors who have no relationship or interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a director having a relationship or interest in the transaction does not affect the validity of any action taken under paragraph (1)(a) if the transaction is otherwise authorized, approved, or ratified as provided in subsection (1), but such presence or vote of such a

director may be counted for purposes of determining whether the transaction is approved under other sections of this chapter.

(3) For purposes of paragraph (1)(b), a conflict-of-interest transaction is authorized, approved, or ratified if it receives the vote of a majority in interest of the members entitled to vote under this subsection. A director who has a relationship or interest in the transaction described in subsection (1) may not vote to determine whether to authorize, approve, or ratify a conflict-of-interest transaction under paragraph (1)(b). However, the vote of that director is counted in determining whether the transaction is approved under other sections of this chapter. A majority in interest of the members entitled to vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section. As used in this subsection, the term "majority in interest" refers to a majority of the voting shares or other voting units allotted to the members.

#### **Frequency of Board Members Meetings**

- The frequency of meetings will be a minimum of once every other month.
- Additional Board meetings will be based on the needs of the Collegiate.

E. Explain how the founding group for the school intends to transition to a governing board.  
(This question is not applicable if the applicant is an established governing board.)

#### **Transition from Founding Group to Governing Board**

When the Charter is granted by the Sponsor, the Incorporators will call an organizational meeting of all the incorporators. This will be done within two weeks of receiving notification from the sponsor. The incorporators will have at least three days notice, to elect the first Board of Directors (hereafter called the Board). The Board will be selected from the pool of applicants consisting of Educators, Business People, interested parents and community members in accordance with FS 617.0205.

The initial Bylaws of the Corporation will be adopted by its initial Board. The power to alter, amend, or repeal the Bylaws or adopt new Bylaws shall be vested in the Board in accordance with FS 617.0206

The Board will consist of five Directors who will be elected or appointed and for terms as provided in the Bylaws to be adopted by the initial Board in accordance with FS 617.0803

The terms of the Directors will be staggered. This will be provided for in the Bylaws to be adopted by the initial Board. All Directors, elected or appointed will serve their full term and until his or her successor has been elected or appointed and qualified or until his or her early resignation, removal from office or death as provided in FS Statutes (FS 617.0806)

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

### **Recruitment and Development**

Board members will be recruited to fill seats that become available as a result of member resignation, removal or the need for additional members as the school becomes larger or more sophisticated. Public announcements will be made during board meetings of such vacancies. Membership criteria will be specified, which will include members that can exercise duty, care and loyalty to the school. Qualifications, experience and diversity requirements may also be required criteria for membership.

Board members will have to agree to oversee the operational policies and procedures of the school and to ensure academic and financial accountability of the school. Members will also have to agree to participate on governance training and to undergo a background check as required by law.

Board members will be required by Rule 6A-6.0784, F.A.C to meet the following Governing Board Training Requirements:

- Every member of the governing body of a charter school shall participate in governance training within 90 days of appointment.
- New board members must be trained for a minimum of four hours.
- Board members who have completed the four hour training must then take a two hour refresher course within a three year period following the initial training.

### **Orientation Process:**

New directors need to feel like they're an integral part of the board as soon as possible. If they don't feel comfortable voicing their opinions, valuable input from these new members could be lost. Information is what will help everybody feel at ease. No matter how well-qualified the new board directors are, it will take some time to get them up-to-speed and feeling comfortable as members of the team. But there are steps that can take to hurry this process along. An orientation session will be conducted for all new board directors. They will meet with staff and executive officers to go over background material about the organization and bring them up-to-date on the issues facing the board. Plenty of time will be allowed for questions and answers. The following topics will be covered in the new board director orientation process:

#### **Introductions**

- Elected Chair
- Executive Officers
- Committee Chairs and Members
- Other Board directors
- Staff
- Guests and Others

#### **Describe the Charter School (Mission!)**

- Who we serve

- What we do
- Overview of educational program
- Other

#### Explain and Discuss

- Meeting attendance requirements--both full board and committee
- Committee assignments and charges
- Board role and relation to administrator/staff
- Other
- Conduct school tour
- Administrative offices and board room

#### Provide Documents Organized in a Manual

- Mission statement
- Bylaws
- Policy manual
- Minutes of board meetings for the past year
- Annual report
- Audit report
- Current budget
- Current financial report
- Strategic plan
- Goals for the year
- Rosters board directors including addresses and telephone numbers
- List of board officers
- List of committee memberships including chairs
- Annual calendar of activities and meetings
- Copies of the newsletter for the year
- Other

#### Collect Data at the Meeting

- Addresses
- Telephone--home and office
- Fax number
- E-mail address
- Best time to contact
- Best time for meetings
- Other

These are ways to get board directors comfortable with board responsibilities and meeting participation. Not only do the new directors start contributing right way during the meetings, they also develop a good working relationship with the veteran board directors. Plan this meeting within the first month of the term of office. Waiting until the first or second quarter will only delay your board's effectiveness.



## Ongoing Professional Development

Ongoing Professional Development for board members will be provided through education and training. One of the most effective ways to determine content will be to ask board directors, perhaps as part of an annual assessment, what they need to know in order to be a more effective member of the board. There will also been effort to link board education training to the critical strategic issues facing the charter school. T he board will identify the critical strategic issues that require the boards priority attention and what information board directors feel they need in order to effectively address those issues, training priorities will be determined. Ongoing Professional Development will be:

- (a) Incorporated into each board meeting. Another effective strategy is to provide some training to board directors during the regularly scheduled board meetings. This will be an opportunity to present new information that the board will need to address an emerging issue in the coming year. Sometimes it may take the form of a brief presentation by an outside resource person. It can also be an opportunity to discuss an article on topic of interest to the board that was previously distributed for their review. Training provided in this manner will be short, focused and well prepared.
- (b) Mini seminars. Short presentation and discussion sessions organized around a special topic of interest to the charter school board. Some of the topics can come from the Critical Issues presently facing Charter schools.. These sessions will be scheduled as part of the regular school board meetings or they will be held at other times.
- (c) Study groups. Study groups can consist of a small number of board directors sometimes involving staff and outside experts. Their task is to become well-informed on a particular subject area or issue and then share that knowledge with the board as a whole.
- (d) Committee rotation. Another effective way of providing education and training to board directors will be to give them an opportunity to serve on a different committee. This serves the dual function of providing an opportunity for new learning and by bringing a fresh perspective to the work of each committee.
- (e) Publications and conferences. Another effective strategy for meeting the education training needs of board directors of the charter school will be to provide access to books, articles and magazines on relevant topics. The resource is available from organizations such as the National Association of Independent Schools, the Association of Governing Boards, the National Association of School Boards, the Learning Institute for Nonprofit Organizations, the National Center for Nonprofit Boards, and others. In addition to printed materials, all of these groups have excellent Websites, audio and videotapes, CD ROM programs, and other resources. All these organizations also offer a number of excellent training conferences.
- (f) Peer education. Another excellent way for board directors to learn is by sharing stories with each other. This can be done informally over coffee or meals. It can take place during conferences and meetings and provide an opportunity to compare notes with board directors of other charter schools.

- (g) Direct communication with the charter schools key constituents -- students and families. Especially for charter school board directors that have been recruited from the outside community, an opportunity to speak with parents and students, for example, can increase their understanding of the issues facing the charter school and can also deepen their commitment as a member of the board.

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

This school will start with its founding members.

- Seat 1: Community Leader ..... Mr. Arthur Lee Brown
- Seat 2: Attorney ..... Barry Silverman
- Seat 3: Accountant ..... Ms. Buchannan
- Seat 4: Parent ..... vacant
- Seat 5: Teacher ..... vacant

Individual Members and Officers of the Board

- 1) A Chairperson: This community leader will serve as Ambassador of the school. His contribution to the school will be to use his ability to strengthen the school's public image and standings by serving as Ambassador, Advocate and a Community Representative of the school. This member will use ability to share the school's mission and vision while soliciting donations through his influence. This member will be able to organize and implement fund raising activities. His willingness to attend school events such as sport, open house, parents' night and his commitment in his belief that parents must be involved in the education of their children will make him a great asset to this school.
- 2) A Vice Chairperson: The Attorney will bring legal expertise to the school, not only in Educational Law but also in General Law. This member's legal expertise will be an asset in the school's facilities acquisition. This member's willingness to commit time during and between Board meetings will be a great asset for consultation on legal matters that occur at the spur of the moment. The legal background of this member will help other members know the difference between Governance and Management as he steers the Board along the right path.
- 3) Secretary/Treasurer: This Board Member will bring school accounting experience, business accounting experience and financial management skills to support the school. This Board member's willingness to contribute time in establishing fund raising activities will be an asset in this area of operations. This Board member will also be able to assist in working closely with community members to build a team of donors. The member will also be able to build the school's public relations and marketing as it relates to fundraising, community support and student recruitment.

4) When the school opens, a parent and a teacher will be elected as Board members. The School Advisory Council (SAC) and the Parent, Teacher, Student Association (PTSA) will conduct a combined meeting to have nominations and voting by secret ballot to elect these two members to the board. Information on this election will follow the guidelines of the Florida Statutes as it pertains to this situation

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

### **Dispute Resolution between Parents and School**

Despite everyone's best intentions, there comes a time when the parents and the charter school will not see "eye to eye" in many issues, resulting in disputes between the parents and the school. When such situations develop, it is necessary to find ways to resolve these disputes to the satisfaction of all parties concerned. The methods used for resolving disputes will be as follows:

#### **Principles**

This Collegiate supports resolving disputes in a collaborative manner that is respectful of differences and in the best interests of preserving an open and effective relationship between School Administration and staff, students, families and department representatives. It is recognized that parties will periodically disagree on matters, and an effort will be made to treat these differences as healthy. An effort will be made to provide for effective dialogue between the school administration and staff, school councils, parents/guardian, and students in order to resolve differences in a respectful manner. In-school suspension options as well as out of school suspensions will be considered in order to ensure students are provided with their right to education.

The first step will be collaborative dispute resolution meaning that the process will be open, fair and timely. It will include procedural fairness which is the right to be heard and the right to an unbiased decision.

All relevant information will be shared with all parties and anyone involved in the appeal. Each step will also be completed in a timely manner so that parties have time to prepare, but the process will not be delayed unnecessarily.

A School Based Team will be an on-going team of school based personnel which will have a formal role to play in problem-solving. In cases dealing with IDEA or ELL issues, the team will assist classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school.

#### **General Standards and Procedures**

1. Every reasonable effort will be made to practice collaborative dispute resolution at the school level.
2. It is recognized that there will be times when one or both of the parties express a need to bring in another party to assist in the resolution, such as an advocate or champion, and that this school will provide for this person's involvement in such a way as to support the party in dispute.
3. Where ever possible, when parents do not agree with a decision related to their child, the first step is for parents/legal guardians and the teacher to meet in an attempt to resolve the concern together.
4. In the event that the issue is not resolved between the parents and teacher, the next step is for the parents/legal guardians to talk to the school Administrator.

5. The Administrator shall, in the case of recurrent behavioral patterns, consider convening a team of professionals with the skills deemed necessary by the Administrator, to assist in resolving the matter.
6. If the issue is not resolved at this level, the school Administrator shall, in consultation with its Board of Directors and School Advisory Council, arrange for a meeting involving the Administrator, and the parents/legal guardian and their chosen advocates, in order to resolve the issue.
7. While school procedures may guide disciplinary matters within this school environment in a different way, Administrators are expected to attempt to resolve all disputes in a way that is collaborative and respectful of all parties involved
8. The Administrator and staff shall resolve disputes in accordance with those procedures established by the school.

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

- I. Name the Partner Organization: N/A
- J. Name the contact person at the partner organization and the person's full contact information: N/A
- K. A description of the nature and purpose of the school's partnership with the organization: N/A
- L. An explanation of how the partner organization will be involved in the governance of the school: N/A

A profile of each founding member will be kept on file.

"In accordance with FS 617.0841 Duties of officers, each officer will have the authority and shall perform the duties set forth in the bylaws or, to the extent consistent with the bylaws, the duties prescribed by the board of directors or by direction of any officer authorized by the bylaws or the board of directors to prescribe the duties of other officers".

*Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

**THE PROPOSED BY LAWS WILL BE DEVELOPED AT A LATER DATE AND IT WILL BE IN ACCORDANCE WITH FS 617.0841 Duties of officers**

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

- I. Name of the partner organization.
- J. Name of the contact person at the partner organization and that person's full contact information.
- K. A description of the nature and purpose of the school's partnership with the organization.
- L. An explanation of how the partner organization will be involved in the governance of the school.

### Evaluation Criteria: Governance

Reviewers will look for:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's obligations and responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A clear, sensible method for resolving disputes between a parent and the school.

## Section 10: Management

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

### Management Structure of the School

The management structure of the school is depicted in the Organizational Flow Chart in the next page. Academic Director is the school leader that will be responsible for the overall operations of the school. The Academic Director reports to the Board of Directors during Board meetings. The Board will be informed of the progress that is being made towards achieving our goals in fulfilling the purpose of our existence. Any action required of the Board by the Academic Director towards fulfilling our mission will be discussed and the Board will be required to respond in a timely manner.

The Academic Director and the Administrative Director, the School Advisory Council (SAC), and the Parent, Teacher, Student Association (PTSA), will work collaboratively with stake holders and staff members to develop the School Improvement Plan. The Academic Director is responsible for the School Budget, Human Resources, Curriculum, School Improvement Plan and Instructional Staff as major functions of the day to day operations.

The Academic Director is responsible for the Instructional Support Team Leader, Department Chairs, and the Property Manager. Responsibilities are delegated to these individuals, who report back to the Academic Director

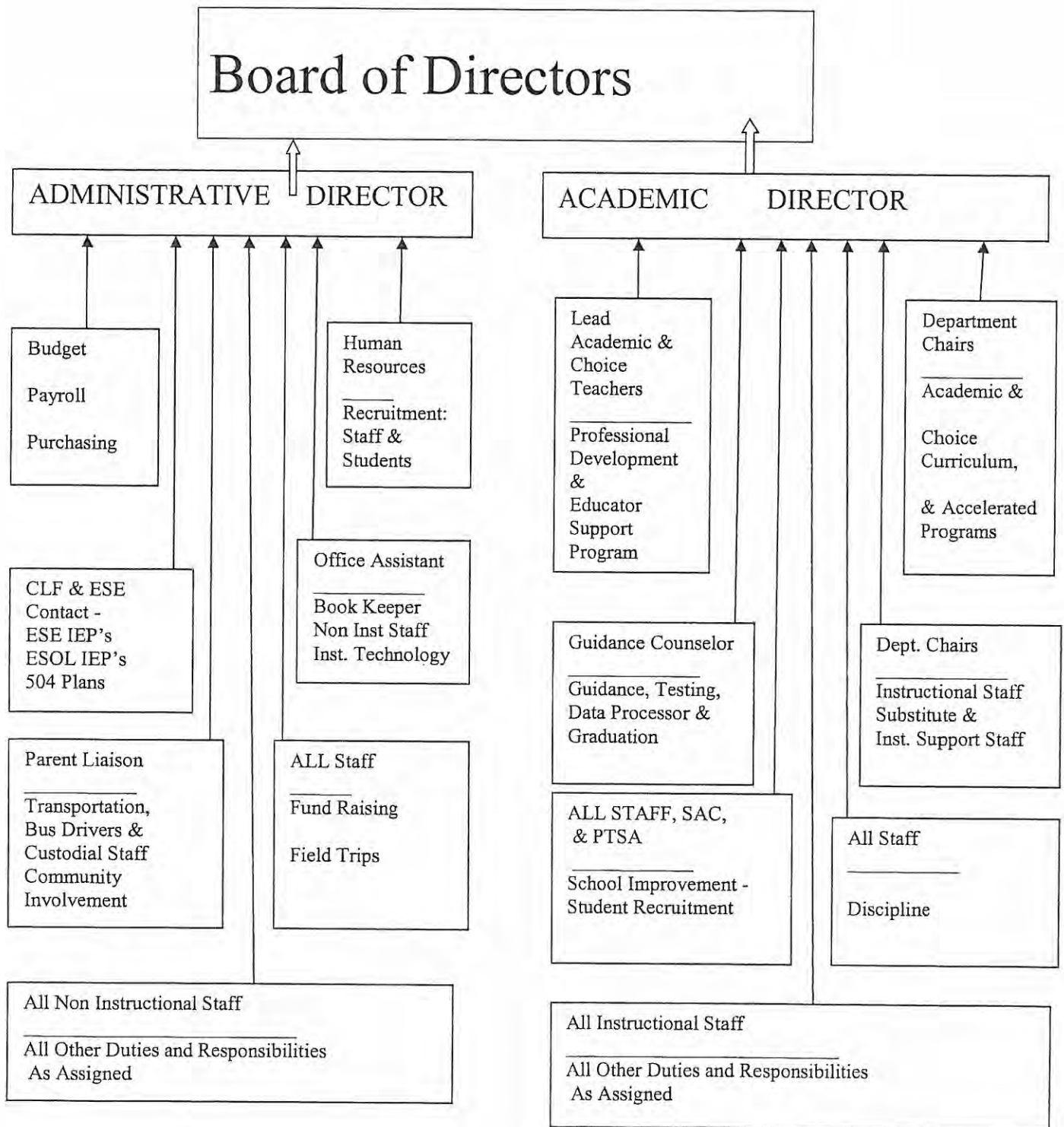
The Academic Director will be assigned several responsibilities, including The Advanced Placement Program, Professional Development Program, and Educator Support Program for new teachers. He or she would also be responsible for the support staff, discipline, guidance counselors, community support, testing, teacher evaluations and technology.

Teachers and support staff report to the assistant principals, who monitor Lesson Plans, and do the Educator Support Program for new teachers, Staff Professional Development and faculty meetings.

The Directors, the guidance counselor, special education teacher/coordinator and the community language facilitator would be the school based team members to perform the duties and responsibilities of developing students Limited English Proficiency (LEP) Plans, IDEA – 504 Plans for ESE students, and Progress Monitoring Plans(PMP) for students that need these plans.

In addition to these major responsibilities, there are several day to day activities that must be done as added responsibilities. Some of these are Transportation, lunch duty, staff attendance, admissions, Athletic, graduation, tours, Department heads meetings, referrals and detention, fire drills, hurricane and tornado drills, cafeteria employees, custodial staff, accidents and other emergencies, etc.

# Palm Beach Collegiate - Organizational Chart



## Job Descriptions of Directors and Key Personnel

### **1. Academic Director: Roles and Responsibilities and Accountability**

The Academic Director will be highly qualified with at least a Master's Degree and School Principal Certification in the State of Florida.

#### **The Academic Director will:**

- Report directly to the Governing Board.
- Develop and implement the School's mission and vision
- Coordinate the recruitment, interview, hiring and termination of all staff based on school needs.
- Oversees from an administrative point of view the daily operation of the school
- Provide proactive, comprehensive and facilitative leadership for the school in the planning and implementation of school improvement initiatives including implementing a challenging curriculum
- Function collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.
- Observe teacher performance and provide assistance to individual teachers in an effort to improve classroom instruction and student performance.
- Supervise and evaluate all school-based personnel, including conducting performance appraisals
- Make reappointment recommendations and provide staff development/training opportunities.
- Manage and supervise the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
- Enhance the decision-making capabilities of all school-based personnel through involvement of staff and faculty. Develop new skills and approaches to implement the school improvement and accountability plans.
- Encourage increased involvement by parents, businesses and other community interests through partnerships designed to achieve both management and academic improvement and accountability.
- Gather, analyze and use data from varied and multiple sources to form concepts and hypotheses, and to consider alternatives.
- Maintain appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensure the accuracy and timeliness of all school reports.
- Supervise the school's food, transportation, maintenance, facility and support services.
- Provide a clean, safe and nurturing school environment.
- Provide effective communications with and seek input from parents, teachers, students and the community.
- Coordinate community activities relevant to the school within the school area.
- Keep fully abreast of and diligently enforce appropriate federal, state, and local statutes; and comply with audit requirements.
- Emphasize increased literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages.
- Focus on improved achievement for all students at the school center, with emphasis on learning gains for the lowest performing 25% of the students.



Follow adopted policies and procedures in accordance with Federal and State Laws and the sponsor's requirements.

Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the School's Mission Statement.

Be ready to accept and perform other duties as assigned.

The Director will be accountable for demonstrating competency in the Florida Principal Competencies. The Board of Directors will evaluate the Director based on these competencies. The criteria for evaluating the Director will be based on the developed rubric. The attributes listed in the rubric are listed as descriptions of the individual competencies.

## **THE EVALUATION RUBRIC IS LISTED in Section 10, Part B & APPENDIX C**

### **Administrative Director:**

The Administrative Director will be highly qualified with at least a Master's Degree and School Administration Certification in the State of Florida.

The Administrative Director will:

Work collaboratively with the Academic Director in assisting with his/her duties and responsibilities.

Assist the Academic Director in planning, organizing and administering all functions essential to the operation of a responsive, effective and efficient instructional environment that provides maximum opportunity for student growth and achievement.

Assist in the development of a meaningful School Improvement Plan which incorporates new skills and approaches to implement the school improvement process.

Provide proactive, comprehensive and facilitative leadership for the school in the planning and implementation of school improvement initiatives.

Work collaboratively with the Academic Director, School Advisory Council, teachers, department heads and others to achieve the school's goals and objectives.

Assist the Academic Director in the assignment, training, supervision and evaluation of school-based personnel.

Gather, analyzes and uses data from varied and multiple sources to form concepts and hypotheses and to consider alternatives.

Provide effective communication with and seeks input from parents, teachers, students and the community.

Encourage increased involvement by parents, businesses and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Assist the Academic Director in planning and preparing the school's budget.

Assist in providing a clean, safe and nurturing school environment.

Assist in coordinating community activities relevant to the school within the school area.

Keep abreast of and diligently enforces appropriate federal, state, and local statutes; and comply with audit requirements, school policies and administrative directives.

Maintain appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.

Emphasize increased literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages.

Focus on improved achievement for all students at the school center with emphasis on learning gains for the lowest performing 25% of the students.

Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the school's Mission Statement.

Be ready to accept and perform other duties as assigned.

Oversees the maintenance and custodial activities of all buildings and grounds for the school

Plans and directs the work of all building and grounds personnel involved in the maintenance and custodial activities on school properties and related facilities.

Determines and initiates the proper action to be taken to effectively and expeditiously complete repairs in accordance with the State Laws and policies, sound maintenance practices and priority and urgency of operations.

Conducts routine and periodic inspections of schools and facilities

Analyzes needs and makes recommendations for procurement of materials and supplies.

Prepares specifications and submits cost estimates of proposed work activities.

Supervises building and grounds maintenance/custodial inventory control activities

Provides in-service training for maintenance, custodial and grounds personnel on new equipment and work methods.

Conducts safety inspection, accident, investigations and training programs to create a safe environment

Develops annual priority list for maintenance of buildings and develops task list for custodians

Supervises maintenance/custodial staff and carries out supervisory responsibilities in accordance with the school's policies and applicable guidelines. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

## **THE EVALUATION RUBRIC IS LISTED in Section 10, Part B & APPENDIX C**

### **Teachers:**

All teachers will be highly qualified with at least a Bachelor's Degree. They will be certified by the Florida Department of Education in the subject to be taught. New teachers will be qualified to receive a Statement of Eligibility from the Florida Department of Education.

Teachers' Duties and Responsibilities are as follows:

Demonstrate mastery of the Educators Accomplished Practices – Twelve Professional Competencies for Teachers of the 21<sup>st</sup> Century

Facilitate student achievement by demonstrating learning gains that will be evident from baseline data (pre-test) to post test, including Diagnostic Tests, Standardize Tests, Portfolios and any other forms of evaluation that measures students' achievement.

Develop Lesson Plans that reflect the Next Generation Sunshine State Standards, the Advance Placement Syllabus, and Standardized Test Items Specifications.

Present lessons that will address students' different intelligences and learning styles.

Deliver Lessons and use questioning strategies that reflect Webb's Depth of Knowledge and Bloom's Taxonomy.

Use Marzano's Six High Yield Instructional Strategies when teaching concept development.

Create course outlines and evaluation rubrics with clearly defined expectations for students' achievement.

Maintain students' portfolios that contain completed class work, homework, tests scores, projects and other works that demonstrate students' growth and development.

Use assessment and evaluation as a tool to address students' weaknesses.

Use the New Generation Sunshine State Standards Access Points to meet the needs of students that function at different cognitive levels.

Identify all students with accommodations (PMP, 504 Plan, ELL Plan or any other plan requiring special accommodations) and provide those accommodations for those students.

Promote problem solving skills and character education

Continually assess students' psychological and academic development through clearly defined evaluation instruments.

Establish, maintain, assess and when required, modify students' Progress Monitoring Plans.

Initiate and present guidance and support for special projects and extracurricular activities.

Maintain a safe learning environment by promoting and enforcing the student code of conduct.

Attend parents and teachers conferences and document all parent phone calls, conversations and conferences. Work with parents to create behavior modification plans for students, if necessary.

Keep parents updated with their child's academic and behavior performances through phone calls, notes home, progress report cards, interim report cards and course credit report.

Maintain flexibility and frequent contact with parents about parents' progress, discipline issues and school events.

Be ready to participate in and supervise students during all school activities and events, including lunch duty, bus port supervision, parent drop-off & pick-up, and hall duty.

Promote and enforce school rules while maintaining a pleasant and respectful demeanor among students and parents/guardian.

Be ready to accept and perform other duties as assigned.

## **ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

### **Exceptional Student Education Teacher:**

The Exceptional Student Education Teacher will be highly qualified with at least a Bachelor's Degree. He/she will be certified by the Florida Department of Education as an Exceptional Student Education Teacher, or be qualified to receive a Statement of Eligibility from the Florida Department of Education. The ESE teacher will implement and coordinate Exceptional Student Education Programs, services and resources. The ESE teacher will also coordinate staff development in support of ESE students needs to achieve the school's goals. This teacher should possess good communication skills, excellent writing and grammar skills and be extremely organized and flexible.

The ESE Teacher's Duties and Responsibilities are as follows:

Case Manager to Special Education students

Provide direct services as needed to special needs students

Obtain present levels/baselines

Review and print monthly online school snapshot of progress for each student and send to guidance office for student file

Follow up with providers, if any, to confirm that IEP attendance, reports, and services are being completed

Hold monthly scheduled phone conference with Special Education families on caseload and their general education teacher

Turn in notes from e-mails and calls at the end of the month to office for documentation

Be available for Special Education Families on an as needed basis via phone and online

Mail Prior Notices to parents  
Schedule IEPs, set up meetings, and follow up on attendees  
Ensure all documents are in prior to IEP meeting and all members of the team are informed of such meetings. Mail all approved reports to parents one week before IEP  
Complete academic testing for initials and writing of reports and IEPs  
Provide training, modeling and other assistance to classroom teachers in order to maximize learning opportunities for students with special needs.  
Obtain signatures  
Hold transition meetings  
Monitor confidential tracking database for returned IEPs  
Follow up with parental or teacher concerns  
Work closely with teachers that have Special Education Students in their regular classes and document and address any reports or concerns  
Keep files in office compliant and updated.  
Update Special Education database with accommodations, dates, and other needed information  
Test students as necessary during state testing (CELLA)  
Attend all ESE professional developments  
Attend all special education meetings  
Update caseload spreadsheet and IEP Master Calendar once a month  
Follow up on concerns with teacher and/ or parent as noted on teacher monthly progress reports  
Complete IEP Progress Reports for each student  
At the end of the year, download all information onto an individual CD for each Special Education student and file as documentation.  
Maintain office hours as indicated by Special Education Coordinator  
Respond as soon as possible but no later than 24 hours to parent, student, teacher and admin inquiries via phone and/or e-mail during regular work week  
Attend all in person meetings as scheduled  
Other Special Education Teacher duties assigned.

### **English as a Second Language Teacher:**

Some students may be limited in their English Proficiency and need to be taught as an English Language Learner. If students are tested and found to need English Language Learners services, they would be assigned to an ELL teacher.

Duties and Responsibilities of ELL Teachers

Prepare Lesson Plans

Teach English to Speakers of Other Languages

This includes teaching English grammar, writing, reading, speaking, and listening skills. It may also include teaching pronunciation and accent reduction.

Introduce cultural aspects to ESL students, especially those who are new to the English-speaking country

ESL teachers may develop a curriculum that takes an overall approach to English study

The primary job responsibility of an ESL instructor is to improve the English reading, writing and speaking skills of students of diverse ages and backgrounds.

ESL instructors must tailor their lessons for students whose native languages and English-speaking abilities are varied.

### **Community Language Facilitator (CLF)**

This school will provide a Community Language Facilitator (CLF) to improve parent/school participation and communication.

Duties and Responsibilities of the CLF

Community language facilitators assist basic subject area support teachers and basic ESOL teachers with the delivery of comprehensible instruction to students that are classified as English Language Learners.

The Facilitator will spend five hours per day working with ELL students and their teachers.

Their responsibilities include the following:

Provide native language translation/interpretation at the schools to support communication with ELLs and their families

Provide native language assistance in the content area classrooms (math, science, social studies, and computer classes) for ELLs

Tutor ELL students

Make home visits for ELL students

Promote the development of Parent Leadership Councils

Participate on school ELL Committee

Access community resources to fit the needs of ELL students and their families

Assist in academic placement procedures

Assist in the registration process

Promote ESOL program compliance

Other school duties, as assigned by the principal, as long as 5 hours of their time is spent working with ELLs

The Community Language Facilitators will be available for periodic off-campus literacy and translation training provided by the Department of Multicultural Education.

The ESOL administrator, in collaboration with the ESOL contact person/coordinator, monitors the schedule of the community language facilitator to ensure their availability to ELL students, their families, and school staff.

In addition, the Community Language Facilitator will be provided with training and will be supplied with directories of agencies, churches, organizations, and media from the local community in order to provide information on resources and referral services for ELLs and their families

The CLF will assist basic subject area support teachers and basic ESOL teachers with the delivery of comprehensible instruction to ELLs.

Primary language communication to parents/guardians will be accomplished with the help of community language facilitator

### **Paraprofessional:**

In the general education program, assists the teacher to achieve classroom objectives by relieving teachers and other certificated personnel of the performance of tasks that do not require professional training. To provide a well-organized, smooth functioning classroom environment in which students can take full advantage of the instructional program.

## Duties and Responsibilities of the Paraprofessional

Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher

Assist the teacher in the classroom in the review, make-up or continuous learning activities for a student or small group of students according to procedures established by the teacher

Distributes and collects workbooks, papers, and other materials for instruction

Monitors students during brief periods of teacher

Clarifies assignments to students who find difficulty in understanding their work assignments

Performs a variety of clerical duties in support of the classroom teacher

Serves as the chief source of information and assistance to any substitute teacher assigned in the absence of the regular teacher

Maintains a high level of ethical behavior and confidentiality of information about students

Assists with the supervision of students during play periods, lunch periods, detention and during student arrival and dismissal

Operates all office equipment in copy room in support of teachers and administrators

Other duties as assigned by the supervisor.

Strong oral and written communications skills and be capable of responding simultaneously to a variety of needs for students and staff while maintaining a high degree of sensitivity to individual needs

Ability to interact with students and staff in a pleasing, motivating manner

Capable of working collegially with all levels of administration and staff

Ability to prioritize the needs and requests of students and teachers within the school setting and respond in a professional and efficient manner

Demonstrated proficiency in word processing, data base and spreadsheets

## Guidance Counselor:

The Guidance Counselors will provide a comprehensive guidance program which meets the needs of the students in grades 8-12. The Guidance Counselor will promote and enhance academic, personal, social, and career development of all students. The Guidance Counselor will provide support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. Additional responsibilities include student roster/scheduling, maintaining individual student Education Plans, etc.

### Duties and Responsibilities of the Guidance Counselor:

Implement the high school guidance curriculum.

Conduct developmental guidance lessons in the classroom and in large groups.

Facilitate the integration of the guidance curriculum into the educational curricula.

Select topics and resources consistent with school identified objectives.

Conduct orientation activities for students new to the school.

Provide grade level (8<sup>th</sup> – 12<sup>th</sup>) transitional activities.

Assist student with developing a four-year educational plan.

Provide school-to-career guidance activities using resources, such as Career Information System, Career Center and Profile Planner/Planning Guide.

Provide scholarship information.

Interpret standardized test results.

Assist the administration with the school testing program.

Conduct structured, goal-oriented counseling sessions in response to identified needs of individuals and groups of students.

Consult with and serve as a resource for teachers, staff, and parents regarding the developmental needs of students.

Conduct and facilitate conferences with teachers, students, and parents.

Conduct in-service programs for faculty and staff.

Model appropriate behavior with student, parent and colleague interactions

Maintain records to document interactions, interventions, and decisions.

Refer students and their parents to community agencies, programs, or specialists as appropriate.

Maintain a comprehensive list of district and community resources.

Consult and coordinate with in-district and community agencies.

Cooperate with school staff members for appropriate student placement, e.g., regular education, English Language Learners, special programs, and occupational opportunities.

Conduct or provide opportunities for parent education programs.

Participate in the evaluation and revision of the school guidance program.

Review annually the guidance program using the National Study of School Evaluation self study model.

Plan the guidance program calendar.

Participate in developing a budget to support the guidance program.

Fulfill professional responsibilities.

Maintain confidentiality.

Maintain records consistent with ethical and legal guidelines.

Participate on the school-based crisis team.

Perform responsibilities in an organized, accurate, timely and dependable manner.

Assist students with course selections which are the most challenging and appropriate for graduation requirements and career plans.

Operate within the established district and school procedures and policies.

Provide support for other school and district programs and personnel.

Attend district in-services and meetings.

Keep informed of current professional trends.

Utilizes computers effectively in the performance of assigned duties and responsibilities

Pursue professional growth.

### **Data Processor:**

The job of the Data Processor is for the purpose of establishing and maintaining student records; ensuring accuracy of information; documenting activities; and responding to internal and external inquiries relating to student records.

Duties and responsibilities of the Data Processor

Assists with the creation of master schedules and leveling of class enrollments for the purpose of projecting staffing levels and meeting class size goals

Creates data back-ups of computerized records for the purpose of ensuring availability of data; protecting against computer malfunctions

Initializes student records and identification numbers (e.g. incoming freshman and transfer students) for the purpose of creating student enrollment at existing site and preparing computer systems to accept subsequent records

Maintains a wide variety of student records for school site (e.g. student demographics, schedules and attendance, master schedule, staffing, test scores, student plans, eligibility) for the purpose of providing reliable information for report generation

Prepares cyclical and ad hoc reports (e.g. progress reports and report cards, class rosters and counts, student registration, staffing, mailing labels, etc.) for the purpose of documenting activities, providing written reference and/or conveying information

Responds to written and verbal inquiries (e.g. special report requests, status of student records, additional copies of standardized reports, etc.) for the purpose of providing requested information

Supports counselors and other site staff (e.g. building student schedules, creating data extracts, coping, filing, ordering supplies, assisting with registration etc. for the purpose of providing requested information and ensuring the efficient and effective functioning of the work unit

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Security-School Police Officer:**

The Police Officer will maintain high visibility on school property to prevent and respond to crimes against school property, students and personnel.

#### Duties and Responsibilities

Enforces school policy and procedures in order to assure the safety of district property, personnel and students

Responsible for maintaining high visibility on school property in order to safeguard school property and maintain the safety of students and staff

Investigates incidents related to burglary, theft, arson, criminal mischief, vandalism and assault and writes appropriate reports

Interviews suspects, makes arrests, and issues citations or juvenile petitions

Impounds and secures evidence for legal proceedings.

Responds to bomb threats and investigates to determine the cause and takes the appropriate action.

Calls emergency medical personnel when necessary

Conforms to safety standards as prescribed

Performs other tasks related to the position as assigned by the Police Chief.

Testifies in court and administrative hearings

Performs internal investigations

Conducts and coordinates the investigations of incidents related to criminal activity

Uses crime-fighting equipment such as video equipment, closed circuit television and cameras

Knowledge of law enforcement procedures

Ability to operate emergency equipment, silent alarm monitors, burglary alarm equipment and motor vehicles.

Ability to maintain crowd control

Ability to work rapidly and accurately with names, codes, and symbols

Ability to prepare accurate and concise written reports

Ability to maintain security of confidential materials

Ability to judge when to act independently and when to refer situations to supervisor

Ability to work cooperatively with employees, students, parents and the public

Ability to recognize and report hazards and to apply safe work methods



## Accountability of Key Personnel

The Academic Director I will be accountable to the Board of Directors. The Board of Directors will monitor the overall operations of the Collegiate through the reports provided by the Principal during the Board's monthly meetings.

Staff Attendance, Academic Improvement, Plan/504, Accreditation/Compliance Standards, FTE SACS/COE(Yearly, 5 years), Administrative Meetings, Admissions, Advertising, Advisory Committees (Program), Agencies/Billing, Assessments/Evaluation (Students), Attendance, Advance Programs (AP,) Advanced Programs (AICE), Awards (Students), Bookstore, Budget, Business Connection, Bus Scheduling for Athletic Activities, Cafeteria (Food Service), Certificates (Students), Certification (Personnel), Part-time, Copyright Laws, Curriculum, Course Standards (Frameworks), Grading Policy, Planning, Progress Charts, Clubs, College Tours, Custodial Services, Daily Announcements, Data Processing, Department Head Meetings, Detentions, Discipline (Students), Donations, Drills (Fire, Emergency, Bus), Evaluations, Facilities, Capital Improvement Requests, Hazardous Materials, Work Orders, Faculty Meetings Principal Department Heads, Field Trips, Forms Management, FTE, Fundraising, Graduation, Grants, Home Contacts, Internal Accounts, Job Placement/Follow-up, Lesson Plans (Academic), Lesson Plans (Careers), Lesson Plans (Medical), Limited English Proficiency Program, Magazine, Marketing, Multicultural/Teacher Ed. Ctr., Newsletter, Parent Meetings, Payroll Personnel Benefits, Property Manager, Equipment repair, Property records, Publications, Brochures and Course Catalog, Records Coordinator, Recruitment, Registration, Report Cards, Requisitions, Scholarships, School Improvement Plan, School Advisory Council, (Overall) Special Events, Sports, Staff Development, Student Transportation, Substitutes, Surveys (Teachers and Students), Support Service, Technology Support, Telephone Problems, Temporary Duty Elsewhere (TDE), Testing Standardized Student Testing, LEP, CELLA, Advanced Placement, FCAT, Textbooks, Title One, Tours, Transportation, Vending Machines, Volunteers

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

## Outline of Criteria and Process for Selection of School Leader

The Board will use the following process to select the ideal candidate for the school leadership position.

The position will be advertised in community news papers and announced in parent meetings.

Applicants will be invited to submit a letter of interest and a detailed resume for this position.

Applications will be reviewed and the three top candidates will be interviewed.

The Board will decide on the most qualified candidate for the position.

Offer of employment will be made to the top candidate subject to fingerprinting and clearance.

Terms and conditions of employment will be discussed and negotiated with the candidate.

Upon acceptance, the Candidate will sign their employment contract to accept the position, subject to:

Criminal Background Check

Fingerprinting

It will be the responsibilities of the Board to select a school leader that meets the following criteria.

- That will meet the needs of the students, faculty, staff and the community at large including the stakeholders.

- This individual should also be highly qualified for the position and well trained professionally for the duties and responsibilities that go with the school leadership.
- Moral and ethical values should also be high on the list of priorities for this individual.
- The leader will have a thorough understanding of why the school was created.
- The leader will be able to work collaboratively with the School Administration; School Advisory Committee; and Parent, Teachers, Student Association and the community at large.
- The leader should have the capacity to develop a school Vision and Mission Statement that is sufficiently succinct and serve as the purpose, why the school exists.
- The leader will have a clear collective vision of where the school is and where it wants to be in the future.
- The school leader will have meetings that focus on strategic issues.
- The school leader will have a clear understanding of the difference between governance and management.
- The school leader will assist in the creation of effective governance.
- The school leader must build a strong partnership with the Board that is based on mutual trust and respect.
- The school leader will have Principal's Certification.
- The school leader should have School Administration experience at the High School level
- The school leader should have experience in the Curriculum Frameworks for Career/Choice programs.
- The school leader should have acceptable Administrative evaluations
- The school leader MUST have at least five years of administrative experience in a high school setting, preferably a Career Academy.
- The school leader MUST be FLDOE certified as a Principal and School Administration all levels.
- The school leader MUST be certified in a high school content area subject.
- The school leader MUST be certified or endorsed in Reading K-12
- The school leader should be ESOL certified or endorsed.

### **Process by which the School Leader will be evaluated**

The school leader will demonstrate, through his duties and responsibilities that he/she has consistently and effectively applied all the principal competencies to achieve the school's mission. The Board of Directors will use the Principal Competencies checklist as shown below to evaluate the leader. The degree to which the description of the competency matches the leader's performance will determine if the leader was Exemplary(5), Outstanding(4), Good(3), Average(2) or Unacceptable(1). The Board will decide the number of points necessary for re-appointment

In addition to these principal competencies, the performance of the Academic Director will also be based on other criteria linked to high school grade, such as school grade, FCAT performance in Reading and Math. This will include the performance of the lowest performing 25% of students in both Reading and Math learning gains. Also the participation and performance of students in Accelerated courses will be part of the evaluation. These will include Dual Enrollment, Advance Placement, and Career Technical Education Occupational Completion Points as well as the number of students passing Industry Certification Exams. Graduation rate will also be a factor.

## PALM BEACH COLLEGIATE SCHOOL LEADER EVALUATION

Competency	Description	5	4	3	2	1
Instructional Leadership	High Performing Leaders promotes a positive culture, Provide an Effective Instructional Program, Applies best Practices to student Learning, especially in the area of Reading and other foundational skills					
Managing the Learning Environment	High Performing Leaders manage the Organization, Operations, Facilities and Resources in an Instructional Organization and promote a safe, efficient, legal and effective Learning Environment					
Learning, Accountability Assessment	High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, Instruction and Assessment Processes to promote effective student performance and use a variety of Benchmarks, Learning Expectations, and Feedback Measures to ensure accountability for all participants engaged in the Educational process.					
Decision Making Strategies	High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.					
Technology	High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.					
Human Resource Development	High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.					
Ethical Leadership	High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.					
Vision	High Performing Leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.					
Community and Stakeholder Partnership	High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.					
Diversity	High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.					

5 = Exemplary, 4 = Outstanding, 3 = Good, 2 = Average, 1=Unacceptable

Name \_\_\_\_\_ Date \_\_\_\_\_

Based on the evaluation criteria listed above, this school leader has been found to be

\_\_\_\_\_  
\_\_\_\_\_

.Comments \_\_\_\_\_  
\_\_\_\_\_

Board Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Board Member's Name Printed \_\_\_\_\_

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

This Collegiate will be staffed by highly qualified administrators, teachers and other support staff. Highly qualified are those have met the academic, training and professional development requirements mandated by the Federal and State governments and any rules or guidelines required by the sponsor. Staffing is based on the projected student enrollment by year and is in compliance with the Class Size Reduction Act as applicable to Charter Schools. Adjustments may be necessary depending on actual enrollment by year.

**Staffing Plan for Each Year of Charter Term**

Position	Year 1 Staffing (385)	Year 2 Staffing (410)	Year 3 Staffing (410)	Year 4 Staffing (410)	Year 5 Staffing (410)
Academic Director	1	1	1	1	1
Administrative Director	1	1	1	1	1
Secretary/Business Manager	1	1	1	1	1
Teachers Regular	16	17	17	17	17
Teacher ESE	1	1	1	1	1
Community Language Facilitator	0.5	0.5	0.5	0.5	0.5
Security	1	1	1	1	1
Paraprofessional	1	1	1	1	1
Guidance Counselor	1	1	1	1	1
Data Processor	1	1	1	1	1
Technology Support Staff	1	1	1	1	1
Bookkeeper	1	1	1	1	1
Office Assistant	1	1	2	2	2
Bus Drivers	4	4	4	4	4
Custodians	1	1	1	1	1
Permanent Substitute Teacher	1	1	1	1	1
Parent Liaison	0.5	0.5	0.5	0.5	0.5
ESE Contact	0.2	0.2	0.2	0.2	0.2
Speech Language	0.2	0.2	0.2	0.2	0.2
<b>TOTAL</b>	<b>34.4</b>	<b>35.4</b>	<b>36.4</b>	<b>36.4</b>	<b>36.4</b>

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

**Recruitment and Selection**

Palm Beach Collegiate intends to recruit highly qualified staff to create a high quality, efficient and effective workforce. School Leaders, teachers and other staff that need State Certification will have these certifications before they are recruited.

The Collegiate will advertise in as many newspapers across the State. It will also set-up a button on the school website to "Apply for Jobs" where teachers can submit applications online. Advertise a job fair in the newspaper and contact Colleges of Education with this information.

Staff will be recruited, based on the staffing needs of the school, which will be following State or Federal guidelines for Charter School staffing. Positions will be advertised in newspapers, by word of mouth, through the charter school office and posted on the Palm Beach Collegiate Website. Resumes will be collected and analyzed to match school needs. At least three qualified applicants will be interviewed for each vacant position. The candidate with the best match for the school's need will be given a job offer. Top quality student teachers will be offered contract as early as possible subject to meeting other requirements. All contracts will be annual and renewable annually. Top quality teachers will be given their contract renewal very early in the year for their job security, while committing to this school. Offer of employment will be made subject to Fingerprints and Background checks through the School District of Palm Beach County. Terms and conditions of employment would be comparable to the public school

system to attract highly qualified and experienced staff. Staff will be required to have at least the minimum qualifications required to qualify for the job.

### Development and Evaluation

All new Instructional Staff will be signed up for the Educator Support Program for new teachers. Successful completion of this program is a mandatory requirement for all new teachers. Non Instructional staff will be required to complete training requirements for their job titles.

All staff and especially those in specific areas like ESE, ELL and IDEA – 504 will be required to complete trainings offered by the School District. Department Chairs will be required to attend all School District training on their content specific areas.

Teachers interested in teaching Advanced Placement (AP) Courses will be financed by the school or through scholarships to attend College Board trainings on Teaching Advanced Placement Courses. Teachers interested in teaching courses in the Advanced International Certificate of Education (AICE) Program will be trained by the University of Cambridge approved training providers.

An analysis of specific needs of the Instructional and Non Instructional staff will be done with everyone's input. Then the appropriate Professional Development Training Components will be opened and the appropriate training will be provided to the staff. These trainings offer In-Service points which can be accumulated for Teaching Certificate renewals and would be an incentive to successfully complete these trainings.

The evaluation for all Professional Development pre and post tests for each component. Teachers' ability to successfully implement their learning in the classroom est evaluation tool.

Evaluation through Action Research: Teachers will be required to do Action Research in their classroom using the strategies they learned in their Professional Development Trainings. Pre and Post Test data will be used to determine the teachers' ability to put their knowledge into action and to determine the impact those strategies had on student achievement.

All Staff will be required to write a Professional Development Objective for the year. Part of their evaluation will be successfully achieving their goal for this PD Objective.

Teachers will be evaluated using a Performance Appraisal System. This system will be established to accommodate the Educators Accomplished Practices – 12 Professional Competencies for Teachers of the 21<sup>st</sup> Century and Achievement of their Professional Growth Objective.

Experienced teachers will be evaluated twice yearly, one Formative Assessment and one Summative Assessment. These will be done either by the Academic Director or Administrative Director. New teachers will also be evaluated twice in a similar way in addition to on-going assessment of the training in the Competencies of the Educator Support Program. Teachers' proficiency will be based on their ability to demonstrate continuous use the Key Indicators established for each of the 12 Professional Competencies.

Teachers' evaluation will be used to help teachers identify their strengths and weaknesses and to be provided with the necessary support to master the Professional Competencies for Teachers. Teachers

will be assigned peers and supported in their profession. Teachers that fail to meet the Competencies Standards after support, will be put on an Professional Improvement Plan.

All evaluations will be documented and kept on file.

#### **Evaluation Criteria: Management**

Reviewers will look for:

- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

## Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)<sup>2</sup>:

A. Describe the services to be provided by the ESP.

NOT APPLICABLE AT THIS TIME

B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

NOT APPLICABLE AT THIS TIME

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

NOT APPLICABLE AT THIS TIME

D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

NOT APPLICABLE AT THIS TIME

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

NOT APPLICABLE AT THIS TIME

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

NOT APPLICABLE AT THIS TIME

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

NOT APPLICABLE AT THIS TIME

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<sup>2</sup> An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach.



### **Evaluation Criteria: Education Service Providers**

Reviewers will look for:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's board and ESP.

## Section 12: Human Resources and Employment

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

All employees at Palm Beach Collegiate will be privately employed. To attract and retain highly qualified and high performing teachers and support staff, starting salaries for administrators, teachers, and support staff will be equivalent or close to the salaries paid by the public school system for beginning employees. Administrators starting salary will be reasonable and close to the starting salary for a first year administrator.

All employees annual salary will be divided into 24 equal parts and they would be paid on the first and 15<sup>th</sup> of each month. Employees would be able to participate in the 401(K) plan if they so desire. The school will not have any matching contribution to employee 401(K) plans. Employees will also be able to participate in Life Insurance, Health Insurance, and Dental Insurance. Employer and employee will contribute to the Life Insurance, Health Insurance, and Dental Insurance Plans. The level of coverage and the ratio of employer/employee contribution will be determined later.

Employees will be given four hours of sick time per paycheck and this time will be accumulated for the duration of the contract. Teachers that take time off for personal reasons during their regular contracted hours will be allowed to charge their personal time to the accumulated sick time. At the end of the employee annual contract, the accumulated sick time will be paid to the employee based on the employee's hourly rate when the sick time was accumulated.

Taxes and other employee paid premiums will be deducted from the employee's paycheck and forwarded to the appropriate entities.

### Compensation Plan

Instructional staff will work 7.5 hours per day which includes a planning period. After school tutoring, if needed, will be paid at the District's tutoring rate which is presently \$20.44 per hour.

Social Security Benefits: Employer contribution will be what is required by law.

Health Insurance: Employer contribution will be \$3,500 annually/employee.

Workmen's Compensation: Employer contribution will be 1.25% of base salary.

Unemployment Compensation: Employer contribution will be \$189.00/employee

Accommodations, travel expenses, breakfast, lunch and dinner will be paid for when staff members are required to attend Professional Development workshops on training required for increasing their ability to raise student achievement. This would only apply if the training provider is not providing any of these benefits.

- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development

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

**Employee Handbook:** All employees will be provided with an Employee Handbook that contains all the personnel policies and procedures applicable to this Collegiate. They would be required to read, understand and follow all the policies and procedures contained therein specific to the place of employment.

They would also be expected to follow Policies of the School Board of Palm Beach County, CHAPTER 6Gx50-3 – Personnel There are almost sixty Policies and Employees would be required to read and familiarize themselves with those policies that are applicable to them.

Some Required Policies are:

Policy 3.02 Code of Ethics

Policy 3.06 Policy concerning people with disabilities

Policy 3.12 Criminal Background checks

Policy 3.13 Self-reporting of Arrest and conviction

Policy 3.16 Out of Field Teaching

Policy 3.19 Prohibition of Discrimination and harassment

All Policies can be found at: <http://www.palmbeach.k12.fl.us/policies/>

And all employees will be required to familiarize themselves with the School Board Policy on Personnel.

**Faculty/Staff Handbook:**

The Policies and Procedures which the faculty and staff are expected to follow and abide by are contained in the Faculty/Staff Handbook. Each employee will be issued one of these handbooks. They would be required to read and understand the contents and abide by the Policies and Procedures as laid out in this handbook. During pre-school meetings, this handbook will be thoroughly reviewed and all questions and concerns pertaining to the contents of this handbook will be discussed. Staff expectations for following the policies and procedures contained herein will be made clear to all concerned.

**Student Handbook:** There are several rules for students to follow that are contained in their handbook. Staff members are required to read the student's handbook and become familiar with its content. Since they are going to be enforcing the rules, familiarity with the rules is a must. Students will be issued with these handbooks. Teachers will review these handbooks with the students and emphasize their expectations that students must abide by the rules and follow the policies outlined in the handbook.

**Staff Professional Development:** Education is in a state of continuous change and research is an ongoing process. There are continuous discoveries in new teaching methods and strategies for raising student achievement. All staff members are required to attend Professional Development Workshops to enhance their knowledge, skills and abilities to perform their duties and responsibilities in the most effective and efficient way possible. It is also an opportunity to keep up with any new teaching technologies that can enhance the quality of their instruction and the performance of their students. Therefore all staff members will be required to attend all available Professional Development Workshops offered by the Sponsor. The school will pay for any unpaid portion that the sponsor or Title 2 funds don't cover. The school will be opening several Professional Development Components that address the needs of the staff to raise student achievement. These will be offered on Learning Team Meeting days and they are mandatory for all staff.

Professional Development planned for the beginning of the school year will begin with a study of the following books.

1. The Art and Science of Teaching by Marzano
2. Making Standards Work – “How to Implement standards-Based Assessments in the Classroom and school” by Douglas Reeves
3. Unwrapping the Standards – “A Simple Process to make Standards Manageable” by Larry Ainsworth
4. Power Standards – “Identifying the Standards that Matter the Most” by Larry Ainsworth.

Since one of the School’s goals is to focus on Data Driven-Standards Based Instruction, mandatory Professional Development using these resources will be a requirement for the start of school.

#### **Evaluation Criteria: Human Resources and Employment**

Reviewers will look for:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a plan to develop policies and procedures.

## Section 13: Student Recruitment and Enrollment

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

### Student Recruitment Plan

Students will be recruited from Palm Beach County that would typically have to attend one of the overcrowded high schools. They would live within a reasonable distance from the school to make transportation feasible. Recruitment will be through an application process. All Applicants will be called in for an Admissions interview. Those that are accepted will be provided with their letter of acceptance to the school and a schedule of pre school events including open house night. Recruitment will be done through several methods to meet all potential students, including those who may not have access to information on available educational options. Through the several methods used here, all students in any situation will become aware of this charter school. The recruitment plan includes:

#### 1. School Website.

Palm Beach Collegiate will develop a website and applications with school information will be posted on the website. Prospective students will be able to apply online and submit their application directly to the school. They may also be able to download the application complete it and mail it to the school

#### 2. Middle Schools

Contact will be made with the Middle School Principals and Guidance Counselors to discuss the Vision and Mission of this Collegiate. I will then ask permission to have a meeting with the 7<sup>th</sup> and 8<sup>th</sup> Grade students to sell the School's Vision and Mission and the Academic and Career plans that this school have developed for students. This will be done through a power point presentation. Applications will be made available to the Middle School students and Guidance Counselors. Students will be asked to return completed applications by mail to the school. Applications will also be available on the school's website.

#### 3. High Schools

High School students will be recruited at this school in the same manner as Middle School Students. When their applications are processed they would be given a program outline showing what they have completed and what they have left to complete at this Collegiate.

#### 4. Community Centers and Churches (Religious Organizations)

This school's leadership team will visit the Community Centers in the Area to speak to parents and students about the Vision and Mission of this Charter School and to explain the program that is being offered at this school. Brochures and Application Forms will be made available to the participants at these centers.

#### 5. Mail-Out Applications

Applications will be mailed out to the parents of current 7<sup>TH</sup> and 8<sup>th</sup> grade students. The name and address labels for this mail-out would be obtained from the School District of Palm Beach County. These applications will include relevant information about the school and they would be asked to complete and return these applications. They would be encouraged to call the school with any questions.

# PALM BEACH COLLEGIATE

Address \_\_\_\_\_

Phone (561) 429-3279, Fax (561) 429-3279

## Admissions Application

Parent Name \_\_\_\_\_  
Last First Middle

Home Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian, please provide the following information for the child/children you wish to enroll at this school

1. Child's Name \_\_\_\_\_  
Last First Middle Gender (M/F)

Current School \_\_\_\_\_ Grade Level \_\_\_\_\_

2. Child's Name \_\_\_\_\_  
Last First Middle Gender (M/F)

Current School \_\_\_\_\_ Grade Level \_\_\_\_\_

\*\*\*\*\*

Do not write below this line: Administrative Use Only

Date Application Received: \_\_\_\_\_

Test Scores: Reading \_\_\_\_\_ Math \_\_\_\_\_ Lexile \_\_\_\_\_

SAT: R \_\_\_\_\_ M \_\_\_\_\_ ACT: R \_\_\_\_\_ M \_\_\_\_\_ Other \_\_\_\_\_

Date Application Reviewed \_\_\_\_\_ Date Parent/Student Contacted \_\_\_\_\_

Administrative Signature \_\_\_\_\_ Date \_\_\_\_\_

6. Parent Nights/Open House for Information on available Options.

During our Parents Night/Open House the School's Vision and Mission will be shared with all attendants. The School's Education Plan would then be presented to the parents and their children explaining what the school will be offering in terms of Academics, Major Areas of Interests and Career Pathways. Applications will be made available to everyone.

7. Depending on public response to the above strategies, seminars may be presented in community centers within a reasonable distance from the school's location.

Once students are accepted their present school would be asked to release these students for registration at Palm Beach Collegiate. Once at this Collegiate, they would complete their course selection which would then be entered into TERMS for generating their class schedules.

### **RECRUITING AND MARKETING PLAN**

This Charter School will make contacts in English and the native language through outreach marketing in area libraries, places of worship, community and recreation centers.

This Charter School will publicize both in English and the native language through direct mail and phone calls to parents.

This Charter School will utilize local newspapers, radio stations, and open houses at our facility, communicating in English and the native language.

Students, including students with disabilities, enrolled at this Charter School who are English Language Learners (ELLs) will be served by ESOL certified or endorsed teachers in programs that fully comply with all the requirements of the District ELL Plan as well as any other applicable Federal or State law. The school will fund all educational services provided to students pursuant to the District ELL Plan and will earn funding in accordance with Florida statute 1002.33 and/or others. This Charter school will utilize all of the Sponsor's forms and procedures related to entry, reevaluation for ESOL services, exit from program, etc. and ELL development and conferences. The Charter school will schedule and conduct ELL committee meetings pursuant to district, state, and federal guidelines and ensure that appropriate personnel are in attendance. The Charter School will assign personnel who will be responsible for keeping all ELL student folders and data screens current.

This Charter school will hire an appropriate number, one per language when the school has 15 or more ELLs who speak the same home language, or Community Language Facilitators (CLF) or bilingual aides to provide native language support to ELL students and their families. All home-school communication will go home in native language(s), when feasible.

This Charter school will be responsible for establishing a school-based Parent Leadership Council (PLC). This council shall meet at least twice a year. They will receive training and orientation regarding the district's ESOL program and monitoring procedures. Parents/guardians will be notified of upcoming events in their home/native language whenever feasible, and receive home/native language interpreter services at these events, whenever feasible.

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

### **Racial/Ethnic Balance**

The school will achieve its racial/ethnic balance reflective of the community where it would be located because recruitment will be open to all regardless of color, race, gender, language, or socio economic status. Subject to space availability, all successful applications will be admitted. This charter school will be accessible to anyone who chooses to attend.

Lottery System: If the number of successful applications exceeds the number of available seats, then expansion would be the first option. If expansion is not sufficient or not possible, then the lottery system would be used. All students names would be pooled together and students would be randomly selected from that pool until the school's quota is met.

Application forms will be available in more than one language. Spanish and Haitian Creole versions of the form will available for those parents who would otherwise be excluded if the application forms were in English only. Spanish and Haitian Creole translators will be available to answer questions if requested by the parents or potential students. During Community Center visits, application forms in different languages representative of the community population will be available for distribution.

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

### **Enrollment Policies and Procedures**

The school is open to students in grades 8-12 who qualify to attend a traditional public school. The school does not discriminate based on race, religion, or national origin in the admission of students. The school will seek students with an interest in a highly challenging curriculum and plans for future academic success.

The process for admission and enrollment will begin with the student completing and submitting an application requesting admission to the school. The application is available online on the school's website and may be submitted via electronic mail. It is also available through hard copy. Once the application is received, the student will be given an appointment to visit the school and interview for placement in one of the several available programs. Each student may apply for two different areas but must ultimately choose one. This will allow us to place students based on school capacity and students requests.

It is the school's policy to be as inclusive as possible of all students who apply in order to achieve the widest diversity of students by race, gender and ethnicity. If demand exceeds capacity, the school will create a waiting list in order to notify students and parents of new openings and registration availability.

After students are admitted and the application process is closed for the year, an open house will be scheduled for parents and students. During this orientation students will be informed of their



expectations and be provided with their schedule, and student handbook if ready. They would then have an opportunity to tour the building and classrooms. Bus routes and Bell Schedule would also be available at this time.

Enrollment will be open to all students. All students will apply and be interviewed to determine their academic status and their high school goals.

### The Time Line for Recruitment

Initially, the Collegiate will start with an open enrollment period which will be determined on a yearly basis. During the first year this period will be from date of Charter application approval to May 30<sup>th</sup>. In subsequent years open period applications will be received from January 15<sup>th</sup> to May 30<sup>th</sup>. All applications received during this period would be processed simultaneously as if received at the same time. Applications received after this date will be processed in the order in which they were received based on seats availability. If the influx of applications indicates a need for expansion and all resources are available for such an expansion, then students would be admitted in the order in which the application was received. In the case of several applications in excess of available seats, the lottery system will be used. The school's projected capacity by year of operation and grade level is indicated in the following table.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
8	110	75	75	75	75
9	75	110	75	75	75
10	75	75	100	75	75
11	75	75	75	110	75
12	<u>50</u>	<u>75</u>	<u>75</u>	<u>75</u>	<u>110</u>
Total	385	410	410	410	410

Should qualified applicants exceed the school's capacity every effort will be made to accommodate students through the lottery system.

### Policies for Enrollment

The parents of all students accepted at this Collegiate will receive an Enrollment Package with all pertinent and relevant information about the school and its programs including registration information and all necessary forms to be filled out. Student handbook and parent handbook will also be issued at this time. Parents will also receive a copy of the Student Code of Conduct handbook. All information given to parents or students for which they would be held accountable will require their signature to verify that they have received these documents.

Once the School has TERMS set up, the data processor and guidance counselor will work collaboratively on the students' program outline (course selection) to complete the student course selection and enter the data in TERMS. Once Class size limits and course sections are set, the input data will be posted. Once the program runs, the Guidance counselor and data processor will start working on students schedules to fix all "too few – too many". This is where students are missing a course(s) or have more than one course in the same period. Schedules will be sorted by first period teachers for distribution to all students during first period.

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

A behavior contract will be developed with the parent and the school, and the parent will work closely and collaboratively with school personnel to guarantee certain behavior expectations from the students. If students fail to comply, the parents will be called in to discuss consequences. Every attempt will be made to correct behavior problems. An academic contract will be set up with the student to maintain academic standings. Should academic standings be in jeopardy, students will be required to attend after school or Saturday tutoring to remediate any courses that need remediation.

Students' behavior and academic standings must always meet the expectations set for the students. When behavior or academic standings fall below expectations, students will be "Red-Flagged" for conference with the parents and all school personnel working with the student. A corrective plan would be developed for the student to rectify the situation. A timeline with monitoring will be set up to make sure the student is on track to rectify the situation. Failure to comply could result in suspension or expulsion.

## PALM BEACH COLLEGIATE

### STUDENT- PARENT/GUARDIAN - TEACHER CONTRACT

Palm Beach Collegiate will rigorously challenge all students to achieve at their highest academic potential and best behavior to lead successfully productive and rewarding lives. This mission can only be achieved with the support of students, parents, school staff and the community.

#### Student Agreement

- I will set high standards of expectations for myself
- I will attend school regularly and punctually
- I will not skip any of my classes
- I will come to school with the necessary materials and prepared to work
- I will complete all homework on time and ask for help if needed
- I will complete all class assignments on time and ask for help if needed
- I will respect the rights of others at all times
- I will wear the school uniform or follow the Dress Code guidelines
- I will seek help if I cannot master any skill or concept
- I will abide by the school's Student Code of Conduct

#### Parent/Guardian Agreement

- I will make sure your child comes to school every day on time and ready to learn.
- I will visit my child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- I will read the Code of Student Conduct.
- I will support my child in following the Code of Student Conduct.
- I will take an active role in supporting the implementation of School-wide Positive Behavior Support.
- I will teach my child to respect the rights of others.
- I will teach my child to respect school property and the property of others.

I will seek available resources to support your child within the school and the community  
I will respond positively to school request for parent/teacher conferences

Teachers Agreement

- I will set high expectations for all my students
- I will define, supervise, teach, model, and support appropriate student behaviors to create positive school environments.
- I will use appropriate classroom management strategies to maintain a learning environment that supports academic success.
- I will teach and review the Code of Student Conduct in appropriate languages.
- I will teach and model the Universal Expectations, behavior matrix and classroom rules in language that students comprehend.
- I will provide a positive classroom and school environment.
- I will provide corrective feedback and re-teaching of a behavioral skill when a student demonstrates challenging behavior or when misconduct occurs.
- I will address infractions through a variety of interventions, including positive behavior interventions and supports.
- I will provide Interventions/corrective strategies that would not be humiliating or demeaning.
- I will use professional judgment to prevent minor incidents from becoming major challenges.
- I will follow any Behavior Intervention Plan (BIP) for identified students.
- I will report the behavior to the appropriate school administrator at the school for a student who engages in ongoing misconduct, despite appropriate interventions.
- I will review discipline data to make informed decisions.
- I will request additional training or staff development as needed.

I have read the above Student – Parent/Guardian – Teacher Contract. My signature below acknowledges that I have read, understands and agrees to do my part to ensure the success of my child in this school.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
Teacher Signature Date

Note: The Parent/Guardian will keep a copy of this contract at all times for reference.  
The teacher will keep a **signed** copy for his/her records and reference.

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

Members of the School Based Team would work collaboratively as Parent/Community Liaison to create a team of volunteers from the community. Incentives would be provided to attract membership and increase community support.

#### **Evaluation Criteria: Student Recruitment and Enrollment**

Reviewers will look for:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

### III. BUSINESS PLAN

#### Section 14: Facilities

If the site is acquired:

THE SITE HAS NOT BEEN ACQUIRED AS YET

- A. Describe the proposed facility, including location, size and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.
- C. Describe how the facility will meet the school's capacity needs for students to be served.
- D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
  - o *The financial plan for the proposed school should align with the facilities-related costs described.*
- E. Describe the back-up facilities plan.
  - o *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

If the site is not acquired:

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

Presently, the site of the school is not secured.

#### School's Facility Needs:

Palm Beach Collegiate plans to start school operations with approximately 385 students in grades 8<sup>th</sup> through 12<sup>th</sup>. It plans to increase the student population to 410 in the 2<sup>nd</sup> to 5<sup>th</sup> year of operation. This Collegiate will offer a High School Diploma to include a Career and Technical Education Pathway. Such offerings will require Science Lab, Computer Lab, Office Space and additional areas for cafeteria, teachers lounge etc. Based on a typical high school classroom measuring 24 feet x 36 feet = 864 square feet per regular classrooms, there will be a need for approximately 16 classrooms in the first year followed by 17 in the subsequent four years. 17 Classrooms @ 864 square feet per classroom will result in 14,688 square feet for basic instructions. Based on the 75% utility factor, there is a need for 25% more space for restrooms, labs, and office areas which is 3672 square feet. It is estimated that there will be a need for a maximum of 18,360 square feet.

The school will acquire through lease, an existing building of approximately 18,360 – 19,000 square feet. The leasing agent will be required to provide evidence that the building meets all municipalities, county and State guidelines, Laws, Rules and Regulations for occupancy as a high school. This will include all utilities and facilities.

#### Desired Location:

The desired location will be between Jog Road to the West, Congress Ave to the East, Lake Worth Road to the South and Okeechobee Blvd to the North.

The proposed facility will house from 385 students in the first year of operation to approximately 410 students in its fifth year. The exact location would be about equidistant from Forest Hill High, Palm Beach Central High and Royal Palm Beach High and between one to two miles from any of these schools. Its location is to attract students from these and other surrounding school because these schools have a projected student population in excess of 100% during the next five years.

Palm Beach Collegiate believes that the location of the school would be a key factor in securing the student population needed to support the school. It also believes that one of its functions is to expand the capacity of the Palm Beach County School System and to mitigate the educational impact created by the development of new residential dwellings. Palm Beach Collegiate is also aware that when it opens its doors it will create new professional opportunities for teachers and support staff at its location.

Based on these beliefs, Palm Beach Collegiate will locate in an area where schools are overcrowded, and exceeding 100% capacity. A location that is equidistant from at least three existing High Schools, all of which are at maximum capacity would be an ideal location. I have looked at the Concurrency Service Area Report – RZOOA0419 at the website located below for a five year projection of High School Capacity from 2010 to 2014 and found the predicted percent capacity utilization for the five year period shown:

<u>High School</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Forest Hill	103%	102%	101%	102%	102%
Palm Beach Central	103%	103%	105%	105%	104%
Wellington	99%	94%	95%	93%	92%
Royal Palm Beach	99%	99%	100%	103%	99%

<http://www.palmbeachschools.org/planning/FYP2010/documents/CSA9-9-09.pdf>

This is a densely populated area with a good transportation network. It was one of the key factors in deciding school location.

**Size:**

The size of the school will comply with Florida State Requirements for Educational Facilities Section 6.1. The facility would consist of approximately 17 classrooms to accommodate 410 students with all the facility requirements needed to support the 410 students and faculty and support staff. This would consist of approximately 19,000 square feet.

**The Layout of Space:**

The Layout of space will accommodate the following

17 classrooms @ 864 sq. ft per classroom (24ft x 36 ft).....	14,688 sq. ft.
Additional 25% space approximately .....	3,672 sq. ft.
Total .....	18,360 sq. ft.

The layout of the building (interior space) would be approximately 19,000 square feet.

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

o *The financial plan for the proposed school should align with the facilities-related costs described.*

The estimated cost of the anticipated facility needs is approximately

This estimate was derived, based on the following itemized estimates and quotes:

Building is 19,000 sq. feet at \$14.00 per sq. ft. per yr.	= \$ 266,000.00
Improvements and renovations	= \$ 2,000.00
Insurance	= \$ 6,000.00
Phone	= \$ 12,000.00
Water and Sewage	= \$ 10,000.00
Garbage Disposal	= \$ 3,600.00
Fire Alarm	= \$ 2,000.00
Security Monitoring	= \$ 1,500.00
Fire Inspection	= \$ 250.00
Grounds Maintenance	= \$ 6,000.00
Pest Control	= \$ 7,200.00
Electricity	= \$ 35,000.00
<b>Total Estimated for one year</b>	<b>351,950.00</b>

*The financial plan for the proposed school should align with the facilities-related costs described.*

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

The School's Projected Facility Needs have been determined to be approximately 19,000 square feet. An adequate facility has been secured.

I will, following approval of this application, contact the School District of Palm Beach County to inquire if there is any existing unoccupied school facility available to meet the needs of Palm Beach Collegiate.

If so I would request the facility and negotiate terms and conditions to occupy the building.

If no such facilities are available, I will contact a reputable commercial real estate agent. I will discuss my specific needs with him in detail and ask him to locate such a facility in the desired location. When an acceptable facility is located rental contract negotiations will begin. A Calendar of events timeline will be set up for the different phases of the process from signing the Rental/Purchase contract agreement to the issuing of the Occupancy Permit.

The Facility could be in the form of an existing building that will be renovated or modified to meet the occupancy requirements for a school. It could also be in the form of a vacant lot where the owner agrees to build to suit and then lease.

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

Events may be such that we encounter a delay in getting the facility on time for opening. Therefore we have to have a plan for this situation.

1. If the delay is only for a very short time, we would extend the school day for a period of time to recuperate the lost time due to late opening.
2. If there are unoccupied buildings like former nursing homes or health care centers, we would negotiate temporary use of these facilities until the building is ready.
3. If there are churches in the community we would negotiate with the churches for temporary use of the church.
4. If there are warehouses no longer being used, these would be another option for a temporary occupancy.
5. Sometimes chain stores like Albertsons Grocery may close like in Royal Palm Beach with 60,000 plus square feet of space. We may be able to negotiate the use of such a building temporarily.

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

The Florida constitutional class size requirement calls for 25 students per class in grades 9-12 in the core subject areas and 22 students per class in 8<sup>th</sup> grade. Our staffing will be based on 132 eight grade students. ( $132 \text{ students} / 22 \text{ students per class} = 6 \text{ classes of eight grade students}$ ). The first year there will be 275 – 9<sup>th</sup> – 12<sup>th</sup> grade students and by the fifth year there will be 575 – 9<sup>th</sup> – 12<sup>th</sup> grade students. These totals will be divided by 25 students per class to stay within the constitutional class size reduction requirements.

**Evaluation Criteria: Facilities**

Reviewers will look for:

- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.



## Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.<sup>3</sup>

### THE TRANSPORTATION PLAN

#### THE PROCESS

1. At the beginning of the school year, Palm Beach Collegiate obtains the names and addresses of all students registered to attend this school.
2. Palm Beach Collegiate then uses Map Quest to determine the distances from the students' homes to Palm Beach Collegiate.
3. Palm Beach Collegiate also uses Map Quest to determine the distance from students' homes to the nearest bus stop.
4. All students, whose distance from the school is greater than two miles are provided school bus transportation.
5. Strategic pick up points are determined outside a two mile radius of the school. These pick up points will be less than one and one half miles from any student's address to the pickup point.
6. If the school cannot provide school bus transportation, then Palm Beach Collegiate purchases monthly Palm Tran or Tri Rail passes for those students.
7. When the number of Palm Tran and Tri Rail passes is determined, students are required to fill out a "Request for Palm Tran or Tri Rail Student Pass". The Transportation Department reviews these applications and approves or denies these requests.
8. Palm Beach Collegiate then tallies the number of Palm Tran passes and Tri Rail Passes.
9. Palm Beach Collegiate then prepares, on a monthly basis "Check Requisitions" for Palm Tran and Tri Rail for the cost of the number of passes being purchased. These passes are then picked up and brought to the school for distribution to the qualified students.
10. A "Public Transportation Rider-Ship Report, OMNI FORM # 2341" is completed for students receiving these passes.
11. Students will sign receiving the passes and sign the OMNI FORM # 2341.
12. On specified dates on this form, students will check the transportation service used and initial the form
13. These completed forms are then signed by the school administrator in-charge of transportation.
14. A copy is kept at the school and the Originals are sent by PONY to the Transportation Department.

### Eligibility for Transportation

The eligibility of students to receive school transportation services has been defined in Florida Statutes (F.S.) Section 1006.21, to include the following:

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<sup>3</sup> The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

1. Our grade 8 through grade 12 students whose homes are more than a reasonable walking distance, from the nearest appropriate school.
2. A reasonable walking distance for a student is defined by the Florida Department of Education Administrative Code as; "any distance not more than two (2) miles between the home and the school or one and one half (1-1/2) miles between the home and the assigned bus stop".
3. Grade 8 through grade 12 students with special needs or disabilities, regardless of the distance from home to school.

### **Bus Routes**

Students residing two miles or less from school are not eligible for transportation per Section 1011.68, Florida Statutes, and State Board of Education Rule 6A-3.001, Basic Principles for Transportation of Students.

### **Students notification of their bus schedules**

At the beginning of each school year, Transportation releases bus routing information to the schools as soon as the routes are finished and approved by the School Board. All schools are provided routing information for their students on a regular basis throughout the school year.

### **Student safety at a school bus stops**

Parents/guardians of transported students are to ensure:

1. The safe travel of their student(s) during the portions of each trip to and from school and home when the students are not under the custody and control of the school, including during each trip to and from home and the assigned bus stop when the school provides bus transportation.
2. Students ride only on their assigned school buses, and get off only at assigned bus stops, except when the school has approved alternative buses or other temporary arrangements due to an emergency situation.
3. Students are aware of and follow the school's adopted code of student conduct while they are at school bus stops, and to provide necessary supervision during times when the bus is not present.
4. When the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by the student's individual educational plan.

### **Establishment of bus routes and walking distances to stops**

As per Florida Department of Education Rules 6A-3.001, Basic Principles for Transportation of Students, all school bus routes shall be so planned and adjusted to the capacities of available equipment and school buses should be so chosen and assigned to routes and attendance areas that insofar as practicable the full capacity of each bus will be utilized, without standees, to serve students whose homes are beyond reasonable walking distance of the assigned public school center. A reasonable walking distance for any student who is not otherwise eligible for transportation pursuant to Section 1011.68, Florida Statutes, is any distance not more than two (2) miles between the home and school, or one and one-half (1½) miles between the home and the assigned bus stop. Such distance shall be measured from the closest pedestrian entry point of the property where the student resides to the closest

pedestrian entry point of the assigned school building or the assigned bus stop. The pedestrian entry point of the residence shall be where private property meets the public right-of-way. The district shall determine the shortest pedestrian route whether or not it is accessible to motor vehicle traffic.

### **School's Plan For Transportation:**

Palm Beach Collegiate will transport its students to and from school using its own buses.

The school will purchase school buses auctioned by the School District of Palm Beach County or other School Districts within an approximate 200 mile radius of Palm Beach County, as surplus buses. Those buses purchased will be in reasonably good working condition. Based on the planned recruitment area, the school will need at least four buses.

As an alternative to purchasing used school buses, this school will also investigate the possibility of contracting the student transportation services to a District approved contractor if it is economically more feasible.

Pick up and Drop off locations would be at distances from each other that meet the two mile requirement for transportation and the one and one half mile walking distance to a pickup/drop-off location. This school will follow all the Rules and Guidelines found in the School Bus Operators and Bus Attendants Handbook for Operators and Students located at the following website, [http://www.palmbeachschools.org/transportation/documents/School Bus Operators and Bus Attendant Handbook.pdf](http://www.palmbeachschools.org/transportation/documents/School_Bus_Operators_and_Bus_Attendant_Handbook.pdf)

Palm Beach Collegiate will provide transportation to and from school to all our students that qualify for School Bus, Palm Tran or Tri Rail transportation.

In accordance with FS 1002(20) (c), FS 1006.21 and Rule 6A-3.001(3).FAC, the school will recruit students from within a six mile radius of the school site. This school will set a reasonable walking distance of 2 miles for students. This means that students living within a 2 mile radius of the school will be considered walking distance from the school and would be required to walk to school.

Students living within the zone of two miles to six miles would be provided Transportation. Within this zone strategic pick up points will be located. No student will be required to walk more than 1.5 miles to get to one of these pick up points.

According to F.S. 1012.45 Each School Bus driver will have requirements and duties.—

(1) Each school bus driver will be of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the Commissioner of Education, including those qualifications described in 49 C.F.R. s. 391, relating to physical qualifications and examinations, and 49 C.F.R. part 40 and part 382, relating to controlled substance

and alcohol use and testing, and he or she must hold a valid commercial driver's license with a passenger endorsement.

(2) Each school bus driver has the authority and responsibility to control students during the time students are on the school bus pursuant to s. 1006.10.

According to F.S.1012.32 School Bus Drivers must have certain Qualifications before they can be hired as School Bus Drivers

To be eligible for appointment in this Charter school, a driver must be of good moral character; must have attained the age of 18 years. If he or she will also to be employed in an instructional capacity, he/she must not be ineligible for such employment under s. 1012.315; and must, when required by law, hold a certificate or license issued under rules of the State Board of Education.

(a) Instructional and non-instructional personnel who are hired to fill positions that require direct contact with students at this Charter School must, upon employment or engagement to provide services, undergo background screening as required under s. 1012.465 or s. 1012.56, whichever is applicable.

(b) Instructional and non-instructional personnel who are hired to fill positions at this Charter School in compliance with s. 1002.33(12)(g), must, upon employment, undergo background screening as required under s. 1012.465 or s. 1012.56, whichever is applicable, by filing with the district school board for the school district in which the charter school is located a complete set of fingerprints taken by an authorized law enforcement agency or an employee of the school or school district who is trained to take fingerprints.

Fingerprints shall be submitted to the Department of Law Enforcement for statewide criminal and juvenile records checks and to the Federal Bureau of Investigation for federal criminal records checks. A person subject to this subsection who is found ineligible for employment under s. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, will not be employed. The cost of the background screening will be borne by this charter school.

(3)(a) All fingerprints submitted to the Department of Law Enforcement as required by subsection (2) shall be retained by the Department of Law Enforcement in a manner provided by rule and entered in the statewide automated biometric identification system authorized by s. 943.05(2)(b). Such fingerprints shall thereafter be available for all purposes and uses authorized for arrest s. 943.051.

(b) The Department of Law Enforcement shall search all arrest fingerprints received under s. 943.051 against the fingerprints retained in the statewide automated biometric

identification system under paragraph (a). Any arrest record that is identified with the retained fingerprints of a person subject to the background screening under this section shall be reported to this charter school.

(c) Personnel whose fingerprints are not retained by the Department of Law Enforcement under paragraphs (a) and (b) must be re-fingerprinted and rescreened in accordance with subsection (2) upon reemployment or reengagement to provide services in order to comply with the requirements of this subsection.

**According to FS 1012.465 Background screening requirements for certain non instructional school district employees and contractors.—**

(1) Except as provided in s. 1012.467 or s. 1012.468, non instructional employees of this Charter School who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32.

(2) Every 5 years following employment or entry into a contract in a capacity described in subsection (1), each person who is so employed with this school must meet level 2 screening requirements as described in s. 1012.32, at which time the school shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for the level 2 screening. If, for any reason following employment in a capacity described in subsection (1), the fingerprints of a person who is so employed at this school is not retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b), the person must file a complete set of fingerprints with the school's sponsor. Upon submission of fingerprints for this purpose, the school shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for the level 2 screening, and the fingerprints shall be retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b). The cost of the state and federal criminal history check required by level 2 screening will be borne by the school. Under penalty of perjury, each person who is employed must agree to inform his or her employer within 48 hours if convicted of any disqualifying offense while he or she is employed in that capacity.

(3) If it is found that a person who is employed or under contract in a capacity described in subsection (1) does not meet the level 2 requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

**CFR Title 49 – Transportation PART 382**

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING**

This Charter School will comply with and enforce Part 382.of CFR Title 49

**Subpart A 382.101 Purpose.** The purpose of this part is to establish programs designed to help prevent accidents and injuries resulting from the misuse of alcohol or use of controlled substances by drivers of commercial motor vehicles. In this case, Drivers transporting students.

**382.105 Testing procedures.** This Charter School will ensure that all alcohol or controlled substances testing conducted under this part c2omplies with the procedures set forth in part 40 of this title. The provisions of part 40 of this title that address alcohol or controlled substances testing are made applicable to employers by this part.

**382.113 Requirement for notice.** Before performing each alcohol or controlled substances test under this part, this Charter school will notify drivers that the alcohol or controlled substances test is required by this part

**382.115 Starting date for testing programs.** (a) This Charter School will implement the requirements of this part on the date it begins commercial motor vehicle operations.

**Subpart B—Prohibitions**

**382.201 Alcohol concentration.** No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. No employer having actual knowledge that a driver has an alcohol concentration of 0.04 or greater shall permit the driver to perform or continue to perform safety-sensitive functions.

**382.205 On-duty use.** No driver shall use alcohol while performing safety-sensitive functions. No employer having actual knowledge that a driver is using alcohol while performing safety-sensitive functions shall permit the driver to perform or continue to perform safety-sensitive functions.

**382.207Pre-duty use.** No driver shall perform safety-sensitive functions within four hours after using alcohol. No employer having actual knowledge that a driver has used alcohol within four hours shall permit a driver to perform or continue to perform safety-sensitive functions.

**382.209Use following an accident.** No driver required to take a post-accident alcohol test under § 382.303 shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

**382.211 Refusal to submit to a required alcohol or controlled substances test.** No driver shall refuse to submit to a post-accident alcohol or controlled substances test required under § 382.303, a random alcohol or controlled substances test required under § 382.305, a reasonable suspicion alcohol or controlled substances test required under § 382.307, or a follow-up alcohol or controlled substances test required under § 382.311. No employer shall permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.

**382.213 Controlled substances use.**(a) No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a licensed medical practitioner, as defined in § 382.107, who has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.(b) No employer having actual knowledge that a driver has used a controlled substance shall permit the driver to perform or continue to perform a safety-sensitive function.(c) An employer may require a driver to inform the employer of any therapeutic drug use.

**382.215 Controlled substances testing.** No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances. No employer having actual knowledge that a driver has tested positive or has adulterated or substituted a test specimen for controlled substances shall permit the driver to perform or continue to perform safety-sensitive functions.

**382.305 Random testing.**(a) This Charter School shall comply with the requirements of this section. Every driver shall submit to random alcohol and controlled substance testing as required in this section.(b)(1) Except as provided in paragraphs (c) through (e) of this section, the minimum annual percentage rate for random alcohol testing shall be 10 percent of the average number of driver positions. (In the case of less than 10 drivers, at least one driver will be randomly tested.)

#### **Subpart E—Consequences for Drivers Engaging in Substance Use-Related Conduct**

**382.501 Removal from safety-sensitive function.** (a) Except as provided in subpart F of this part, no driver shall perform safety-sensitive functions, including driving a commercial motor vehicle, if the driver has engaged in conduct prohibited by subpart B of this part or an alcohol or controlled substances rule of another DOT agency.(b) No employer shall permit any driver to perform safety-sensitive functions; including driving a commercial motor vehicle, if the employer has determined that the driver has violated this section.(c) For purposes of this subpart, commercial motor vehicle

means a commercial motor vehicle in commerce as defined in § 382.107, and a commercial motor vehicle in interstate commerce as defined in part 390 of this subchapter.

**382.503 Required evaluation and testing.** No driver who has engaged in conduct prohibited by subpart B of this part shall perform safety-sensitive functions, including driving a commercial motor vehicle, unless the driver has met the requirements of part 40, subpart O, of this title. No employer shall permit a driver who has engaged in conduct prohibited by subpart B of this part to perform safety-sensitive functions, including driving a commercial motor vehicle, unless the driver has met the requirements of part 40, subpart O, of this title.

**382.505 Other alcohol-related conduct.**(a) No driver tested under the provisions of subpart C of this part who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions for an employer, including driving a commercial motor vehicle, nor shall an employer permit the driver to perform or continue to perform safety-sensitive functions, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.(b) Except as provided in paragraph (a) of this section, no employer shall take any action under this part against a driver based solely on test results showing an alcohol concentration less than 0.04. This does not prohibit an employer with authority independent of this part from taking any action otherwise consistent with law.

**382.507 Penalties.** Any employer or driver who violates the requirements of this part shall be subject to the civil and/or criminal penalty provisions of 49 U.S.C. 521(b). In addition, any employer or driver who violates the requirements of 49 CFR part 40 shall be subject to the civil and/or criminal penalty provisions of 49 U.S.C. 521(b).

**CFR Title 49 – Transportation PART 40**  
Subpart B - Employer Responsibilities

40.11 Responsibilities of this Charter School under this regulation

(a) As an employer, this Charter School responsible for meeting all applicable requirements and procedures of this part.

(b) The Charter School is responsible for all actions of its officials, representatives, and agents (including service agents) in carrying out the requirements of the DOT agency regulations.



(c) The Charter School is responsible for all agreements and arrangements, written or unwritten, between this school and service agents concerning the implementation of DOT drug and alcohol testing requirements which is a matter of law. The Charter School will comply with all applicable provisions of this part and DOT agency drug and alcohol testing regulations. Compliance with these provisions is a material term of all such agreements and arrangements

**F.S 316.183 Unlawful speed.—**

(1) No driver shall drive a vehicle on a highway at a speed greater than is reasonable and prudent under the conditions and having regard to the actual and potential hazards then existing. In every event, speed shall be controlled as may be necessary to avoid colliding with any person, vehicle, or other conveyance or object on or entering the highway in compliance with legal requirements and the duty of all persons to use due care.

(3) No school bus shall exceed the posted speed limits, not to exceed 55 miles per hour at any time.

(4) The driver of every vehicle shall, consistent with the requirements of subsection (1), drive at an appropriately reduced speed when:

(a) Approaching and crossing an intersection or railway grade crossing;

(b) Approaching and going around a curve;

(c) Approaching a hill crest;

(d) Traveling upon any narrow or winding roadway; and

(e) Any special hazard exists with respect to pedestrians or other traffic or by reason of weather or highway conditions.

(6) No driver of a vehicle shall exceed the posted maximum speed limit in a work zone area.

**F.S. 316.159 Certain vehicles to stop or slow at all railroad grade crossings.—**

(1) The driver of any motor vehicle carrying passengers for hire, or any school bus carrying any school child, before crossing at grade any track or tracks of a railroad, shall stop such vehicle within 50 feet but not less than 15 feet from the nearest rail of the railroad and, while so stopped, shall listen and look in both directions along the track for any approaching train, and for signals indicating the approach of a train, except as hereinafter provided, and shall not proceed until he or she can do so safely. After stopping as required herein and upon proceeding when it is safe to do so, the driver of any such vehicle shall cross only in a gear of the vehicle so that there will be no necessity for changing gears while traversing the crossing, and the driver shall not shift gears while crossing the track or tracks.

(2) No stop need be made at any such crossing where a police officer, a traffic control signal, or a sign directs traffic to proceed. However, any school bus carrying any school child shall be required to stop unless directed to proceed by a police officer.

(4) A violation of this section is a noncriminal traffic infraction, punishable as a moving violation as provided in chapter 318.

**F.S 316.172 Traffic to stop for school bus.—**

(1)(a) Any person using, operating, or driving a vehicle on or over the roads or highways of this state shall, upon approaching any school bus which displays a stop signal, bring such vehicle to a full stop while the bus is stopped, and the vehicle shall not pass the school bus until the signal has been withdrawn. A person who violates this section commits a moving violation, punishable as provided in chapter 318.

(b) Any person using, operating, or driving a vehicle that passes a school bus on the side that children enter and exit when the school bus displays a stop signal commits a moving violation, punishable as provided in chapter 318, and is subject to a mandatory hearing under the provisions of s. 318.19.

(2) The driver of a vehicle upon a divided highway with an unpaved space of at least 5 feet, a raised median, or a physical barrier is not required to stop when traveling in the opposite direction of a school bus which is stopped in accordance with the provisions of this section.

(3) Every school bus shall stop as far to the right of the street as possible and shall display warning lights and stop signals as required by rules of the State Board of Education before discharging or loading passengers. When possible, a school bus shall not stop where the visibility is obscured for a distance of 200 feet either way from the bus.

**316.6145 School buses; safety belts or other restraint systems required.—**

(1)(a) Each school bus that is purchased new after December 31, 2000, and used to transport students in grades pre-K through 12 must be equipped with safety belts or with any other restraint system approved by the Federal Government in a number sufficient to allow each student who is being transported to use a separate safety belt or restraint system. These safety belts must meet the standards required under s. 316.614. A school bus that was purchased prior to December 31, 2000, is not required to be equipped with safety belts.

(b) As used in this section, "school bus" means a school bus that is owned, leased, operated, or contracted by a school district.

(2) Each passenger on a school bus that is equipped with safety belts or restraint system shall wear a properly adjusted and fastened safety belt at all times while the bus is in operation. The state, the county, a school district, school bus operator under contract with a school district, or an agent or employee of a school district or operator, including a teacher or volunteer serving as a chaperone, is not liable in an action for personal injury by a school bus passenger solely because the injured party was not wearing a safety belt.

(3) The state, the county, a school district, school bus operator under contract with a school district, or an agent or employee of a school district or operator, including a teacher or volunteer serving as a chaperone, is not liable in an action for personal injury by a school bus passenger for an injury caused solely by another passenger's use or nonuse of a safety belt or restraint system in a dangerous or unsafe manner.

**316.615 School buses; physical requirements of drivers.—**

(1)(a) All motor vehicles, with a seating capacity of 24 or more pupils, which are regularly used for the transportation of pupils to or from school, or to or from school activities, shall comply with the requirements for school buses of chapter 1006.

(2)(a) Every motor vehicle, except privately owned passenger motor vehicles and passenger motor vehicles owned or operated by governmental entities, with a seating capacity of less than 24 pupils, which is regularly used for the transportation of pupils to or from school, or to or from school activities, shall be equipped with the following:

1. Non leaking exhaust system;
2. First-aid kit;
3. Fire extinguisher;
4. Unbroken safety glass on all windows;
5. Inside rear view mirror capable of giving the driver a clear view of motor vehicles approaching from the rear; and
6. Seats securely anchored.

(b) Such vehicles shall transport no more passengers than they are equipped to seat.

(3) A person may not operate or cause to be operated a motor vehicle covered by subsection (1) or subsection (2) when transporting school children unless the operator has met the physical examination requirements established by law and by rule of the State Board of Education. The

operator of such a motor vehicle shall pass an annual physical examination and have posted in the vehicle a certificate to drive the vehicle.

(4) All school buses and all motor vehicles covered by subsections (1) and (2) must be covered by single limits liability insurance to protect pupils being transported, in the following amounts: \$5,000 multiplied by the rated seating capacity of the vehicle, or \$100,000, whichever is greater.

(5) Nonpublic school buses shall be allowed to deliver and pick up students either in the same areas as public school buses or in other areas adjacent to the public school bus delivery and pickup zones, as determined by the appropriate government entities.

(6) A violation of this section is a noncriminal traffic infraction, punishable as a nonmoving violation as provided in chapter 318.

**Level of Service Requirements**—Section 1006.21, F.S., and Rule 6A-3.001, FAC, require transportation of students who live two miles or more walking distance from their homes to the assigned schools. Section 1002.33(20)(c), F.S., provides, “This charter school will cooperate with the sponsor in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in the charter.”

**Eligibility for Transportation, Reasonable Distance Provision”**

Students who are eligible for transportation will not be required to walk more than 1.5 miles to the assigned bus stop or more than two miles from home to school. Students with disabilities, who are subject to specified hazardous walking conditions, will be provided transportation, regardless of distance from school.

**Routes and Stops**—Safe school bus routes and stops will be designated and approved by this charter school (or the sponsor if specified in the agreement), and prompt relief will be provided for any condition causing overloaded buses.

**Approved Vehicles**—School buses will be used for all regular transportation provided or arranged by this charter school (Sections 1006.22 and 1006.25, F.S.), with limited exceptions. A school bus is any vehicle designed to transport more than ten persons to and from school or school activities, and it will meet federal and state construction standards for a “School Bus.” Essentially, these buses are available in five sizes and configurations from 16 to 90-passenger capacity. These standards are specified, pursuant to Section 1006.25, F.S., in Florida School Bus Specifications applicable to the year of manufacture of the bus, available from the Department of

Education (<http://www.firn.edu/doe/transp/>). These requirements apply regardless of whether the vehicle is owned, operated, rented, leased, or contracted for by the charter school, the school district, or a private company. With the passage of Senate Bill 772 in 2006, language was added to Section 1006.22, F.S., to address transportation for trips related to agricultural science education-related events and requirements for vehicles that are used instead of school buses.

**School Bus Inspection and Maintenance--** All school buses transporting students to and from this school will be inspected at least once every 30 school days that the bus is in operation, according to standards prescribed in the Florida School Bus Safety Inspection.

Manual are available at <http://www.firn.edu/doe/transp/> from the Department of Education (as authorized by Section 1006.22, F.S., and Rule 6A-3.0171, FAC).

Buses will be inspected by a state-certified school bus inspector, who may be employed by the charter school, a school district, or a private provider. Each charter school must have a plan for inspection and maintenance of school buses. The Department of Education may inspect or have inspected any bus to ensure that it meets these requirements and the requirements of Florida School Bus Specifications

**School Bus Operator Requirements--** Any person operating a school bus transporting charter school students is defined as a school bus operator and must meet federal, state and local requirements. This would include teachers, coaches, parents, volunteers, or other licensed operators who drive school buses transporting students. The requirements include:

1. 40 hours of pre service training according to the Basic School Bus Operator Curriculum (available from the Department of Education);
2. Eight hours of in-service training annually, related to driving responsibilities;
3. Participation in the federally required drug and alcohol testing program;
4. Possession of a valid Class A or B Commercial Operator License (CDL) with Passenger Endorsement (as required for the size of the school bus) and School Bus Endorsement;
5. Possession of a valid Medical Examiner Certificate documenting successful passage of an annual physical examination on a form prescribed by and available from the Department of Education (Form ESE 479);
6. Criminal background check from the FBI and the Florida Department of Law

Enforcement;

7. Review of driving history upon initial employment and at least semi-annually, plus summer school, if applicable, from the Florida Department of Highway Safety and Motor Vehicles for violations and citations; and Charter Schools Transportation Resource Guide- Revised November 2006
- 6 8. Annual dexterity testing measuring ability to perform basic functions related to driving responsibilities, recorded on a form prescribed by the Department (Form ESE 479).

**School Bus Rider Safety**—The leader of this Charter School or designated school staff will do the following to ensure the safety of transported students:

1. Direct school bus emergency evacuation drills for all transported students during the first six weeks of each semester and maintain documentation.
2. Provide instruction in safe riding practices to all transported students during the first six weeks of the first semester of the school year.
3. Ensure the safety of the student loading and unloading zone. Charter schools may delegate responsibility for implementing some or all of the above requirements, but this should be reflected in the approved agreement. Like school districts, however, this charter schools will be ultimately accountable for ensuring that the statutory and rule requirements referenced herein are met.

### **Parent Reimbursement for Cost of Transportation**

Parents may be eligible for reimbursement by a charter school for part or all of their costs incurred for transportation of a child to a charter school if specific requirements, regarding isolated students or students with disabilities, are met. Section 1002.33(20)(c), F.S., provides, “The governing body of this charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents.” This option will not relieve this charter school of its basic responsibilities to provide or arrange for transportation of all students within a reasonable distance of the school who are eligible for transportation..

### **Monitoring Requirements**

Section 1008.32, F.S., states, “The State Board of Education shall oversee the performance of district school boards and public postsecondary educational institution boards in enforcement of all laws and

rules.” It goes on to state that, “District school boards and public postsecondary educational institution boards shall be primarily responsible for compliance with law and state board rule.” With this authorization, the Department of Education monitors each local school district’s transportation safety compliance on a scheduled basis. District sponsors have a duty, in turn, to monitor charter schools [Section 1002.33(5)(b)], which includes assessing the compliance of charter schools with requirements relating to student transportation safety [Section 1002.33(16)(a)]. The charter agreement must include plans to ensure the safety of students and staff (Section 1002.33(7)(a)11.).

The Department’s monitoring requires documentation of compliance with the following criteria:

**School Bus Evacuation Drills:**

Documentation was sufficient to confirm that all students (regular riders and non-riders that may ride occasionally) and all persons qualified to transport students participated in school bus emergency evacuation drills on buses serving the school during the first six weeks of each semester in accordance with law and rule (Rules 6A-3.0171(2)(e)1c, 6A-3.0171(2)(e)2d, 6A-3.0171(2)(e)3n, and 6A-3.0171(9)(f), FAC).

**School Bus Loading Zones:**

Supervision was provided and school bus loading zones were designed and located to minimize hazards to students. Vehicular traffic directional and warning signs were posted and traffic was monitored to ensure an orderly and safe flow (Sections 1006.21(1) and 1013.01, F.S.; Rules 6A-2.001, 6A-3.0171(2)(e)2b, 6A-3.0171(2)(e)2c, and 6A-3.0171(4)(b), FAC).

**School Bus Operator Licensure / Qualifications:**

All persons who drove school buses transporting district students met the requirements of law and State Board of Education rules related to licensure, training, qualifications, and requests for driving history records (Sections 1012.32, 1012.45, and 1012.465, F.S.; Rules 6A.3.0141, 6A-3.0151, and 6A-3.0171, FAC).

**School Bus Inspection Records:**

There was a system of record keeping verifying that all school buses were inspected in accordance with law and rule (Sections 1006.22(10), 1006.22(11), and 1006.25, F.S.; Rules 6A-3.0171(1) and 6A-3.0171(7)-(9), FAC).

**School Bus Safety Inspections:**

Physical inspections of school buses verified that the buses were inspected thoroughly by the district, contractor, or charter school and were maintained in safe operating condition (Sections 1006.22(10), 1006.22(11), and 1006.25, F.S.; and Rules 6A-3.0171(1), 6A-3.0171(7)-(8), 6A-3.0171(9)(a), 6A-3.0171(9)(d), and 6A-3.0171(9)(f), FAC).

**Special Needs Transportation:**

Documentation was sufficient to confirm that all operators and attendants transporting students with disabilities were provided the appropriate training to meet the students' needs based on the students' individual educational plans (IEPs), and the transportation services for each student were in compliance with his/her IEP. Observation and inspection confirmed that the school bus equipment used to meet each student's IEP was in compliance with the Florida School Bus Specifications, and the equipment was being used properly by the operators and/or attendants (Individuals with Disabilities Education Act, 34 CFR Parts 300.342(b)(2) 300.342(b)(3), 300.350(a)(1); Head Start Transportation Regulation, 45 CFR Part 1310; Section 1003.57, F.S.; National Highway Traffic Safety Administration's Guideline for the Safe Transportation of Preschool Age Students on School Buses; and National School Transportation Specifications and Procedures).

Although school district sponsors are required to monitor charter schools, the Department of Education also includes a sample of each district's charter schools within its monitoring visits, because, as stated previously, Section 1002.33(9), F.S., states, "A charter school shall meet all applicable state and local health, safety, and civil rights requirements," and subsection (20)(c) further states, "Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.e. of chapter 1006."

Appendix I provides the transportation monitoring work papers for the 2006-07 school year, including specific procedures for determining a charter school's compliance with the above safety criteria and legal requirements.



The School's Transportation Plan is consistent with Florida Statutes, Section 1006.21 through 1006.27 and with State Board of Education Rule 6A – 3.001. The Plan provides transportation to all students, including those with disabilities as outlined in their IEP's.

## Employment information and hiring procedures for School Bus Drivers

Interested candidates will be asked to apply if qualified, they would be contacted by telephone to schedule an interview. We will request the District Transportation to provide all classroom instruction and all on-the-bus training.

Candidates will attend a minimum of twenty hours of classroom instruction. Typically these classes are scheduled over a five-day period during daytime hours or over a five-day period in the evening hours.

BEFORE attending the School District's bus driver training class, candidates will be required to obtain a Class "B" CDL (Commercial Driver's License) Learner's Permit with the following endorsements: "P" for "passenger transport" and "S" for "school bus." They may download The Florida CDL Handbook at [www.hsmv.state.fl.us](http://www.hsmv.state.fl.us). to prepare for the four written tests they will need to pass:

- General Knowledge Class "B"
- Passenger
- Air Brakes
- School Bus

They will be advised to study before attending the training. There is no charge the first time they take the test. Should they fail a test, they will be charged \$5.00 for each portion they need to retake.

**ALWAYS READ YOUR PERMIT OR LICENSE BEFORE LEAVING THE DRIVERS LICENSE BUREAU FOR ACCURACY.**

Candidates will be required to pass a Department of Education (DOE) physical examination, for which Palm Beach Collegiate will pay. During the first day of driver training class, drivers will be informed of the date and time for their physical appointment.

The school will also provide all the necessary training needed to prepare candidates for the CDL "on the road" and pre-trip examinations. These examinations are given by CDL testers employed in our Transportation Department.

Current standards mandate six hours of observation which involves candidates observing a current school bus driver while he/she drives their regular route. Upon successfully obtaining their CDL, they will then drive the bus for a minimum of eight hours without students and twelve hours with students.

### **Parent Information**

We would like to share with you several important expectations, rules, and safety tips regarding transportation services:

- This school will adopt the school district's code of student conduct with respect to transportation.
- Students should arrive at the assigned bus stop at least ten (10) minutes before the published bus stop time.
- Students should be made aware of the school bus danger zones.
- Students are expected to observe the adopted school district's code of conduct while at the bus stop and on the bus.
- Students are not allowed to eat, drink or chew gum while on the school bus.
- Students are expected to abide by the school bus operator's instructions during boarding of the bus, while on the bus and when departing the bus at the bus stop or school location.
- Students are expected to sit in assigned seats and remain in their seats during transportation..
- If safety belts are on the school bus, then students must wear them.

### **Bus Routes**

Students residing two miles or less from school are not eligible for transportation per Section 1011.68, Florida Statutes, and State Board of Education Rule 6A-3.001, Basic Principles for Transportation of Students.

Please review route information regularly as routes may change.

Parents: Please make a note or memorize your child's bus route number (as in C-056 Central or S-048 South). When you phone our school transportation department, this is the first piece of information we will need in order to help you.

School bus routes will be available in the first week of August.

### **Frequently Asked Questions**

#### **Who is eligible to receive school bus transportation to and from school?**

The eligibility of students to receive school transportation services has been defined in Florida Statutes (F.S.) Section 1006.21, to include the following:

- Eighth grade through twelfth grade students whose homes are more than a reasonable walking distance, from the school. A reasonable walking distance for a student is defined by the Florida Department of Education Administrative Code as; "any distance not more than two (2) miles between

the home and the school or one and one half (1-1/2) miles between the home and the assigned bus stop”.

- Eighth grade through twelfth grade students with special needs or disabilities, regardless of the distance from home to school.
- All students enrolled in a Teenage Parent Program and the registered children of such students.

**If a student resides within the two (2) mile limit to their assigned school and is not eligible for transportation, are there any exceptions?**

By law, the State of Florida provides transportation funding for regular education students that live 2 or more miles from the school. The exception to this is for those students receiving special needs services through placement in an Exceptional Education Program, and have an active Individual Education Plan (IEP), or been approved under the guidelines of Policy 504.

**How are transported students notified of their bus schedules?**

At the beginning of each school year, this school will analyze bus routing information to the schools. As soon as the routes are determined the school will compile a list of students and their pickup/drop-off locations. Students will then be informed of their pickup and drop off locations and the times they are required to be at the bus stop. This school will provide information about any changes in schedule for pickup and drop off of their students on a regular basis throughout the school year.

**Who is responsible for student safety at a school bus stop?**

Parents/guardians of transported students are to ensure:

- The safe travel of their student(s) during the portions of each trip to and from school and home when the students are not under the custody and control of the school , including during each trip to and from home and the assigned bus stop when the school provides bus transportation.
- Students ride only on their assigned school buses, and get off only at assigned bus stops, except when the district has approved alternative buses or other temporary arrangements due to an emergency situation.
- Students are aware of and follow the district’s adopted code of student conduct while the students are at school bus stops. Parents will provide necessary supervision during times when the bus is not present.
- When the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by the sponsor’s policy or the student’s individual educational plan.

**How are bus routes and walking distances to stops established?**

As per Florida Department of Education Rules 6A-3.001, Basic Principles for Transportation of Students, all school bus routes shall be so planned and adjusted to the capacities of available equipment and school buses should be so chosen and assigned to routes and attendance areas that insofar as practicable the full capacity of each bus will be utilized, without standees, to serve students whose homes are beyond reasonable walking distance of the assigned public school center. A reasonable walking distance for any student who is not otherwise eligible for transportation pursuant to Section

1011.68, Florida Statutes, is any distance not more than two (2) miles between the home and school, or one and one-half (1½) miles between the home and the assigned bus stop. Such distance shall be measured from the closest pedestrian entry point of the property where the student resides to the closest pedestrian entry point of the assigned school building or the assigned bus stop. The pedestrian entry point of the residence shall be where private property meets the public right-of-way. The district shall determine the shortest pedestrian route whether or not it is accessible to motor vehicle traffic.

### **How are hazardous walking conditions determined?**

#### **(1) TRANSPORTATION; CORRECTION OF HAZARDS.--**

(a) It is intended that this Collegiate Board of Directors and other governmental entities work cooperatively to identify conditions that are hazardous along student walking routes to school and that this school provide transportation to students who would be subjected to such conditions. It is further intended that state or local governmental entities having jurisdiction correct such hazardous conditions within a reasonable period of time.

(b) Upon a determination pursuant to this section that a condition is hazardous to students, the school Board of Directors shall request a determination from the state or local governmental entity having jurisdiction regarding whether the hazard will be corrected and, if so, regarding a projected completion date. State funds shall be allocated for the transportation of students subjected to such hazards, provided that such funding shall cease upon correction of the hazard, or upon the projected completion date, whichever occurs first.

(3) IDENTIFICATION OF HAZARDOUS CONDITIONS.--When a request for review is made to the school concerning a condition PERCEIVED to be hazardous to students in that district who live within the 2-mile limit and who walk to school, such condition(s) shall be inspected by a representative of the school and a representative of the state or local governmental entity that has jurisdiction over the perceived hazardous location. The school or its designee, and the state or local governmental entity, or its representative, shall then make a final determination that is mutually agreed upon regarding whether the hazardous condition meets the state criteria pursuant to this section. The school or its designee shall report this final determination to the department.

#### **(4) STATE CRITERIA FOR DETERMINING HAZARDOUS WALKING CONDITIONS.--**

##### **(a) Walkways parallel to the road.--**

1. It shall be considered a hazardous walking condition with respect to any road along which students must walk in order to walk to and from school if there is not an area at least 4 feet wide adjacent to the road, having a surface upon which students may walk without being required to walk on the road surface. In addition, whenever the road along which students must walk is uncurbed and has a posted speed limit of 55 miles per hour, the area as described above for students to walk upon shall be set off the road by no less than 3 feet from the edge of the road.

2. The provisions of subparagraph 1. Does not apply when the road along which students must walk:

a. Is in a residential area which has little or no transient traffic;

b. Is a road on which the volume of traffic is less than 180 vehicles per hour, per direction, during the time students walk to and from school; or

c. Is located in a residential area and has a posted speed limit of 30 miles per hour or less.

(b) Walkways perpendicular to the road. It shall be considered a hazardous walking condition with respect to any road across which students must walk in order to walk to and from school:

1. If the traffic volume on the road exceeds the rate of 360 vehicles per hour, per direction (including all lanes), during the time students walk to and from school and if the crossing site is uncontrolled. For purposes of this subsection, an "uncontrolled crossing site" is an intersection or other designated crossing site where no crossing guard, traffic enforcement officer, or stop sign or other traffic control signal is present during the times students walk to and from school.

2. If the total traffic volume on the road exceeds 4,000 vehicles per hour through an intersection or other crossing site controlled by a stop sign or other traffic control signal, unless crossing guards or other traffic enforcement officers are also present during the times students walk to and from school. Traffic volume shall be determined by the most current traffic engineering study conducted by a state or local governmental agency.

## **STAYING SAFE BETWEEN HOME AND SCHOOL**

### **Protecting Children from Sexual Offenders and Predators – Tips for Parents and Students:**

Florida has the strongest laws in the country to protect its youthful citizens from being abducted. However, parents and children themselves are the first line of defense. Talk to your children about following these rules:

- Stay away from any unfamiliar person who is trying to trick you or force you to go with him or her.
- Let your parents and other trusted adults know about any suspicious persons or situations.
- Learn to describe people and vehicles.
- Know where to run and how to forcibly resist capture.
- Scream to be seen and to scare a stranger away.
- Stay with a buddy, a group, or parents at the bus stop.
- Report anyone hanging around or passing by regularly.
- Accept a ride only from someone approved by the school.
- Walk or bike only along a route that your parents or the school has determined is safe.
- Lock the door and never tell callers you are home alone.

### **For More Information:**

**Did you know** that according to the National Mental Health and Education Center, direct, physical bullying increases in elementary school, peaks in middle school, and declines in high school?

### **Student Conduct:**

School staff, parents, and students are all responsible for creating a culture of positive behavior. Discuss with your child the student conduct information below: Parents and students must follow the school District's Student Code of Conduct. A frequent form of misconduct is bullying.

### **What is bullying?**

Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation.

### **Where Does Most Bullying Occur?**

As with most harmful behavior among children, in general bullying occurs wherever there is the least structure and adult supervision. Most incidents tend to occur on the playground, in bathrooms, in locker rooms, in cafeterias, in cyberspace, at bus stops, and in the school bus.

### **What Parents and Students Can Do?**

#### **Tips for Parents:**

- Encourage your child to talk to you Praise your child for positive communication and behavior.
- Provide/ensure adequate supervision.
- Teach your child to be assertive rather than aggressive or violent when confronted by a bully.
- Verify that consistent messages about rules and safety are practiced in your child's school and staff is trained in bullying prevention.
- Build a relationship with your child's teachers and administrators

#### **Tips for Students:**

- Stay away from bullies.
- Tell an adult.
- Avoid bad situations.
- Make friends.
- If bullied, tell the bully to stop; then walk away.

All employees who may drive these buses or bus drivers hired by the school to drive on a part time basis will be required to go through the CDL training. Drivers will also have to pass a physical before they are allowed to drive these buses.

Any and all requirements for re-certification of bus drivers through in-service training or other training workshops will be completed and submitted to the school and if required, to the sponsor or any other governmental entity.

Drivers License validity will be checked with the State Department of Transportation.

The school will have a Bus Evacuation Drill Plan in place that will be practiced at a frequency required by law. Our Drop off and Pick up location at the school will meet any school Safety guidelines that are in effect at that time. This information will be documented in the appropriate Omni Form # PBSO 2178 and submitted to the school's Transportation department for record keeping.

If students need Palm Tran Transportation or Tri Rail Transportation the school will purchase passes at the discounted rates for students. For students who live in areas where Palm Tran or Tri Rail is not available, and parents decide to transport those students to and from school, the appropriate compensation, as determined by the sponsor will be provided to those parents.

### Evaluation Criteria: Transportation

Reviewers will look for:

- A transportation plan that serves all eligible students and specifies in sufficient detail the responsibilities of all parties (the sponsor, the charter school, and other applicable service providers).

## Section 16: Food Service

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

One of Palm Beach County's areas of assistance to Charter schools is Food Services. This School will seek the services of the Palm Beach County School District for Food Services. This school will follow the guidelines in the Charter School Information Packet for Food Services, provided by the School Food Services Department.

This school will arrange for the pick up of meals if the student population is less than 50. If it is greater than 50 students the school district will deliver the food and personnel to serve the food. The distribution and accounting of meals according to the USDA guidelines will be followed. All storage, holding and serving equipment will be purchased by the school. If there is a need to purchase food service equipment as the school's population grows it will consult with the school district for information and guidelines on this matter before action is taken.

As a vending site we will be communicating with the District's (a) Base Kitchen Manager, (b) the Area Field Coordinator, to supervise the Base Kitchen Manager and to supervise the day to day operations and (c) Food Service Special Programs Coordinator.

The Food Plan would include an initial meeting with the Food Service Special Programs Coordinator. The school will then complete a Charter School Food Service Operations Plan. The school will be available for pre school visits by the Field Coordinator and the Base Kitchen Manager. The Base Kitchen will be visited for compliance and equipment necessary for operations will be obtained. A Food Service Area and Dining Area will be made available. The staff that is going to prepare and provide the meals will be trained and be ready.

This school will complete the Charter School Food Service Operation Plan as early as possible and mail it to: School Food Service, Charter School Program at 3661 N. Interstate Park Rd in Riviera Beach, FL 33404 or it will be faxed to  
FAX #: (561) 383 2043. Phone # (561) 383 2029

### Evaluation Criteria: Food Service

Reviewers will look for:

- A food service plan that will serve all students.



## Section 17: Budget

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

Please see the Budget folder labeled "Budget" as an attachment to this section. In this folder there are seventeen files covering the entire budget. These files are labeled:

1. Accounting Codes Summary #3
2. Detailed Information Summary #6
3. Five year Enrollment Projections
4. Custom Expenses
5. Detailed Budget Summary #2
6. Detailed Budget Summary #5
7. Facilities Decisions
8. General Budget Summary #1
9. Modified Accrual Cash Flow Summary#4
10. Other Expenses
11. Services Expenses
12. Revenue Estimate Worksheet
13. Complete Budget
14. Enrollment and Staffing
15. Income Decisions
16. Planning Year Cash Flow
17. Year 1 Cash Flow Estimates

These Files contain all the Revenues, Expenses and Cash on Hand.

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

The Start Up budget with the Balance Sheet, revenue projections, expenses and balance are on the Planning Year Cash Flow Estimates tab labeled "PlyYrCashFlow". The sources of revenue and expenditures, and net income are in the Summary 1 Tab under general budget summary planning year column.

The co-founding members of Palm Beach Collegiate, namely: 1. Dr. Deokee Balliram and Mrs. Marsha Balliram will loan to Palm Beach Collegiate, the sum of \$50,000.00 to be used as start up funds. Palm Beach Collegiate will pay five percent (5%) interest compounded annually. The Collegiate will repay this loan to the founding members at the start of the third year in equal installments for years 3, 4 and 5 of the Charter.

The month of July, before school opens in August will be the start up period for the facilities.

An agreement will be negotiated with the facilities landlord to have this first month rent free. If this is not acceptable to the landlord, the collegiate will negotiate an agreement to defer this first month's rent for the first year of operation. During this first year of operation the start up month's rent will be divided equally for twelve payments during the first year. If one of these two conditions is not agreed too, the start-up month's rent will be paid from the \$50,000.00 loan.

During this first month of planning, members on staff with their month's salary will be the Academic Director, \$9,250.00, Administrative Director, \$6,667.00, a teacher, \$2,916.00 and a clerical staff, \$1,000.00. These salaries and benefits will be reflected on the start-up budget.

Additionally, during this first month, some start-up technology and furniture will be acquired. A website will also be created for the school. Marketing and advertising for the school will include posters, business cards, letter head and other printed materials. Student applications will be advertised on the school's website where they can apply electronically. However several printed applications will be mailed out to potential students which will require envelopes and postage.

As a contingency plan, if the landlord does not agree to any form of deferment for the start up month's rent, this rent will be paid and the Academic and Administrative Directors will defer their start up month's salary, to be paid in equal payments during the first year of operation.

**C. Provide a detailed narrative description of the 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.***

Narrative detail is provided for each line of the Detailed Budget Summary #2, included in the attached labeled "Budget" file.

Revenues:

1. The Start-Up Funding: This represents a \$50,000.00 loan by the co-founding members to the School. It will be repaid at 5% interest annually for five years with repayment starting in the second year and continuing for the term of the charter.
2. The Detailed Budget Summary #2 reflects revenue sources for the start up and five year operations. It contains FEFP for year 1 through year 5. It also contains the start up loan, transportation income and Capital outlay for the fourth and fifth years of operations.

Expenses:

1. Academic Expenses are the total employee expenses which include salaries and benefits. It also includes hardware and software costs, services and supplies for the classrooms. Some of these expenses show a one percent increase per year for the five years.
2. Administrative Expenses are for salaries and benefits for the Directors and support office staff. It also includes hardware and software for the office. Included are also furniture and other office supplies.
3. Governance Expenses are for providing professional training for the Board Members. It

includes training fees charged by the approved training firms. It also includes travel expenses, supplies and materials.

4. Facilities Expenses are salaries and benefits, facilities rental, utilities, supplies, materials and maintenance.
5. Food Services Expenses are salaries and benefits for cafeteria workers including supplies and materials.
6. Transportation Expenses include wages and benefits, insurance, supplies and materials.
7. Other Expenses are the District's Administrative fee and the reserve funds.

Note that several of these expenses show a one percent increase in successive years.

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

The School's Governing Board will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing board shall provide for a balanced general operating fund. The governing board shall review the School's financial statements monthly. It shall be the governing board's responsibility for ensuring retention of an independent auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations.

Should the school experience a financial emergency, the board will be responsible for the completion of a corrective action plan, and for monitoring that plan in order to ensure compliance.

The School's monthly financial statements will include a budget to actual comparison. Additionally, during the first year of operations, beginning with the September financial statements, the Board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the Board as needed or as requested by the board. The Board will amend the budget as needed.

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

Please see the Folder as an Attachment in Section 17 labeled "Budget" In this folder there is a file labeled "Planning Year Cash Flow Estimates" This file has the monthly cash flow for the start up funds. There is a zero charge for July, August and September. Then there is an equal distribution of the start- up funds from October to June

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

The school currently neither has plans for a concerted fund-raising effort nor has budgeted revenues from such efforts. Upon establishing a support organization (i.e., PTO) for the school, such possibilities will be investigated and evaluated. We expect any funds generated to be relatively small in comparison to FEFP, and will not allow fund-raising efforts to become such a focus that the instruction of students is compromised. Similarly, no designated gift will be accepted without the approval of the Charter School Board.

## Section 18: Financial Management and Oversight

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

The school will contract with Buchanan's Accounting and Tax Service Inc., Florida to provide assistance in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between Buchanan's Accounting and Tax Service Inc., and the school has already been initiated, and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the knowledge and experience of Buchanan's Accounting and Tax Service Inc.

Buchanan's Accounting and Tax Service Inc., provides back office accounting services and have experience with charter schools in Florida. The school will be working directly with Judith Buchanan, President of Buchanan's Accounting and Tax Service Inc.

This Accounting Firm has experience with general ledger, accounts payable, payroll, bank reconciliation and other functions related to school budget. The firm records transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases. Records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

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

Buchanan's Accounting and Tax Service Inc will prepare, on an annual basis, a budget in cooperation with the Directors of the charter school. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the governing board for approval. Upon approval, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the school site, and a copy will be provided to the sponsor.

Buchanan's Accounting and Tax Service Inc on behalf of the school shall prepare monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (the "Red Book").

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

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

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

The internal control policy of the School shall be guided by the following broad principles:

- ❖ Responsibility will be clearly established.
- ❖ Adequate records will be maintained.
- ❖ Assets will be insured & inventoried and appropriate employees bonded.
- ❖ Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- ❖ The School will undergo regular and independent audits as required.

Specific internal controls include, but are not limited to:

- ❖ Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- ❖ The bank statement will be opened intact by the reconciler
- ❖ The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- ❖ Items outstanding for 180 days will be investigated
- ❖ All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited
- ❖ All checks received will be immediately stamped "For Deposit Only"
- ❖ Printed, pre-numbered receipts will be issued for all cash received whenever possible
- ❖ All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts)
- ❖ Checks require two signatures
- ❖ Checks will not be pre-signed under any circumstances
- ❖ Checks for expenses other than payroll will be issued only upon verification by the Director of receipt of the good or services ordered in good condition and correct quantity. The School may authorize Buchanan's Accounting and Tax Service Inc to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget
- ❖ Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued
- ❖ Employees will be paid only upon verification of employment by Charter School Board action
- ❖ Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- ❖ Investment activity will comply with 112.661, FS
- ❖ Property will be tagged

- ❖ Property will be inventoried at least annually
- ❖ Discrepancies in the property inventory will be investigated and reconciled
- ❖ Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action
- ❖ The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action
- ❖ Budget amendments will be approved as necessary
- ❖ Financial reports will be submitted to the sponsor as required by Charter and Rule
- ❖ School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times
- ❖ An annual audit will be conducted by an independent CPA (see below)
- ❖ Under no circumstances are school funds to be used for personal benefit or gain or administration or staff

A copy of a generic Accounting Manual is attached. This will provide a conceptual framework to understand the internal controls which will be in place, but many of the specific limits and individual assignments must be determined by the governing board.

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

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

- ❖ Balance Sheet
- ❖ Revenue and Expense Report
- ❖ Year-to-date comparison of budgeted vs. actual revenues and expenditures
- ❖ Notes to Accompany Financials, to include:
  - Actual enrollment at the time the statement is submitted
  - Projected enrollment for the current school year
  - Notes to the monthly financial statement to include other material information

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

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Providing further transparency, the Director and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and

unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

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

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

Buchanan's Accounting and Tax Service Inc is responsible for the financial management of the School, which includes general ledger, accounts payable, payroll, and bank reconciliation functions. Transactions will be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

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

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

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

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

Student records will be stored in secure, locked, fire-proof cabinets. Confidentiality of student information will be maintained; access will be controlled by a records custodian and limited to specific need and authority. Such access will be logged.

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



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

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

Insurance coverage will be in procured and maintain coverage consistent with the Sponsor's requirements for insurance and expected to be as follows.

1. Health

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

2. Worker's Compensation Insurance

Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease - each employee; and \$500,000 disease - policy limit.

3. Commercial General Liability Insurance

One million per occurrence/3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of \$1,000 per occurrence.

4. Property Coverage

Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.

5. School Leaders Errors and Omissions Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible

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

1. Fidelity Bonds

The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.

2. Automobile Liability Insurance

One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.

3. Builder's Risk Insurance

Insurance equal to the actual replacement cost for construction work.

Evaluation Criteria: Financial Management and Oversight

## Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- i. Applying for and securing appropriate legal status
  - ii. Identifying and securing facility
  - iii. Recruiting and hiring staff
  - iv. Staff training
  - v. Finalizing Curriculum and other instructional materials
  - vi. Governing Board training
  - vii. Policy adoption by Board (if necessary)
  - viii. Enrollment, Lottery, if necessary
  - ix. Acquire furniture, fixtures and equipment
  - x. Acquire Instructional materials and Technology
  - xi. Student enrollment

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

### PROJECTED TIMETABLE

#### i. Applying for and securing appropriate legal status

Palm Beach Collegiate Corporation has already applied for and secured legal status.

Palm Beach Collegiate Corporation will be a non-profit corporation. All funds obtained by this corporation will be used to operate the corporation in achieving its goals and fulfilling its mission. All funds left after basic operational costs will be used to further enhance the mission of the corporation.

## *Certified Copy*

I certify the attached is a true and correct copy of the Articles of Incorporation of PALM BEACH COLLEGIATE CORPORATION, a Florida corporation, filed electronically on October 10, 2011 effective January 01, 2012, as shown by the records of this office.

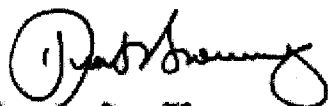
I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N11000009572.  
Authentication Code: 111012084419-400213071744#1

Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the

Twelfth day of October, 2011



  
Kurt S. Browning  
Secretary of State

## **ii. Identifying and Securing Facility**

**Time Table: Start - October 2015 - November 2015    Completion – Mid - June 2016**

1. Form a Facilities Team
2. Create a Timeline
3. Identify the Charter School Needs
4. Searching for the Ideal Location
5. Evaluating the Search Results and decide on a facility.
6. Start the Building or Renovation process.

The Real Estate Developer will be the head of the team. This firm has extensive experience in building new facilities as build to suit and also purchasing and re-developing existing facilities. This developer will have in-house Architect and Contractor with building or renovating several facilities for public and private schools. The company will have experience with Zoning and Building Codes for school facilities and can help with the specific needs of the charter school facility.

Once the site and facility needs are determined, this contractor will start the process of getting the school ready.

## **iii. Recruiting and Hiring Staff**

**Time Table: Start – December 2015    Completion - July 2016**

- Read the requirements for highly qualified teachers located at: <http://www.palmbeachschools.org/certification/HighlyQualified/HQTguide.asp> to determine requirements for highly qualified teachers and hire *highly qualified teachers*.
- Contact teachers listed at TEACHER-TEACHER.COM and
- TEACHFORAMERICA.COM
- Maintain a copy of the professional credentials of all instructional staff including: transcripts, current resume, state and/or professional licenses, and evidence of having taken and passed any Subject Area or Professional Exams.
- Determine if any teachers will need to complete additional federal and or state qualification requirements.

- Develop an action plan that will ensure that core academic teachers who are not designated as highly qualified will become so and how all teachers will meet the state teacher qualification requirements within the State determined period of employment.
- Determine special education teachers, paraprofessionals, and related service providers that need specific qualifications as appropriate.
- Complete a Special Education Instructional Staff checklist to include qualifications and special training.
- Download the ESE Manual from this website and have Special Education Teachers study the Manual for guidelines and requirements.  
[http://www.palmbeachschools.org/ese/documents/2009-2010\\_504\\_manualI.pdf](http://www.palmbeachschools.org/ese/documents/2009-2010_504_manualI.pdf)
- Recruit and hire qualified Special Education teachers and licensed related service providers.
- Download the School District of Palm Beach County Policy on Mandatory Criminal Record Checks at:  
<http://www.palmbeachschools.org/manualI.pdf>
- Read the policy on Criminal Records Check and Fingerprinting for employees
- Access criminal record information through the appropriate Criminal History System.
- Verify that all employees are clear of criminal records through fingerprinting
- Conduct checks on all school staff and volunteers who come into “direct and unmonitored contact” with the school’s students.
- All staff positions have been filled and employment applications and contracts are on file for each staff member

#### **iv. Staff- Training**

**Time Table: Start Date - Jan 2016      Completion Date July 2016**

#### **Professional Development for School Directors and Teachers**

Go to: <http://www.pac.dodea.edu/edservices/LeadingLearning/isllc.htm>  
And download the ISLLC six Standards for School Leaders

- Design a professional development plan for school administrators

Go to: <http://www.palmbeach.k12.fl.us/staffdev/leadership/fpms/index.html>  
And download the Power Point presentation. Study the Power Point presentation and then

- Design a professional development plan for teachers

Have teachers sign up for all relevant Professional Development trainings listed in the School District’s website under “TRAIN U” and complete the trainings. Document their Certificate of completions and In Service points as necessary.

#### **v. Finalizing Curriculum and other Instructional Materials**

**Time Table: Start Date - Jan 2016      Completion Date March 2016**

Review the school’s projected course offerings. Check with the Florida Department of Education Website. Look at the K-20 course listings. View the 8<sup>th</sup> grade to 12<sup>th</sup> courses and select the ones this school will be offering based on its curriculum plan. Download course outlines and have them ready for teachers. Get copies of the Florida Language Arts Standards (LAFS) for grades 8<sup>th</sup> -12<sup>th</sup> and the Florida

Mathematics Standards (MAFS) for Grades 8<sup>th</sup> 12<sup>th</sup>. Create a correlation between the State Standards and the Text Book content for Instructors. Contact the Florida School Book depository at (904) 781 7191 or 1-800 447 7957 or download their Instructional Materials Catalog. Get familiar with the sections for text books and supplementary instructional materials for grades 8 through 12. Look at these codes listed below to determine what free materials are available.

### Free Teaching Materials

Many free teaching materials are available upon request with your order of student materials. The following symbols denote the ratio of free material to student books purchased.

- Free 1:1
- \* Free 1:25 (or as specified)
- † Free 1: teacher for Elementary
- ‡ Free 1: teacher for Secondary
- § Free 1:school - one time only
- Free 1:district - one time only
- Special Ratio (See note with each title)
- # Free only with initial adoption and purchase (# is to the right of the symbol the first year and to the left each year thereafter.)

Once the Curriculum is finalized and the Instructional materials are determined, the school can then compile the list of materials and be ready to order the materials.

### vi. Governing Board Training

**Time Table: Start Date May 2016    Completion Date July 2016**

I will contact either Wayne Blanton or Kathleen W. Schoenberg, both of whom have Florida Department of Education approved programs for training Charter Schools Governing Boards and ask that they provide the Governing Board Training within the time frame listed here.

1. Wayne Blanton, Florida School Boards Association (FSBA)  
203 South Monroe Street, Tallahassee, Florida 32301  
Telephone: 850-414-2578, E-Mail: [denson@fsba.org](mailto:denson@fsba.org)

Title: The Essentials for Charter School Boards

Training Overview: This five-hour session will be delivered by experts in the fields of leadership development, Florida law, and school finance and will present five essential training components for charter school board members.

- **Component 1:** involves discussion of effective educational governance, legal responsibilities of charter school board members, and principles of building collaborative relationship with employees and the charter school community.
- **Component 2:** addresses significant provisions of Florida's Sunshine Law.
- **Component 3:** reviews the statutory provisions governing voting protocols when a conflict of interest exists with a charter school board member.
- **Component 4:** presents ethical situations that occur in organizations and provides strategies for improving decision-making skills on ethical issues.
- **Component 5:** examines the financial responsibilities of charter school board members and explains the Florida Education Finance Program.

2. Kathleen W. Schoenberg  
14545 J Military Trail, #226, Delray Beach, Florida 33484

Telephone: 561-350-3343 E-Mail: Kathleen@delraybeachlaw.com

Title: Charter School Governance Training—Distance Learning

Training Overview: Charter School Governance Training is an audio program that allows individuals to move through the material at their own pace and at the location of their choice. The course will be distributed on-line and on computer media and may be played back on Windows, Mac and Linux-based computers, as well as on a wide variety of portable audio devices, including the Apple iPod. An electronic version of the course book and worksheets are also included in the package and they may be printed out or viewed electronically. The program includes everything necessary for successful completion of Florida's statutory governance training requirement for charter school board members. The program includes topics such as open government laws, conflicts of interest, ethics, financial responsibilities, policies and procedures, effective meetings and organizational documents.

**vii. Policy Adoption By Board (if necessary)**

**Time Table: Start Date May 2016 Completion Date July 2016**

As soon as the Board is formed and its policies developed and approved the Board will take steps to adopt those policies.

**viii. Enrollment, Lottery (if necessary)**

**Time Table: Start Date January 2016 Completion Date August 2016**

Admissions Applications will be accepted from January 2<sup>nd</sup> every year up to and including school opening day in August. All applications received that meet the application guidelines would be accepted and students will be enrolled in school.

If the total number of Applications received, exceeds the school capacity, applications would be considered on a first come first served basis up to July 31<sup>st</sup>. All applications received after July 31<sup>st</sup> will be go into a lottery system. This would be sorted by grade level. The number of vacant seats in each grade level would be determined. The number of students required for each grade level would be randomly drawn from that grade level pool and be registered.

**ix. Acquire furniture, fixtures and equipment**

**Time Table: Start Date March 2016 Completion Date July 2016**

This school will do an assessment of its furniture, fixtures and equipment needs. It will then contact the School District of Palm Beach County Re-distribution Center at: 1481 Australian Avenue, Riviera Beach, FL 33404, 561/882-8500 /Fax: 561/561-882-8532 to request surplus furniture, fixtures and equipment that are needed for high school. After it is determined what supplies are available, the school will then determine what it still needs. Companies that supply School furniture will be contacted and arrangements will be made to purchase the additional equipment needed to fulfill the school's needs.

## x. Acquire Instructional Materials and Technology.

**Time Table: Start Date March 2016 Completion Date July 2016**

Having finalized the Instructional Materials in item v (five) above, the Florida School Book Depository will be contacted for quotes on the required Instructional Materials needed. When placing the order for the instructional materials, the school will request the free teaching materials following the guidelines here.

### Free Teaching Materials

Many free teaching materials are available upon request with your order of student materials. The following symbols denote the ratio of free material to student books purchased.

- Free 1:1
- \* Free 1:25 (or as specified)
- † Free 1: teacher for Elementary
- ‡ Free 1: teacher for Secondary
- § Free 1:school - one time only
- Free 1:district - one time only
- ▶ Special Ratio (See note with each title)
- # Free only with initial adoption and purchase (# is to the right of the symbol the first year and to the left each year thereafter.)

Arrangements will be made for shipping so the materials arrive on time for the start of school. For Technology, the school will contact the District's Re-distribution center for available office and staff computers, printers etc. After comparing the school's needs with what it receives, if all its needs were not met, the school will make arrangements to purchase the additional computers. The school will use District's approved vendors. The school also has a quote to lease from School Tech Supply, 170 student computers. Arrangements will be made to have these student computers and all required Instructional Materials and technology in place before opening.

## xi. ENROLLMENT POLICIES & ADMISSIONS APPLICATION

**Time Table: Start Date January 2016 Completion Date August 2016**

- Prepare the Enrollment Policy and Application for Admission.
- Self-assess the Enrollment Policy using the criteria for approval
- Documentation of recruitment strategies, application procedures, and lottery process
- Procedures are in place for collecting students' prior school cumulative and special education records and for securely storing student academic, attendance, and discipline records
- Evidence that specific procedures are in place for asking former school for any possible special education records for all enrolled students
- Projected student enrollment
- Student roster with assigned grade levels, Student Identification Numbers, courses, classrooms and assigned teachers.
- Electronic system for maintaining student records has been implemented
- Evidence that an electronic system is in place (information should be easily disaggregated by race, gender, school, residence, special education, free or reduced price lunch, date of enrollment, date of withdrawal, previous schooling, etc.)
- Student policies (including suspension, and expulsion policies) have been established and are available to students and parents in written form



## xii. OTHER ACTIONS FOR START UP

**Time Table: Start Date January 2016    Completion Date July 2016**

### **A. STUDENT PROGRESSION PLAN (SPP)**

- Download a copy of the High School Student Progression Plan located at:  
<http://www.palmbeachschools.org/sc/documents/HighSchool2009-10SSP.pdf>

### **B. Special Education Program Plan**

- Download the Special Education Manual from the ESE website located at:  
[http://www.palmbeachschools.org/ese/documents/2009-2010\\_504\\_manualI.pdf](http://www.palmbeachschools.org/ese/documents/2009-2010_504_manualI.pdf)  
and thoroughly read all sections, completing school information throughout the document.

### **C. Code of Conduct, Student Handbook, and Recommended Policies**

- Download and carefully read the Family-Student Handbook located at:  
<http://www.palmbeachschools.org/cos/documents/2010-2011StudentHandbookFinal-English.pdf>

### **D. School Health Plan and Medications Administration Plan**

- Create a School Health Plan and Medications Administration Plan consistent with the Recommended Elements of School Health Plan and Medications Administration Plan

### **E. Transportation Services Plan**

- Download and Read thoroughly the “School Bus Operators and Bus Attendants Handbook” from the School District’s website
- Read the Charter School Technical Advisory on Transportation. 07-2 at  
[http://www.doe.mass.edu/charter/tech\\_advisory/07\\_2.html](http://www.doe.mass.edu/charter/tech_advisory/07_2.html)
- Complete Student Transportation arrangements. School Buses for transportation services to be provided to all eligible students.
- Develop a Student Behavior Plan to be enforced when students are traveling on school buses.

### **F. Financial Organization**

- Read *Recommended Fiscal Policies and Procedures Guide*
- Collaborate with the Board to develop the school’s own Fiscal Policies and Procedures, or adopt those recommended by the Charter School Office.
- Obtain Board’s approval of the school’s Fiscal Policies and Procedures.

### **H. Insurance Policies**

- Consult with the school’s legal counsel to determine which insurance is required and how much will be adequate coverage.
- Submit evidence of insurance coverage to the Charter School Office.

### **I. Curriculum, School Calendar and Class Schedules**

#### **Curriculum:**

- Detailed, specific summary of curriculum, Instructional materials and supplies

- Evidence that materials and supplies are in stock or on order and will be delivered in time for school opening

**School calendar**

- Comprehensive calendar that includes, for example, first and last days of school, days school closed for vacation or staff development, school make - up days due to inclement weather

**Class schedules**

- Class schedules for all students with no period duplication or missing classes

**J. Operations**

- **Transportation** - Specific, detailed plan, arrangements have been made for plan implementation
- **Preparedness** - Specific, detailed plan, includes plans for preparing for/responding to emergencies , complies with applicable law, includes monthly fire drill and two tornado (shelter) drills per semester.
- **Food Service** - Arrangements have been made for food services, Food service contract signed
- **Health** - Licensing from Palm Beach County Health Department, Provisions have been made for health services, screenings, and immunization records. Evidence that procedures are in place to screen and document student hearing, vision, and posture
- **Student Medication** - Evidence that procedures are in place for administering student medications (e.g., specific staff members identified and trained to administer medication)

**ITEMS FOR ADMINISTRATIVE AND ACADEMIC DIRECTORS**

**1. One Year Time Table - Prior to School Opening**

- Develop a Staffing Plan
- Design the Career and Academic Instructional Program
- Review and Update the School Governance Structure
- Identify and secure agreement for faculty
- Develop Budget and Financial Plan
- Establish Administrative Structure
- Create Assessment Timeline to match Instructional Pacing Chart.
- Create Assessment Timeline for District, State and College Board Testing.

**2. Nine Month Time Table – Prior to School Opening**

- Establish Community Partnerships
- Conduct Open House for New Students and Parents
- Recruit Students
- Hire Administrative, Instructional and Support staff
- Develop Staff Professional Development Plan
- Develop Educator Support Program (ESP) for new teachers
- Establish student assessment methods and promotion requirements.

### **3. Final Three Months Time Table – Prior to School Opening**

- Insurance - Verify appropriate amount of Insurance is in place
- Health Care – Check with Health Care services for plans on dispensing medication
- Prepare classrooms – Basic needs are in place.
- Develop agreements on shared services or operations (ESE, ESOL, etc)
- Meet parents and community groups
- Purchase Instructional Materials
- Host Open House meetings with admitted students
- Welcome families, students and teachers
- Establish Ground work for the “Professional Learning Community”

### **4. Final One Month Time Table – Prior to School Opening**

- Review Transportation Manual with all staff

### **5. Final One Week Time Table – Prior to School Opening**

- Convene a meeting with all staff
- Verify all supplies and resources are available
- Distribute specific opening day duties and responsibilities to all staff.
- Provide keys to all staff
- Verify emails and computers are working
- Verify teachers have working username and password.

### **Back Up Plan for Unanticipated Events**

Events may be such that we encounter a delay in getting the facility on time for opening. Therefore we have to have a plan for this situation.

1. If the delay is only for a very short time, we would extend the school day for a period of time to recuperate the lost time due to late opening.
2. If there are unoccupied buildings like former nursing homes or health care centers, we would negotiate temporary use of these facilities until the building is ready.
3. If there are churches in the community we would negotiate with the churches for temporary use of the church.
4. If there are warehouses no longer being used, these would be another option for a temporary occupancy.
5. Sometimes there may be closed charter schools or churches available that can be leased. This school may be able to negotiate the use of such buildings temporarily.

### **Evaluation Criteria: Action Plan**

Reviewers will look for an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

#### IV. STATEMENT OF ASSURANCES

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

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

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

The governing board, at its discretion, allows DR. Deokee Balliram, Academic Director, or Mrs. Marsha Balliram to sign as the legal correspondent for the school.

Deokee Balliram  
Signature

DEOKEE BALLIRAM  
Printed Name

07/28/2015  
Date

Marsha Balliram  
Signature

MARSHA BALLIRAM  
Printed Name

7/28/2015  
Date



# Exhibit 2

## FL Charter School Application Evaluation Instrument

Applicant's Name: Palm Beach Collegiate

Grades: 8-12

### I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

#### 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X

Strengths	Reference
Concerns and Additional Questions	Reference

#### Section 1

Does Not Meet the Standard

James Pegg (10/2/15 5:44 PM)

The applicant writes of providing parents a choice. How will parents assess this choice is the most appropriate for their children? What is innovative at this school for the students? How is this school different than other schools with this instructional focus?

**Applicant's Name: Palm Beach Collegiate**

**Grades: 8-12**

**2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

**Section 2**

**Partially Meets the Standard**

**Jason Link (9/8/15 8:07 PM)**

How were grade-by-grade enrollment projections specifically prepared for this type of proposed charter school? Were projections based on similar themed charter schools that have successfully opened within the U.S., Florida or Palm Beach County? Were they based on prior experience opening charter schools? Were they based on a proportion of the enrollment of surrounding middle/high schools? Were they based on other charter schools that have opened throughout PBC?



Applicant's Name: Palm Beach Collegiate

Grades: 8-12

### 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Statutory Reference(s):

s. 1002.33(7)(a)(2)

#### Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

#### Section 3

#### Partially Meets the Standard

James Pegg (10/2/15 5:47 PM)

How will the differentiated instructional needs of the low-performing students be addressed? How will the individual student's learning and innovative growth be assessed? How will parents and families be involved in sustaining home supported innovative practices? How will professional development be designed to develop teaching and learning innovations? The application is for a school of students grade 8-12. What professional development will be implemented to address the middle/high school implementation? What professional development will be provided to develop teaching and learning innovations?

Applicant's Name: Palm Beach Collegiate

Grades: 8-12

#### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

#### Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X

Strengths	Reference

Concerns and Additional Questions	Reference

#### Section 4

#### Does Not Meet the Standard

Karen Marchetto (8/24/15 3:05 PM)

Does not provide a clear and coherent framework for teaching and learning. Unclear as to what reading courses will be offered to struggling readers at all grade levels. What Language Arts class will be offered for Grade 8? What platform will be used for online courses? Unclear as to how 2 periods of Intensive Reading offered daily, can fit into an even/odd block schedule of 4 classes and include core subjects and career electives. No details as to how the BRIM (balanced rotational instructional model) could be implemented in "all subject areas." School's goal is for students to be able to master the LAFS, however the criteria used is from the Palm Beach Writes and Core K-12.

Applicant's Name: Palm Beach Collegiate

Grades: 8-12

**5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

**Statutory Reference(s):**

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

**Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X

Strengths	Reference

Concerns and Additional Questions	Reference

**Section 5**

**Does Not Meet the Standard**

**Paul Houchens (9/3/15 10:55 PM)**

Assessment and data information indicate a minimal understanding of Assessment in Florida. Much of the content is taken from state documentation referencing old standards.

**10. Management**

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

**Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

<b>Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**Section 10**

**Partially Meets the Standard**

**Mark Stenner (8/24/15 6:09 PM)**

\*Reviewer does not see a clear delineation of the roles listed in Management Structure of the School: Administrative Director has no Job Responsibilities listed only the Academic Director (oversight?)  
 \*Reviewer sees no Organizational flow charts visible \*Reviewer does not see a clear delineation of the role of the Academic Director, it is stated that Academic Director coordinates the recruitment, interviews, handles hiring and termination, Reviewer then reads that the Academic Director will make reappointment recommendations, to whom? And why if already coordinating? \*Reviewer is unclear of the role of the Paraprofessional in the following statement: "Monitors students during brief periods of teacher"? \*Reviewer sees no evidence of defined qualifications for Police Officer, CLF, DP, and Para and who evaluates and who they report to in their day-to-day activities of the school? \*Reviewer sees no clear delineation of how Guidance Counselor will be evaluated?  
 \*Reviewer sees no clear delineation of the role of Principal as mentioned in Accountability of Key Personnel: First line, "reports provided by the Principal", no mention of a Principal in previous section \*Reviewer sees inadequate evidence of a viable and adequate Staffing Plan: No mention of

an ELL Teacher \*Reviewer sees no evidence of a sound plan in Recruitment and Selection: "Staff will be required to have at least the minimum qualifications required to qualify for the job: What are those qualifications?"

**Applicant's Name: Palm Beach Collegiate**

**Grades: 8-12**

**12. Employment**

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

**Section 12**

**Mark Stenner (8/7/15 4:35 PM)**

**Partially Meets the Standard**

Reviewer sees no evidence of Staff or Student Handbook mentioned. Per evaluation criteria, if not stated then provide timeline of when these policies and procedures will be available.

**Applicant's Name: Palm Beach Collegiate**

**Grades: 8-12**

**18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X

Strengths	Reference

Concerns and Additional Questions	Reference

**Date:** August 25, 2015

**Application:** Palm Beach Collegiate

**Reviewer:** Richard Oglenski

**Section:** 18 Financial Management and Oversight

**Rating:** Does Not Meet the Standard

The school provided a clear description of how the school's finances will be managed and a clear description that the system of internal controls are sufficient to safeguard finances.

However, the application does not meet the standard because the narrative states Buchanan's Accounting and Tax Service, Inc. is responsible for the financial management of the school rather than providing assurances that the governing board will retain ultimate control over the school's finances.

**Applicant's Name:** Palm Beach Collegiate

Grades: 8-12

**Florida Charter School Application Evaluation Instrument**

Each section presents criteria for a response that meets the standard and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

**Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

**Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

**OVERALL ASSESSEMENT/CHECKLIST**

**Evaluation Summary of Reviewers' Comments as of October 9, 2015**

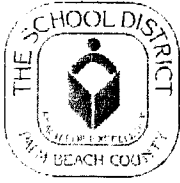
STANDARDS	Section 1 Mission	Section 2 Population	Section 3 Education	Section 4 Curriculum	Section 5 Assessment	Section 6 ESE/504	Section 7 ELL
Meet Standards						X	X
Partially Meet Standards		X	X				
Does Not Meet Standards	X			X	X		
	Section 8 Climate	Section 9 Governance	Section 10 Management	Section 11 ESP	Section 12 Employment	Section 13 Parent	Section 14 Facilities
Meet Standards	X	X		N/A		X	X
Partially Meet Standards			X		X		
Does Not Meet Standards							
	Section 15 Transportation	Section 16 Food Service	Section 17 Budget	Section 18 Financial Management	Section 19 Action Plan		
Meet Standards	X	X	X		X		
Partially Meet Standards							
Does Not Meet Standards				X			





# Exhibit 3

Notice of Special Board Meeting on Palm Beach  
Collegiate from Department of Charter School, PBC



THE SCHOOL DISTRICT OF  
PALM BEACH COUNTY, FL

JAMES PEGG  
DIRECTOR

DAVID W. CHRISTIANSEN, Ed.D  
DEPUTY SUPERINTENDENT/CHIEF OF SCHOOLS

DEPARTMENT OF CHARTER SCHOOLS  
3300 FOREST HILL BOULEVARD, IBIS BLDG.  
WEST PALM BEACH, FL 33406-5869  
PHONE: 561-434-8681 / FAX: 561-434-7498  
[WWW.PALMBEACHSCHOOLS.ORG/CHARTER](http://WWW.PALMBEACHSCHOOLS.ORG/CHARTER)

KEITH OSWALD  
CHIEF ACADEMIC OFFICER

JOSEPH M. LEE, Ed.D.  
ASSISTANT SUPERINTENDENT

*Sent Via Email: [deokee.balliram@gmail.com](mailto:deokee.balliram@gmail.com)*

October 28, 2015

Mr. Deokee Balliram  
Palm Beach Collegiate  
125 Saratoga Blvd. West  
Royal Palm Beach, FL 33411

Re: Notice of Special Board Meeting on Palm Beach Collegiate – New Application

Dear Mr. Balliram:

Your 2015 Application for Palm Beach Collegiate has been reviewed. Your interview, on October 9, 2015, included your responses to questions and references to the written comments submitted by the evaluators. Based on the application review and confirmed during your interview with the District, it was determined that substantive changes to the application would be needed to cure the deficiencies in your application and the School District does not accept substantive changes.

School District evaluators have determined that the following sections according to the Florida Charter School Application Evaluation Instrument and the Model Florida Charter School Application criteria “Partially Meets the Standard” or “Does Not Meet the Standard:”

Four sections received a rating of “Partially Meets the Standard:”

- Section 2 – Target Population and Student Body
- Section 3 – Educational Program Design
- Section 10 – Management
- Section 12 – Human Resources & Employment

Four sections received a rating of “Does Not Meet the Standard:”

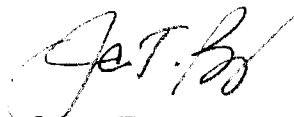
- Section 1 – Mission, Guiding Principles & Purpose
- Section 4 – Curriculum Plan
- Section 5 – Student Performance, Assessment & Evaluation
- Section 18 – Financial Management & Oversight

Please see the attached evaluation instruments with their notes for the specific reasons for these ratings. The Superintendent's recommendation to the Board is to deny your application for the reasons stated in the evaluations and, as a result, the overall assessment that the application did not meet the standards and the related statutory criteria for these sections as set forth within the evaluations.

The School Board will take action in regards to Palm Beach Collegiate on November 4, 2015, at the Special School Board Meeting. There is a Workshop that will begin at 2:00 p.m., with the Special Meeting **immediately** following. The Workshop may last from ½ hour to 1 ½ hours; there is no definite time limit. The Board report for this item will be found on the agenda for this meeting and be located on the District's website at: [www.palmbeachschools.org/agenda/agendatoc/htm](http://www.palmbeachschools.org/agenda/agendatoc/htm).

You are invited to attend the above-referenced meeting in the Fulton Holland Educational Services Center at 3300 Forest Hill Boulevard, West Palm Beach, FL 33406 in the Winona W. Jordan Board Room. Per School Board Policy, 1.03, paragraph 7, if you and/or others would like to speak at the Board Meeting, you/they may call (561) 434-8136 to sign up by noon of the meeting date, or you/they may fill in a public comment "blue card" before the start of the meeting and each speaker has three minutes.

Sincerely,



James T. Pegg  
Director

JTP/pjs

c: Joseph M. Lee, Ed.D., Assistant Superintendent

Enclosures



# Exhibit 4

Transcript of Palm Beach Collegiate  
Applicant Interview



## Order

Client                    Marsha Balliram  
Ref #                     Palm Beach Collegiate  
Order #                  TC0145206968

## Audio

File URL                 Applicant Interview - 10-09-15 (4).MP3  
Length                    67 min (01:07)

Transcriptionist       Jennifer S.

How did Jennifer do?



If you rate this transcript 3 or below, Jennifer S will not work on your  
future orders

Need Help? <mailto:support@rev.com>

Ariel: The interview was scheduled for approximately 60 minutes, and we are going to go around the table and introduce ourselves so that you know who we are. Ariel Vallejo, Department of Charter Schools.

Jim: Jim Pegg, Director of Department of Charter Schools.

Mark: Mark Stenner, Department of Charter Schools.

Christy: Christy Price, Accounting Services Department.

Jennifer: Jennifer Wright, Department of Charter Schools.

Greg: Greg Oglensky, Accounting.

Summer: Summer Bochicchio, ESE.

Steve: Steve Byrne, Multicultural.

Paul: Paul Havishams, Assessment.

Jason: Jason Link, Planning and Intergovernmental Relations.

Karen: Karen Marchetto, Curriculum, Department of Charter Schools.

Marsha: Marsha Balliram, co-founder of Palm Beach Collegiate.

Deokee: Deokee Balliram, co-founder of this collegiate.

Ariel: Welcome. All right, as you know, we're going to be using Charter Tools, um, to, uh, review your, your, uh, the interview of your application, and at this time I wanna turn it over to you, Doc, if you, if you would like to tell us a little bit about your school and your vision for, uh, your school, and, uh, your students.

Deokee: Oh, you put me on the spot. Okay. I said my name is Deokee Balliram. You can refer to me as Dr. Deokee Balliram, [inaudible 00:01:16] Um, my plan is to open a charter school in Palm Beach County. I've decided it will be a school from 8th grade to 12th grade. I have selected a choice program, in fact it is going to be a high school curriculum, so they will have the high school curriculum, and they will have the choice program. I selected one choice program, which is one about agriculture, and that has five options from which they can choose. I hope to start with 385 students, and within the five year period, to have 410 students.

Um, I've been through this last year. I've been close. Last year we just have it in three sections that did not meet, so I was advised to reapply this year, and that's what I did, so I made some changes to the sections that did not meet, and then when I got the reply to

come for this interview, I realized that none of the, practically none of the sections met this time, so I was wondering whether there were changes in the application, in the standard application. I don't think there were, so I don't know what happened in between, but I'm looking forward for this interview, and trying my best to answer all the questions that you all have, and I hope that my answers meet your requirements, and in the end I'm hoping for some positive results. Thank you.

Ariel: Thank you, Doc.

Male: [inaudible 00:02:58] could I respond to Mr. Balliram, uh, actually Mr. Balliram, there are changes in the review of the applications this year. The school board, uh, approved a revision to policy 2.57, which in policy 2.57 there are additional requirements for applications re-, uh, submitted to the school district of Palm Beach County. Specifically, those, um, changes are related to innovative practices of education, and, uh, a rubric that was, uh, included in the, uh, statute, I mean, uh, the policy, was utilized in reviewing, uh, relevant sections. Uh, an-any time if you would like a copy of that rubric, it's included in the policy that's online, or I can get you a hard copy of that. Uh, we did share that rubric at the, uh, spring, um, application training. So, yes there are changes, uh, in the, the, that could and did impact you this year. [inaudible 00:03:59]

Ariel: All right, and just a reminder, and you are familiar with the, uh, statute with regards to, um, uh, non-substantive revisions, uh, uh, only non-sub-, substantive revisions can be made to the application, so just, uh, if there's a clarification of something, but the actual application cannot be changed from what you have submitted to us.

All right, we're gonna start off with, uh, Jason, um ...

Jason: Okay. Section two.

Ariel: Section two.

Jason: All right, your year one projection is, uh, as you stated in your opening comments, was 385, and then you, you're, uh, forecasted to, uh, reach 410 and hold that 410, uh, student enrollment, uh, for the subsequent four years. Um, upon reviewing the application, um, the section I'm referring to is, um, uh, how the, uh ... Provide a description of how the student population projections were developed. That, that's what I'm looking at, is how you, how you derive those numbers, anything about, you know, those total annual numbers. Um, and I see you mentioned, you know, school district, you mentioned school district enrollment projections, um, in your analysis you mentioned private school transfers, uh, you mentioned, uh, growth in overall charter schools throughout the county, and then you mentioned, you know, the, the demand for charter schools, you anticipate will, um, you know, will continue to be high or increase as the years go on, based on projections and historical enrollment.

Um, so what, what I'm looking for is, specific to your school, your model. Um, the more, um, you know, empirical data, as to your particular, um, type of charter school, your grade structure, exactly how are your grade by grade projections specifically prepared

for your type of charter school. And, and typically what we look for, empirically, are, were projections based on similar themed charter schools that have successfully opened within the US, Florida, or Palm Beach County? Were they based on prior experience opening charter schools? Were they based on a proportion of the enrollment, uh, of a surrounding middle or high school? For instance, if you have a particular lo-, uh, location in mind, you know, perhaps, uh, you know, you did a demographic analysis of that particular area of the county, or there may be some, uh, overcrowded schools that, that you're anticipating a proportion of those students would attend your school, uh, or are they based on other charter schools that have open, similar themed, or, or, uh, charter schools with similar grade structure that have opened throughout Palm Beach County.

So, we're looking for more an empirical approach of how you derived your, how you came about that 385. You know, that, that, it's just not, I'm hoping to come up with 385, I'm hoping, you know, [inaudible 00:07:07] increase to 410 afterwards, you know, what was the, you know, the, the, uh, the empirical, or empirical data, or analysis, you know, to derive those numbers?

Deokee: Um, what I did, I looked at the concurrences of this area, analysis of the school district there, and I specifically looked at CSA 10, 14, 15, and 16, because those are within the areas of Lakewood High, Forest Hill, Palm Beach Central, approximately where this school will be located.

Jason: Lake, what, can you repeat that one? Lake Worth High?

Deokee: Lakewood Hi-High, John I. Leonard-

Jason: Okay.

Deokee: Forest Hill High, Palm Beach Central, and Royal Palm.

Jason: Okay.

Deokee: And, uh-

Jason: You, you listed four of those schools are already overcrowded, pretty much overcrowded schools, so that's, that helps.

Deokee: Exactly. On, in this application, on that CSA they show you, some of these schools are going to be up to a hun-, Forest Hill, up to 133%-

Jason: Yes.

Deokee: ... overcrowded. John I. Leonard is way overcrowded, so I'm assuming that that overcrowding will be a good indication that people may want to make a transfer to a charter school, if it is within their boundary.



Jason: So that's, so the location, or the, the, um, and I know, you don't have to provide exact location at this point, but your, your, your potential location w-would be within that Central Palm Beach County locale, around those schools that you-

Deokee: Right. To make those school become the feeder schools and the middle schools within the same area, which are also overcrowded.

Jason: Now, you would just serve one middle school grade, that being 8th grade?

Deokee: Yes.

Jason: So you would be an 8-12, no 6th and 7th, correct? Okay. Okay, so, okay, so primarily it's, you're serving, y-you plan to serve an area that contains some overcrowded high schools, or schools that are projected to-

Deokee: Yes.

Jason: ... pick up over, even more overcrowded than they are. Um, those would be Lakewood High, they're in the 90 percentile-

Deokee: Yeah, they're, that's the only one within this area that I gave you, that's not 100 and plus percent.

Jason: Royal Palm is, is, is over 100%, just based on their fish, but they do have, uh, quite a few, uh, relocatables on site, which gives them additional capacity, uh, but yes. In terms of John I. Leonard, Forest Hill High, and Palm Beach Central, those are three overcrowded schools that, um, are forecasted to grow. So that's, that's ... So the actual 385 to 410, that was, um, is that based on a size also, so using, taking that into account, is it also based on the size of the facility you plan to operate? Or-

Deokee: Well,-

Jason: ... specifically to get to that, close to that 400.

Deokee: Well-

Jason: Is it just a, uh, a, a, a pure-

Deokee: No. For that num-

Jason: ... estimate?

Deokee: No, no. It's, um, unlike an elementary school, where you can start with 20 students, because one teacher can teach all subjects. At high school level, that cannot happen, so you need a minimum size, where you can have the staff serving all the students, because science teachers are different from math teachers-

Jason: Sure.

Deokee: ... so, you have to get at least the minimum where you can accommodate all those students, and that's why I have to pick that number.

Jason: Okay. Do you have a range, by chance? Do you have a minimum and maximum, that you, uh, would like to achieve?

Deokee: I, I would like to start with 385, when I acquire the facility, if it accommodates 385, then that would have to be the limit. If you get a facility that can accommodate 450, and that's the available facility and an arrangement can be made, definitely I would like to, I would increase that.

Jason: To that, for that first. So, your, your minimum enrollment, you're, you're actually shooting for is 385-

Deokee: Yeah.

Jason: ... at the minimum, but it could go higher, depending on, um, the facility, the, the availability, the capacity of that facility that you acquire.

Deokee: Yes.

Jason: Up to 450, potentially. Okay, so you feel 385 is the minimum needed to successfully start that high school, all the the curriculum that would be required-

Deokee: That's right.

Jason: ... to run a high school.

Deokee: Yes.

Jason: In association with locating in an area that, where we have overcrowded high schools.

Deokee: Yes.

Jason: Okay. Okay, thank you very much.

Deokee: You're welcome.

Ariel: Thank you, Jason. Okay, now I'm gonna turn it over to Mr. Pegg for section one and three.

Jim: [inaudible 00:11:39] I'm going to pull up my notes so we can refer to them. Some of the q-, in response to, uh, again I'm gonna align this to the, uh, innovative piece for the school district of Palm Beach County, and a couple questions I wanted to see if you could provide some input on, is how will the parents access this choice, or assess this

choice, as the most appropriate for their children, and what is innovative at this school for the students, not what's innovative as a school, but what's innovative for the students, and how is this, uh, different from other schools, with this instructional focus?

Deokee: Well, the difference is definitely it is not a 9 to 12, it's and 8 to 12, that's one difference right there. Um, the choice program, for the school would be agriculture, food and natural resources, choice program, and that has five branches to it, environmental resources, environmental water technology, food service application, forestry, and land resource technology. So, the parents will have a choice of picking this program and then deciding on one of those options-

Jim: Okay, so then, within the choice, there's more choices.

Deokee: Five, yeah. There are five within that. Like, five branches.

Jim: Are you aware of the choices you gave, are there choices that you're familiar with in the school district that are the same as those?

Deokee: Um, I'm not sure if other high schools have this choice. I know most high schools like the medical because they have the resources and the facilities, so they like the medical and web design. Those are, uh, very popular in those schools. I haven't before seen this in any school-

Jim: Okay, so, I'm gonna ask you the kind of question school board members ask, all right? So, we see these choices and we understand that they're providing different opportunities, but how is that different from a school district choice that we already have out there?

Deokee: Well, uh, not only the choice, like every school district have choices in their different program. This one is particular, this is the, um, choice for this school, but in addition to that, the school is going to function as a professional learning community, which is completely different from what these schools function. That was here some years ago, but the school district never gave it an opportunity to take roots so, they switched to something else, and that is the one that I am going to use. I mean, that school, all focus will be on leading and learning, there will be an atmosphere of openness and collaboration, a culture of high expectation, and an environment of caring and learning. So that, and that will be-

Male: Go ahead.

Jim: No, we're reading that from your paper. Where did you get that from?

Deokee: That's my notes in the application.

Jim: Yeah.

Deokee: That is directly my application.

Jim: All right, where, can you show me in the application where that exists, so that we can, so all the reviewers-

Deokee: Turn-

Jim: ... can be familiar with that?

Deokee: Turn to page nine, let's see if it's there.

Jim: Isn't that section one?

Deokee: Page, yeah. Page, should be page nine.

Jim: Go right up to section one. That's fine, now we're gonna go down through ... There's the mission and guiding principles, is it in that section there that we're talking about?

Deokee: Pass, it is under vision.

Jim: All right.

Deokee: [inaudible 00:15:12]

Jim: What, could, could ...

Deokee: Okay, where it says A, B, C, D.

Jim: Mm-hmm (affirmative), okay. So, 'cause you're talking about ...

Ariel: What does that, what does that look like, um-

Jim: Yeah, that's what I'm talking about.

Ariel: Could you, could you tell us what that looks like, a professional learning community?

Deokee: A professional learning-

Ariel: What, what is it gonna look like?

Male: Yeah [crosstalk 00:15:36]

Ariel: And how does that differ-

Male: 'Cause page two [crosstalk 00:15:38] different.

Ariel: ... I have, I have a learning team facilitator, and one of the, the things that we put a lot of emphasis on, it was a professional learning community, so what is, what is that vision for you, as it relates to you-

Jim: You gave a really good example, John I. Leonard. How does look different than John I. Leonard?

Deokee: In a professional learning community, the teachers, well, first of all, whoever is the administrator of the school, they are the supervisors of leaders of the school, which are the teachers, and the teachers are giving back to the students, so they are working as a team, not as an instructor just giving instruction. They are facilitating the learning, and the students are a part of that learning process.

Male: Okay.

Deokee: And if it, you have to read it in the, in detail all the things that, like the focus, focus on learning, what is it, and it's clearly written there. If you want to know what the curriculum, that part that says leaders, you see, the teachers are viewed as transformational leaders, while the administration is viewed as leaders of those transformations.

Male: Thank you.

Jim: Look down to my notes again, Jennifer, so I can see where something I missed.

Deokee: I think you got it all.

Jim: I did it all? Okay. I believe Mr. Balliram.

Deokee: Thank you.

Jim: Let's go to section three. In section three, I think I had some very specific questions. All right, we, yes okay. I'm most interested in the, the low performing students, and how your, uh, educational plan is going to address the needs of the low, the low performing students. Um, how are we going to assess their in-, their growth of learning and innovative growth, too? Those are the things I'm most interested in, and then you'll see I've also asked about parents. What are parents going to be able to do to contain, or continue this, um, these, these innovative ideas you have at the home front? I see you've got notes, so go ahead, you can use your notes and you can tell me how you got that off your application.

Deokee: Okay, and this is coming from the application. We are going to be using the eight step instructional focus model that's on page 25 on this application. We are going to address the proficiency in the individual benchmarks, not just give a test and they pass or fail. We will have some external annual exams as usual, we'll involve the staff for the meetings and we'll have the parents we communicate our vision with the parents during staff meetings or any other meeting that we will have with them. Um, professional development training, we'll focus on leading and learning, on [inaudible 00:18:27] standards, and we'll be focusing heavily on Marzano, because Marzano's system, I know is a very good system. It's much detailed and creates a little problem for people, but I know there is a lot of good in it, and we make sure we focus on that system.

Professional development for the staff will focus on the professional development learning community. How we can make this thing into a learning community, more than just a high school to give instruction [inaudible 00:18:56] So what's what our focus.

Jim: I'm going to ask you a question that you probably, you have first hand knowledge of. These three guys sitting right here, we've all been middle school administrators, and these two guys have been high school administrators. I'm gonna ask you a question from what I have up there. One of the most challenging things, that if you have up there, if you're working with grades 8 through 12 ... Though it's one year, there's immense difference in education between 8th grade and 9th grade, and it, it, it really puts a strain on an educational system. How are you going to accomplish that? Because you're going to have to take that which we, I mean, there's just a big difference between middle school education and high school education, and, and how we approach an 8th grade education is entirely different than how we might approach-

Deokee: Well, I do have, I do have the, um, the course choices for the 8th graders. We will be preparing the 8th graders for high school in that sense, because their credits, except if it's high school credit, are not counted for the graduation, but at the same time, we want to have them at the level where they are ready for the high school level, and from 8th to 9, it is a transition by one year, yes, but the curriculum, it's a bit different in the sense of high school, where they need it for credit. So, we are trying to make that connection better by getting the 8th grade in there, so they are better prepared and they are not coming in as freshmen in 9th grade, but as freshmen in 8th grade, so by the time they get to the 9th grade, they are already phased in, and they are already-

Jim: Would you be expecting all 8th graders at your school to take, uh, coursework that leads to graduation? In other words, high school coursework?

Deokee: In 8th grade, they will not all be taking it, but those that are ready for Algebra I, will be taking it. The ones that have Algebra I from 7th grade, if they do, they can get into geometry, or any course that they have completed, in the middle school at the high school courses, they will be allowed to transition into their high school [inaudible 00:21:08]

Jim: Yeah, and, and, and maybe I'm misunderstanding, because as I read the application, it looks like you have a construct of 8 through 12 ... and that's just different. I'm not saying that's bad, that's just different than anything we're accustomed to, because, like, you explained why. 8th grade is non high sc-, non graduation required coursework, whereas 9 through 12, whatever they're taking, ac-accumulates and, and builds to that graduation requirement, so that's why I'm asking ... That's a, that's a challenge administratively, how you go about doing that, and that's why I'm asking you these questions.

Deokee: But that's what we are here for, to face challenges and overcome them.

Jim: Yeah, that, that's exactly why I'm asking you those questions, because I, I know what challenge that would present for me as a, as an administrator of that school, and I wanted to know how you're prepared for that. That's, that's ...

Deokee: Thank you.

Ariel: All right. Who's up next? [crosstalk 00:22:12] This thing pops them right out, sometimes. All right, we're going to, um, move on to section four, curriculum, and that would be Karen.

Karen: Okay. Um, I have some specific questions. I think, you know, reading needs to be the focus of the curriculum, and it wasn't clear as to what reading courses will be offered to struggling readers at all grade levels. I did see your course list, very comprehensive, but never was, did I find reading.

Deokee: You didn't find reading-

Karen: No, I didn't find reading, for any grade level.

Deokee: Okay, um ... If you turn to page 46 of the application.

Male: Okay, what's the heading on that section?

Karen: I'm looking at page 47, starts with 8th grade ... I don't [crosstalk 00:23:29]

Male: What page [crosstalk 00:23:29]

Karen: Page 47, if you have your application.

Male: Yeah, one second.

Karen: Okay.

Male: All right, now take us through this. What, where, which, which section?

Deokee: Okay.

Karen: There's a whole list of-

Deokee: Okay, one page, three, four, five, six. After about the sixth page. You will see it looks like this, this appearance.

Male: Okay, thanks.

Male: What's the heading? What's the heading on this?

Deokee: Uh, it says 8th grade class schedule.

Karen: 8th grade course offerings.

Male: It, it's got-

Karen: It's kind of like a chart, it looks, it's kind of big, yeah.

Male: It's got chart.

Karen: It's a big chart.

Deokee: No. Pass, past this sort of things?

Karen: Yeah.

Male: There you go.

Karen: There we go.

Female: Here?

Karen: Yeah. Keep on going down a little bit. There is, um ...

Male: 9th grade ...

Deokee: Okay, there. Right.

Male: Um ... [crosstalk 00:24:29]

Karen: Back up [crosstalk 00:24:29] I see, I see-

Deokee: [inaudible 00:24:31]

Female: Here, Karen?

Male: 8th grade cl-course offerings?

Karen: 8th grade course offerings ...

Deokee: Okay, and under that-

Karen: Language art, middle, junior reading three. If you go a little bit more, Jennifer, down. There we go. There's no intensive. There's nothing for struggling, mid-, MJ reading three is a regular reading class, and then you have advanced.

Deokee: Okay, but we are offering this reading three to the 8th graders, reading, reading three advanced-

Karen: Okay.

Deokee: ... but then, if you go to ... page 47, now. I'm saying 47 here, [inaudible 00:25:10]



Male: She has a ...

Deokee: Descript-, it says descriptive information.

Female: Is it after this?

Male: Further down?

Deokee: No, you have to pass that.

Karen: Before it? Is that what you're saying?

Deokee: No, past it, past it.

Karen: Past it, okay. Okay. So you go 8th, 9th, 10th, 11th, past that.

Deokee: Yeah, past that.

Karen: Past all those? Okay.

Deokee: Pass, pass.

Karen: 12.

Deokee: Pass the table. Okay, so around here. Yeah, past that. Then you come to the next heading. Okay.

Karen: School's reading program?

Deokee: Reading as a primary focus of the school. That should be the heading.

Karen: That's, yeah, I see it.

Deokee: Right. Okay. If you look at that paragraph that starts with reading plus-

Karen: Mm-hmm (affirmative).

Deokee: Okay. A little past this study, that study by [inaudible 00:25:58] a little further down. Okay. On the very top there. Reading plus with that registered trademark there. That says that in this reading program, which the school will be using, the students' performance level is determined by the program. As they perform better and better, they get more and more challenging things. We don't do that, the program does that automatically for them.

Karen: Right. Yeah, the district uses that program. I'm pretty familiar with it.

Deokee: Right, and that's what we will, we are going to use. So, if you read that whole section that have all the details about that reading program, so-

Karen: Okay. I think I was, it's unclear as to your identification of your struggling readers, and then your prescription for what you're going to do with your struggling readers. I understand this course-

Deokee: Okay.

Karen: ... and it's, it's a middle, junior, regular course, but I, I didn't get a clear picture as to, as to what you're gonna do with these, how are you going to identify these struggling readers and then what's their day gonna look like? And then, and I kinda went back to my notes, like, um ... 'cause you do somewhere say in there, you're gonna have two periods of intensive reading, but then you're gonna have an even odd block schedule of four classes that include core subjects and career electives, so I can't, I just, I couldn't see how, how all that's gonna fit.

Deokee: Okay. It, it's not every student with a double block. Only those-

Karen: Okay.

Deokee: ... that are recommended for double block.

Karen: Okay.

Deokee: The double block means that they will have reading every day, so on the odd days they will have one period of reading-

Karen: So what are they missing out of their career?

Deokee: ... and on the even days, they will have one. Well, at eight courses per day, for four days, that's 32 courses, so even if they're missing a course, they will still have the opportunity to have 24 courses for graduation before the end.

Karen: Okay, because you said a double block of reading, a, I, offered daily. Two periods of intensive reading daily, so that kind of threw me off.

Deokee: No, no. Okay, so probably the, the [inaudible 00:27:55] was-

Karen: Okay.

Deokee: ... but it is one on the odd day and one on the even day.

Karen: Okay. All right. Um, let's see. And then you did mention the rotational model, and I know that's a research based program, but in all subject areas, it seemed very ambitious. (laughs)

Deokee: Right, that ... No, that may have been a typo there. It is under reading. It's a reading-

Karen: Only in reading, okay.

Deokee: Yeah.

Karen: So it was a typo? Okay. All right.

Deokee: For the other subjects, we are using the, the, um ... gradual release model.

Karen: The gradual release? Okay.

Deokee: Yeah, so that will [crosstalk 00:28:26]

Karen: Yeah, okay. Um ... let's see. And then you mentioned advanced placement, and of course you have to get, you know, approved for all the AP [crosstalk 00:28:37]

Deokee: Yeah, well I, I was, it, it'd be coordinated before-

Karen: Okay.

Deokee: ... and all that, I know, for getting the teachers certified through the, they have to get the course audit. I know all of that.

Karen: Okay. Um, you mentioned a couple courses that are to be completed online, but you didn't mention a platform. How are they going to do these-

Deokee: Okay, online is one of the strict requirement that they must take one course online.

Karen: Okay.

Deokee: So, either they will be using FLDS, and if your district has their own ... They have a what? A [inaudible 00:29:04] courses-

Karen: [crosstalk 00:29:07]

Deokee: That would be the first choice, and if that is not available, then we do the FLDS. But it will be through FLDS.

Karen: Okay, and then, um, you do mention that you want your students to master the language arts Florida standards, which is current, but, uh, in a couple places, you mention, uh, Palm Beach rights, and then you mention court case 12, and those are gone. I just want to make sure that ...

Deokee: That must have been a last year thing that we-

Karen: Okay, okay, so everything's up to date. Yeah, that was a, a little concern there, too. I think ... Yeah, your, um, your placement ... You use a flow chart that we don't use anymore either, for placement of students. Um, it's, you have FY14, so it's, so just as long, if you're gonna follow our, um, student progression plan and then our placement thing-

Deokee: Yes.

Karen: ... everything would need to be updated, 'cause it's-

Deokee: Yeah, because I didn't put, I think I didn't put a, an attachment, uh ... student progression.

Karen: Okay.

Deokee: And that's like, uh, like, uh -

Male: Which has been revised?

Deokee: Right. [crosstalk 00:30:16]

Karen: Yeah, so ...

Deokee: ... changes every year, so, which every year, this takes effect [inaudible 00:30:21]

Karen: Yeah. Um, and then, well I think he'll probably talk to you an assessment with him.

Male: You're welcome.

Ariel: I will.

Karen: (laughs) Thank you.

Ariel: Thank you, Karen. Paul you want to segue into section, or, section five?

Paul: Um, and I think this might be artifact of, you know, [inaudible 00:30:38] application from last year that was updated, um, and the assessment section was very dated to the old state assessments and old district assessments. Um, you know, we're down, we've transitioned to a single diagnostic, for example, um, as she said Palm Beach rights is phased out, and, you know, all of the test scores and placement information, and assessments from the state level that were referenced were all older assessments, [inaudible 00:31:12] has been replaced. It's the, it's the, it's the issue with applying during a transition year, I guess. Um-

Deokee: I know [inaudible 00:31:21] is going to be, it's still this year, right? It's going off next year.

Paul: No, it's this-

Deokee: It's off already?

Paul: This year it's a different assessment. ACCESS ELL-

Deokee: Okay.

Paul: ... which is not at all confusing. Um, but just, just that kind of a thing.

Deokee: Right.

Paul: There was a lot of the assessment section looked like it was brought down from the state website, as it existed, you know, a year and a half, two years ago-

Deokee: Okay.

Paul: ... and there wasn't a lot in there about how, it didn't read a lot like how you were planning to assess your students, just we're gonna follow the rules. Can you get a little bit of, you know, how you're planning on assessing?

Deokee: Well, the assessment will follow the district guidelines for assessment, but we are the sponsors of whatever assessments they are giving. When they are giving EOCs, we'll be giving EOC at the same time, we can that schedule all the assessments will be the same. We are not creating our own assessment in that sense.

Male: Then you're gonna continue to follow student progression, correct?

Deokee: Yes.

Paul: [crosstalk 00:32:16] on a progression piece, and then the other piece of that, in terms of how you're going to use those data for pupil placement. Again, you know, there's a lot of stuff in there, it was just a lot of stuff that was kind of tied to older standards and older metrics, so just a-

Deokee: Right.

Paul: .. a recognition that that has to be updated to reflect new pieces.

Deokee: Once, once Jim give the okay to this, I'll do all the updates.

Paul: And then the last piece, the grade book, uh, section, which usually isn't in this section, in the assessment section, but since it was there ... Um, looked kind of like the promotional materials on a particular grade book piece, more, you know, this is what it will cost you per student, so it didn't really speak to me.

Deokee: No, that, that was, that was, like, an alternative to, to GradeQuick. It's much cheaper, I did communicate with company about that and what they do and think. I know the Maritime, um, Academy is using that, and they said they have been successful, so from an economic standpoint, that's-

Paul: Certainly makes sense.

Deokee: Until you guys start to dish out more money, then we will change. (laughs)

Paul: Talk to the DOE. Um, um, so yeah, like I say, if you can just speak a little bit to your assessment plans in general of how you're going to use assessment data to guide, drive instruction, you know, that might help me to parse out some of the stuff I saw.

Deokee: Okay, well the aim is to have students reach proficiency level, which we are going to set, I think the application said 75% proficiency, so anyone that is below that, we will do an analysis of the assessment that we get at the time, see which standard or which benchmark they were not functioning at a proficiency level, and we'll reinforce those benchmarks with those students, either through tutoring or differentiated instruction, and reevaluate them on those benchmarks only, and see if they come up to that proficiency level. If they are under proficiency level in the entire thing, then they have to repeat that whole section or all of those benchmarks. So, it's going to be focusing on the standards that they expect to be proficient in, and give them, providing them with additional support to be proficient in those standards.

Paul: Do you have a plan for kind of keeping them on pace with the rest of their class while they're ... 'Cause that's always the big trick, is how do you remediate, um, deficiencies, identified from assessments while not having students develop new deficiencies because they're missing out on the content that's being taught at the time.

Deokee: Well, no, no. During the time of instruction for new concepts, that's the time when they will be doing their remediation.

Paul: Okay.

Deokee: The remediation will be, like, after school tutoring, if that is available, or during, um, differentiated instruction. You give them directions on what you are teaching today, but when you get to those students, then you can help them with what they were deficient of.

Paul: Okay. Thank you.

Ariel: All right, thank you, Paul. Um, moving right along to exceptional student education. Summer?

Summer: Okay, don't look at that. (laughs)

Deokee: Okay.

Summer: Look at me, okay?

Deokee: Yes.

Summer: Um, sorry. My reviewer had some concerns that you did not elaborate on some of the things, that you kind of just restated what was practiced, um, so, um, if you could elaborate on how you would, uh, work with the sponsor, for me, which would be us.

Deokee: Okay, I, I-

Summer: Don't, I know.

Deokee: I feel ready, but in the very last, last two lines, I think, I saw something that I can respond to-

Summer: About how your collaborate with the sponsor.

Deokee: Um ... Working with, could you turn to page 19 for me please?

Ariel: All right, now we're gonna scroll down, Doc, what is the, what is the heading?

Deokee: Um, it should be sect-, it starts on section C. [inaudible 00:36:37]

Maybe you went too far. It's, like, the, under section six, it's about the fourth page. Yeah, I think this is too far.

Female: This is too far?

Male: Yeah. [inaudible 00:37:05] section six starts [crosstalk 00:37:06]

Male: What's the heading? Is there a heading there?

Female: What's the heading? 'Cause it's not by page numbers on here.

Male: I have it right here. Equal opportunity for students with disabilities.

Deokee: For students with disabilities.

Female: Can you see that?

Deokee: Yeah, and that's under section B, and then the next, was C.

Male: Okay, let's see if we can find it.

Deokee: [inaudible 00:37:33]

Female: Here?

Deokee: That's it, you see it, describe effectiveness, so ...

Male: Go ahead and tell us, Doc. What do we look for?

Deokee: Okay, it's, this is the exact thing that is here. All students, okay, you said how would I communicate with the district. After students are selected and registered into the school, their cumulative folders will be examined to determine if any student needs an accommodation for a disability, based on an existing education plan that they may have had. All students identified as needing accommodations, will be classified by categories as outlined in part A of this section. That is, this is section six.

Female: Mm-hmm (affirmative).

Deokee: Those that fit the last 80% of instruction, because in the beginning I said I would select that group when the, when the checks pass. The sponsor will be consulted for those that fit the 40 to 80% of instruction occurring in a class with nondisabled peers, and the less than 40% of instruction occurring in the class with nondisabled peers.

Female: Okay.

Deokee: The sponsor shall conduct the initial evaluations of students, referrals for potential special education, gifted, and filed for placement, in accordance with the federal and state mandates. This school will observe all courses associated with reevaluation recommended, and required under federal and state mandates. A representative of the sponsor shall be invited to participate in a initial [inaudible 00:39:35] meeting, where a significant change of service or placement may be considered. The sponsor will retain the right to determine whether or not to send that person. The charter school shall provide ESE students with programs and services in accordance with federal, state, and local policies and procedures, specifically the IDEA section 504, where the rehabilitation-

Summer: Yeah, I got it.

Ariel: Okay, she got it.

Deokee: She got it?

Summer: Okay. Yes, you can stop.

Ariel: All right, she found it.

Summer: Um, and then the reviewer, um, one more, was concerned about, um, making a determination for ESE was not elaborated upon. How would you determine that those students are, have the need for ESE services?

Deokee: That means they are not regulars. Um, okay, page 95. Okay, [inaudible 00:40:35] equal opportunity for students with a disability [inaudible 00:40:38] the heading. That's were



it all started. The school will adopt the full equal ... The application for admission into the school will not ask students or parents-

Female: Right there, right there.

Ariel: Sorry, Doc.

Deokee: Okay, go ahead.

Ariel: No, no no. Go ahead.

Summer: I'm, I'm with you on that one.

Deokee: She's a better reader. I'm level one reader, you are level five.

Summer: I found it, but that one-

Deokee: Okay.

Summer: ... that talks about how ... that, that you're not gonna identify them as ESE, but I'm talking about, um, I'm not talking about when they come into the school, I'm talking about when they're already there, if your teachers are seeing a need, that's not already in place.

Deokee: If they are not initially ESE-

Summer: Mm-hmm (affirmative).

Deokee: ... and we see the need?

Summer: Mm-hmm (affirmative).

Deokee: Oh, then we'll ask the teach-, all the teachers who have that student, to make a, like, a recommendation to receive guidance, and then the ESE department-

Summer: Mm-hmm (affirmative).

Deokee: ... and we have them convene a conference with the, within themselves, then with the parents-

Summer: Mm-hmm (affirmative).

Deokee: ... to see if there's a need for that service-

Summer: Okay.

Deokee: ... and if there is, then we'll go through the process-

Summer: That would be-

Ariel: Where is that information contained in your application? That's what, that's what we-

Summer: Yes, I was gonna say school based team. Yes.

Deokee: Um, okay. Basically-

Summer: I think-

Deokee: It's okay, you're okay.

Summer: Yeah, I have it. I think I found it, where you talked about school based team, I think I found it. Yes, okay. You would refer them to school based team, that's what it's called, and then you would meet and, and start something called the multi-tiered system of supports-

Deokee: Yes.

Summer: ... with the response to intervention. That's what, and I, it's right here. Okay? We're good.

Deokee: And I believe they're gonna change the school based team to something else, don't worry.

Summer: Everything changes all the time.

Deokee: Of course.

Summer: (laughs)

Ariel: I got used to the RTI term, and then they changed it to multi-

Summer: Peer assisting and supports. Okay, thank you very much.

Deokee: [inaudible 00:42:28] new.

Ariel: (laughs) All right, moving right along, uh, to Steve. Section seven. Uh, thank you Summer.

Summer: Thank you.

Ariel: [inaudible 00:42:37]

Deokee: I think I need to hire a secretary to do this paperwork.

Female: (laughs)

Steve: Uh, the o-, the only point is the Department of Justice agreement, you didn't reference in your application.

Deokee: Okay, um ... Okay. [inaudible 00:43:14] Okay. The school must reference compliance for the district agreement and the United States Department of Justice. Well, at the very beginning of that section, it says, "This charter school, will comply with all federal, state, and district requirements, under the META consent decree, the Palm Beach County district ELL plan, and the ESL procedural manual.

Steve: Yeah, we're just missing that one agreement that we have, separate agreement with the Department of Justice, that only applies to Palm Beach County.

Deokee: Yeah.

Steve: Um, in that, uh, they detail, for example, that now we've added Portuguese as one of the languages, and so-

Female: Is that a new thing?

Steve: It is-

Female: A new addition?

Steve: Well, it's since 2013. It was added.

Deokee: Okay, so if there is anything new that have been added during the time when we signing this-

Steve: Yeah, I've got a, I've got a copy if you, if you need it-

Deokee: Oh, thank you.

Steve: ... and you could basically, just reference that, and that you'll follow those rules and regulations, which are about 31 pages-

Female: Or could give this.

Steve: Yes. It's about 31 pages, and we also included the translated documents in Portuguese and the other languages, uh, if you choose to use the district documents. If you don't, then you would have to translate, uh, them on your own, and with your own budget.

Female: (laughs)

Ariel: Mr. Balliram, what were you reading from? Where was that from in your application?

Deokee: That was the very beginning of section seven.

Ariel: Let's go to the beginning of section seven.

Deokee: Very, very beginning.

Ariel: There you go.

Deokee: Yeah.

Steve: They've got everything except the, the agreement.

Ariel: Right, the justice agreement.

Deokee: So I just have to fill that one?

Male: Yeah. One of the things, um ... That's all right. You just pointed it out. I'll talk to Steve about it.

Deokee: Thank you.

Male: So we're, we're okay.

Ariel: Okay, thank you, uh, Steve. Moving right along to section number 10, management. Mr. Stenner?

Mark: I have a few questions.

Deokee: Yes.

Mark: Uh, first one, I didn't see a clear delineation of the rules listed in management structure of the school. The administrative director has no job responsibilities listed, only the academic director. So, my question, was that an oversight?

Deokee: Okay, let's, before we say yes to the oversight, let's see if we can get the page 214. The very beginning of-

Mark: Right at the beginning of the section.

Deokee: ... very beginning of section 10. Okay, the second page.

Mark: That's it right here.

Female: Here?

Male: Said academic.

Deokee: Okay, but do, do you have this?

Male: [crosstalk 00:46:20]

Female: [crosstalk 00:46:20]

Deokee: Should be after the first page.

Mark: The flow chart, or the organizational chart, that was another question, is not visible in Charter Tool, but I didn't see it.

Deokee: Yeah, go up a little bit. You're right.

Mark: You see, it's blank.

Ariel: See what it said, what it did there, Mr. Balliram, but that doesn't disqualify you in any way. What we would need you to do-

Male: It's in the PDF that's attached.

Ariel: Is there a PDF attachment? Let's see.

Mark: It should be on the attachments, yeah. Sometimes they're down in the attachments.

Male: [inaudible 00:46:48]

Male: Ah, go to 11 and backwards.

Female: Sorry.

Male: That's all right. This is your first rodeo [inaudible 00:46:54]

Mark: There's no attachment.

Male: There's no attachment, so-

Male: Where, where'd you see it-

Male: Well, if you go, I guess you gotta go to the-

Female: Beginning of the-

Male: ... beginning, where the, uh-

Female: Oh, where the [crosstalk 00:47:04]

Male: ... on the, on the application page, where [crosstalk 00:47:08]

Female: Like, the dashboard page, yeah.

Deokee: But this is what [crosstalk 00:47:11]

Male: Go back to the home page. Go back to home.

Female: Go home.

Ariel: That's what we want to do. (laughs)

Male: Go to applications. Go down to the school.

Female: You passed it already.

Male: What we're trying to do is determine if it's on there. If it's on there, then [crosstalk 00:47:32]

Male: Yeah, now go over to, see the, go to [inaudible 00:47:34] right.

Female: Here? To the-

Male: No. No, go to the-

Female: The I.

Male: The I. No, the ...

Female: [crosstalk 00:47:48]

Male: [crosstalk 00:47:48]

Female: You're missing the ...

Male: I did, I used the PDF.

Male: All right, here's, here's what we're going to do to that.

Female: It's because it's in revised mode, I think, right?

Female: Yes, you're right.

Male: You accept it to put it in the context of the application, so here's what we'll do for you. You're gonna get a seven day letter today, that gives you an opportunity to respond to what happened today.

Deokee: Yeah.

Male: You can communicate that and send that to me, so that I can give it to the reviewer to take a look at, okay?

Deokee: Okay.

Male: So, what I would recommend ... Are the rest of the questions tied to that, Mark? Or do we have-

Mark: No, I've got some other questions-

Male: All right, let's go with the other questions.

Mark: To start off with the first one, you had made mention of an administrative director and an academic director.

Deokee: Yeah.

Mark: The administrative director has no job responsibilities listed.

Deokee: The administrative director has no job responsibilities?

Male: Go back to the top of, of, uh, that section.

Deokee: Um ... academic director will ...

Mark: Yeah, I saw the academic-

Female: Second page, right there.

Deokee: Right, and immediately following that, the administrative director is there.

Mark: I don't see it.

Female: Academic.

Deokee: Uh, it should have, it should have a, like, a heading and then it should be there.

Female: Back up a little.

Ariel: Go down.

Deokee: No, after, it's after academic, so ...

Ariel: Yeah, this is the academic.

Deokee: Yeah, right, so go a little further down.

Male: Is it past your-

Male: Is it past your chart?

Deokee: Yeah, yeah, it's past the chart. Right, you see academic director? And after that comes the administrative. Administrative.

Female: It's right here.

Ariel: Administrative director.

Deokee: Right, and that's all this here. So, it is here.

Mark: Okay.

Deokee: It's just a chart that we show.

Mark: Uh, then, uh, further on down, uh, you have the role of the academic director stated that the person coordinates the recruitment, interviews, handles hiring and termination, and then, uh, I read further on down that the academic director will make a reappointment recommendation. My question is to whom, and why, if they're already coordinating all of that?

Deokee: Okay. All the appointments would be done by the academic director. When we said reappointment, that is in case someone had to be terminated and we decide to rehire them and they reapply, or if someone had to leave the school for personal reasons and want to come back, we will inform the, the board of directors. The whom is really just the board of directors, and that's only for the reappointments, not the other.

Mark: Okay, further on down in there, the, uh, [inaudible 00:50:21] professional was mentioned, and then the following statement, uh, was not clear to me. Monitor students during brief periods of teacher.

Deokee: Uh-huh. I ... that, that one, I, it's a typo [inaudible 00:50:33]

Mark: Okay.

Deokee: Um, like, when we say during teacher, we really meant during teacher inactivity with the students, like, when they come in, the teacher's taking the attendance or something, or there's an emergency and the teacher have to just step out, that's what it is.

Mark: Okay.

Male: Okay, so, and I'm having a hard time talking, so listen.

Deokee: That's all right. Don't talk too much.



Male: So when you respond to the letter, that's a typo, so if you can retype, just kind of pull it out, and give me one page of, that rebuilds that without the typo-

Deokee: Sure.

Male: ... and then we'll look at it and make sure it's not substance, that it's just a typo. Okay?

Mark: All right. Uh, I need the defined qualifications for the police officer, the CLF, the DP, and the para. Who evaluates them, who they report to in their day to day activities of the school? I mean, we can assume that a police officer's going to be a police officer and have the, the correct qualifications, but you need to tell me that.

Male: You have no police officers?

Mark: Those are assuming.

Deokee: Yeah, but this says have to be hired and pass the fingerprinting and everything.

Mark: But my, my question is you're not contracting a police offer-

Deokee: No.

Mark: Okay. Um, guidance counselor. How will the guidance counselor be evaluated?

Deokee: Um, if you go back to that flow chart, everyone that is under that academic-

Mark: Okay, so I'll look at the chart.

Deokee: ... [inaudible 00:51:52]

Mark: Okay. I need to see the chart, then. Okay. Um ... there was no clear delineation of the role of principal as mentioned in accountability of key personnel.

Deokee: Okay, that's a, that's a typo.

Mark: Okay.

Deokee: That has to be academic director.

Male: Okay, same thing. Same thing. Do the same thing with that part.

Deokee: Sure.

Mark: And, uh, staffing plan. There's no mention of an ELL teacher. Now, if that's in your flow chart, then ... your organizational chart ...

Deokee: Page 228. Okay, page 228, it has a staffing plan there, with all the ... positions in it, and it should be one of the pages here.

Mark: What section is that?

Deokee: This is the same section-

Female: ELL.

Male: That's an ELL section? All right, so we'll look back to the ELL section.

Mark: See, there's the chart there, and there's no ELL person listed.

Male: So this is the part that's in the management, but it's not visible in the management you're seeing?

Mark: Oh, it's in there, but there is no ELL teacher listed.

Male: That's what I'm asking, so it's not in this section.

Mark: It's not, it's in the other section.

Male: All right, so, take him over to the next section-

Mark: I'll look in the other section.

Male: ... let's see if it satisfies.

Mark: And, finally the, uh, recruitment and selection staff will be, will be required to have at least the minimum qualifications required to qualify for the job. What are those qualifications?

Deokee: Okay, could you repeat what you just said?

Mark: The, you mentioned in here that, uh, staff will be required to have at least the minimum qualifications required to qualify for the job. What are those minimum qualifications?

Deokee: Well ... it depends on what your job is.

Mark: [crosstalk 00:53:35] that last, last line of that big paragraph right in the middle.

Deokee: Okay.

Mark: Terms and conditions of employment will be com-comparable to the public school system to attract avid, qualified, and experienced staff. The staff will be required to have at least the minimum qualifications required to qualify for the job.

Deokee: Okay, so if it's a teacher, they have to have a teaching degree-

Mark: Okay, so that's, that's what we need.

Deokee: ... and it has to be in the subject.

Mark: That's what we need. It says, teachers [crosstalk 00:53:56]

Male: There's words missing from that sentence.

Mark: Yeah.

Male: What you, what it probably should say is that the staff be required to have at least the minimum qualification required to qualify for the job, as stated, wherever it's stated.

Deokee: Okay, when you, when you [inaudible 00:54:13]

Mark: Yeah, you can go back to see the notes.

Male: Well, that's the part I'm telling you now. We're pointing them out to you now. Now you have to reply to us.

Deokee: Yeah-

Male: No, it won't be in that letter. It won't be in the letter. All it'll say is, "During the application interview process, we asked you for some clarifications. Please respond to it." That's another reason why we record here, because you can have a copy of that recording, and you can listen back to what we ask for.

Female: But, can you not just say, um, we'd be required to have at least the minimum qualifications [inaudible 00:54:41] as the school district, um, you know, they have requirements for each.

Male: Sure we do, yeah, but we wanna know what you do.

Deokee: Okay.

Male: When you talk about staff, you mean the entire staff-

Deokee: Right.

Male: ... not just certified teaching.

Deokee: No, no teaching. No.

Male: Okay, so that's-

Deokee: All employees.

Ariel: See, when you, when you establish this school, you basically are a school district. You, you, you are the HR, you're the ESE, you're the curriculum, and you, and your board, your governing board, is the school board, so that's what we're asking you for, you know. You know, you, you're familiar with the school district, 'cause you've been a part of the school district for a long time. However, you have to assume that you're not, and then what, what are you going to do that, to establish that criteria that Mark's asking for? We know, because we're assimilated to it, but we're asking you, you know. But, what'll happen is this becomes a part, should you be approved, this becomes a part of your charter ... and at some point, we get into some employment issue with you, we have to re-reference back to this, and if it doesn't have specific criteria, we have, uh, difficulty.

Deokee: And I think that's the problem. The more knowledge you have about something, you tend to take that for granted, that [crosstalk 00:55:54] so you don't mention it, but as you said, you're looking at it from a outsider's point of view, coming for the first time.

Male: Right.

Male: But for the purpose of this interview, we want to know what you know.

Male: Yeah, and not only what you know, it's got to be documented in that doc-, in that application, because, as I said, if you get approved and we start to make the charter, this is, this is, uh, a legal document, and it becomes that which we have to refer to. So that's why, that's why we're so tough on you.

Deokee: Yeah, that's why you're putting all this pressure on me. That's okay.

Male: That's exactly right. You got it.

Male: There's 51 charter schools that we have, that have, we put that pressure on them, too.

Deokee: You did?

Male: Yes, sir.

Male: Absolutely.

Male: Yes, sir. That's our job.

Male: That's why there's only 51.

Male: What do we got now?

Male: Section 12, human resources. This was my section also.

Deokee: Okay, there you said, um, something about a handbook. Uh, I mention on page 234 that the employee handbook will be available on the week that we, week prior to opening, and faculty and staff handbook I will make available at that time, and the student handbook will be given out during the first week.

Male: This section here ...

Male: Show me where that is.

Male: [crosstalk 00:57:08] where you referred.

Deokee: No, that is on page 234. It might be on a different section, but then it will have to come [crosstalk 00:57:13]

Male: All right, whenever you reply to the seven day-

Deokee: Yes.

Male: ... you can reference page 224 in section whatever it is [crosstalk 00:57:19]

Deokee: Right, okay.

Male: That's why you want a copy of this audio.

Deokee: Yes, please.

Female: Is that it, here?

Male: Yeah, that's-

Male: There it is.

Male: That's just it-

Female: Oh, okay.

Male: ... there, there's nothing there that tells me-

Male: Right.

Male: ... that faculty and staff, I see that, student handbook ... Students will be issued these handbooks-

Deokee: Right. So you want a, like, an actual, you mean, like, a [crosstalk 00:57:42] handbook, right?

Male: Well, it, it calls, it calls for, in the criteria, provide the timeline of when this is going to be available.

Deokee: Okay, so-

Male: Doesn't necessarily have to be developed as yet. But when will it be developed? That's, that's what, yeah.

Male: Just ... we need to know when.

Deokee: Okay.

Male: Okay.

Deokee: Section 19. Were we there?

Ariel: We, we're, we're ... We're fixing to go there. All right. All right, we're gonna go over to budget and financial management, with Richard.

Deokee: I need a break.

Ariel: We're almost done, man. We're trying to stick to the 60 minutes, so-

Deokee: No, no man, this section-

Ariel: You're doing good, man, just keep going.

Male: [inaudible 00:58:19]

Richard: This budget, this is the shortest budget report I've had.

Deokee: Good, so something must be right.

Richard: There, there's, there's several bullet points, but one bullet point will take care of everything.

Deokee: Good.

Richard: The, uh, startup money-

Deokee: Yeah.

Richard: ... you said you would be giving.

Deokee: Right. Not giving. Loaning.

Richard: Right, right, right. It would be coming from you.

Deokee: Yes.

Richard: We need something to show that you have the ability to-

Deokee: Do you have that money-

Marsha: I have it right here. I have the, um, all of it, um, listed out.

Deokee: Every damn cent.

Marsha: That money is there, and money is more than the other back up money. That's right there.

Ariel: So Richard will take a look at that now [inaudible 00:59:08]

Marsha: You can keep that, yes, and I have others.

Male: I was gonna say, do we get to keep that?

Marsha: Yes, you can keep that, yes.

Richard: And we, we can go over the other points, but this will cover it.

Male: But the part, which you Richard, you say you, you'll be reconsidering the evaluation with this information.

Richard: Yeah.

Marsha: And that's all you needed.

Richard: Okay. Uh, sections 18 ...

Deokee: Did we finish with 17?

Richard: Unless you wanna go over in point-

Deokee: I almost got [inaudible 00:59:36] over that section, man. (laughing) Okay, that's fine.

Richard: I mean, there are, there are-

Male: We're upset and it was an almost.

Richard: You know, there are sections about the building rental, and the square feet, but, but your budget had enough room in it to allow for my changes, if you have the start up money, so it's-

Deokee: But you know what I found, though, on state requirements for educational facilities, page ... Section six, page 87, says, "Intermediate middle school level, recommended occupants is 22." That's middle school. 39 square foot per occupant.

Richard: I know, and we go with the-

Deokee: And, and the 32, so-

Richard: And we go with the 55, this school district.

Deokee: Okay, yeah we need room for [inaudible 01:00:23]

Richard: Yeah, yeah. Section 18, uh, if you can go to ... just in the evaluation. The, the evaluation criteria on the left in the green. A clear, the first bullet. A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control of the school finances. In you, your section, I saw that your narrative states Buchanan's County and Tax Service is responsible for financial management.

Deokee: Um, I know it said that, but-

Richard: So, it, it has to, so it's an outside service is responsible, but the board has to be responsible for the financial.

Deokee: I have that, I have that. Just to find it. Okay. Section nine, then we have to go back to section nine, page 195. You see here? Manage resources effectively. Description of the responsibilities and obligations of the governing board. Approve the annual budget, monitor budget implementations through periodic financial reports, approve accounting and personnel decisions, provide an independent annual audit by a qualified CPA, ensure a full board has the proper training to be effective stewards of public funding, and to ensure adequate [inaudible 01:01:56] That is, that came under there.

Richard: Right, but it doesn't say, "The board has ultimate responsibility." Your, your section, section 19, 18, is giving the ultimate responsibility to the Buchanan Tax Service, so you're saying if there's a problem, blame Buchanan, don't blame us.

Marsha: I think it's at bit like, who is going to be doing it for the school, I think it's-

Richard: I know, but it specifically, the one, the one-

Deokee: Yes, we'll adjust that sentence.

Richard: The one review point says, "We're looking for the board to take ultimate, take responsibility." You're saying, "No, we're giving the responsibility to Buchanan, so if something goes wrong, blame them. Don't blame us."

Deokee: Okay, okay we'll, we'll adjust it.



Marsha: [crosstalk 01:02:38]

Richard: All right.

Ariel: Thank you, Richard. All right, and then the last section of, um, Dr. Balliram, deals with transportation, and I'm just gonna, uh, Mrs., uh, Bouchard is not here, but I'm just gonna read the notes, so it says, uh, please specify the age requirement of bus drivers you plan to hire. You stated 18 years of age in your application, it might be a typo. A person must have a driver's license for five years to be eligible to drive a school bus.

Deokee: Could you turn to 15 there? I did, and he said it might be a typo, yes. If you have a driver's license and a five year-

Male: [inaudible 01:03:23]

Male: I was like, "Oh." Carl's not here, but I, I work with Carl on this, and it's okay.

Deokee: And it's okay?

Male: Yeah.

Male: It's okay [inaudible 01:03:31] We're just saying that it's 18 on there.

Deokee: Somewhere on the application it says 18 years. I did see that. Uh, line eight on page 251.

Male: Line eight? Okay, we'll do it.

Deokee: Page 251.

Male: Just go the top of [inaudible 01:03:46] Scroll down slowly so I can see. Keep going. Keep going. Stop right there for a second. Keep going. Okay.

Deokee: All right. Stop right there. Number to each bus driver ...

Male: There it is. Right there.

Female: Here?

Male: Yeah. Must obtain the age of 18.

Deokee: Right, so that will, will make the right wording for that.

Male: So where did you get that lan-language from? From 10-12-315?

Deokee: Yes.

Male: We'll reference that. Thank you. Okay. We'll look at that. We'll look at the language in 10-12-315. Okay. Thank you.

Male: Okay, we've answered that question.

Deokee: Could you go up to the beginning of that section? Transportation ... Okay. School plan for transportation. That's this, this ...

Male: Yeah, click that one.

Female: Okay.

Male: Right there.

Male: Okay, there it is.

Deokee: Okay, right there. Um ... let's see. The second line. See what it says?

Male: Where?

Deokee: The second line. The school will purchase school busses, da-da-da, and then the next line, approximately 200 mile radius. No, no, no, we're not going to pick from 200 mile radius, it's-

Male: (laughs)

Deokee: Sorry, we'll change that, right? Because lower down it did mention all the two miles.

Male: You won't be able to get a single kid who comes in if you're saying that's a typo (laughing)

Marsha: Yeah, it's a typo.

Deokee: Well, the [inaudible 01:06:03]

Male: That's just, that's just saying you're gonna buy the buses within a 200 mile radius.

Deokee: Oh, that's what it says?

Male: Yeah.

Deokee: Okay, good.

Male: Which means you could buy in Hillsborough or Pinellas-

Male: That's not saying you're gonna transport students-

Male: That doesn't mean you [inaudible 01:06:18] That means you're going to try to buy, purchase buses in south Florida.

Deokee: Okay. (laughs) See I get nervous when [inaudible 01:06:26]

Male: Yeah.

Male: You know there is, um, language in [inaudible 01:06:31] that's going to the House, that says it will accept students all over the state.

Deokee: Yeah? I can imagine the transportation costs [crosstalk 01:06:40]

Male: Imagine that, yes.

Deokee: Going from Orlando, come in by a small jet.

Male: It's an interesting, yeah, it's an interesting set of language.

Ariel: Okay, well, uh, I want to take this opportunity to thank you, Dr. Balliram, uh, for being here today. This concludes our interview for Palm Beach Collegiate, and we'll turn this off now.

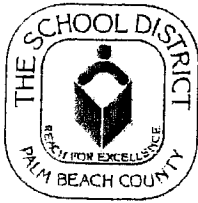
How did Jennifer do?



If you rate this transcript 3 or below, Jennifer S will not work on your future orders

# Exhibit 5

Letter of Denial from The School District of Palm Beach  
County with Attachments 1, 1A, 1B, 1C, 1D, 2, 2A and 3.



THE SCHOOL DISTRICT OF  
PALM BEACH COUNTY, FL

ROBERT M. AVOSSA, Ed.D  
SUPERINTENDENT

CHUCK SHAW  
CHAIRMAN

OFFICE OF THE SUPERINTENDENT  
3300 FOREST HILL BOULEVARD, C-316  
WEST PALM BEACH, FL 33406-5869

FRANK A. BARBIERI, JR., ESQ.  
VICE-CHAIRMAN

PHONE: 561-629-8566 / FAX: 561-649-6837  
[WWW.PALMBEACHSCHOOLS.ORG/SUPERINTENDENT](http://WWW.PALMBEACHSCHOOLS.ORG/SUPERINTENDENT)

MARCIA ANDREWS  
KAREN M. BRILL  
MIKE MURGIO  
DEBRA ROBINSON, M.D.  
ERICA WHITFIELD

**FEDERAL EXPRESS AND EMAIL: [deokee.balliram@gmail.com](mailto:deokee.balliram@gmail.com)**

November 13, 2015

Mr. Deokee Balliram  
Palm Beach Collegiate  
125 Saratoga Blvd. West  
Royal Palm Beach, FL 33411

**SUBJECT: SECTION 1002.33(6)(b)(3)(A), F.S. LETTER OF DENIAL OF CHARTER APPLICATION**

Dear Mr. Balliram:

The purpose of this letter is to inform you of the outcome of your charter school application for Palm Beach Collegiate. On November 4, 2015, your application was considered and denied by the School Board of Palm Beach County at its public meeting. This letter provides the statutory notice pursuant to Florida Statutes Section 1002.33 (6) (b) (3) (a) and articulates the reasons, based upon good cause, to support the School Board's denial of your charter application.

Pursuant to the Florida Department of Education's Charter Application Process, *an application cannot have significant weaknesses in some components of the application and still be judged to have met the standard for approval.* In summary, these sections of your application received the following ratings according to the Florida Charter School Application Evaluation Instrument (hereinafter referred to as "Evaluation Instrument") and the Model Florida Charter School Application criteria and referenced statutory provisions:

Four sections received a rating of "Partially Meets the Standard:"

- Section 2 – Target Population & Student Body
- Section 3 – Educational Program Design
- Section 10 - Management
- Section 12 – Human Resources & Employment

Four sections received a rating of "Does Not Meet the Standard:"

- Section 1 – Mission, Guiding Principles & Purpose
- Section 4 – Curriculum Plan
- Section 5 – Student Performance, Assessment & Evaluation
- Section 18 – Financial Management and Oversight

I. **Details and Supporting Documentation Concerning the Denial of Your Application**

The written application for Palm Beach Collegiate was evaluated by District staff using the State mandated Evaluation Instrument, which includes 19 sections.

The Evaluation Instruments with reviewer comments indicated that the above-noted sections either partially or did not meet the standards. By email correspondence on October 2, 2015, the District shared the reviewer's ratings of these sections and informed you of the location to view on the District's software the evaluation comments noting the deficiencies. (A copy of the email and attachments are attached for your reference as Composite Attachment "1").

An interview was scheduled for and held on October 9, 2015, at which you responded to questions and references to the written comments submitted by the evaluators. Based on the application review and confirmed during your interview with the District, it was determined that substantive changes to the application would be needed to cure the deficiencies in your application and the School District does not accept substantive changes. Attached as Attachment 1-D, is the written response that you submitted to the Charter School Department on October 21, 2015, which further evidences that substantive changes needed to be made to your application.

On October 28, 2015, the District sent you the attached letter notifying you of the Board meeting, stating the ratings, and attaching the overall assessment, charter Evaluation Instruments for the deficient sections, and the reviewer's comments. (A copy of these documents are attached for your reference as Composite Attachment "2," along with a hyperlink to the application referenced therein and a copy of the charter school applicant's proposed budget.) The standards and criteria for approval that were not met by your application for these sections are set forth in the attached charter Evaluation Instruments and reviewers' comments, which are incorporated herein by reference, and are stated below.

The attached Board report also noted that per the Overall Assessment Summary/Checklist, the ratings indicated that the application did not meet the statutory requirements set forth in the Evaluation Instruments and their referenced statutes, including Section 1002.33(6), F.S. (See Overall Assessment/Checklist). (A copy of the Board Report is attached for your reference as Composite Attachment "3". \*Note that all documents referenced in any and all attachments are incorporated herein.)

- A. **Section 1 – Mission, Guiding Principles & Purpose – “The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.” The application did not meet the evaluation criteria, which were**
- **A compelling mission statement that defines the purpose and values of the school.**
  - **A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.**

The application did not comply with Sections 1002.33(2)(a); 1002.33(2)(b); 1002.33(2)(c); 1002.33(6)(a)(1); and/or 1002.33(7)(a)(1), F.S.

**DOES NOT MEET THE STANDARD**

The applicant writes of providing parents a choice. How will parents assess this choice is the most appropriate for their children? What is innovative at this school for the students? How is this school different than other schools with this instructional focus?

(\*A copy of School Board Policy 2.57 and the innovation rubric are attached as Attachment 1-C.)  
School Board Policy 2.57 on charter schools states:

November 13, 2015

SECTION 1002.33(6)(b)(3)(A), F.S. LETTER OF DENIAL OF CHARTER APPLICATION

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To establish a charter school, an applicant must meet the criteria within Fla. Stat. §§ 1002.33 (2) (a), (b) (3), and (6) (a).

This Applicant failed to meet the criteria in Fla. Stat. §§ 1002.33 (2) and (6) (a) as stated herein.

In Policy 2.57, specifically Section 3(d)(ii)(D), it states the following regarding "innovative learning methods":

The School Board defines innovative as introducing or using new ideas or methods or having new ideas about how learning methods can be performed in this School District. Being innovative is about looking beyond what is currently done well, identifying the great ideas of yesterday and/or tomorrow and putting them into practice. True innovative learning methods are those products, processes, strategies and approaches that improve significantly upon the status quo within this geographical area of the School District, and result in heightened qualities and outcomes of teaching and learning. The criteria for making this determination are set forth on the document that is attached hereto.

Section 1002.33(2), F.S. states:

(2) GUIDING PRINCIPLES; PURPOSE.

(a) Charter schools in Florida shall be guided by the following principles:

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

(b) Charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.
2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.
3. Encourage the use of innovative learning methods.
4. Require the measurement of learning outcomes.

(c) Charter schools may fulfill the following purposes:

1. Create innovative measurement tools.
2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
3. Expand the capacity of the public school system.
4. Mitigate the educational impact created by the development of new residential dwelling units.
5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Sub-section (6) (a) 1 of the Statute states:

(6) APPLICATION PROCESS AND REVIEW. Charter school applications are subject to the following requirements:

(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:

1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.

The Board determined that the application failed to meet these statutory requirements, including but not limited to (2) (b) 3. The Board determined that the learning methods were not using new ideas or methods or new ideas about how learning can be done in this District.

- B. Section 2 – Target Population & Student Body** – “The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.” The application did not meet the evaluation criteria, particularly demonstration of “[a]n understanding of the students the charter school intends to serve.” The application did not comply with Sections 1002.33(10)(e); 1002.33(6)(b)(2); 1002.33(7)(a)(1); and/or 1003.03, F.S.

**PARTIALLY MEETS THE STANDARD**

How were grade-by-grade enrollment projections specifically prepared for this type of proposed charter school? Were projections based on similar themed charter schools that have successfully opened within the U.S., Florida or Palm Beach County? Were they based on prior experience opening charter schools? Were they based on a proportion of the enrollment of surrounding middle/high schools? Were they based on other charter schools that have opened throughout PBC?

- C. Section 3 – Educational Program Design** – “The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.” The application did not meet all of the evaluation criteria, which were presentation of an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

The application did not comply with Section 1002.33(7)(a)(2), F.S.

**PARTIALLY MEETS THE STANDARD**

How will the differentiated instructional needs of the low-performing students be addressed? How will the individual student’s learning and innovative growth be assessed? How will parents and families be involved in sustaining home supported innovative practices? How will professional development be designed to develop teaching and learning innovations? The application is for a school of students grades 8-12. What professional development will be implemented to address the middle/high school implementation? What professional development will be provided to develop teaching and learning innovations?

- D. Section 4 – Curriculum Plan** – “The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.” The application did not meet the evaluation criteria, which were presentation of a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and



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- Will be appropriate for all students at all levels.

The application did not comply with Sections 1002.33(6)(a)(2); 1002.33(6)(a)(4); 1002.33(7)(a)(2); and/or 1002.33(7)(a)(4), F.S.

DOES NOT MEET THE STANDARD

Does not provide a clear and coherent framework for teaching and learning. Unclear as to what reading courses will be offered to struggling readers at all grade levels. What Language Arts class will be offered for Grade 8? What platform will be used for online courses? Unclear as to how 2 periods of Intensive Reading offered daily, can fit into an even/odd block schedule of 4 classes and include core subjects and career electives. No details as to how the BRIM (balanced rotational instructional model) could be implemented in "all subject areas." School's goal is for students to be able to master the LAFS, however the criteria used is from the Palm Beach Writes and Core K-12.

**E. Section 5 – Student Performance, Assessment & Evaluation –** “The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.” The application did not meet the criteria, which were

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

The application did not comply with Sections 1002.33(6)(a)(3); 1002.33(7)(a)(3); 1002.33(7)(a)(4); and/or 1002.33(7)(a)(5), F.S.

DOES NOT MEET THE STANDARD

Assessment and data information indicate a minimal understanding of Assessment in Florida. Much of the content is taken from state documentation referencing old standards.

**F. Section 10 – Management –** “The Management section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.” The application did not meet the evaluation criteria, particularly the requirement of “[a] sound plan for recruiting and retaining qualified and capable staff.” The application did not comply with Sections 1002.33(7)(a)(9) and/or 1002.33(7)(a)(14), F.S.

PARTIALLY MEETS THE STANDARD

\*Reviewer does not see a clear delineation of the roles listed in Management Structure of the School: Administrative Director has no Job Responsibilities listed only the Academic Director (oversight?) \*Reviewer sees no Organizational flow charts visible  
\*Reviewer does not see a clear delineation of the role of the Academic Director, it is stated that Academic Director coordinates the recruitment, interviews, handles hiring and termination, Reviewer then reads that the Academic Director will make reappointment recommendations, to whom? And why if already coordinating? \*Reviewer is unclear of the role of the

Paraprofessional in the following statement: "Monitors students during brief periods of teacher"? \*Reviewer sees no evidence of defined qualifications for Police Officer, CLF, DP, and Para and who evaluates and who they report to in their day-to-day activities of the school? \*Reviewer sees no clear delineation of how Guidance Counselor will be evaluated? \*Reviewer sees no clear delineation of the role of Principal as mentioned in Accountability of Key Personnel: First line, "reports provided by the Principal", no mention of a Principal in previous section \*Reviewer sees inadequate evidence of a viable and adequate Staffing Plan: No mention of an ELL Teacher \*Reviewer sees no evidence of a sound plan in Recruitment and Selection: "Staff will be required to have at least the minimum qualifications required to qualify for the job: What are those qualifications?"

**G. Section 12 – Human Resources and Employment – “The Employment section should define the policies and procedures that frame the school’s relationship with its staff.” The application did not meet the evaluation criteria, which were**

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

The application did not comply with Sections 1002.33(7)(a)(14) and 1002.33(12), F.S.

**PARTIALLY MEETS THE STANDARD**

Reviewer sees no evidence of Staff or Student Handbook mentioned. Per evaluation criteria, if not stated then provide timeline of when these policies and procedures will be available.

**H. Section 18 – Financial Management and Oversight – “The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.” The application did not meet the evaluation criteria, which were**

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

The application did not comply with Sections 1002.33(6)(a)(5); 1002.33(7)(a)(9); and/or 1002.33(7)(a)(11), F.S.

**DOES NOT MEET THE STANDARD**

The school provided a clear description of how the school’s finances will be managed and a clear description that the system of internal controls are sufficient to safeguard finances.

However, the application does not meet the standard because the narrative states Buchanan’s Accounting and Tax Service, Inc. is responsible for the financial management of the school rather than providing assurances that the governing board will retain ultimate control over the school’s finances.

To remedy the deficiencies for these sections of the application would require substantive changes which this District will not accept or consider. The District’s practice is consistent with the statutory provision within Section 1002.33(6)(b), F.S. which allows an applicant “to make technical or nonsubstantive corrections and clarifications” within seven days of the applicant’s receipt of the notice of deficiencies in its application.

November 13, 2015

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The Board determined, consistent with the Superintendent's recommendation and based on *competent substantial evidence*, the statutorily required burden of proof, that the overall assessment of the application did not meet the standards.<sup>1</sup> The related statutory criteria for these sections are for the reasons set forth within the evaluations and stated in this letter.

As stated previously, on November 4, 2015, your application was on the School Board agenda for consideration by the School Board and the District sent you a letter on October 28, 2015 notifying you of this meeting and the opportunity to speak and attached the Evaluation Instruments with reviewers' comments and the Overall Assessment which are attached to this letter. The School Board adopted the Superintendent's recommendation and denied your application by a majority vote of the School Board members based on good cause and the Overall Assessment because the application did not meet the standards for any and/or all of the reasons stated in this letter, and as reflected in the attached comments relating to the Evaluation Instruments.

II. Opportunity to Submit a New Application to the School District of Palm Beach County

The School District of Palm Beach County encourages you to review the deficiencies noted herein. If you desire, you can submit a new application next year under the provisions of Section 1002.33(6)(b), F.S.

The Department of Charter Schools is expected to host its annual workshop for persons or organizations wishing to open a charter school within Palm Beach County next year. You are cordially invited to attend this workshop. If you are interested in attending the workshop, please call (561) 434-7460 for more details.

III. Appeal Rights of the School Board's Denial of Your Application

You may file an appeal of the denial by following the procedure set forth in Section 1002.33(6) (c), F.S. that states: "The applicant may appeal any denial of that 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." Please also send a copy to the School Board Clerk's office. See also the process in Rule 6A-6.0781, F.A.C.

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<sup>1</sup> In *DeGroot v. Sheffield*, 95 So. 2d 912, 916 (Fla. 1957), the Florida Supreme Court clarified the meaning of the term "competent substantial evidence":

.... Substantial evidence has been described as **such evidence as will establish a substantial basis of fact from which the fact at issue can be reasonably inferred**. We have stated it to be such relevant evidence as a reasonable mind would accept as adequate to support a conclusion. ...

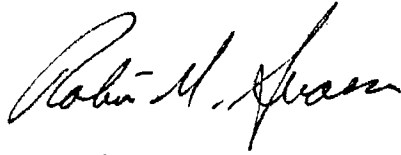
We are of the view, however, that the evidence relied upon to sustain the ultimate finding **should be sufficiently relevant and material that a reasonable mind would accept it as adequate to support the conclusion reached**. To this extent the 'substantial' evidence should also be 'competent.' (emphasis added)

November 13, 2015.

SECTION 1002.33(6)(b)(3)(A), F.S. LETTER OF DENIAL OF CHARTER APPLICATION

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Sincerely,



Robert M. Avossa, Ed.D.  
Superintendent

RMA/JAR/DWC/MB/KO/IML/JP/ADS/BH/SF:ps/du

Attachments:

1. District's Email Correspondence of October 2, 2015, with attachments.
2. District's Letter of October 28, 2015 with attachments:
  - (a) Application Sections 1, 2, 3, 4, 5, 10, 12, 18 (hard copy of application not included due to volume, available at [http://www.boarddocs.com/fl/palmbeach/Board.nsf/files/A3QQUY5EAADD/\\$file/PB%20Collegiate%20-%20New%20Application.pdf](http://www.boarddocs.com/fl/palmbeach/Board.nsf/files/A3QQUY5EAADD/$file/PB%20Collegiate%20-%20New%20Application.pdf));
  - (b) Florida Charter School Application Evaluation Instruments for Sections 1, 2, 3, 4, 5, 10, 12, 18;
  - (c) Overall Assessment Checklist; and
  - (d) A copy of the Charter School Applicant's Budget.
3. Board Report with attachments.

cc: JulieAnn Rico, General Counsel  
David W. Christiansen, Ed.D, Deputy Superintendent/Chief of Schools  
Michael Burke, Chief Operating Officer  
Keith Oswald, Chief Academic Officer  
Joseph M. Lee, Ed.D., Assistant Superintendent, Educational Alternatives & Interventions  
Heather Knust, CPA, Director, Budget  
Jim Pegg, Director, Department of Charter Schools  
Nancy Samuels, Director, Accounting  
Bruce A. Harris, Assistant General Counsel  
A. Denise Sagerholm, Assistant General Counsel  
Sean Fahey, Associate Attorney  
Adam Miller, Executive Director, Office of Independent Education and Parental Choice, FDOE

Enc.

ATTACHMENT 1

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Pamela Seeley <pamela.seeley@palmbeachschools.org>

## Fwd: New Applicant Interview - Palm Beach Collegiate

1 message

**Lyn Bryant** <lyn.bryant@palmbeachschools.org> Tue, Nov 3, 2015 at 3:51 PM  
To: Pamela Seeley <pamela.seeley@palmbeachschools.org>

fyi

----- Forwarded message -----

From: **Lyn Bryant** <lyn.bryant@palmbeachschools.org>  
Date: Fri, Oct 2, 2015 at 3:36 PM  
Subject: New Applicant Interview - Palm Beach Collegiate  
To: Deokee Balliram <deokee.balliram@gmail.com>  
Cc: Jim Pegg <jim.pegg@palmbeachschools.org>

Hello Mr. Balliram,

The New Applicant Interview for Palm Beach Collegiate has been scheduled for:

Friday, October 9th, 10:00am to 11:00am  
Charter School Department, 3300 Forest Hill Blvd, IBIS Building E

Please log into Charter Tools to view the reviewer responses. All of the sections are locked and you will not be able to respond on the system. All questions or responses are to be addressed at the interview.

Also, attached is the budget review for section 17 and financial management oversight for section 18.

If you have any questions about the process please contact me at 561-434-8189.

Thanks

Lyn

--

Lyn Bryant, Statistical Analyst  
Department of Charter Schools  
IBIS Building E

3300 Forest Hill Blvd  
West Palm Beach, FL 33406  
Office: 561-434-8189  
Fax: 561-434-7498  
lyn.bryant@palmbeachschools.org

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Lyn Bryant, Statistical Analyst  
Department of Charter Schools  
IBIS Building E  
3300 Forest Hill Blvd  
West Palm Beach, FL 33406  
Office: 561-434-8189  
Fax: 561-434-7498  
lyn.bryant@palmbeachschools.org

**2 attachments**

 **PB Collegiate - Budget Review - Section 17.docx**  
40K

 **PB Collegiate - Budget Review - Section 18.docx**  
14K

**ATTACHMENT 1-A**

**Reviewers Comments from Charter Tools (10/02/15)**



# PALM BEACH COLLEGIATE

## Section 1

### Does Not Meet the Standard

James Pegg (10/2/15 5:44 PM)

The applicant writes of providing parents a choice. How will parents assess this choice is the most appropriate for their children? What is innovative at this school for the students? How is this school different than other schools with this instructional focus?

## Section 2

### Partially Meets the Standard

Jason Link (9/8/15 8:07 PM)

How were grade-by-grade enrollment projections specifically prepared for this type of proposed charter school? Were projections based on similar themed charter schools that have successfully opened within the U.S., Florida or Palm Beach County? Were they based on prior experience opening charter schools? Were they based on a proportion of the enrollment of surrounding middle/high schools? Were they based on other charter schools that have opened throughout PBC?

## Section 3

### Partially Meets the Standard

James Pegg (10/2/15 5:47 PM)

How will the differentiated instructional needs of the low-performing students be addressed? How will the individual student's learning and innovative growth be assessed? How will parents and families be involved in sustaining home supported innovative practices? How will professional development be designed to develop teaching and learning innovations? The application is for a school of students grade 8-12. What professional development will be implemented to address the middle/high school implementation? What professional development will be provided to develop teaching and learning innovations?

## Section 4

### Does Not Meet the Standard

Karen Marchetto (8/24/15 3:05 PM)

Does not provide a clear and coherent framework for teaching and learning. Unclear as to what reading courses will be offered to struggling readers at all grade levels. What Language Arts class will be offered for Grade 8? What platform will be used for online courses? Unclear as to how 2 periods of Intensive Reading offered daily, can fit into an even/odd block schedule of 4 classes and include core subjects and career electives. No details as to how the BRIM (balanced rotational instructional model) could be implemented in "all subject areas." School's goal is for students to be able to master the LAFS, however the criteria used is from the Palm Beach Writes and Core K-12.

**Section 5**

**Does Not Meet the Standard**

**Paul Houchens (9/3/15 10:55 PM)**

Assessment and data information indicate a minimal understanding of Assessment in Florida. Much of the content is taken from state documentation referencing old standards.

**Section 10**

**Partially Meets the Standard**

**Mark Stenner (8/24/15 6:09 PM)**

\*Reviewer does not see a clear delineation of the roles listed in Management Structure of the School: Administrative Director has no Job Responsibilities listed only the Academic Director (oversight?)

\*Reviewer sees no Organizational flow charts visible \*Reviewer does not see a clear delineation of the role of the Academic Director, it is stated that Academic Director coordinates the recruitment, interviews, handles hiring and termination, Reviewer then reads that the Academic Director will make reappointment recommendations, to whom? And why if already coordinating? \*Reviewer is unclear of the role of the Paraprofessional in the following statement: "Monitors students during brief periods of teacher"? \*Reviewer sees no evidence of defined qualifications for Police Officer, CLF, DP, and Para and who evaluates and who they report to in their day-to-day activities of the school? \*Reviewer sees no clear delineation of how Guidance Counselor will be evaluated? \*Reviewer sees no clear delineation of the role of Principal as mentioned in Accountability of Key Personnel: First line, "reports provided by the Principal", no mention of a Principal in previous section \*Reviewer sees inadequate evidence of a viable and adequate Staffing Plan: No mention of an ELL Teacher \*Reviewer sees no evidence of a sound plan in Recruitment and Selection: "Staff will be required to have at least the minimum qualifications required to qualify for the job: What are those qualifications?"

**Section 12**

**Mark Stenner (8/7/15 4:35 PM)**

**Partially Meets the Standard**

Reviewer sees no evidence of Staff or Student Handbook mentioned. Per evaluation criteria, if not stated then provide timeline of when these policies and procedures will be available.

**Section 18**

**Does Not Meet the Standard**

THE DOCUMENT IS IN THE SCHOOL'S FOLDER

**ATTACHMENT 1-B**

**Reviewers' Comments**

**Sections 17 and 18**

**Date:** August 25, 2015

**Application:** Palm Beach Collegiate

**Reviewer:** Richard Oglenski

**Section:** 17 Budget

**Rating:** Partially Meets Standard

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### Conclusion

The budget represents a reasonable assessment of the projected sources of revenues in the planning year. Florida Statute 1002.33(6)(a)(5) and (b)(2). The budget was rated as partially meets standards because the school would require cash infusions in the planning year in order to maintain a positive cumulative net revenue in the early years of the school's existence.

Refer to detailed analysis below.

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### 17. Budget

- **Income Decisions – Financing:** Planning year income of \$50,000 is a loan from the school's co-founders, Dr. Deokee Balliram and Mrs. Marsha Balliram. The Application states the interest rate will be 5% compounded annually and that the loan will be repaid at the start of the third year in equal installment for years 3, 4 and 5 of the Charter. The budget shows four rather than three equal installment in years 2 to 5.

A commitment letter or additional support of the co-founders' financial solvency and intentions (such as personal financial statements, tax returns, etc.) were not provided with the application. The dollar amount of loan proceeds and subsequent repayments should be excluded from the budget until additional proof of intent and solvency on the part of the co-founders is provided.

- **ESE Student %:** ESE students at 6% is lower than the District average. AT their 6% estimate, the Applicant budgeted for more ESE teachers than recommended at 1.0 and 0.2, respectively. This higher than required number of teachers offsets the low estimated percentage of ESE students and an adjustment is not required.
- **Average Teacher Salary:** The budgeted average teacher salary of \$35,000 is lower than the current charter school average teacher salary of \$39,500.
- **Teacher Benefits:** Teacher benefits as a percentage of teacher salaries average 23.3% during years 1-5 at the budgeted \$35,000 average teacher salary and 21.8% using the competitive \$39,500 average teacher salary. The average charter school benefit rate is 25%.

- **Administrative Benefits:** Administrative benefits as a percentage of administrative salaries average 21.7% during the planning year and years 1-5. The average charter school benefit rate is 25%.
- **Building Size Needs:** The Applicant estimates 46.34 square feet per student instead of the recommended 55 square feet per student. A change in the square footage estimate from 46.34 to 55 increases expenses \$229,250 during years 1-5.
- **Facilities Planning Year Expenses:** An estimate of these costs was not included in the budget. Facilities and timetable narratives do not provide an estimate as to when the Applicant would take control of the facilities. Additional explanations are required to quantify an estimate for these expenses.
- **Student Assessments:** This cost was not included in the budget. The suggested cost range is \$5-\$25 per student per year. At \$10 per student, this adjustment will increase estimated expenses by \$20,250 for years 1-5.
- **Reserve Fund:** The Applicant reserve fund was budgeted at 2% of the state FEFP funds rather than the recommended 3%.

### Financial Impact of Adjustments

	Plan Year	Year 1	Year 2	Year 3	Year 4	Year 5	All Years
Net Revenue per Application	-	180,973	372,645	369,722	530,471	516,322	1,970,133
Adjustments							
Revenues							
Planning year loan proceeds	(50,000)	-	-	-	-	-	(50,000)
Expenses							
Planning year loan repayments	-	-	15,125	14,375	14,375	14,375	58,250
Average teacher salary \$39,500	-	(76,500)	(81,406)	(81,812)	(82,220)	(82,632)	(404,570)
Teacher benefits at 25%	-	(29,673)	(32,382)	(33,085)	(33,792)	(34,501)	(163,433)
Administrative benefits at 25%	(1,074)	(13,247)	(13,591)	(13,937)	(14,285)	(14,635)	(70,769)
Building rental - sq. ft./student	-	(30,450)	(49,700)	(49,700)	(49,700)	(49,700)	(229,250)
Planning year facilities costs	?	-	-	-	-	-	?
Student assessments	-	(3,850)	(4,100)	(4,100)	(4,100)	(4,100)	(20,250)
Reserve fund	-	(24,501)	(26,167)	(26,302)	(26,439)	(26,576)	(129,985)
Adjusted Net Revenue	(51,074)	2,752	180,424	175,161	334,310	318,553	960,126
Cumulative Net Revenue	(51,074)	(48,322)	132,102	307,263	641,573	960,126	

**Date:** August 25, 2015

**Application:** Palm Beach Collegiate

**Reviewer:** Richard Oglenski

**Section:** 18 Financial Management and Oversight

**Rating:** Does Not Meet the Standard

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The school provided a clear description of how the school's finances will be managed and a clear description that the system of internal controls are sufficient to safeguard finances.

However, the application does not meet the standard because the narrative states Buchanan's Accounting and Tax Service, Inc. is responsible for the financial management of the school rather than providing assurances that the governing board will retain ultimate control over the school's finances.

**ATTACHMENT 1-C**

**School Board Policy 2.57**

**With**

**Rubric of Innovative Methods**



Book	School Board Policies
Section	Ch. 2. General Administration
Title	Charter Schools
Number	2.57
Status	Active
Legal	
Adopted	February 5, 1997
Last Revised	May 27, 2015
Last Reviewed	May 27, 2015

### 1. PURPOSE AND INTENT

The School Board of Palm Beach County ("School Board" or "Sponsor") shall sponsor charter schools to provide educational options in accordance with Florida law. The provisions within this policy shall be interpreted consistently with Florida and federal laws.

### 2. ELIGIBILITY FOR CHARTER SCHOOL APPLICATION ("APPLICATION")

The School Board shall sponsor charter schools within Palm Beach County that serve any of these grades: Pre-kindergarten (Exceptional Student Education Only) and from kindergarten through grade 12 or as otherwise allowed by Florida law. To establish a charter school, an applicant must meet the criteria within Fla. Stat. §§ 1002.33(2) (a) & (b), (3), and (6) (a), the State approved evaluation instrument and any additional information required by the School Board as stated below. In addition, applicants can apply to open virtual charter schools, high-performing charter schools and blended-learning charter schools in accordance with Florida law as designated by the Commissioner of Education.

### 3. APPLICATION PROCESS AND REVIEW

a. Applicants: Applicants are encouraged to participate in the Florida Department of Education (FLDOE) orientation webinar, if available, to review the charter school application process. In order for applicants to become familiar with District procedures, the School District ("District") strongly encourages applicants to also attend the applicant training provided by the District. Technical assistance from the District is available to interested applicants prior to the application deadlines and may be obtained by contacting the Superintendent's designee. If the applicant is a management company or other nonprofit organization, it is strongly encouraged that the charter school principal and the chief financial officer or his or her equivalents also participate in the training.

b. Application Deadlines: Consistent with Fla. Stat. §§ 1002.33(6) (b), all applications must be received in the Superintendent's designee's office (currently the District's Department of Charter Schools) no later than 5:00 p.m. EDST on May 1 (the draft application deadline) or August 1 for prospective charter schools intending to start operations by the beginning of the subsequent school year. All applications must be complete, containing all sections of the Model Florida Charter Schools Application and any necessary exhibits and addenda. Applications, including the exhibits and additional information required by the School Board as an addendum, shall be submitted electronically to the Sponsor using the Sponsor's current application software and by submission of a flash/travel drive data storage device. If the applicant has difficulty downloading the documents to the Sponsor's system, it shall notify the District's Charter School Department for



assistance and/or timely submission by an alternative method. The software will indicate the date and time when the application is submitted and received by the District. To verify its time of receipt, the applicant will sign-in with the District upon submitting the flash/travel drive data storage device and the time and date will be reflected. If the District allows the submission by an alternative method, the application will be date and time stamped. All of these submissions must be received timely and no late applications or portions thereof will be accepted. If May 1 or August 1 occurs on a Saturday, Sunday, legal holiday, or other non-business day of the District, the deadline for application submission shall be extended to 5:00 p.m. EDST on the next day that is not a Saturday, Sunday, legal holiday, or other non-business day of the District. No additional, supporting substantive documentation will be accepted after the deadline.

i. Applications must be submitted on the most current and applicable DOE Model Florida Charter Schools Application form through the process described in Section 3, (b) above, in compliance with Florida State Board Rule of Education (SBER) 6A-6.0786(1) and include any School Board required additional information as an addenda. The Model Florida Charter Schools Applications can be found on the [Florida Department of Education's website](#).

ii. Charter schools shall not use or bear the name of an existing traditional public, charter, or private/parochial school in Palm Beach County, Florida.

c. May 1 Application Reviews:

Pursuant to Fla. Stat. §§ 1002.33(6) (b), "an applicant may submit a draft charter school application on or before May 1 with an application fee of \$500. If a draft application is timely submitted, the sponsor shall review and provide feedback as to material deficiencies in the application by July 1. The applicant shall then have until August 1 to resubmit a revised and final application. The sponsor may approve the draft application."

The application must be submitted using the software made available by the School District as referenced above in Section 3, (b).

Additional information, as set forth in Section 3, d, ii below, must also be submitted by the applicant and considered by the reviewers in their feedback.

d. August 1 Application Reviews:

i. The application must be submitted using the software made available by the District as well as the flash/travel drive data storage device as stated above in Section 3, (b). The entire application will be accessible to various departments within the District or other qualified individuals who will review designated component sections on behalf of the District. Applications will be evaluated using the most current and applicable Florida Charter School Application Evaluation Instrument and consider the additional information required by the School Board. The Florida Charter School Application Evaluation Instruments can be found on the [Florida Department of Education's website](#). Each section of a properly submitted application will be rated as "Meets the Standard," "Partially Meets the Standard," or "Does Not Meet the Standard". Persons who review the sections on behalf of the District shall provide written commentary to explain the rating given to each particular section if that section is rated as partially or does not meet the standard. After evaluation, each reviewer shall provide to the Superintendent's designee all sections of the application he/she reviewed as well as completed evaluation instruments for those sections.

ii. Pursuant to Fla. Stat. §§ 1002.33 (6) (a) 6, the School Board may solicit additional information from the charter school applicant. The School Board will solicit and require an applicant to provide information and/or documents for all of the additional items as an addendum to the charter application as follows:

A. A completed budget worksheet in the format prescribed by the District.

B. The name, academic (including ESE compliance) and prior charter school-related and business-related financial history and background of a) individual

applicants, b) applicant entity, c) founding and governing boards and their individual members, and d) ESP/management company. This information shall include, but not be limited to, a demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school and those hired or retained to perform professional services.

C. Information concerning whether the applicant, any of its founding/governing board members and/or ESP/management company, have had any management/ESP contract, position, or employment with any previously denied, failed, terminated, or voluntary terminated charter schools, or any other related charter schools. If they had this relationship, a description of the nature of that relationship, what were the circumstances of the closure and when it occurred, whether a final audit was performed, and whether all unencumbered public funds and property were returned reverted to the School District or the Department of Education.

D. A detailed and specific description of how it encourages and implements innovative learning methods and measurement tools that are innovative.

The School Board defines innovative as introducing or using new ideas or methods or having new ideas about how learning methods can be performed in this School District. Being innovative is about looking beyond what is currently done well, identifying the great ideas of yesterday and/or tomorrow and putting them into practice. True innovative learning methods are those products, processes, strategies and approaches that improve significantly upon the status quo within this geographical area of the School District, and result in heightened qualities and outcomes of teaching and learning. The criteria for making this determination are set forth on the document that is attached hereto.

E. The strength and clarity of policies, responsibilities and practices of effective management of the school. A description of internal audit procedures and establishment of controls to ensure that the financial resources are properly managed must be included.

The additional information shall be used by the School Board to evaluate the applicant's proposed governing board's and proposed management company's ability to operate a charter school and shall be considered when the Superintendent decides whether to recommend approval or denial of an application and the School Board acts on the recommendation.

The track record for success in prior operations of a charter school include but not limited to compliance with the terms of the charter and provisions of applicable federal and State laws and regulations, demonstrating significant annual student learning gains, satisfactory school grades, and no significant financial issues.

iii. The applicant and School Board may mutually agree, in writing, to extend the statutory timeline for the District to consider the charter application. Such agreement shall detail the extension date or timeframe.

iv. The Superintendent will recommend approval only if the application meets all the standards. Only applicants who have presented a quality plan with no material weaknesses and have demonstrated the capacity to operate a quality charter school will be recommended for charter approval.

e. Applicant Notification: The Superintendent's designee shall in writing notify by email, with read receipt requested (if email address is known), and mail the applicant the results of the charter application evaluation, noting which sections have been rated "Partially Meets the Standard," or "Does Not Meet the Standard". If it appears that technical or non-substantive corrections and clarifications may cure the deficiencies in the application, the letter may notify the applicant, that upon receipt of the letter, the applicant has (seven) 7 calendar days to make technical or non-substantive corrections and clarifications as per the Statute but that substantive

changes will not be accepted.

f. Limited Opportunity to Cure: Within seven (7) calendar days after receipt of the District's written notice, an applicant may submit in writing, per Fla. Stat. § 1002.33 (6) (b), technical and non-substantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, that relate to any deficiency noted by a reviewer on the application evaluation instrument, if such errors are identified by the District as cause to deny the application. Technical corrections and clarifications cannot materially alter the application. Applicants may NOT submit this additional information after the seven (7) calendar day period expires and the District will NOT consider substantive changes.

g. Applicants shall not be provided with the opportunity to make substantive changes, but shall retain the right to reapply for a charter school in the subsequent school year without prejudice. Examples of substantive changes include, but are not limited to, the school's mission, the students to be served, the ages and grade to be included, the focus of the curriculum, the instructional methods to be used, budgetary assumptions, and distinctive instructional techniques to be employed.

h. Optional Applicant Interview:

i. If sections of the application were rated as "Does Not Meet the Standards" or "Partially Meet the Standards" due to technical or non-substantive deficiencies in the evaluations, and an interview could be helpful in providing these clarifications to the application, the parties may mutually agree to schedule an interview.

ii. Reviewers for the District, who have rated any section of a charter application as "Partially Meets the Standard" or "Does Not Meet the Standard" shall be present during the interview. Should the District reviewer be unable to attend, a designee will attend. The applicant should have present at the interview person(s) knowledgeable about the contents of the application and who have authority to act and speak on behalf of the applicant.

iii. At the interview, NO ADDITIONAL WRITTEN INFORMATION WILL BE ACCEPTED FROM THE APPLICANT OR ON THE APPLICANT'S BEHALF and no substantive changes will be considered.

iv. The Superintendent's designee will attempt to electronically record the interview but the District is not required to have it transcribed.

i. Reviewer(s) on behalf of the District will evaluate deficient sections considering the applicant's written non-substantive or technical corrections/clarifications if the applicant submits any and any interview responses. The reviewers will then submit their results to the Superintendent's designee. The District will request that an applicant undergoing this review agree to an extension of the statutory time for application approval or denial by the School Board for at least thirty (30) days.

j. Non-substantive Application Review Notification: After the technical and non-substantive reviews described above in Section (3) (f), (g) & (i), the Superintendent's designee shall contact each applicant in writing to inform the applicant of the results of the interview and application evaluations. This written notification will include the Superintendent's recommendation that will be made to the School Board, as well as notice of the time and date of the School Board meeting for action on the application. Applicants may also be asked if they want to withdraw their application.

k. For applicants that did not submit any changes to their application, if they did not meet standards, the Superintendent's designee may also ask them if they want to withdraw their application. If the application is not withdrawn, a written notification from the District to the applicant will include the evaluation results and the Superintendent's recommendation that will be made to the School Board, as well as notice of the time and date of the School Board meeting for action on the application.

l. In determining whether to approve or deny an application for a charter school (except for an application filed by a high-performing charter school or system), the School Board shall consider whether the application meets the criteria set forth in Fla. Stat. § 1002.33, the applicable State Board of Education approved DOE Application form, the applicable Florida Charter School Application Evaluation Instrument as required by SBER 6A-6.0786(2) and the additional information required by the School Board in Section (3), (d) (ii).

m. The School Board shall by majority vote, approve or deny the application. During the public meeting where the vote is taken, the applicant shall have the opportunity to be heard by the Board if the applicant makes the appropriate and timely request as required by the Board's public comment procedures or if Board Members have questions to ask the applicant.

n. Notice and Appeal: Within ten (10) calendar days after the School Board's decision to deny an application, the School Board shall provide written notice to the applicant, per the provisions of SBER 6A-6.0781, of the specific reasons, based upon good cause, for the denial of any application along with supporting documentation. The letter shall also state the procedure to appeal and shall be sent to the Florida Department of Education. Pursuant to Fla. Stat. § 1002.33(6) (c), an applicant may appeal to the Florida State Board of Education a denial of the application or the School Board's failure to timely act on an application pursuant to the procedure as set forth in SBER 6A-6.0781. The applicant must also file a copy of its appeal notice and supporting documents with the School Board's clerk or as otherwise provided by statute or rule.

#### 4. SPECIAL APPLICATION PROCEDURES FOR HIGH-PERFORMING CHARTER SCHOOLS

Applications submitted by a high-performing charter school are governed by Fla. Stat. §§ 1002.33(6) and 1002.331. The application process for a charter school that is defined as a high-performing charter school is determined by the Commissioner of Education per the provisions of Fla. Stat. § 1002.331(3) (a)

#### 5. CHARTER SCHOOL CONVERSION PROCESS

a. Per the provisions of SBER 6A-6.0787(1), the [S]chool Board, the principal, teachers, parents, and/or the school advisory council at an existing public school that has been in operation for at least two (2) years may submit a request in writing to the school administrator to conduct a vote for conversion. The request shall be submitted no later than ninety (90) days prior to the August 1 deadline for charter applications. The administrator shall initiate the ballot process within sixty (60) days of receipt of the written request and the ballot process shall be completed no less than thirty (30) days prior to the charter application deadline.

b. The secret ballots proposing to convert an existing public school to a charter school must demonstrate the support of teachers and a majority of the teachers employed at the school and a majority of the voting parents in accordance with Fla. Stat. § 1002.33(3) (b) and SBER 6A-6.0787(2). A majority of parents eligible to vote must participate in the ballot process. See SBER 6A-6.0787(5)(d).

c. "If a majority of teachers employed at the school and a majority of voting parents support the charter proposal, the conversion charter application must be submitted by the application deadline that follows the ballot. The ballot results may not carry over to another school year or application period. If a majority of parents and/or teachers do not support the charter proposal, the application may not be submitted to the sponsor." See SBER 6A-6.0787(3).

#### 6. CONTRACT NEGOTIATIONS, LAPSE, AND AMENDMENTS

a. Pursuant to Fla. Stat. § 1002.33 (6) (h): Within thirty (30) days after approval of an application by the School Board, District staff shall forward to the charter school applicant a contract proposal that is consistent with Florida and federal laws and, the standard State-approved charter with strike-throughs and underlines of changes to the standard charter as proposed by the Sponsor, as an initial proposed charter. Within forty (40) days after receipt of the District's initial proposed charter, the charter school and District staff shall negotiate the terms of the charter contract (based upon the District's proposed Charter) and the agreed upon contract shall be noticed to the School Board for final approval.

An extension of this time period is possible upon the agreement of the charter school and District

staff. The decision not to extend the negotiation period shall be at the sole discretion of the Sponsor. The application, absent mediation within Fla. Stat. § 1002.33 (6) (h), shall be automatically rescinded, without further action by the Sponsor, if the applicant does not enter into or conclude contract negotiations within the timeframe specified by law or the date of extension for negotiations which has been mutually agreed upon in writing by both parties.

b. The initial contract shall be for a term of four (4) or five (5) years, although it may be longer if allowed by law, subject to negotiations.

c. An existing charter contract may be amended in writing upon mutual agreement between the charter school and the School Board.<sup>1</sup> Pursuant to Fla. Stat. §§ 1002.33(7) (c), "[m]odification may include...consolidation of multiple charters into a single charter if the charters are operated under the same governing board and physically located on the same campus, regardless of the renewal cycle."

i. All contract amendment requests from charter schools shall be submitted in writing to the District's Charter School Department by an authorized agent of the charter school. The charter school shall provide evidence of governing board approval for all proposed amendments (e.g., governing board resolution, governing board meeting minutes).

ii. The School Board reserves the right to deny any such proposed amendment if the proposed amendment does not contain appropriate documentation or the amendment or the remaining charter do not conform with existing federal or State law or rules or the standard charter agreement.

iii. Requests for amendments involving an increase in student enrollment will also require, unless otherwise provided by Florida law, at minimum, updated budget information and documented facility capacity to accommodate the increase in student enrollment.

iv. Charter schools requesting the addition of grades, i.e. elementary schools requesting to add middle school grades, unless otherwise provided by Florida law, must also submit detailed plans, including but not limited to, those involving budget, facility, curriculum, transportation and food service.

d. New and renewal charter agreements must contain provisions, pursuant to the February 26, 2013 Resolution Agreement between the U.S. Department of Justice and the School Board, that the charter school will implement the District's enrollment and discipline policies consistent with the Agreement.

e. New, amended and renewal charter agreements, subject to negotiations, will contain provision that at least fifty-one percent of the Governing Board members must reside in Palm Beach County, Florida.

f. Additionally, these agreements, subject to negotiations, shall contain a provision that the charter school facility cannot be located in the vicinity of a District-operated school that has the same grade levels and programs.

g. The agreements shall also provide that the charter school will provide services to ELL students and students with disabilities as required by Federal and State laws.

h. Charter contract negotiations between the District and a high-performing charter school and amendments to its charter are governed by Fla. Stat. §§ 1002.33(6) & 1002.

i. Delegation of Authority: As set forth below, the School Board has delegated authority to the Superintendent/Superintendent's designee performing the following functions:

- i. negotiating the terms of the charter contract for presentation to the School Board.
- ii. granting extensions of time to negotiate charter contracts up to an additional six

months.

- iii. granting a one year deferral for the start-up of a charter school for good cause shown.

## 7. ONGOING MONITORING AND ADMINISTRATIVE COMPLIANCE

a. All applicants must participate in the applicant training provided by the Florida Department of Education ("DOE") pursuant to SBER 6A-6.0785. Failure to participate in the training shall be considered a violation of Florida law and may constitute grounds for termination of the charter contract. This training occurs after the approval of the application but at least 30 days before the first day of classes at the charter school. Dates for such DOE-sponsored training will be posted when available on the Florida Department of Education's Charter School website. The District shall provide notification of the applicant training requirement by sending written or electronic notification to all approved charter school applicants for the most recent application cycle. The notification shall include the Florida Department of Education's Charter School website.

b. All charter schools shall submit to the District certificates of occupancy, inspection reports, insurance premiums and other documentation listed on the Opening of Schools Checklist ("Checklist") PBSD 2414 prior to or at the beginning of each school year of the term of its contract. Pursuant to Fla. Stat. §§ 1002.33 (7) (a) (13), "The sponsor may not require a charter school to have a certificate of occupancy or a temporary certificate of occupancy for such a facility earlier than 15 calendar days before the first day of school." Failure to present certain of these items, such as a certificate of occupancy, will prevent the school from opening. The Checklist will be provided to all charter schools by the Superintendent's designee and must be timely completed and returned to the District. Each document must be submitted by the corresponding due date on the Checklist. This Checklist is incorporated herein as part of this policy and can be found on the District's forms website.

c. All charter schools are subject to monitoring through software and/or Sponsor personnel who are subject matter experts pursuant to applicable law. Visits, as deemed necessary by the District, may be made by the District personnel to observe operations and to provide technical assistance when applicable. The District shall at all times have access to the School's student records for legitimate educational purposes, including for FTE audits. A mid-year and/or end-of-year review as determined by the Superintendent's designee shall be completed. The mid-year and/or end-of-year reviewers will review the academic, operations, governance and compliance of each charter school as well as its revenues, expenditures and financial status. Monitoring will occur to determine whether the school is meeting the goals and standards stated within its charter contract. These reviews will monitor compliance requirements including those legally mandated and those that are essential to fulfilling the District's oversight responsibility. The charter school's failure to timely submit complete requisite documentation to the District may constitute good cause for non-renewal or termination of the charter school's charter.

d. If a charter school has a deficient mid-year or end-of-year review or repetitive and/or an unresolved compliance issue, absent a decision to non-renew or terminate the charter, a Corrective Action Plan (CAP) must be jointly developed by the District and the charter school based on the following factors:

- i. evidence exists of the school's willingness and ability to correct the deficiencies within a reasonable period of time;
- ii. the seriousness of the deficiencies which constitute good cause as set forth in the charter; and
- iii. whether the school within the last few years was under a corrective action plan for similar issues and whether it was in compliance thereof.

The charter school must then satisfy all of the CAP compliance issues as reasonably determined by the District. The District will approve, monitor, and redress said corrective action plans, as well as provide technical assistance to the charter school. Charter schools are also subject to expedited reviews and corrective action plans under Fla. Stat. §

## 1002.345 and SBER 6A-1.0081.

e. All charter schools must submit all reports as required by Florida Statutes or State Board of Education Rules, as amended from time to time, including SBER 6A-1.0081, in a timely fashion. All charter schools must submit timely reports and/or documentation as required by the District and/or the charter agreement in order for the District to perform its oversight functions. Examples of these required reports and/or documents that are required to be timely submitted include, but are not limited to the following: school improvement plan, facility certification, annual accountability report, and financial statements.

f. Charter schools are required to timely and fully comply with and respond to additional audit, review and investigation requests from the District, including its Inspector General that are being conducted for a legitimate purpose; comply with all applicable District policies and procedures that are applicable per their charter or by law; comply with the provisions of Fla. Stat. § 1002.33 (11) (f) to have certified teachers under contract prior to the start of the school year; comply with the requirements for governing board meetings, and timely submission of governing board meeting minutes to the Superintendent's designee. A Foundation for the benefit of the charter school and the management company/ESP for the charter school in relation to the school's activities also have the responsibility to timely and fully comply with and respond to additional audit, review and investigation requests from the District, including its Inspector General. The District may also refer investigations of complaints it receives relating to the charter school to its governing board, unless it involves governing board or governing board members activity or requires immediate action relating to the health, safety or welfare of the students, and the governing board will report its findings to the District. Investigations involving governing board members may be referred to appropriate legal authorities. Failure to comply with these requirements may constitute good cause for non-renewal or termination of a charter contract.

g. In the event there are outstanding or existing issues impacting the operation of the charter school, or when a charter is deficient in academic performance, governance, or finances, or is in a financial emergency, the School Board will be notified in writing by the Superintendent or designee at the time the District is aware of the issue.

h. If the District or the State concludes that a charter school has significant financial, governance or academic issues, the director and a representative of the governing body of a charter school shall appear before the School Board at a public meeting at least once a year to present information regarding the corrective strategies that are being implemented to address the issues. The School Board shall communicate at the meeting, and in writing to the director, the services and/or recommendations provided to the school to help the school address its deficiencies.

## 8. RENEWAL OF CHARTER CONTRACTS

a. When a charter school seeks renewal of its charter, the following process shall apply.

b. During the final year of a charter school's contract term, designated District staff will conduct a comprehensive program review in order to determine whether a charter school meets the criteria for renewal as set forth in Fla. Stat. § 1002.33(7)(a) & (b), that none of the grounds for non-renewal under Fla. Stat. § 1002.33 (8) (a) exist, as well as compliance with the existing charter provisions. The District's staff will review the identified innovative learning methods of the school and if they are the same as stated within the School's prior charter application and charter, they will be deemed compliant as meeting the statutory innovative requirement.

c. The charter school principal and/or governing board chair will be scheduled and appear before the School Board at a public meeting to answer questions from the Board and address issues including:

- i. the needs of their students and types of programs offered; and
- ii. the kinds of interventions and strategies they have used or intend to use to improve their students' achievement.

- d. If a charter school does not meet the criteria for a renewal charter contract and the existing charter provisions, the Board shall vote whether to approve non-renewal of the charter.
- e. If a charter school meets the criteria for a renewal charter contract and the existing charter provisions, the Board shall vote whether to approve the renewal.
- f. If the Board votes to approve the renewal, the District will provide the charter school a proposed charter and negotiations for a renewal charter shall then commence within the timelines provided by State law. Until the State Board of Education develops a format for a renewal charter contract, the District's standard charter proposal, as modified for a renewal, will be used. If the State Board of Education develops a format for a renewal charter contract, the parties shall use that format. The negotiations must address the term of the renewal contract, any updates/changes to the goals and objectives of the school, budget updates, and any other changes based upon the current District proposal or State Board of Education approved model charter format.
- g. If a renewal charter agreement has not been approved by both parties and the term of the current charter agreement is about to expire, District staff will attempt to obtain approval from the charter school and present to the School Board an amendment to the existing charter agreement for a short extension of time. The extension would be until an agreement has been reached and approved by the school's governing board and School Board or after the statutory procedures for mediation or a hearing have been completed and the renewal charter terms are determined.

#### 9. NON-RENEWAL OR TERMINATION OF CHARTERS

- a. The District shall adhere to Fla. Stat. § 1002.33(8) and State Board of Education Rules when considering the nonrenewal or termination of any charter contract. Pursuant to Fla. Stat. §§ 1002.33 (8) (a), the School Board:
  - i. shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The School Board may also choose not to renew or may terminate the charter for any reason set forth in the law and/or in the charter contract including any of the following grounds:
    - A. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.
    - B. Failure to meet generally accepted standards of fiscal management.
    - C. Violation of law.
    - D. Other good cause shown.
- b. At least 90 days prior to the District's intent to non-renew or terminate a charter (except for immediate terminations), the Superintendent/designee, following a School Board vote, shall notify in writing the governing board of the charter school. This notice shall state in reasonable detail the grounds for the proposed action and inform the charter school that its governing board, within 14 calendar days after receiving the notice, may request a hearing by filing a legally sufficient written request with the School Board's Clerk. This would require a written petition or a hearing request that is legally sufficient under Fla. Stat. §§ 120.569 (2) (c) and 120.54 (5) (b) and Fla. Admin. Code R. 28-106.201 and 28-106.104, filed by the charter school's governing board with the Clerk of the School Board within fourteen (14) calendar days after the school's receipt of the notice.
- c. Hearings.
  - i. The School Board hereby delegates to its General Counsel the function of ruling, prior to the submission of the case to DOAH, on any pre-hearing motions such as a request for extension of time, and determining if the petition or request for hearing is



legally sufficient or timely.

ii. If the General Counsel, on behalf of the School Board, determines that the petition/request for hearing is not legally sufficient or timely, the School Board (through its General Counsel) may deny/dismiss the petition or request for a hearing pursuant to Fla. Stat. § 120.569(c) and the Uniform Rules of Procedure. A petition shall be dismissed if it is not in substantial compliance with these requirements or it has been untimely filed. Dismissal of a petition timely filed shall, at least once, be without prejudice to petitioner's filing a timely amended petition/request for hearing curing the defect, unless it conclusively appears from the face of the petition/request for hearing that the defect cannot be cured. The School Board (through its General Counsel) shall promptly give written notice to all parties of the action taken on the petition/request for hearing, shall state with particularity its reasons if it is not granted, and shall state the deadline for filing an amended petition/request for hearing if applicable. Any further amendments of the petition/request for hearing shall follow Fla. Admin. Code R. 28-106.202.

iii. If the General Counsel, on behalf of the School Board, determines that the petition/request for hearing is legally sufficient, he/she shall submit the charter school's petition or request for a hearing to the Division of Administrative Hearings (DOAH) for a hearing to be conducted by an administrative law judge under DOAH.

iv. The hearing shall be conducted within 60 days (unless extensions are mutually agreed to by the charter school and counsel for the District) after receipt of the request for a hearing and in accordance with chapter 120. The procedures within Fla. Stat. §§ 120.569 and 120.57 and relevant Uniform Rules of Procedure shall apply to the pre-hearing and hearing procedures. See Chapter 28-106 Decisions Determining Substantial Interests.

v. The administrative law judge's Recommended Order shall be submitted to the School Board. Once the Recommended Order is received by the School Board, per Fla. Stat. § 120.66, **no ex parte communication** relative to the merits, threat, or offer of reward shall be made to any School Board Member by any persons specified within Fla. Stat. § 120.66 (1). If a Board Member receives an ex parte communication in violation of this provision, the process set forth within Fla. Stat. § 120.66 (2) will apply.

vi. Following the entry of a Recommended Order by the administrative law judge, the procedures within Fla. Stat. chapter 120 will apply as to the filing of Exceptions and entry of a Final Order.

vii. A majority vote by the School Board shall be required to adopt or modify the administrative law judge's Recommended Order. The School Board shall issue a Final Order.

viii. The Final Order shall state the specific reasons for the School Board's decision. The School Board shall provide its Final Order to the charter school's governing board and the Department of Education no later than 10 calendar days after its issuance. The charter school's governing board may, within 30 calendar days after receiving the School Board's Final Order, appeal the decision pursuant to Fla. Stat. § 120.68.

#### d. Immediate Terminations of Charter Contracts

i. If the School Board determines to terminate a charter contract immediately, upon receiving written notice thereof, the charter school's governing body has ten (10) calendar days to file a petition or request for hearing by filing the request with the Clerk of the School Board. The petition must be legally sufficient and timely as stated within sub-paragraph 9(c) above.

ii. The pre-hearing and hearing procedures set forth above in sub-paragraph 9(c) apply to hearings following immediate terminations of charters under Fla. Stat. § 1002.33 (8) (d). This hearing will be conducted after the immediate termination occurs.

e. Process when Charter School is closing:

i. The District shall develop a comprehensive closing school checklist and school closure plan. The plan shall include timelines and procedures to follow to protect the District's and student's interests.

ii. The District's representative will schedule an *initial* transition meeting with the School's Governing Board, Administrator(s) and/or Operator(s) of the Charter School upon issuance of the Sponsor's notice of termination/non-renewal or if the School notifies the Sponsor of an intent to close. The School shall cooperate with the District employees in the transition. This transition meeting should clearly outline the objectives of the Closure Plan and the timeline associated with the closure of the School. Upon notice of the closing of a charter school. District employees will meet with the school officials and go over the items in a closing school checklist.

iii. The School shall provide the Sponsor sufficient notice of the final governing board meeting so that the Sponsor's representative may attend to ensure appropriate dissolution of the legal entity, proper closure of business records, and proper authorization and timeline on all post-closure matters.

iv. Furthermore, the District's representative will schedule a *final closure meeting* with the School to ensure that all of the components of the Closure Plan have been timely addressed and completed. The School shall cooperate.

v. A *Final Closure Report* shall be completed and provided to the School Board that informs and memorializes the outcome of the implementation of the Closure Plan with the Charter School. Said Report should be signed by appropriate District Staff as well as the Governing Board Chair of the Charter School and identify the final status of the various areas addressed in the Closure Plan.

#### 10. DISTRICT'S ASSISTANCE TO LOW PERFORMING CHARTER SCHOOLS

a. The District will offer reasonable technical assistance to assist students at low-performing graded charter schools as well as non-graded charter schools with low-performing students. The technical assistance shall be made available to cure deficiencies and remediate academic concerns of students. To the extent any of the services provided by the District to the charter school are beyond those required by Fla. Stat. § 1002.33 (20) or as stated in the school's charter, the District may charge the school reasonable fees to cover the costs of the services as allowed by law. Failure by a charter school to cooperate in the resolution of such performance issues may constitute good cause for non-renewal or termination of a charter contract.

b. Per Fla. Stat. § 1002.33 (9) (p), the director and a representative of the governing body of a graded charter school that has submitted a school improvement plan or has been placed on probation under Fla. Stat. § 1002.33(9) (o) shall appear before School Board at a public meeting at least once a year to present information regarding the corrective strategies that are being implemented by the school pursuant to the school improvement plan. The School Board shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

#### 11. DISTRICT'S SUPPORT SERVICES TO CHARTER SCHOOLS

The District will provide specified administrative and educational services to charter schools as provided by Fla. Stat. § 1002.33 (20). To the extent the District provides any services to the charter school that are beyond those required by Fla. Stat. §1002.33 (20) or as stated in the school's charter, the District may charge the school reasonable fees to cover the costs of the services as allowed by law.

#### 12. INTERPRETATION

In the event that an existing charter school contract provision is found to be inconsistent with this policy, the contract provision prevails, unless the contract provision is no longer consistent with the law and the

contract indicates that its terms change based on changes in the law.

**13. PROCEDURES**

The Superintendent's designee may establish internal operating procedures as deemed necessary for the efficient and effective administration of the District's activities relating to charter schools.

STATUTORY AUTHORITY: Fla. Stat. §§ ; 1001.41 (1) & (2); 1001.42 (25)

LAWS IMPLEMENTED: Fla. Stat. §§ 1002.33; 1002.331; 1001.332; 1002.345

HISTORY: 02/05/97; 10/01/97; 10/07/98; 10/20/99; 10/25/00; 7/25/2012; 05/27/2015

‡The Charter Contract may also provide that the Charter is modified by changes in the law.

### RUBRIC FOR CHARTER SCHOOL APPLICATION REVIEW OF INNOVATIVE METHODS

**Innovative:** introducing or using new ideas or methods or having new ideas about how learning methods can be performed in this School District. Being innovative is about looking beyond what is currently done well, identifying the great ideas of yesterday and/or tomorrow and putting them into practice. True innovative learning methods are those products, processes, strategies and approaches that improve significantly upon the status quo within this geographical area of the School District, and result in heightened qualities and outcomes of teaching and learning

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p><b>Mission, Guiding Principles &amp; Purpose</b> The application has evidence of</p> <ul style="list-style-type: none"> <li>• The use of innovative teaching and learning goals and interventions targeting academic support to all students especially for historically low performing students.</li> <li>• Inclusive, deliberate, and a monitored process that measures innovative goals and practices within the school.</li> </ul>	<p><b>Mission, Guiding Principles &amp; Purpose</b> The application has some evidence of</p> <ul style="list-style-type: none"> <li>• The use of innovative teaching and learning goals and interventions targeting academic support to all students especially for historically low performing students.</li> <li>• Inclusive, deliberate, and a monitored process that measures innovative goals and practices within the school.</li> </ul>	<p><b>Mission, Guiding Principles &amp; Purpose</b> The application has no evidence of</p> <ul style="list-style-type: none"> <li>• The use of innovative teaching and learning goals and interventions targeting academic support to all students especially for historically low performing students.</li> <li>• Inclusive, deliberate, and a monitored process that measures innovative goals and practices within the school.</li> </ul>
<p><b>Educational Program Design</b> The application has evidence of</p> <ul style="list-style-type: none"> <li>• The use of innovative programs to respond to the varying needs, abilities, and interests of students.</li> <li>• Flexibility in classroom structure and organization to involve restructuring of grouping of students to meet the assessed needs of all students.</li> <li>• Connections of one innovation to another innovation so that information, technology, implementation, etc. do not sit alone as isolated innovative strategies.</li> <li>• Learning opportunities that provide a flexible program proto-</li> </ul>	<p><b>Educational Program Design</b> The application has some evidence of</p> <ul style="list-style-type: none"> <li>• Innovative programs to respond to the varying needs, abilities, and interests of students.</li> <li>• Flexibility in classroom structure and organization to involve restructuring of grouping of students to meet the assessed needs of all students.</li> <li>• Connections of one innovation to another innovation so that information, technology, implementation, etc. do not sit alone as isolated innovative strategies.</li> <li>• Learning opportunities that provide a flexible program proto-</li> </ul>	<p><b>Educational Program Design</b> The application has no evidence of</p> <ul style="list-style-type: none"> <li>• Innovative programs to respond to the varying needs, abilities, and interests of students.</li> <li>• Flexibility in classroom structure and organization to involve restructuring of grouping of students to meet the assessed needs of all students.</li> <li>• Connections of one innovation to another innovation so that information, technology, implementation, etc. do not sit alone as isolated innovative strategies.</li> <li>• Learning opportunities that provide a flexible program proto-</li> </ul>

**RUBRIC FOR CHARTER SCHOOL APPLICATION REVIEW OF INNOVATIVE METHODS**

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type to respond to the varying needs, abilities, and interests of students.	type to respond to the varying needs, abilities, and interests of students.	type to respond to the varying needs, abilities, and interests of students.
<p><b>Curriculum Plan</b> The application has evidence of</p> <ul style="list-style-type: none"> <li>• Innovative practices and approaches in the classroom with teaching methods based on students' needs especially for meeting the instructional needs of historically low performing students.</li> <li>• Curricular integration of thinking and learning skills that connect the rigor of instruction to applied concepts and outcomes.</li> <li>• Use of thematically organized classrooms and school to foster high levels of interest and motivation in students for integrated learning and student-centered outcomes.</li> </ul>	<p><b>Curriculum Plan</b> The application has some evidence of</p> <ul style="list-style-type: none"> <li>• Innovative practices and approaches in the classroom with teaching methods based on students' needs especially for meeting the instructional needs of historically low performing students.</li> <li>• Curricular integration of thinking and learning skills that connect the rigor of instruction to applied concepts and outcomes.</li> <li>• Use of thematically organized classrooms and school to foster high levels of interest and motivation in students for integrated learning and student-centered outcomes.</li> </ul>	<p><b>Curriculum Plan</b> The application has no evidence of</p> <ul style="list-style-type: none"> <li>• Innovative practices and approaches in the classroom with teaching methods based on students' needs especially for meeting the instructional needs of historically low performing students.</li> <li>• Curricular integration of thinking and learning skills that connect the rigor of instruction to applied concepts and outcomes.</li> <li>• Use of thematically organized classrooms and school to foster high levels of interest and motivation in students for integrated learning and student-centered outcomes.</li> </ul>
<p><b>Student Performance, Assessment &amp; Evaluation</b> The application has evidence of</p> <ul style="list-style-type: none"> <li>• Research-based formative assessments providing instructional use of how well students have learned, or are prepared to learn key content and skills.</li> </ul>	<p><b>Student Performance, Assessment &amp; Evaluation</b> The application has some evidence of</p> <ul style="list-style-type: none"> <li>• Research-based formative assessments providing instructional use of how well students have learned, or are prepared to learn key content and skills.</li> </ul>	<p><b>Student Performance, Assessment &amp; Evaluation</b> The application has no evidence of</p> <ul style="list-style-type: none"> <li>• Research-based formative assessments providing instructional use of how well students have learned, or are prepared to learn key content and skills.</li> </ul>

**RUBRIC FOR CHARTER SCHOOL APPLICATION REVIEW OF INNOVATIVE METHODS**

**Innovative:** introducing or using new ideas or methods or having new ideas about how learning methods can be performed in this School District. Being innovative is about looking beyond what is currently done well, identifying the great ideas of yesterday and/or tomorrow and putting them into practice. True innovative learning methods are those products, processes, strategies and approaches that improve significantly upon the status quo within this geographical area of the School District, and result in heightened qualities and outcomes of teaching and learning

<ul style="list-style-type: none"><li>• Data analysis of research-based formative assessments to make adjustments in instruction to promote success in learning.</li><li>• Engaging students in collaborative assessment conferencing to support and develop skills in creating their own learning pathways.</li></ul>	<ul style="list-style-type: none"><li>• Data analysis of research-based formative assessments to make adjustments in instruction to promote success in learning.</li><li>• Engaging students in collaborative assessment conferencing to support and develop skills in creating their own learning pathways.</li></ul>	<ul style="list-style-type: none"><li>• Data analysis of research-based formative assessments to make adjustments in instruction to promote success in learning.</li><li>• Engaging students in collaborative assessment conferencing to support and develop skills in creating their own learning pathways.</li></ul>
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**ATTACHMENT 1-D**

**Applicant's Responses**

**to**

**7-Day Letter**



Lyn Bryant &lt;lyn.bryant@palmbeachschools.org&gt;

**Fwd:**

1 message

Jim Pegg <jim.pegg@palmbeachschools.org>  
To: Lyn Bryant <lyn.bryant@palmbeachschools.org>

Mon, Oct 12, 2015 at 10:05 AM

Please forward Mr. Balliram's reply to the 7-day Letter.

Please inform reviewers they may review what Mr. Balliram has provided. Please direct the reviewers to contact me if they will be changing the evaluation of the application either because of what was learned at the interview or via this attachment. Please direct the reviewers to contact me if they have question of whether what Mr. Balliram has provided is substantive or technical revisions.

Thanks.

*Jim Pegg, Director*  
Department of Charter Schools  
The School District of Palm Beach County, Florida  
Phone: 561-434-8779  
PX#: 48779

**The Department of Charter Schools Core Principles:**

- *Maintain High Standards*
- *Uphold Charter School Autonomy*
- *Protect Student and Public Interests*

----- Forwarded message -----

From: **Deokee Balliram** <deokee.balliram@palmbeachschools.org>

Date: Sun, Oct 11, 2015 at 3:29 PM

Subject:

To: Jim Pegg <jim.pegg@palmbeachschools.org>, Deokee Balliram <deokee.balliram@palmbeachschools.org>

Dear Me Pegg,

I have responded to the evaluators comments for Palm Beach Collegiate and have attached my responses as an attachment.

Thanks

D. Balliram, Ed. D. Co Founder

M. Balliram, Ed. S Co Founder



**Palm Beach Collegiate Application Evaluation Response.pdf**

478K



Mr. James T Pegg  
Director of Charter Schools

Dear Mr. Pegg,

Here are the clarification responses in writing for the "Palm Beach Collegiate Charter School Application." Interview held on October 9<sup>th</sup> 2015 at the Charter School office.

## **Public Notes Section 1: Mission, Guiding Principles and Purpose**

**James Pegg (10/2/15 5:44 PM)**

The applicant writes of providing parents a choice. How will parents assess this choice is the most appropriate for their children? What is innovative at this school for the students? How is this school different than other schools with this instructional focus?

Response: This school will be offering the S.T.E.M choice program Agriculture, Food and Natural Resources. There are limited opportunities for this program in other schools. Parents will have the choice of selection the career program for their child/children. Within this program there are five specialty areas from which parents will have a choice of selecting any one. These five choices are:

1. Environmental Resources
2. Environmental Water technology
3. Food Science Applications
4. Forestry
5. Land Resources Technology

This school is innovative in Creating a Professional Learning Community enforcing the five elements of competency education as stated on page 13 of the application.

This school is different from other schools because the school is a Professional Learning Community where teachers are given Professional Opportunities for Ownership of the Learning Programs and the School's values are:

1. Focus on Leading and Learning
2. Atmosphere of Openness and Collaboration
3. Culture of High Expectations
4. Environment of Caring and Learning.

## Public Notes Section 2: Target Population & Student Body

**Jason Link (9/8/15 8:07 PM)**

How were grade-by-grade enrollment projections specifically prepared for this type of proposed charter school? Were projections based on similar themed charter schools that have successfully opened within the U.S., Florida or Palm Beach County? Were they based on prior experience opening charter schools? Were they based on a proportion of the enrollment of surrounding middle/high schools? Were they based on other charter schools that have opened throughout PBC?

Response: They were based on a proportion of the enrollment of surrounding middle/high schools. An analysis of the School District's Concurrency Service Area reports for CSA #s 10, 14, 15, and 16 was done. The findings were that for population projections up to school year 2018, high and middle schools in this area will be overcrowded. Particularly Middle Schools are up to 127% capacity and High Schools are also over capacity. Examples Forest Hill High – 133% capacity, Palm Beach Central – 131% capacity, John I Leonard High 128% capacity, and Royal Palm Beach 120% capacity. Based on this data, Palm Beach Collegiate is targeting students from these CSA areas. This would help ease the burden on the public school system as well as meet the needs of Palm Beach Collegiate recruitment.

## Public Notes Section 3: Educational Program Design

**James Pegg (10/2/15 5:47 PM)**

How will the differentiated instructional needs of the low-performing students be addressed? How will the individual student's learning and innovative growth be assessed? How will parents and families be involved in sustaining home supported innovative practices? How will professional development be designed to develop teaching and learning innovations? The application is for a school for students in grade 8-12. What professional development will be implemented to address the middle/high school implementation? What professional development will be provided to develop teaching and learning innovations?

Response: To meet the needs of the Low performing students, this school will be using the 8-Step Instructional Focus Model stated on page 25 of the application. The school will be addressing proficiency in individual Benchmarks and Semester and Annual Exams and all courses requiring End Of Course Exams.

Parents and families will be involved through SAC Meetings, Open House, Fund Raising events and Parent Conferences.

Professional Development Training will focus on Leading and Learning, Unpacking Standards, Professional Development will also focus on the Elements of a Professional Learning Community. Also Marzano's The Art and Science of Teaching Modules and associated Elements.

## **Public Notes Section 4: Curriculum Plan**

**Karen Marchetto (8/24/15 3:05 PM)**

Does not provide a clear and coherent framework for teaching and learning. Unclear as to what reading courses will be offered to struggling readers at all grade levels. What Language Arts class will be offered for Grade 8? What platform will be used for online courses? Unclear as to how 2 periods of Intensive Reading offered daily, can fit into an even/odd block schedule of 4 classes and include core subjects and career electives. No details as to how the BRIM (balanced rotational instructional model) could be implemented in "all subject areas." School's goal is for students to be able to master the LAFS, however the criteria used is from the Palm Beach Writes and Core K-12.

Response: Reading Courses for 8<sup>th</sup> grade are listed on page 39 of the application as #1008070 M/J Reading 3 and #1008080 M/J Reading 3 Advanced. The school will also be using the Reading Plus Program listed on page 47. This program is designed to automatically adjust to the individual reading levels of students. Differentiating instructions for the struggling readers is done automatically by the Reading Plus Program as stated on page 47 of the application. The Language Arts courses listed for 8<sup>th</sup> Grade are on page 39 as #1001080 Language Arts 3 Advanced and #1002000 Language Arts 1 ESOL. Because the school will be on Block Schedule, Students needing the double block reading will be offered Reading every day, both odd days and even days. The Balanced Rotational Instructional Model will be used for reading classes while all other subjects will use the Gradual Release model.

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

**Paul Houchens (9/3/15 10:55 PM)**

Assessment and data information indicate a minimal understanding of Assessment in Florida. Much of the content is taken from state documentation referencing old standards.

Response: This school will be assessing students based on the requirements of the District, State and Federal requirements to assess and evaluate student performance. When certain assessments and evaluations changed or are replaced, the school will make accommodations for those new requirements Student Performance, Assessment and Evaluations. At all times the school will be up to date with Assessment and Evaluations.

## **Public Notes Section 6: Exceptional Students**

**Beverly Latimer (9/11/15 4:14 PM)**

Clear description of the levels of service the school will provide to students with disabilities. Making a determination for ESE was not elaborated Collaboration with the Sponsor not clear

Response: The level of service the school will provide is stated on page 95 as "The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non disabled peers) with the provision of reasonable supports and services and/or modifications and accommodations. All students are given equal opportunity to attend this school (page 95). The school will be collaborating with the sponsor, as outlined on pages 97-98 of the application.

## Public Notes Section 7: English Language Learners

**Stephen Byrne (8/20/15 12:12 PM)**

Schools must reference compliance with the District agreement with the United States Department of Justice which was signed by the Superintendent on February 26, 2013.

Response: This school will comply with the District agreement with the United States Department of Justice which was signed by the Superintendent on February 26, 2013. In addition, it will also comply with the META Consent Decree, The Palm Beach County District Plan for ELL students and the ESOL Procedural Manual.

## Public Notes Section 8 School Climate and Discipline OK

## Public Notes Section 9: Governance OK

## Public Notes Section 10: Management

**Mark Stenner (8/24/15 6:09 PM)**

\*Reviewer does not see a clear delineation of the roles listed in Management Structure of the School: Administrative Director has no Job Responsibilities listed only the Academic Director (oversight?) \*Reviewer sees no Organizational flow charts visible \*Reviewer does not see a clear delineation of the role of the Academic Director, it is stated that Academic Director coordinates the recruitment, interviews, handles hiring and termination, Reviewer then reads that the Academic Director will make reappointment recommendations, to whom? And why if already coordinating? \*Reviewer is unclear of the role of the Paraprofessional in the following statement: "Monitors students during brief periods of teacher"? \*Reviewer sees no evidence of defined qualifications for Police Officer, CLF, DP, and Para and who evaluates and who they report to in their day-to-day activities of the school? \*Reviewer sees no clear delineation of how Guidance Counselor will be evaluated? \*Reviewer sees no clear delineation of the role of Principal as mentioned in Accountability of Key Personnel: First line, "reports provided by the Principal", no mention of a Principal in previous section \*Reviewer sees inadequate evidence of a viable and adequate Staffing Plan: No mention of an ELL Teacher \*Reviewer sees no evidence of a sound plan in Recruitment and Selection: "Staff will be required to have at least the minimum qualifications required to qualify for the job: What are those qualifications?"

Response: The Job Descriptions for:

Academic Director –P212

Administrative Director – P213

Teachers – P 214

ESE Teacher – P215

ELL Teacher – P216

Community Language Facilitator – P217

Paraprofessional – P217

Guidance Counselor – P218

Data Processor – P 219

Security – School Police – P220

For your convenience, I have included with this response the Organizational Chart and the job descriptions for all the above mentioned positions.

## **Job Descriptions of Directors and Key Personnel**

### **I. Academic Director: Roles and Responsibilities and Accountability**

The Academic Director will be highly qualified with at least a Master's Degree and School Principal Certification in the State of Florida.

#### **The Academic Director will:**

Report directly to the Governing Board.

Develop and implement the School's mission and vision

Coordinate the recruitment, interview, hiring and termination of all staff based on school needs.

Oversees from an administrative point of view the daily operation of the school

Provide proactive, comprehensive and facilitative leadership for the school in the planning and implementation of school improvement initiatives including implementing a challenging curriculum  
Function collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.

Observe teacher performance and provide assistance to individual teachers in an effort to improve classroom instruction and student performance.

Supervise and evaluate all school-based personnel, including conducting performance appraisals

Make reappointment recommendations and provide staff development/training opportunities.

Manage and supervise the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.

Enhance the decision-making capabilities of all school-based personnel through involvement of staff and faculty. Develop new skills and approaches to implement the school improvement and accountability plans.

Encourage increased involvement by parents, businesses and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Gather, analyze and use data from varied and multiple sources to form concepts and hypotheses, and to consider alternatives.

Maintain appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensure the accuracy and timeliness of all school reports.

Supervise the school's food, transportation, maintenance, facility and support services.

Provide a clean, safe and nurturing school environment.

Provide effective communications with and seek input from parents, teachers, students and the community.

Coordinate community activities relevant to the school within the school area.

Keep fully abreast of and diligently enforce appropriate federal, state, and local statutes; and comply with audit requirements.

Emphasize increased literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages.

Focus on improved achievement for all students at the school center, with emphasis on learning gains for the lowest performing 25% of the students.

Follow adopted policies and procedures in accordance with Federal and State Laws and the sponsor's requirements.

Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the School's Mission Statement.

Be ready to accept and perform other duties as assigned.

The Director will be accountable for demonstrating competency in the Florida Principal Competencies. The Board of Directors will evaluate the Director based on these competencies. The criteria for evaluating the Director will be based on the developed rubric. The attributes listed in the rubric are listed as descriptions of the individual competencies.

### **Administrative Director:**

The Administrative Director will be highly qualified with at least a Master's Degree and School Administration Certification in the State of Florida.

The Administrative Director will:

**Work collaboratively with the Academic Director in assisting with his/her duties and responsibilities.**

Assist the Academic Director in planning, organizing and administering all functions essential to the operation of a responsive, effective and efficient instructional environment that provides maximum opportunity for student growth and achievement.

Assist in the development of a meaningful School Improvement Plan which incorporates new skills and approaches to implement the school improvement process.

Provide proactive, comprehensive and facilitative leadership for the school in the planning and implementation of school improvement initiatives.

Work collaboratively with the Academic Director, School Advisory Council, teachers, department heads and others to achieve the school's goals and objectives.

Assist the Academic Director in the assignment, training, supervision and evaluation of school-based personnel.

Gather, analyzes and uses data from varied and multiple sources to form concepts and hypotheses and to consider alternatives.

Provide effective communication with and seeks input from parents, teachers, students and the community.

Encourage increased involvement by parents, businesses and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Assist the Academic Director in planning and preparing the school's budget.

Assist in providing a clean, safe and nurturing school environment.

Assist in coordinating community activities relevant to the school within the school area.

Keep abreast of and diligently enforces appropriate federal, state, and local statutes; and comply with audit requirements, school policies and administrative directives.

Maintain appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.

Emphasize increased literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages.

Focus on improved achievement for all students at the school center with emphasis on learning gains for the lowest performing 25% of the students.

Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the school's Mission Statement.

Be ready to accept and perform other duties as assigned.

Oversees the maintenance and custodial activities of all buildings and grounds for the school

Plans and directs the work of all building and grounds personnel involved in the maintenance and custodial activities on school properties and related facilities.

Determines and initiates the proper action to be taken to effectively and expeditiously complete repairs in accordance with the State Laws and policies, sound maintenance practices and priority and urgency of operations.

Conducts routine and periodic inspections of schools and facilities

Analyzes needs and makes recommendations for procurement of materials and supplies.

Prepares specifications and submits cost estimates of proposed work activities.

Supervises building and grounds maintenance/custodial inventory control activities

Provides in-service training for maintenance, custodial and grounds personnel on new equipment and work methods.

Conducts safety inspection, accident, investigations and training programs to create a safe environment

Develops annual priority list for maintenance of buildings and develops task list for custodians

Supervises maintenance/custodial staff and carries out supervisory responsibilities in accordance with the school's policies and applicable guidelines. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**Teachers:**

All teachers will be highly qualified with at least a Bachelor's Degree. They will be certified by the Florida Department of Education in the subject to be taught. New teachers will be qualified to receive a Statement of Eligibility from the Florida Department of Education.

Teachers' Duties and Responsibilities are as follows:

Demonstrate mastery of the Educators Accomplished Practices – Twelve Professional Competencies for Teachers of the 21<sup>st</sup> Century

Facilitate student achievement by demonstrating learning gains that will be evident from baseline data (pre-test) to post test, including Diagnostic Tests, Standardize Tests, Portfolios and any other forms of evaluation that measures students' achievement.

Develop Lesson Plans that reflect the Next Generation Sunshine State Standards, the Advance Placement Syllabus, and Standardized Test Items Specifications.

Present lessons that will address students' different intelligences and learning styles.

Deliver Lessons and use questioning strategies that reflect Webb's Depth of Knowledge and Bloom's Taxonomy.

Use Marzano's Six High Yield Instructional Strategies when teaching concept development.

Create course outlines and evaluation rubrics with clearly defined expectations for students' achievement.

Maintain students' portfolios that contain completed class work, homework, tests scores, projects and other works that demonstrate students' growth and development.

Use assessment and evaluation as a tool to address students' weaknesses.

Use the New Generation Sunshine State Standards Access Points to meet the needs of students that function at different cognitive levels.

Identify all students with accommodations (PMP, 504 Plan, ELL Plan or any other plan requiring special accommodations) and provide those accommodations for those students.

Promote problem solving skills and character education

Continually assess students' psychological and academic development through clearly defined evaluation instruments.

Establish, maintain, assess and when required, modify students' Progress Monitoring Plans.

Initiate and present guidance and support for special projects and extracurricular activities.

Maintain a safe learning environment by promoting and enforcing the student code of conduct.

Attend parents and teachers conferences and document all parent phone calls, conversations and conferences. Work with parents to create behavior modification plans for students, if necessary.

Keep parents updated with their child's academic and behavior performances through phone calls, notes home, progress report cards, interim report cards and course credit report.

Maintain flexibility and frequent contact with parents about parents' progress, discipline issues and school events.

Be ready to participate in and supervise students during all school activities and events, including lunch duty, bus port supervision, parent drop-off & pick-up, and hall duty.

Promote and enforce school rules while maintaining a pleasant and respectful demeanor among students and parents/guardian.

Be ready to accept and perform other duties as assigned.

## **ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

### **Exceptional Student Education Teacher:**

The Exceptional Student Education Teacher will be highly qualified with at least a Bachelor's Degree. He/she will be certified by the Florida Department of Education as an Exceptional Student Education Teacher, or be qualified to receive a Statement of Eligibility from the Florida Department of Education. The ESE teacher will implement and coordinate Exceptional Student Education Programs, services and resources. The ESE teacher will also coordinate staff development in support of ESE students needs to achieve the school's goals. This teacher should possess good communication skills, **excellent writing and grammar skills** and be extremely organized and flexible.

The ESE Teacher's Duties and Responsibilities are as follows:

- Case Manager to Special Education students
- Provide direct services as needed to special needs students
- Obtain present levels/baselines
- Review and print monthly online school snapshot of progress for each student and send to guidance office for student file
- Follow up with providers, if any, to confirm that IEP attendance, reports, and services are being completed
- Hold monthly scheduled phone conference with Special Education families on caseload and their general education teacher
- Turn in notes from e-mails and calls at the end of the month to office for documentation
- Be available for Special Education Families on an as needed basis via phone and online
- Mail Prior Notices to parents
- Schedule IEPs, set up meetings, and follow up on attendees
- Ensure all documents are in prior to IEP meeting and all members of the team are informed of such meetings. Mail all approved reports to parents one week before IEP
- Complete academic testing for initials and writing of reports and IEPs
- Provide training, modeling and other assistance to classroom teachers in order to maximize learning opportunities for students with special needs.
- Obtain signatures



Hold transition meetings  
Monitor confidential tracking database for returned IEPs  
Follow up with parental or teacher concerns  
Work closely with teachers that have Special Education Students in their regular classes and document and address any reports or concerns  
Keep files in office compliant and updated.  
Update Special Education database with accommodations, dates, and other needed information  
Test students as necessary during state testing (CELLA)  
Attend all ESE professional developments  
Attend all special education meetings  
Update caseload spreadsheet and IEP Master Calendar once a month  
Follow up on concerns with teacher and/ or parent as noted on teacher monthly progress reports  
Complete IEP Progress Reports for each student  
At the end of the year, download all information onto an individual CD for each Special Education student and file as documentation.  
Maintain office hours as indicated by Special Education Coordinator  
Respond as soon as possible but no later than 24 hours to parent, student, teacher and admin inquiries via phone and/or e-mail during regular work week  
Attend all in person meetings as scheduled  
Other Special Education Teacher duties assigned.

#### **ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

##### **English as a Second Language Teacher:**

Some students may be limited in their English Proficiency and need to be taught as an English Language Learner. If students are tested and found to need English Language Learners services, they would be assigned to an ELL teacher.

##### **Duties and Responsibilities of ELL Teachers**

Prepare Lesson Plans  
Teach English to Speakers of Other Languages  
This includes teaching English grammar, writing, reading, speaking, and listening skills. It may also include teaching pronunciation and accent reduction.  
Introduce cultural aspects to ESL students, especially those who are new to the English-speaking country  
ESL teachers may develop a curriculum that takes an overall approach to English study  
The primary job responsibility of an ESL instructor is to improve the English reading, writing and speaking skills of students of diverse ages and backgrounds.  
ESL instructors must tailor their lessons for students whose native languages and English-speaking abilities are varied.

#### **ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

##### **Community Language Facilitator (CLF)**

This school will provide a Community Language Facilitator (CLF) to improve parent/school participation and communication.  
Duties and Responsibilities of the CLF

Community language facilitators assist basic subject area support teachers and basic ESOL teachers with the delivery of comprehensible instruction to students that are classified as English Language Learners.

The Facilitator will spend five hours per day working with ELL students and their teachers.

Their responsibilities include the following:

Provide native language translation/interpretation at the schools to support communication with ELLs and their families

Provide native language assistance in the content area classrooms (math, science, social studies, and computer classes) for ELLs

Tutor ELL students

Make home visits for ELL students

Promote the development of Parent Leadership Councils

Participate on school ELL Committee

Access community resources to fit the needs of ELL students and their families

Assist in academic placement procedures

Assist in the registration process

Promote ESOL program compliance

Other school duties, as assigned by the principal, as long as 5 hours of their time is spent working with ELLs

The Community Language Facilitators will be available for periodic off-campus literacy and translation training provided by the Department of Multicultural Education.

The ESOL administrator, in collaboration with the ESOL contact person/coordinator, monitors the schedule of the community language facilitator to ensure their availability to ELL students, their families, and school staff.

In addition, the Community Language Facilitator will be provided with training and will be supplied with directories of agencies, churches, organizations, and media from the local community in order to provide information on resources and referral services for ELLs and their families

The CLF will assist basic subject area support teachers and basic ESOL teachers with the delivery of comprehensible instruction to ELLs.

Primary language communication to parents/guardians will be accomplished with the help of community language facilitator

#### **ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

#### **Paraprofessional:**

In the general education program, assists the teacher to achieve classroom objectives by relieving teachers and other certificated personnel of the performance of tasks that do not require professional training. To provide a well-organized, smooth functioning classroom environment in which students can take full advantage of the instructional program.

#### **Duties and Responsibilities of the Paraprofessional**

Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher

Assist the teacher in the classroom in the review, make-up or continuous learning activities for a student or small group of students according to procedures established by the teacher

Distributes and collects workbooks, papers, and other materials for instruction

Monitors students during brief periods of teacher

Clarifies assignments to students who find difficulty in understanding their work assignments

Performs a variety of clerical duties in support of the classroom teacher

Serves as the chief source of information and assistance to any substitute teacher assigned in the absence of the regular teacher

Maintains a high level of ethical behavior and confidentiality of information about students

Assists with the supervision of students during play periods, lunch periods, detention and during student arrival and dismissal  
Operates all office equipment in copy room in support of teachers and administrators  
Other duties as assigned by the supervisor.  
Strong oral and written communications skills and be capable of responding simultaneously to a variety of needs for students and staff while maintaining a high degree of sensitivity to individual needs  
Ability to interact with students and staff in a pleasing, motivating manner  
Capable of working collegially with all levels of administration and staff  
Ability to prioritize the needs and requests of students and teachers within the school setting and respond in a professional and efficient manner  
Demonstrated proficiency in word processing, data base and spreadsheets

### **Guidance Counselor:**

The Guidance Counselors will provide a comprehensive guidance program which meets the needs of the students in grades 8-12. The Guidance Counselor will promote and enhance academic, personal, social, and career development of all students. The Guidance Counselor will provide support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. Additional responsibilities include student roster/scheduling, maintaining individual student Education Plans, etc.

#### Duties and Responsibilities of the Guidance Counselor:

Implement the high school guidance curriculum.  
Conduct developmental guidance lessons in the classroom and in large groups.  
Facilitate the integration of the guidance curriculum into the educational curricula.  
Select topics and resources consistent with school identified objectives.  
Conduct orientation activities for students new to the school.  
Provide grade level (8<sup>th</sup> – 12<sup>th</sup>) transitional activities.  
Assist student with developing a four-year educational plan.  
Provide school-to-career guidance activities using resources, such as Career Information System, Career Center and Profile Planner/Planning Guide.  
Provide scholarship information.  
Interpret standardized test results.  
Assist the administration with the school testing program.  
Conduct structured, goal-oriented counseling sessions in response to identified needs of individuals and groups of students.  
Consult with and serve as a resource for teachers, staff, and parents regarding the developmental needs of students.  
Conduct and facilitate conferences with teachers, students, and parents.  
Conduct in-service programs for faculty and staff.  
Model appropriate behavior with student, parent and colleague interactions  
Maintain records to document interactions, interventions, and decisions.  
Refer students and their parents to community agencies, programs, or specialists as appropriate.  
Maintain a comprehensive list of district and community resources.  
Consult and coordinate with in-district and community agencies.  
Cooperate with school staff members for appropriate student placement, e.g., regular education, English Language Learners, special programs, and occupational opportunities.

Conduct or provide opportunities for parent education programs.  
 Participate in the evaluation and revision of the school guidance program.  
 Review annually the guidance program using the National Study of School Evaluation self study model.  
 Plan the guidance program calendar.  
 Participate in developing a budget to support the guidance program.  
 Fulfill professional responsibilities.  
 Maintain confidentiality.  
 Maintain records consistent with ethical and legal guidelines.  
 Participate on the school-based crisis team.  
 Perform responsibilities in an organized, accurate, timely and dependable manner.  
 Assist students with course selections which are the most challenging and appropriate for graduation requirements and career plans.  
 Operate within the established district and school procedures and policies.  
 Provide support for other school and district programs and personnel.  
 Attend district in-services and meetings.  
 Keep informed of current professional trends.  
 Utilizes computers effectively in the performance of assigned duties and responsibilities  
 Pursue professional growth.

#### **ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

##### **Data Processor:**

The job of the Data Processor is for the purpose of establishing and maintaining student records; ensuring accuracy of information; documenting activities; and responding to internal and external inquiries relating to student records.

##### Duties and responsibilities of the Data Processor

Assists with the creation of master schedules and leveling of class enrollments for the purpose of projecting staffing levels and meeting class size goals  
 Creates data back-ups of computerized records for the purpose of ensuring availability of data; protecting against computer malfunctions  
 Initializes student records and identification numbers (e.g. incoming freshman and transfer students) for the purpose of creating student enrollment at existing site and preparing computer systems to accept subsequent records  
 Maintains a wide variety of student records for school site (e.g. student demographics, schedules and attendance, master schedule, staffing, test scores, student plans, eligibility) for the purpose of providing reliable information for report generation  
 Prepares cyclical and ad hoc reports (e.g. progress reports and report cards, class rosters and counts, student registration, staffing, mailing labels, etc.) for the purpose of documenting activities, providing written reference and/or conveying information  
 Responds to written and verbal inquiries (e.g. special report requests, status of student records, additional copies of standardized reports, etc.) for the purpose of providing requested information  
 Supports counselors and other site staff (e.g. building student schedules, creating data extracts, copying, filing, ordering supplies, assisting with registration etc. for the purpose of providing requested information and ensuring the efficient and effective functioning of the work unit

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

**Security-School Police Officer:**

The Police Officer will maintain high visibility on school property to prevent and respond to crimes against school property, students and personnel.

Duties and Responsibilities

Enforces school policy and procedures in order to assure the safety of district property, personnel and students

Responsible for maintaining high visibility on school property in order to safeguard school property and maintain the safety of students and staff

Investigates incidents related to burglary, theft, arson, criminal mischief, vandalism and assault and writes appropriate reports

Interviews suspects, makes arrests, and issues citations or juvenile petitions

Impounds and secures evidence for legal proceedings.

Responds to bomb threats and investigates to determine the cause and takes the appropriate action.

Calls emergency medical personnel when necessary

Conforms to safety standards as prescribed

Performs other tasks related to the position as assigned by the Police Chief.

Testifies in court and administrative hearings

Performs internal investigations

Conducts and coordinates the investigations of incidents related to criminal activity

Uses crime-fighting equipment such as video equipment, closed circuit television and cameras

Knowledge of law enforcement procedures

Ability to operate emergency equipment, silent alarm monitors, burglary alarm equipment and motor vehicles.

Ability to maintain crowd control

Ability to work rapidly and accurately with names, codes, and symbols

Ability to prepare accurate and concise written reports

Ability to maintain security of confidential materials

Ability to judge when to act independently and when to refer situations to supervisor

Ability to work cooperatively with employees, students, parents and the public

Ability to recognize and report hazards and to apply safe work methods

**ACADEMIC DIRECTOR EVALUATES TEACHERS USING RUBRIC IN APPENDIX B**

## ***Career/Technical Ed Certificate Eligibility***

### **Requirements for Initial Employment**

- Hold a high school diploma or the equivalent based on general educational development tests.
- Meet the age requirement established for instructional personnel.
- Meet the health requirements established for instructional personnel.
- Submit fingerprints and be cleared for employment.
- Submit notarized verification of occupational expertise in the area of the teaching assignment.
  - Gained as a wage earner after age sixteen (16).
  - Verified by one of the following:

### **Verification of Occupational Expertise**

Occupational expertise shall be established in the area of assignment by one of the plans specified below:

#### **Plan One:**

At least six (6) years of full-time occupational expertise or the equivalent part-time experience in the occupational field of the teaching assignment.

#### **Plan Two:**

A minimum of two (2) years of full-time occupational experience or the equivalent in part-time experience in the occupational field of the teaching assignment with a bachelor's or higher degree.

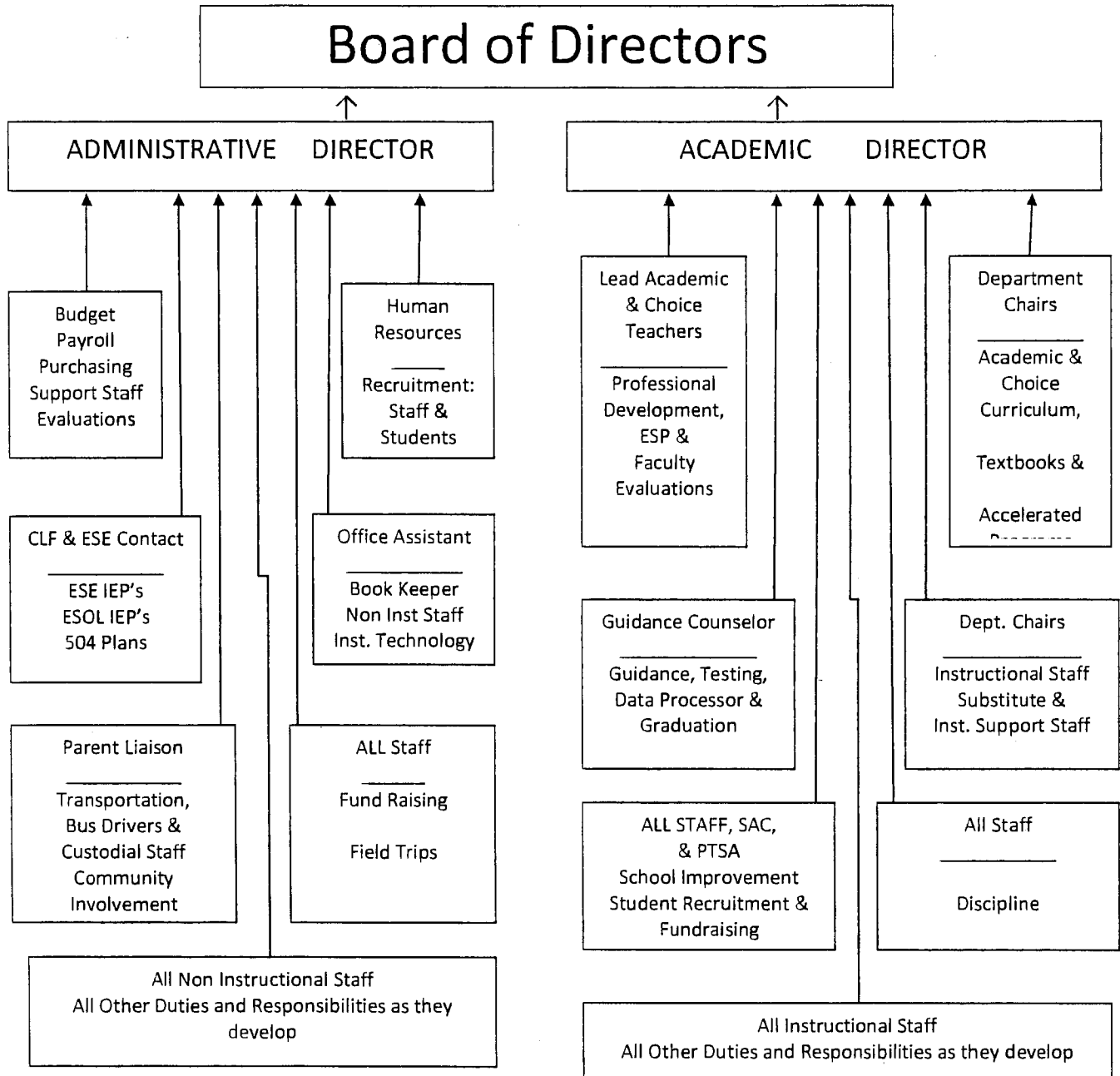
Note: Upon review of submitted transcripts, graduate level medical professionals with state/national and license/certification may count clinical experience hours toward occupational experience.

#### **Plan Three:**

A minimum of four (4) years of full-time occupational experience or the equivalent in part-time experience in the occupational field of the teaching assignment in combination with one of the options listed below:

- Thirty-six (36) semester hours of college credit earned at an accredited institution in skills or theory courses specific to the teaching assignment.
- Successful completion of a program of training specific to the teaching assignment and completed at an approved post-secondary vocational or technical institution. This must be a preparatory program and not a supplemental program or component of a program.
- A valid certificate, registration, or license issued in the area specific to the teaching assignment from an approved credentialing agency.
- A certificate of completion of an apprenticeship as established by the United States Department of Labor, or any state apprenticeship department, specific to the teaching assignment.

B. ORGANIZATIONAL CHART



## Public Notes Section 11: Education Service Providers

OK

## Public Notes Section 12: Human Resources and Employment

**Mark Stenner (8/7/15 4:35 PM)**

Reviewer sees no evidence of Staff or Student Handbook mentioned. Per evaluation criteria, if not stated then provide timeline of when these policies and procedures will be available.

Response: Employee Handbook, Faculty and Staff Handbook and Student Handbook are not developed as yet. However they are mentioned on page 234 of the application. These handbooks will be prepared and ready for distribution. During the week before school opens in a faculty/staff meeting the Employee Handbook and the Faculty/Staff handbook will be distributed.

During the first week of school the Student Handbook will be distributed to students.

## Public Notes Section 13: Recruitment and Enrollment

OK

## Public Notes Section 14: Facilities

**Thomas Hogarth (9/1/15 2:50 PM)**

Parts of the application narrative are inconsistent. One section describes the high enrollment at 700 which does not match the 410 in the Enrollment section and budget template. Another section states the proposed building size will be 31,000 sf which does not match other parts of the narrative or budget template. Reviewer will rely on the budget template data. Discrepancies are assumed to be copied from other applications.

Response: This school plans to start with 385 students in the first year and reach 410 by the fifth year. The high enrollment of 700 was a typographical error and should be changed to 410. Also as stated on page 245 of the application on page 245, the desired size of the school is 19,000 square feet. The typographical error of 31,000 square feet should be changed to 19,000 square feet.



## **Public Notes Section 15: Transportation Service**

**Carl Boucard (8/8/15 3:02 PM)**

Please specify the age requirement of bus drivers you plan to hire. You stated 18 years of age in your application; it may be a typo. A person must have a driver's license for five (5) years to be eligible to driver a school bus.

Response: This school will specify that bus drivers must have their valid drivers' license for a minimum of five years and be certified to drive a school bus before they can be hired as school bus drivers.

## **Public Notes Section 16: Food Service OK**

## **Public Notes Section 17: Budget**

**Richard Oglenski (9/6/15 1:10 PM)**

Section 17 review report emailed to Jim Pegg on Sunday, 09/06/15.

The budget represents a reasonable assessment of the projected sources of revenues in the planning year. Florida Statute 1002.33(6)(a)(5) and (b)(2). The budget was rated as partially meets standards because the school would require cash infusions in the planning year in order to maintain a positive cumulative net revenue in the early years of the school's existence.

Response: The school has provided the reviewer with a hard copy evidence of the availability of funds to be infused into the school during the early years of its existence.

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

**Richard Oglenski (9/6/15 1:10 PM)**

Section 18 review report emailed to Jim Pegg on Sunday, 09/06/15.

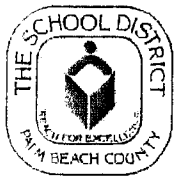
The school provided a clear description of how the school's finances will be managed and a clear description that the system of internal controls is sufficient to safeguard finances.

However the application does not meet the standards because the narrative states Buchanan;s Accounting and Tax Service, Inc is responsible for the financial management of the school rather than providing assurances that the Governing Board will retain ultimate control over the school's finances.

Response: On page 195 Section 9, Governance, it is stated that the Governing Board will approve the annual budget, monitor budget implementation through periodic financial reports, approve accounting and personnel policies, provide for an annual independent audit by a qualified CPA and ensure proper training to Board Members to be effective steward of the public funding. However, it will also state that the Governing Board is responsible for the financial management of the school. Buchanan's Accounting and Tax service will be responsible for preparing payroll and other related services and not responsible for the financial management of the school.

## **Public Notes Section 19: Action Plan OK**

**ATTACHMENT 2**



THE SCHOOL DISTRICT OF  
PALM BEACH COUNTY, FL

JAMES PEGG  
DIRECTOR

DAVID W. CHRISTIANSEN, Ed.D  
DEPUTY SUPERINTENDENT/CHIEF OF SCHOOLS

DEPARTMENT OF CHARTER SCHOOLS  
3300 FOREST HILL BOULEVARD, IBIS BLDG.  
WEST PALM BEACH, FL 33406-5869  
PHONE: 561-434-8681 / FAX: 561-434-7498  
[WWW.PALMBEACHSCHOOLS.ORG/CHARTER](http://WWW.PALMBEACHSCHOOLS.ORG/CHARTER)

KEITH OSWALD  
CHIEF ACADEMIC OFFICER

JOSEPH M. LEE, Ed.D.  
ASSISTANT SUPERINTENDENT

*Sent Via Email: [deokee.balliram@gmail.com](mailto:deokee.balliram@gmail.com)*

October 28, 2015

Mr. Deokee Balliram  
Palm Beach Collegiate  
125 Saratoga Blvd. West  
Royal Palm Beach, FL 33411

Re: Notice of Special Board Meeting on Palm Beach Collegiate – New Application

Dear Mr. Balliram:

Your 2015 Application for Palm Beach Collegiate has been reviewed. Your interview, on October 9, 2015, included your responses to questions and references to the written comments submitted by the evaluators. Based on the application review and confirmed during your interview with the District, it was determined that substantive changes to the application would be needed to cure the deficiencies in your application and the School District does not accept substantive changes.

School District evaluators have determined that the following sections according to the Florida Charter School Application Evaluation Instrument and the Model Florida Charter School Application criteria “Partially Meets the Standard” or “Does Not Meet the Standard:”

Four sections received a rating of “Partially Meets the Standard:”

- Section 2 – Target Population and Student Body
- Section 3 – Educational Program Design
- Section 10 – Management
- Section 12 – Human Resources & Employment

Four sections received a rating of “Does Not Meet the Standard:”

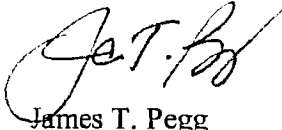
- Section 1 – Mission, Guiding Principles & Purpose
- Section 4 – Curriculum Plan
- Section 5 – Student Performance, Assessment & Evaluation
- Section 18 – Financial Management & Oversight

Please see the attached evaluation instruments with their notes for the specific reasons for these ratings. The Superintendent's recommendation to the Board is to deny your application for the reasons stated in the evaluations and, as a result, the overall assessment that the application did not meet the standards and the related statutory criteria for these sections as set forth within the evaluations.

The School Board will take action in regards to Palm Beach Collegiate on November 4, 2015, at the Special School Board Meeting. There is a Workshop that will begin at 2:00 p.m., with the Special Meeting **immediately** following. The Workshop may last from ½ hour to 1 ½ hours; there is no definite time limit. The Board report for this item will be found on the agenda for this meeting and be located on the District's website at: [www.palmbeachschools.org/agenda/agendatoc/htm](http://www.palmbeachschools.org/agenda/agendatoc/htm).

You are invited to attend the above-referenced meeting in the Fulton Holland Educational Services Center at 3300 Forest Hill Boulevard, West Palm Beach, FL 33406 in the Winona W. Jordan Board Room. Per School Board Policy, 1.03, paragraph 7, if you and/or others would like to speak at the Board Meeting, you/they may call (561) 434-8136 to sign up by noon of the meeting date, or you/they may fill in a public comment "blue card" before the start of the meeting and each speaker has three minutes.

Sincerely,



James T. Pegg  
Director

JTP/pjs

c: Joseph M. Lee, Ed.D., Assistant Superintendent

Enclosures

**ATTACHMENT 2-A**

**BUDGET**

# Palm Beach Collegiate's Five Year Budget Projections

## Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Students:		385	410	410	410	410

### Revenue

3300 - State Funding	\$ -	\$ 2,407,067	\$ 2,570,376	\$ 2,583,228	\$ 2,771,055	\$ 2,784,036
3400 - Transportation	\$ -	\$ 43,036	\$ 46,317	\$ 47,012	\$ 47,717	\$ 48,433
3700 - Financing / Loan Proceeds	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,818,772</b>	<b>\$ 2,832,469</b>

### Expenses

#### 5000 Functions - Academic Programs

100s - Salaries	\$ -	\$ 627,580	\$ 666,332	\$ 669,621	\$ 672,925	\$ 676,247
200s - Employee Costs	\$ -	\$ 147,873	\$ 156,137	\$ 156,416	\$ 156,697	\$ 156,979
300s - Services and Contracts	\$ -	\$ 62,670	\$ 63,026	\$ 63,386	\$ 63,750	\$ 64,117
500s - Supplies and Materials	\$ -	\$ 191,153	\$ 65,036	\$ 54,749	\$ 54,965	\$ 55,182
600s - Capitalized Expenses	\$ -	\$ 28,540	\$ 46,685	\$ 64,831	\$ 82,978	\$ 101,126
700s - Other Miscellaneous Costs	\$ -	\$ 1,540	\$ 1,656	\$ 1,673	\$ 1,690	\$ 1,707
<b>Total 5000's Academic Programs</b>	<b>\$ -</b>	<b>\$ 1,059,356</b>	<b>\$ 998,873</b>	<b>\$ 1,010,677</b>	<b>\$ 1,033,005</b>	<b>\$ 1,055,358</b>

#### 6000 Functions - Support and Student Services

100s - Salaries	\$ -	\$ 70,000	\$ 70,350	\$ 70,702	\$ 71,055	\$ 71,411
200s - Employee Costs	\$ -	\$ 15,973	\$ 16,002	\$ 16,032	\$ 16,062	\$ 16,093
300s - Services and Contracts	\$ -	\$ 9,000	\$ 9,090	\$ 9,181	\$ 9,273	\$ 9,365
500s - Supplies and Materials	\$ -	\$ 1,925	\$ 2,071	\$ 2,091	\$ 2,112	\$ 2,133
<b>Total 6000's Support and Student Services</b>	<b>\$ -</b>	<b>\$ 96,898</b>	<b>\$ 97,513</b>	<b>\$ 98,006</b>	<b>\$ 98,502</b>	<b>\$ 99,002</b>

#### 7000 - Administrative Services (excluding 7900 Facilities)

100s - Salaries	\$ 20,669	\$ 345,934	\$ 347,663	\$ 349,402	\$ 351,149	\$ 352,904
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200s - Employee Costs	\$ 4,094	\$ 70,210	\$ 70,359	\$ 70,508	\$ 70,657	\$ 70,808
300s - Services and Contracts	\$ 14,500	\$ 110,588	\$ 116,151	\$ 117,180	\$ 118,219	\$ 119,268
400s - Power Services	\$ -	\$ 6,400	\$ 6,464	\$ 6,529	\$ 6,594	\$ 6,660
500s - Supplies and Materials	\$ -	\$ 17,548	\$ 18,822	\$ 18,977	\$ 19,134	\$ 19,293
600s - Capitalized Expenses	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152
700s - Other Miscellaneous Costs	\$ -	\$ 84,945	\$ 100,415	\$ 100,095	\$ 100,527	\$ 100,961
<b>Total 7000's Administrative Services</b>	<b>\$ 41,262</b>	<b>\$ 640,625</b>	<b>\$ 664,874</b>	<b>\$ 667,740</b>	<b>\$ 671,380</b>	<b>\$ 675,046</b>

### 7900 - Facilities Operations

100s - Salaries	\$ -	\$ 72,800	\$ 73,164	\$ 73,530	\$ 73,897	\$ 74,267
200s - Employee Costs	\$ -	\$ 21,226	\$ 21,257	\$ 21,288	\$ 21,320	\$ 21,351
300s - Services and Contracts	\$ 6,600	\$ 291,335	\$ 297,261	\$ 297,513	\$ 297,768	\$ 298,026
400s - Power Services	\$ -	\$ 28,188	\$ 28,469	\$ 28,754	\$ 29,042	\$ 29,332
500s - Supplies and Materials	\$ -	\$ 7,700	\$ 8,282	\$ 8,365	\$ 8,448	\$ 8,533
600s - Capitalized Expenses	\$ -	\$ 2,000	\$ 2,020	\$ 2,040	\$ 2,061	\$ 2,081
<b>Total 7900 Facilities Operations</b>	<b>\$ 6,600</b>	<b>\$ 423,249</b>	<b>\$ 430,453</b>	<b>\$ 431,490</b>	<b>\$ 432,536</b>	<b>\$ 433,590</b>

<b>Reserve Fund</b>	<b>\$ 2,138</b>	<b>\$ 49,002</b>	<b>\$ 52,334</b>	<b>\$ 52,605</b>	<b>\$ 52,877</b>	<b>\$ 53,151</b>
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<b>Total Expenses</b>	<b>\$ 50,000</b>	<b>\$ 2,269,130</b>	<b>\$ 2,244,048</b>	<b>\$ 2,260,518</b>	<b>\$ 2,288,301</b>	<b>\$ 2,316,147</b>
<b>Net Revenue</b>	<b>\$ (0)</b>	<b>\$ 180,973</b>	<b>\$ 372,645</b>	<b>\$ 369,722</b>	<b>\$ 530,471</b>	<b>\$ 516,322</b>

# Budget Details Informational Summary

Florida Charter Support Unit Budget Template - Summary #6

Year One	Year Two	Year Three	Year Four	Year Five
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## Enrollment

Total # of Students	385	410	410	410	410
Per Student Revenue	\$ 6,363.90	\$ 6,382.18	\$ 6,415.22	\$ 6,875.05	\$ 6,908.46

## Revenue

Maximum Gross Revenue	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469
Expected Attrition Rate	100%	100%	100%	100%	100%
Likely Gross Revenue	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469

## Facilities Budget

Maximum Facility Expense	\$ 423,249	\$ 430,453	\$ 431,490	\$ 432,536	\$ 433,590
Minimum Building Size	\$ 17,841	\$ 19,000	\$ 19,000	\$ 19,000	\$ 19,000
Maximum cost per square foot	\$ 14.91	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00
Operating and Fixed Costs	\$ 157,249	\$ 164,453	\$ 165,490	\$ 166,536	\$ 167,590
Mortgage Payments/Rent	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000

## Staffing

Average Class Size	24.1	24.1	24.1	24.1	24.1
# of Classroom Teachers	16	17	17	17	17
# of Other Teachers	1	1	1	1	1
# of Other Staff Members	11.16666667	15	15	15	15
Salary + Benefits Per Teacher	\$ 39,800	\$ 39,975.00	\$ 40,150.88	\$ 40,327.63	\$ 40,505.27
Total Teacher Salary + Benefits + Employer Costs	\$ 774,071	\$ 820,613	\$ 824,243	\$ 827,890	\$ 831,556
Other Employee Salary + Benefits + Employer Costs	\$ 597,526	\$ 600,652	\$ 603,256	\$ 605,873	\$ 608,503



All Other Expenditures	\$ 474,284	\$ 392,329	\$ 401,529	\$ 422,002	\$ 442,498
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### *Five Year Enrollment Projections*

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>8th Grade</b>	5 Sections 110 Students	4 Sections 75 Students	4 Sections 75 Students	4 Sections 75 Students	4 Sections 75 Students
<b>9th Grade</b>	3 Sections 75 Students	5 Sections 110 Students	3 Sections 75 Students	3 Sections 75 Students	3 Sections 75 Students
<b>10th Grade</b>	3 Sections 75 Students	3 Sections 75 Students	5 Sections 110 Students	3 Sections 75 Students	3 Sections 75 Students
<b>11th Grade</b>	3 Sections 75 Students	3 Sections 75 Students	3 Sections 75 Students	5 Sections 110 Students	3 Sections 75 Students
<b>12th Grade</b>	2 Sections 50 Students	3 Sections 75 Students	3 Sections 75 Students	3 Sections 75 Students	5 Sections 110 Students
<b>Total Possible Enrollment</b>	<b>16 Sections 385 Students</b>	<b>18 Sections 410 Students</b>	<b>18 Sections 410 Students</b>	<b>18 Sections 410 Students</b>	<b>18 Sections 410 Students</b>

### *Five Year Staffing Projections*

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Classroom Teachers</b>	16	17	17	17	17
<b>ESE Teachers</b>	1	1	1	1	1
<b>Academic Director</b>	1	1	1	1	1
<b>Administrative Director</b>	1	1	1	1	1
<b>Guidance Counselor</b>	1	1	1	1	1
<b>IT Specialist</b>	1	1	1	1	1
<b>Business Manager</b>	1	1	1	1	1
<b>Office Assistant</b>	1	1	1	1	1
<b>Bookkeeper</b>	1	1	1	1	1
<b>Data Prep Clerk</b>	1	1	1	1	1
<b>Maintenance 1</b>	2	2	2	2	2
<b>Bus Driver</b>	2	2	2	2	2
<b>Security 1</b>	1	1	1	1	1
<b>Other Hourly 1 (Academic)</b>	1	1	1	1	1

Other Hourly 3 (ESE)	1	1	1	1	1
Transportation 1	2	2	2	2	2
Lunch Services 1	2	2	2	2	2
<b>Total Employees</b>	<b>32</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>

***Detailed ESE Estimates***

	Year 1	Year 2	Year 3	Year 4	Year 5
8th Grade	7	5	5	5	5
9th Grade	5	7	5	5	5
10th Grade	5	5	7	5	5
11th Grade	5	5	5	7	5
12th Grade	3	5	5	5	7
<b>Total ESE Enrollment</b>	<b>25</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>

***Detailed Gifted Estimates***

	Year 1	Year 2	Year 3	Year 4	Year 5
8th Grade	3	2	2	2	2
9th Grade	2	3	2	2	2
10th Grade	2	2	3	2	2
11th Grade	2	2	2	3	2
12th Grade	2	2	2	2	3
<b>Total ESE Enrollment</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>

***Detailed ELL Estimates***

	Year 1	Year 2	Year 3	Year 4	Year 5
8th Grade	7	5	5	5	5
9th Grade	5	7	5	5	5
10th Grade	5	5	7	5	5
11th Grade	5	5	5	7	5
12th Grade	3	5	5	5	7
<b>Total ESE Enrollment</b>	<b>25</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>

## *Special Populations Summary*

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	25	27	27	27	27
Gifted Students	11	11	11	11	11
ELL Students	25	27	27	27	27
Free / Reduced Lunch	289	307	307	307	307
<b>Totals</b>	<b>350</b>	<b>372</b>	<b>372</b>	<b>372</b>	<b>372</b>

## *Revenue Assumptions*

### *4th - 8th Graders*

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,287	\$4,308	\$4,330	\$4,352	\$4,373
Other Categoricals	\$0	\$0	\$0	\$0	\$0
ESE Guarantee	\$1,173	\$1,179	\$1,185	\$1,191	\$1,197
<b>Total Per Student</b>	<b>\$4,287</b>	<b>\$4,308</b>	<b>\$4,330</b>	<b>\$4,352</b>	<b>\$4,373</b>
<b>Budgeted Students</b>	<b>110</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>
<b>Total 4-8 Revenue</b>	<b>\$688,067</b>	<b>\$471,098</b>	<b>\$473,453</b>	<b>\$475,821</b>	<b>\$478,200</b>

### *9th - 12th Graders*

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,304	\$4,326	\$4,347	\$4,369	\$4,391
Other Categoricals	\$0	\$0	\$0	\$0	\$0
ESE Guarantee	\$835	\$839	\$843	\$848	\$852
<b>Total Per Student</b>	<b>\$4,304</b>	<b>\$4,326</b>	<b>\$4,347</b>	<b>\$4,369</b>	<b>\$4,391</b>
<b>Budgeted Students</b>	<b>275</b>	<b>335</b>	<b>335</b>	<b>335</b>	<b>335</b>
<b>Total 9-12 Revenue</b>	<b>\$1,719,000</b>	<b>\$2,099,278</b>	<b>\$2,109,774</b>	<b>\$2,120,323</b>	<b>\$2,130,925</b>



# Palm Beach Collegiate's Five Year Budget Projections

## Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #2

Students:	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
		385	410	410	410	410

### Revenue

FEFP State Revenue	\$ -	\$ 2,407,067	\$ 2,570,376	\$ 2,583,228	\$ 2,596,144	\$ 2,609,124
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ 174,911	\$ 174,911
Transportation Funds	\$ -	\$ 43,036	\$ 46,317	\$ 47,012	\$ 47,717	\$ 48,433
Financing / Loan Proceeds	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,818,772</b>	<b>\$ 2,832,469</b>

### Expenses

#### Academic Expenses

Employee Totals	\$ -	\$ 861,426	\$ 908,822	\$ 912,771	\$ 916,740	\$ 920,729
Services	\$ -	\$ 44,640	\$ 45,086	\$ 45,537	\$ 45,993	\$ 46,453
Supplies and Materials	\$ -	\$ 193,078	\$ 67,107	\$ 56,841	\$ 57,077	\$ 57,316
Software	\$ -	\$ 10,500	\$ 10,605	\$ 10,711	\$ 10,818	\$ 10,926
Equipment	\$ -	\$ 27,030	\$ 27,030	\$ 27,030	\$ 27,030	\$ 27,030
Furniture	\$ -	\$ 18,040	\$ 36,080	\$ 54,120	\$ 72,160	\$ 90,200
Other Expenses	\$ -	\$ 1,540	\$ 1,656	\$ 1,673	\$ 1,690	\$ 1,707
<b>Total Academic Expenses</b>	<b>\$ -</b>	<b>\$ 1,156,254</b>	<b>\$ 1,096,386</b>	<b>\$ 1,108,683</b>	<b>\$ 1,131,507</b>	<b>\$ 1,154,360</b>

#### Administrative Expenses

Employee Totals	\$ 24,762	\$ 344,310	\$ 345,881	\$ 347,460	\$ 349,047	\$ 350,642
Services	\$ 7,500	\$ 70,943	\$ 75,360	\$ 75,989	\$ 76,624	\$ 77,265
Supplies and Materials	\$ -	\$ 14,168	\$ 15,239	\$ 15,391	\$ 15,545	\$ 15,701
Computers	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ -	\$ 5,000	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152
Equipment	\$ -	\$ 12,345	\$ 13,218	\$ 13,342	\$ 13,468	\$ 13,594

Other Expenses	\$ -	\$ 1,540	\$ 16,781	\$ 16,048	\$ 16,065	\$ 16,082
<b>Total Administrative Expenses</b>	<b>\$ 34,262</b>	<b>\$ 448,306</b>	<b>\$ 471,480</b>	<b>\$ 473,281</b>	<b>\$ 475,849</b>	<b>\$ 478,435</b>

### Governance Expenses

Services	\$ 7,000	\$ 16,500	\$ 16,665	\$ 16,832	\$ 17,000	\$ 17,170
Supplies and Materials	\$ -	\$ 300	\$ 303	\$ 306	\$ 309	\$ 312
Travel	\$ -	\$ 800	\$ 808	\$ 816	\$ 824	\$ 832
<b>Total Governance Expenses</b>	<b>\$ 7,000</b>	<b>\$ 17,600</b>	<b>\$ 17,776</b>	<b>\$ 17,954</b>	<b>\$ 18,133</b>	<b>\$ 18,315</b>

### Facilities Expenses

Employee Totals	\$ -	\$ 94,026	\$ 94,421	\$ 94,818	\$ 95,217	\$ 95,618
Facility Cost	\$ -	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000
Services	\$ 6,600	\$ 22,640	\$ 23,362	\$ 23,536	\$ 23,711	\$ 23,888
Supplies and Materials	\$ -	\$ 7,700	\$ 8,282	\$ 8,365	\$ 8,448	\$ 8,533
Maintenance	\$ -	\$ 2,000	\$ 7,020	\$ 7,090	\$ 7,161	\$ 7,233
Utilities	\$ -	\$ 30,883	\$ 31,368	\$ 31,682	\$ 31,999	\$ 32,319
<b>Total Facilities Expenses</b>	<b>\$ 6,600</b>	<b>\$ 423,249</b>	<b>\$ 430,453</b>	<b>\$ 431,490</b>	<b>\$ 432,536</b>	<b>\$ 433,590</b>

### Food Services Expenses

Employee Totals	\$ -	\$ 12,008	\$ 12,068	\$ 12,129	\$ 12,189	\$ 12,250
Supplies and Materials	\$ -	\$ 3,080	\$ 3,280	\$ 3,280	\$ 3,280	\$ 3,280
<b>Total Food Services Expenses</b>	<b>\$ -</b>	<b>\$ 15,088</b>	<b>\$ 15,348</b>	<b>\$ 15,409</b>	<b>\$ 15,469</b>	<b>\$ 15,530</b>

### Transportation Services

Employee Totals	\$ -	\$ 59,826	\$ 60,072	\$ 60,320	\$ 60,570	\$ 60,820
Services	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203
Insurance	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203
Supplies and Materials	\$ -	\$ 6,400	\$ 6,464	\$ 6,529	\$ 6,594	\$ 6,660
Other Expenses	\$ -	\$ 3,856	\$ 3,856	\$ 3,856	\$ 3,856	\$ 3,856
<b>Total Transportation Services</b>	<b>\$ -</b>	<b>\$ 80,082</b>	<b>\$ 80,493</b>	<b>\$ 80,906</b>	<b>\$ 81,323</b>	<b>\$ 81,742</b>

### Other Expenses

District Administrative Fee	\$ -	\$ 79,549	\$ 79,777	\$ 80,190	\$ 80,606	\$ 81,023
Reserve Fund	\$ 2,138	\$ 49,002	\$ 52,334	\$ 52,605	\$ 52,877	\$ 53,151
<b>Total Other Expenses</b>	<b>\$ 2,138</b>	<b>\$ 128,551</b>	<b>\$ 132,111</b>	<b>\$ 132,795</b>	<b>\$ 133,483</b>	<b>\$ 134,174</b>

Total Expenses	\$ 50,000	\$ 2,269,130	\$ 2,244,048	\$ 2,260,518	\$ 2,288,301	\$ 2,316,147
Net Revenue	\$ (0)	\$ 180,973	\$ 372,645	\$ 369,722	\$ 530,471	\$ 516,322



# Palm Beach Collegiate's Five Year Budget Projections

## Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #5

Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
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### Enrollment

6th Grade through 8th Grade		110	75	75	75
9th Grade through 12th Grade		275	335	335	335
<b>Total Enrollment at 100%</b>		<b>385</b>	<b>410</b>	<b>410</b>	<b>410</b>

### Revenue

State Sources	\$ -	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772
Other Sources	\$ 50,000	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,832,469</b>

### Expenses

#### Instruction

Salaries (Includes all teachers and assistants)	\$ -	\$ 775,453	\$ 822,469	\$ 826,037	\$ 829,622	\$ 833,226
Contracted Professional Services	\$ -	\$ 35,640	\$ 35,996	\$ 36,356	\$ 36,720	\$ 37,087
Classroom Supplies & Equipment	\$ -	\$ 19,828	\$ 21,326	\$ 21,539	\$ 21,755	\$ 21,972
Textbooks	\$ -	\$ 171,325	\$ 43,710	\$ 33,210	\$ 33,210	\$ 33,210
Software For Instruction	\$ -	\$ 10,500	\$ 10,605	\$ 10,711	\$ 10,818	\$ 10,926
Furniture	\$ -	\$ 18,040	\$ 36,080	\$ 54,120	\$ 72,160	\$ 90,200
<b>Total Instruction</b>	<b>\$ -</b>	<b>\$ 1,030,786</b>	<b>\$ 970,187</b>	<b>\$ 981,974</b>	<b>\$ 1,004,285</b>	<b>\$ 1,026,622</b>

#### Pupil Personnel Services

Salaries (Includes Counselor, School Nurse, Health Assistant)	\$ -	\$ 42,986	\$ 43,176	\$ 43,367	\$ 43,559	\$ 43,752
<b>Total Pupil Personnel Services</b>	<b>\$ -</b>	<b>\$ 42,986</b>	<b>\$ 43,176</b>	<b>\$ 43,367</b>	<b>\$ 43,559</b>	<b>\$ 43,752</b>

#### Media Services

Audio Visual Materials	\$ -	\$ 1,925	\$ 2,071	\$ 2,091	\$ 2,112	\$ 2,133
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Total Media Services	\$ -	\$ 1,925	\$ 2,071	\$ 2,091	\$ 2,112	\$ 2,133
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### Staff Development

Workshops	\$ -	\$ 3,000	\$ 3,030	\$ 3,060	\$ 3,091	\$ 3,122
<b>Total Staff Development</b>	<b>\$ -</b>	<b>\$ 3,000</b>	<b>\$ 3,030</b>	<b>\$ 3,060</b>	<b>\$ 3,091</b>	<b>\$ 3,122</b>

### Instruction Related Technology

Salaries (Includes Technology Personnel)	\$ -	\$ 42,986	\$ 43,176	\$ 43,367	\$ 43,559	\$ 43,752
Instructional Networks	\$ -	\$ 6,000	\$ 6,060	\$ 6,121	\$ 6,182	\$ 6,244
<b>Total Instruction Related Technology</b>	<b>\$ -</b>	<b>\$ 48,986</b>	<b>\$ 49,236</b>	<b>\$ 49,488</b>	<b>\$ 49,741</b>	<b>\$ 49,995</b>

### Board

Professional Services (Legal)	\$ 7,000	\$ 16,500	\$ 16,665	\$ 16,832	\$ 17,000	\$ 17,170
<b>Total Board</b>	<b>\$ 7,000</b>	<b>\$ 16,500</b>	<b>\$ 16,665</b>	<b>\$ 16,832</b>	<b>\$ 17,000</b>	<b>\$ 17,170</b>

### General Administration

Management Fees	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Fee	\$ -	\$ 79,549	\$ 79,777	\$ 80,190	\$ 80,606	\$ 81,023
<b>Total General Administration</b>	<b>\$ 7,500</b>	<b>\$ 79,549</b>	<b>\$ 79,777</b>	<b>\$ 80,190</b>	<b>\$ 80,606</b>	<b>\$ 81,023</b>

### School Administration

Salaries (Includes Principal, Secretary & Other Office Personnel)	\$ 24,762	\$ 344,310	\$ 345,881	\$ 347,460	\$ 349,047	\$ 350,642
Equipment Rental / Lease	\$ -	\$ 39,375	\$ 40,248	\$ 40,372	\$ 40,498	\$ 40,624
Travel	\$ -	\$ 800	\$ 808	\$ 816	\$ 824	\$ 832
License Fees	\$ -	\$ 3,080	\$ 3,313	\$ 3,346	\$ 3,379	\$ 3,413
Postage and Communication	\$ -	\$ 693	\$ 745	\$ 753	\$ 760	\$ 768
Office Supplies	\$ -	\$ 14,468	\$ 15,542	\$ 15,697	\$ 15,854	\$ 16,013
Computer Equipment	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152
<b>Total School Administration</b>	<b>\$ 26,762</b>	<b>\$ 407,726</b>	<b>\$ 411,538</b>	<b>\$ 413,495</b>	<b>\$ 415,464</b>	<b>\$ 417,444</b>

### Facilities Acquisition & Construction

Building Lease / Rent	\$ -	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000
Remodeling & Renovations	\$ -	\$ 2,000	\$ 2,020	\$ 2,040	\$ 2,061	\$ 2,081
<b>Total Facilities Acquisition &amp; Construction</b>	<b>\$ -</b>	<b>\$ 268,000</b>	<b>\$ 268,020</b>	<b>\$ 268,040</b>	<b>\$ 268,061</b>	<b>\$ 268,081</b>

**Fiscal Services**

Professional Services (Payroll, Accounting, Auditing)	\$ -	\$ 70,250	\$ 74,615	\$ 75,236	\$ 75,864	\$ 76,497
<b>Total Fiscal Services</b>	<b>\$ -</b>	<b>\$ 70,250</b>	<b>\$ 74,615</b>	<b>\$ 75,236</b>	<b>\$ 75,864</b>	<b>\$ 76,497</b>

**Food Services**

Salaries (Food Service Workers)	\$ -	\$ 12,008	\$ 12,068	\$ 12,129	\$ 12,189	\$ 12,250
Materials & Supplies	\$ -	\$ 3,080	\$ 3,280	\$ 3,280	\$ 3,280	\$ 3,280
<b>Total Food Services</b>	<b>\$ -</b>	<b>\$ 15,088</b>	<b>\$ 15,348</b>	<b>\$ 15,409</b>	<b>\$ 15,469</b>	<b>\$ 15,530</b>

**Pupil Transportation Services**

Salaries (Drivers & Transportation Workers)	\$ -	\$ 59,826	\$ 60,072	\$ 60,320	\$ 60,570	\$ 60,820
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## Facilities Decisions

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 50,000	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469
Estimated Expense	\$ 50,000	\$ 2,269,130	\$ 2,244,048	\$ 2,260,518	\$ 2,288,301	\$ 2,316,147
Net Revenue	\$ (0)	\$ 180,973	\$ 372,645	\$ 369,722	\$ 530,471	\$ 516,322
Cash Balance	\$ (0)	\$ 180,972	\$ 553,618	\$ 923,340	\$ 1,453,811	\$ 1,970,133

### Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	46.34146341					
Students:		385	410	410	410	410
Building Size:		17,841	19,000	19,000	19,000	19,000

### Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

Facilities Calculation Method	2	1 = Exact Costs, 2 = Per Square Foot Calculator, 3 = Per Student Calculator, 4 = Purchase Financing Calculator
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#### Enter Exact Costs

If you know the exact costs of your facility, you may enter them here (i.e. if you already have a lease or contract for a facility)

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Enter ANNUAL amount	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Is this a lease or debit service payment?	\$1.00					

#### Rental Costs - Per Square Foot (Traditional)

Rental space varies significantly based on the location. Rural, less expensive areas may be able to find rental space for as low as \$8-10 per square foot per year, whereas expensive urban areas may need to pay \$20-22 per square foot per year. If we have specific information regarding your county, it will be displayed on the next line. It is also customary for many leases to have annual increases in the rental amount (i.e. 2%). Some charter schools also try to negotiate a "ramp up" schedule in their lease that allows for lower rates in the first year or two, and then has more significant increases later.

No information available for Palm Beach county.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Building Size (Square Feet)	-	19,000.0	19,000.0	19,000.0	19,000.0	19,000.0

Annual Cost Per Square Foot	\$ -	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00
Total Estimated Annual Cost	\$ -	\$ 266,000.00	\$ 266,000.00	\$ 266,000.00	\$ 266,000.00	\$ 266,000.00

### Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

Enrollment Type	1					
	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	enter total	385	410	410	410	410
Annual Per Student Cost	\$0.00	\$660.00	\$12.00	\$12.00	\$12.00	\$12.00
Total Estimated Annual Cost	\$ -	\$ 254,100.00	\$ 4,920.00	\$ 4,920.00	\$ 4,920.00	\$ 4,920.00

### Financing Calculator (To Purchase Building)

Some schools (usually schools that have been established for a few years) look at purchasing their facilities instead of continuing in leases. The calculator below is a simple mortgage calculator. Many times charter schools will look at using not-for-profit municipal bonds or other financing methods, in which case the payment amounts may be different than that created by this calculator, and you should manually enter the amounts you received from the financial consultant or financial institution you are working with on row 28 above (using option #1). However, if you are in the planning process, this will assist you with making basic assumptions.

Facility Cost	\$ -	
Downpayment Amount	\$ -	
Construction Costs	\$ -	
Additional Financing	\$ -	
Total Financing Amount	\$ -	Total Amount To Finance
Interest Rate	0.000%	
Amortization Term	0	
Annual Debt Service Amount	#NUM!	
Monthly Debt Service Amount	#NUM!	

Closing Year	0	
Closing Month	12	
Prior to Purchase Method	2	

(1 = Actual Cost, 2 = per square foot calculations, or 3 = per student, 0 = None).

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Debit Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease (prior to purchase)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Ratio						

### Other Facilities Costs

There are several ways we can calculate the costs of operating the facility. Some expenses, such as electricity, can be calculated based on a per-square-foot calculation, others based on the number of classrooms, some based on the number of students and others we need to just make an educated guess. The following costs are included in function 7900 regarding operating your facility.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Actual Building Square Footage	-	22,550	22,550	22,550	22,550	22,550	
Enter the PER SQUARE FOOT amount to assume for electricity.	\$0.00	\$1.25	\$1.26	\$1.28	\$1.29	\$1.30	Budget Line: 7900-430
	\$0.00	\$28,187.50	\$28,417.50	\$28,864.00	\$29,091.00	\$29,312.00	
Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.	\$0.00	\$7.00	\$7.07	\$7.14	\$7.21	\$7.28	Budget Line: 7900-380
	\$0.00	\$2,000.00	\$2,098.00	\$2,127.00	\$2,156.00	\$2,186.00	
Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)	\$0.00	\$125.00	\$126.25	\$127.51	\$128.79	\$130.08	Budget Line: 7900-390
	\$0.00	\$2,812.50	\$2,900.62	\$2,975.23	\$3,048.18	\$3,119.35	
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.	\$0.00	\$5,520.00	\$5,575.20	\$5,630.95	\$5,687.26	\$5,744.13	Budget Line: 7900-390
	\$0.00	\$5,520.00	\$5,575.20	\$5,630.95	\$5,687.26	\$5,744.13	
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)	\$0.00	\$4,500.00	\$4,545.00	\$4,590.45	\$4,636.35	\$4,682.72	Budget Line: 7900-390
	\$0.00	\$4,500.00	\$4,545.00	\$4,590.45	\$4,636.35	\$4,682.72	
Enter an anticipated PER YEAR amount on general repairs and maint. to the facility	\$0.00	\$0.00	\$5,000.00	\$5,050.00	\$5,100.50	\$5,151.51	Budget Line: 7900-350
	\$0.00	\$0.00	\$5,000.00	\$5,050.00	\$5,100.50	\$5,151.51	
Enter an anticipated PER YEAR amount on remodeling and renovations.	\$0.00	\$2,000.00	\$2,020.00	\$2,040.20	\$2,060.60	\$2,081.21	Budget Line: 7900-680
	\$0.00	\$2,000.00	\$2,020.00	\$2,040.20	\$2,060.60	\$2,081.21	
Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)	\$0.00	\$20.00	\$20.20	\$20.40	\$20.61	\$20.81	Budget Line: 7900-510
	\$0.00	\$7,700.00	\$7,262.00	\$8,094.82	\$8,443.47	\$8,532.95	
Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff).	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

# Palm Beach Collegiate's Five Year Budget Projections

## General Budget Summary

Florida Charter Support Unit Budget Template - Summary #1

Students:	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
		385	410	410	410	410

### Revenue

Florida Educational Finance Program (FEFP)	\$ -	\$ 2,407,067	\$ 2,570,376	\$ 2,583,228	\$ 2,596,144	\$ 2,609,124
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ 174,911	\$ 174,911
Transportation Funds	\$ -	\$ 43,036	\$ 46,317	\$ 47,012	\$ 47,717	\$ 48,433
Financing / Loan Proceeds	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,818,772</b>	<b>\$ 2,832,469</b>

### Expenses

#### Academic Expenses

Employee Salaries	\$ 20,669	\$ 1,116,314	\$ 1,157,509	\$ 1,163,254	\$ 1,169,027	\$ 1,174,829
Employee Benefits	\$ 1,815	\$ 153,600	\$ 158,400	\$ 158,400	\$ 158,400	\$ 158,400
Employer Costs	\$ 2,278	\$ 101,683	\$ 105,356	\$ 105,845	\$ 106,336	\$ 106,830
<b>Total Employee Costs</b>	<b>\$ 24,762</b>	<b>\$ 1,371,597</b>	<b>\$ 1,421,265</b>	<b>\$ 1,427,499</b>	<b>\$ 1,433,763</b>	<b>\$ 1,440,059</b>

Academic Supplies	\$ -	\$ 218,326	\$ 94,211	\$ 84,183	\$ 84,660	\$ 85,141
Services and Contracts	\$ 21,100	\$ 154,723	\$ 160,474	\$ 161,893	\$ 163,327	\$ 164,776
Facilities Costs	\$ -	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000
Insurance	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203
Utilities	\$ -	\$ 30,883	\$ 31,368	\$ 31,682	\$ 31,999	\$ 32,319
Maintenance	\$ -	\$ 2,000	\$ 7,020	\$ 7,090	\$ 7,161	\$ 7,233
Furniture	\$ -	\$ 18,040	\$ 36,080	\$ 54,120	\$ 72,160	\$ 90,200
AV / Computer Equipment	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ -	\$ 15,500	\$ 15,605	\$ 15,761	\$ 15,919	\$ 16,078
Other Equipment	\$ -	\$ 39,375	\$ 40,248	\$ 40,372	\$ 40,498	\$ 40,624

Travel Costs	\$ -	\$ 800	\$ 808	\$ 816	\$ 824	\$ 832
Transportation	\$ -	\$ 11,400	\$ 11,514	\$ 11,629	\$ 11,745	\$ 11,863
Other Expenses	\$ -	\$ 6,936	\$ 22,294	\$ 21,577	\$ 21,611	\$ 21,645

District Administrative Fees	\$ -	\$ 79,549	\$ 79,777	\$ 80,190	\$ 80,606	\$ 81,023
Reserve Fund	\$ 2,138	\$ 49,002	\$ 52,334	\$ 52,605	\$ 52,877	\$ 53,151

<b>Total Expenses</b>	<b>\$ 50,000</b>	<b>\$ 2,269,130</b>	<b>\$ 2,244,048</b>	<b>\$ 2,260,518</b>	<b>\$ 2,288,301</b>	<b>\$ 2,316,147</b>
<b>Net Revenue</b>	<b>\$ (0)</b>	<b>\$ 180,973</b>	<b>\$ 372,645</b>	<b>\$ 369,722</b>	<b>\$ 530,471</b>	<b>\$ 516,322</b>



# Palm Beach Collegiate's Five Year Budget Projections

## Modified Accrual Cash Flow Summary

Florida Charter Support Unit Budget Template - Summary #4

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Students:		385	410	410	410	410

### Revenue

District Funding (Oct FTE)	\$ -	\$ 1,225,051	\$ 1,308,347	\$ 1,315,120	\$ 1,321,931	\$ 1,328,779
District Funding (Feb FTE)	\$ -	\$ 1,225,051	\$ 1,308,347	\$ 1,315,120	\$ 1,321,931	\$ 1,328,779
Capital Funds	\$ -	\$ -	\$ -	\$ -	\$ 174,911	\$ 174,911
Interest Earned	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,818,772</b>	<b>\$ 2,832,469</b>

### Expenses

#### Salaries and Benefits

100's - Salaries						
Administrative Staff	\$ 15,917	\$ 191,000	\$ 191,955	\$ 192,915	\$ 193,879	\$ 194,849
Instructional Staff	\$ -	\$ 630,000	\$ 668,325	\$ 671,667	\$ 675,025	\$ 678,400
Substitute Teachers	\$ -	\$ 8,160	\$ 8,640	\$ 8,640	\$ 8,640	\$ 8,640
Paraprofessionals / Teacher Asst	\$ -	\$ 59,420	\$ 59,717	\$ 60,016	\$ 60,316	\$ 60,617
Office Staff	\$ 4,752	\$ 98,634	\$ 99,127	\$ 99,622	\$ 100,121	\$ 100,621
Lunch Staff	\$ -	\$ 10,800	\$ 10,854	\$ 10,908	\$ 10,963	\$ 11,018
Transportation Staff	\$ -	\$ 45,500	\$ 45,728	\$ 45,956	\$ 46,186	\$ 46,417
Maintenance Staff	\$ -	\$ 72,800	\$ 73,164	\$ 73,530	\$ 73,897	\$ 74,267
210, 230, 290 - Employee Benefits	\$ 1,815	\$ 153,600	\$ 158,400	\$ 158,400	\$ 158,400	\$ 158,400
220, 240, 250, 750 - Employer Costs	\$ 2,278	\$ 101,683	\$ 105,356	\$ 105,845	\$ 106,336	\$ 106,830
<b>Total Salaries and Benefits</b>	<b>\$ 24,762</b>	<b>\$ 1,371,597</b>	<b>\$ 1,421,265</b>	<b>\$ 1,427,499</b>	<b>\$ 1,433,763</b>	<b>\$ 1,440,059</b>

#### Purchased / Contract Services

310 - Professional / Technical Services	\$ 14,500	\$ 131,390	\$ 136,366	\$ 137,605	\$ 138,856	\$ 140,120
320 - Insurance and Bond Premiums	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203
330 - Travel	\$ -	\$ 800	\$ 808	\$ 816	\$ 824	\$ 832
350 - Repairs and Maintenance	\$ -	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152

370 - Communications	\$ -	\$ 693	\$ 745	\$ 753	\$ 760	\$ 768
390 - Other Purchased Services	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203
<b>Total Purchased/Contract Services</b>	<b>\$ 14,500</b>	<b>\$ 142,883</b>	<b>\$ 153,020</b>	<b>\$ 154,425</b>	<b>\$ 155,844</b>	<b>\$ 157,278</b>

### Facilities

360 - Rent	\$ -	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000
360 - Rentals	\$ -	\$ 39,375	\$ 40,248	\$ 40,372	\$ 40,498	\$ 40,624
370 - Communications	\$ 6,600	\$ 10,620	\$ 10,969	\$ 11,019	\$ 11,069	\$ 11,120
380 - Utilities	\$ -	\$ 30,883	\$ 31,368	\$ 31,682	\$ 31,999	\$ 32,319
390 - Other Services	\$ -	\$ 12,020	\$ 12,393	\$ 12,517	\$ 12,642	\$ 12,768
<b>Total Rent and Utilities</b>	<b>\$ 6,600</b>	<b>\$ 358,898</b>	<b>\$ 360,978</b>	<b>\$ 361,590</b>	<b>\$ 362,207</b>	<b>\$ 362,831</b>

### Materials & Supplies

510 - Supplies	\$ -	\$ 53,401	\$ 56,965	\$ 57,501	\$ 58,044	\$ 58,591
<b>Total Materials &amp; Supplies</b>	<b>\$ -</b>	<b>\$ 53,401</b>	<b>\$ 56,965</b>	<b>\$ 57,501</b>	<b>\$ 58,044</b>	<b>\$ 58,591</b>

### Other Expenses

730 - Dues and Fees	\$ -	\$ 6,936	\$ 7,169	\$ 7,202	\$ 7,236	\$ 7,270
730 - District Administrative Fees	\$ -	\$ 79,549	\$ 79,777	\$ 80,190	\$ 80,606	\$ 81,023
720 - Debt Service / Interest Expense	\$ -	\$ -	\$ 15,125	\$ 14,375	\$ 14,375	\$ 14,375
Reserve Fund	\$ 2,138	\$ 49,002	\$ 52,334	\$ 52,605	\$ 52,877	\$ 53,151
<b>Total Other Expenses</b>	<b>\$ 2,138</b>	<b>\$ 135,487</b>	<b>\$ 154,405</b>	<b>\$ 154,372</b>	<b>\$ 155,094</b>	<b>\$ 155,819</b>

<b>Expenses (without Capitalized Items)</b>	<b>\$ 48,000</b>	<b>\$ 2,062,265</b>	<b>\$ 2,146,633</b>	<b>\$ 2,155,387</b>	<b>\$ 2,164,952</b>	<b>\$ 2,174,578</b>
<b>SubTotal (Net Income Before Depreciation)</b>	<b>\$ 2,000</b>	<b>\$ 387,838</b>	<b>\$ 470,060</b>	<b>\$ 474,853</b>	<b>\$ 653,821</b>	<b>\$ 657,891</b>
<b>Depreciation</b>						
<b>Net Income After Depreciation (Accrual Basis)</b>	<b>\$ 2,000</b>	<b>\$ 387,838</b>	<b>\$ 470,060</b>	<b>\$ 474,853</b>	<b>\$ 653,821</b>	<b>\$ 657,891</b>
<b>Add Depreciation</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

### Capitalized Expenses

520 - Textbooks	\$ -	\$ 171,325	\$ 43,710	\$ 33,210	\$ 33,210	\$ 33,210
640 - Furniture	\$ -	\$ 18,040	\$ 36,080	\$ 54,120	\$ 72,160	\$ 90,200
640 - Computers	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
680 - Remodeling and Renovations	\$ -	\$ 2,000	\$ 2,020	\$ 2,040	\$ 2,061	\$ 2,081
690 - Software	\$ -	\$ 15,500	\$ 15,605	\$ 15,761	\$ 15,919	\$ 16,078
<b>Total Capitalized Expenses</b>	<b>\$ 2,000</b>	<b>\$ 206,865</b>	<b>\$ 97,415</b>	<b>\$ 105,131</b>	<b>\$ 123,349</b>	<b>\$ 141,569</b>

Net Cash Flow (Modified Accrual)	\$	(0)	\$	180,973	\$	372,645	\$	369,722	\$	530,471	\$	516,322
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**Other Expenses**

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 50,000	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469
Estimated Expense	\$ 50,000	\$ 2,269,130	\$ 2,244,048	\$ 2,260,518	\$ 2,288,301	\$ 2,316,147
Net Revenue	\$ (0)	\$ 180,973	\$ 372,645	\$ 369,722	\$ 530,471	\$ 516,322
Cash Balance	\$ (0)	\$ 180,972	\$ 553,618	\$ 923,340	\$ 1,453,811	\$ 1,970,133

**Textbooks / Curricular Materials / Assessments**

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around \$50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (<http://www.fsbd.com/>). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible Students		385	410	410	410	410

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Average Cost Per Textbook	\$0.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00

**Books For New Students / Additional Enrollment**

New Student Seats (by Grade Level)		385	25	0	0	0
Total Students To Buy Books For	0	385	25	0	0	0
Books To Buy Per Student	\$0.00	\$6.00	\$6.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$161,700.00	\$10,500.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-520

**Replacement Books**

Replacement Books To Purchase	0	0	328	328	328	328
	\$0.00	\$0.00	\$22,960.00	\$22,960.00	\$22,960.00	\$22,960.00

Budget Line: 5100-520

**New Textbook Adoption**

Textbook Adoptions (New Series)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-520

**Consumable Books**

Number of Consumable Books To Purchase	0	385	410	410	410	410
Average Consumable Cost	\$0.00	\$25.00	\$25.00	\$25.00	\$25.00	\$25.00
	\$0.00	\$9,625.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00

Budget Line: 5100-520

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

**Academic Software**

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Curricular Provider Subscriptions PER STUDENT	0	\$ -	\$ -	\$ -	\$ -	\$ -
Software Subscriptions PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscriptions PER SCHOOL	\$ -	\$ 10,500.00	\$ 10,605.00	\$ 10,711.05	\$ 10,818.16	\$ 10,926.34
	\$0.00					

Budget Line: 6300-390

Budget Line: 5100-690

Budget Line: 5100-690

Many assessments, such as the FCAT and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you anticipate for assessments.

**Assessments**

Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
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PER STUDENT Assessment Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-520

## Technology / Equipment

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Copy Machine Lease - PER STUDENT	\$ -	\$ 30.00	\$ 30.30	\$ 30.60	\$ 30.91	\$ 31.22
	\$0.00	\$11,550.00	\$12,423.00	\$12,547.23	\$12,672.70	\$12,799.43

Budget Line: 7300-360

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommend you review the state of Florida's accountability plans to determine what those needs may be at your school. (<http://fcet.fldoe.org/fcat2/>). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (5100), so only include student and teacher computers, not office staff (that will come next).

**PURCHASING Academic Computers**

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Type 1 - Number of Machines	0	0	0	0	0	0
Type 1 - Estimated Cost Per Machine/Station	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-643

Type 2 - Number of Machines	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-643

**LEASING Academic Computers**

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Type 3 - Number of Machines	\$0.00	\$170.00	\$170.00	\$170.00	\$170.00	\$170.00
Type 3 - Estimated Cost Per Machine/Station	\$0.00	\$159.00	\$159.00	\$159.00	\$159.00	\$159.00
	\$0.00	\$27,030.00	\$27,030.00	\$27,030.00	\$27,030.00	\$27,030.00

Budget Line: 5100-360

Type 4 - Number of Machines	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Type 4 - Estimated Cost Per Machine/Station	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-360

If you need additional machines for ADMINSTRATIVE purposes (such as secretaries, administrators, etc.) Enter the number of machines to purchase or lease below. These will be put into the administrative section of the budget (7300).

**PURCHASING Admin. Computers**

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Admin Purchase - Number of Machines	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Admin Pur - Estimated Cost Per Machine/Station	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7300-643

**LEASEING Admin. Computers**

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Admin Lease - Number of Machines	\$0.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Admin Lea- Estimated Cost Per Machine/Station	\$ -	\$ 159.00	\$ 159.00	\$ 159.00	\$ 159.00	\$ 159.00
	\$0.00	\$795.00	\$795.00	\$795.00	\$795.00	\$795.00

Budget Line: 7300-360

Classroom Instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range \$3,000 - \$4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to \$1,500 depending on the needs of your school. First determine the estimated cost per classroom, then you indicate the number of classrooms you want to outfit each year.

**Instructional Technology**

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER CLASSROOM	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Classrooms	0	0	0	0	0	0
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-621

Additional ANNUAL Instructional Tech Money	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Budget Line: 5100-633

Some schools hire their own inhouse IT support staff to manage their computer infrastructure (which would be indicated on the Enrollment and Staffing page of this calculator), where others have a contract with a third party to provide these services. Some management companies provide this service as part of their overall contract. Contracts can be an annual fixed amount, or you may purchase hours in advance. Generally these services are around \$120 per hour and depending the technical savvy of your staff, you could easily go through 100+ hours a year to support the computers and network within your building.

IT Service Provider	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL IT Service Provider Contract Amount	\$ -	\$ 6,000.00	\$ 6,060.00	\$ 6,120.60	\$ 6,181.81	\$ 6,243.62

Budget Line: 6500-310

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

Software	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL amount for software each year	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,050.00	\$ 5,100.50	\$ 5,151.51

Budget Line: 7300-690

## Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for their school. The following calculator will allow you to figure out furniture costs based on either a purchase or a lease option. Some vendors will lease furniture allowing the school to spreadout the expenses over the course of a few years, however, you may want to investigate this before relying on it as an option.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated PER CLASSROOM furniture cost	\$0.00	\$5,125.00	\$4,555.56	\$4,555.56	\$4,555.56	\$4,555.56
Number of student classes each year	\$0.00	\$16.00	\$18.00	\$18.00	\$18.00	\$18.00
Number of classrooms to outfit each year	\$0.00	\$16.00	\$18.00	\$18.00	\$18.00	\$18.00
Purchase or Lease Classroom Furniture?	Purchase	Lease	Lease	Lease	Lease	Lease
	\$0.00	\$18,040.00	\$36,080.00	\$54,120.00	\$72,160.00	\$90,200.00
Estimate Total Office Furniture Needs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Purchase or Lease Office Furniture?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Media Center Furniture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Purchase or Lease Media Center Furniture?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-641

Budget Line: 7300-641

Budget Line: 6200-641

## Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies	\$ -	\$ 50.00	\$ 50.50	\$ 51.01	\$ 51.52	\$ 52.03
	\$0.00	\$19,250.00	\$20,705.00	\$20,912.05	\$21,121.17	\$21,332.38
Academic Dues and Fees	\$ -	\$ 4.00	\$ 4.04	\$ 4.08	\$ 4.12	\$ 4.16

Budget Line: 5100-510

	\$0.00	\$1,540.00	\$1,656.40	\$1,672.96	\$1,689.69	\$1,706.59	Budget Line: 5100-730
Library Books, Supplies and Equipment	\$ -	\$ 5.00	\$ 5.05	\$ 5.10	\$ 5.15	\$ 5.20	
	\$0.00	\$1,925.00	\$2,070.50	\$2,091.21	\$2,112.12	\$2,133.24	Budget Line: 6200-510
ESE Supplies and Materials	\$ -	\$ 1.50	\$ 1.52	\$ 1.53	\$ 1.55	\$ 1.56	
	\$0.00	\$577.50	\$621.15	\$627.36	\$633.64	\$639.97	Budget Line: 5200-510
Professional Administrative Services	\$ 7,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7300-310
Non Professional Admin. Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7300-390
Office Supplies and Minor Equipment	\$ -	\$ 36.80	\$ 37.17	\$ 37.54	\$ 37.92	\$ 38.29	
	\$0.00	\$14,168.00	\$15,238.88	\$15,391.27	\$15,545.18	\$15,700.63	Budget Line: 7300-510
Administrative Dues and Fees	\$ -	\$ 4.00	\$ 4.04	\$ 4.08	\$ 4.12	\$ 4.16	
	\$0.00	\$1,540.00	\$1,656.40	\$1,672.96	\$1,689.69	\$1,706.59	Budget Line: 7300-730
Communications Utils (i.e. Phones, Internet)	\$ 600.00	\$ 12.00	\$ 12.12	\$ 12.24	\$ 12.36	\$ 12.49	
	\$1,200.00	\$4,620.00	\$4,969.20	\$5,018.89	\$5,069.08	\$5,119.77	Budget Line: 7900-370
Communications (i.e. postage)	\$ -	\$ 1.80	\$ 1.82	\$ 1.84	\$ 1.85	\$ 1.87	
	\$0.00	\$693.00	\$745.38	\$752.83	\$760.36	\$767.97	Budget Line: 7300-370
Administrative Equipment	\$ 2,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7300-644

### Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEFP funds. Not all districts require this, however, you can set either a percentage or a dollar amount below to put into a reserve fund. You can enter one or the other or both, and the gray number underneath will show you the total of the two. This money will be listed as an expense on your budget, but without a specific purpose. Hopefully you will not use this money and it will be carried over, however, if you forgot to include something in your overall budget, this provides you with a cushion for unexpected expenses. Your Board should have a policy about how to spend money that is not listed in the budget, or that is coming from the reserve fund.

Reserve Fund - PERCENT OF FEFP	0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Reserve Fund - Total Dollars	\$ 2,138.00	\$ -	\$ -	\$ -	\$ -	\$ -
	\$2,138.00	\$49,002.05	\$52,333.86	\$52,604.80	\$52,877.22	\$53,151.15

## Services Expenses

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 50,000	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469
Estimated Expense	\$ 50,000	\$ 2,269,130	\$ 2,244,048	\$ 2,260,518	\$ 2,288,301	\$ 2,316,147
Net Revenue	\$ (0)	\$ 180,973	\$ 372,645	\$ 369,722	\$ 530,471	\$ 516,322
Cash Balance	\$ (0)	\$ 180,972	\$ 553,618	\$ 923,340	\$ 1,453,811	\$ 1,970,133

### Professional Services (i.e. Management, Network, Consulting, Financial & Legal Fees)

#### District Administrative Fee

In general, state law currently allows districts to take up to a 5% fee on the first 250 students for charter schools, unless they are high performing in which case the rate is 2% on the first 250 students. It is possible (however, extremely improbable) to negotiate a different rate as part of your contract negotiations. There are also special considerations for charter districts and schools who have more than 75% of students with special needs. Please see Florida Statute 1002.33(20) if you think one of these might apply to you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Number Of Students For Fees	0	250	250	250	250
Percentage To Use	0	5.00%	5.00%	5.00%	5.00%
Cost	\$79,548.79	\$79,777.23	\$80,190.24	\$80,005.52	\$81,023.10
Savings that must be used for Capital Outlay	\$42,956.35	\$51,057.43	\$51,321.75	\$51,587.53	\$51,854.78

Budget Line: 7200-310  
See Comment here for details

#### Management, Network or Professional Services Organizations

If you are using a CMO / EMO or Charter Network, fees can be calculated in a variety of different ways. Below are four options. Enter the amount for any or multiple of the options available. For example, if you are paying an EMO 7% and also hiring another group to manage your back office support for a flat fee, you can enter both options, and the calculator will add them together. For any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of FEFP Income	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Percent of Total Revenue	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Flat Annual Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7300-310

#### Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Flat Rate Accounting Fees (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Per Student Accounting Fees	\$ -	\$ 150.00	\$ 151.50	\$ 153.02	\$ 154.55	\$ 156.09
Flat Rate Auditor Fees (Annual Amount)	\$ -	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00
	\$0.00	\$70,250.00	\$74,615.00	\$75,236.15	\$75,863.51	\$76,497.15

Budget Line: 7500-310

#### Legal Fees

Charter schools usually run into issues that they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary. Attorney fees generally range from \$300 - \$600 per hour. Enter an annual budget estimate

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees	\$ -	\$ 10,000.00	\$ 10,100.00	\$ 10,201.00	\$ 10,303.01	\$ 10,406.04

Budget Line: 7100-310



## Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop / Conference Registration	\$ -	\$ 3,000.00	\$ 3,030.00	\$ 3,060.30	\$ 3,090.90	\$ 3,121.81
Onsite Professional Development	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PD Supplies (i.e. book, materials)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Substitute Teachers for Professional Dev.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Expenses related to Professional Dev.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Line: 6400-310  
 Budget Line: 6400-310  
 Budget Line: 6400-510  
 Budget Line: 6400-140  
 Budget Line: 6400-330

## Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Hourly Rate	\$ 0.00	\$ 55.00	\$ 55.55	\$ 56.11	\$ 56.67	\$ 57.23
Assumed Hours PER WEEK	\$ 0.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00
	\$ 0.00	\$ 35,640.00	\$ 35,996.40	\$ 36,356.36	\$ 36,719.93	\$ 37,087.13

Budget Line: 5200-310

## Corporate Insurance Policies

Charter schools are required to carry their own insurance policies in compliance with their charter school contract. The calculator below allows you to estimate the budget in two categories, the first is liability and professional insurance which would cover things like student accident, operational, a general umbrella policy, directors insurance, etc. The second category is for property and renters insurance. Rows 62 and 64 will help you to estimate your insurance costs. Be sure to enter the total annual costs in rows 67 and 68, as these are the official numbers that will be used in the final budget. This way, if you already have your insurance policy quotes, you can enter the numbers directly on rows 67 and 68, otherwise just use the gray numbers created by rows 62 and 64 to set your annual costs.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimate Liability / Professional Insurance (ENTER PER STUDENT)	\$ 0.00	\$ 28.00	\$ 28.28	\$ 28.56	\$ 28.85	\$ 29.14
	\$ 0.00	\$ 10,780.00	\$ 11,594.80	\$ 11,710.75	\$ 11,827.86	\$ 11,946.13
Estimate Property / Renters Insurance (ENTER PER SQUARE FOOT)	\$ 2,500.00	\$ 1.40	\$ 1.41	\$ 1.43	\$ 1.44	\$ 1.46
	\$ 2,500.00	\$ 31,570.00	\$ 31,885.70	\$ 32,204.56	\$ 32,526.60	\$ 32,851.87
Enter Annual Liability/Prof Insurance Cost	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Enter Annual Property/Renters Insurance	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Budget Line: 7100-320  
 Budget Line: 7900-320

## Board of Directors Expenses

Charter schools are prohibited from compensating Board members for their contributions to the school, however reasonable expenses may be reimbursed. For example, if you have board meetings at various locations, mileage reimbursement to meetings would be reasonable. If a Board member attends the charter school conference, the school can reimburse those expenses. Additionally, you should plan to provide some professional development to the Board, each Board Member is required to do 4-hours of training at the start of their term and a 2-hour follow up every three years.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Travel reimbursement (Annual Amount)	\$ 0.00	\$ 800.00	\$ 808.00	\$ 816.08	\$ 824.24	\$ 832.48
Professional Development (Annual Amount)	\$ 0.00	\$ 1,500.00	\$ 1,515.00	\$ 1,530.15	\$ 1,545.45	\$ 1,560.91
Board Meeting Supplies (Annual Amount)	\$ 0.00	\$ 300.00	\$ 303.00	\$ 306.03	\$ 309.09	\$ 312.18

Budget Line: 7100-330  
 Budget Line: 7100-310  
 Budget Line: 7100-510

## Transportation Services

There are a variety of ways to handle transportation for your students. You could purchase bus passes for older students if your area has a strong public transit system, you could buy or lease a bus and hire your own bus driver and do the transportation yourself, you could contract with your district. Fill in any of the applicable areas below, and they will be added together, you do not need to use all areas. For example, if you are contracting with your district for a per-student charge, you would not need to hire your own driver and lease your own bus. Only fill in the applicable areas, as the calculator will add all of the totals together to use in the budget.

Percentage of students to transport	30.0%
Number of students on one bus	65

	Year 1	Year 2	Year 3	Year 4	Year 5
Students To Transport	116	123	123	123	123
Busses Needed	1.78	1.89	1.89	1.89	1.89

### Buying your own busses and hiring your own staff to operate the busses

	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the bus driver	\$0.00	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Number of Bus Drivers?	\$0.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
Hours PER DAY for the bus driver	\$5.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional days over 180 school days	0	0	0	0	0	0
Does the Driver Receive Benefits?	No	0	0	0	0	0

\$59,825.52      \$60,072.32      \$60,520.37      \$60,569.65      \$60,820.18

Budget Function 7800 (180-2)

### Financing Calculator to purchase / lease a bus

The next few lines are basic loan and lease calculators, using standard calculation methods for each. This will allow you to estimate costs of financing or leasing a bus if you are wishing to purchase your own bus. The numbers for these calculators DO NOT AFFECT YOUR BUDGET, and are for your benefit. If you do decide to purchase a bus, please go down to the next section to enter the costs you are estimating. Bus prices range widely based on where they are being purchased from, how many miles, etc. Many charters are able to find decent busses from their district who many times will have annual auctions for surplus stock.

Total cost of the bus	\$ 15,000.00
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Purchase / Loan Calculator	
Interest Rate	9.000%
Number of Years	5
Total Monthly Payment	\$321.37
Total Monthly Payment	\$3,856.39

Lease Calculator	
Money Factor	0.003750
Lease Term (years)	5
Residual Value Percentage	57.0%
Monthly Lease Payment	\$ 195.81
Monthly Lease Payment	\$ 2,349.75

### Actual Costs Related To Purchasing Or Leasing a Bus

There are a significant number of rules and regulations you should be aware of if you are going to be providing your own transportation. Please be sure to review the guide the state produced, which can be downloaded from [http://info.fldoe.org/docshare/dsweb/Get/Document-4117/t\\_07\\_09att1.pdf](http://info.fldoe.org/docshare/dsweb/Get/Document-4117/t_07_09att1.pdf). The next few lines are for if you plan to purchase your own busses, the amounts you enter in will be included in the comprehensive budget.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the annual loan payments	0 \$3,856.39	\$3,856.39	\$3,856.39	\$3,856.39	\$3,856.39
Enter the annual lease payments	0 \$ -	\$ -	\$ -	\$ -	\$ -
Estimated miles per day	0 \$80.00	\$80.00	\$80.00	\$80.00	\$80.00
Estimated MPG efficiency of bus	0 9	9	9	9	9
Estimated cost of fuel	\$0.00 \$4.00	\$4.04	\$4.08	\$4.12	\$4.16
Annual Maintenance Assumption	\$0.00 \$5,000.00	\$5,050.00	\$5,100.50	\$5,151.51	\$5,203.02
Annual Insurance Fees	\$0.00 \$5,000.00	\$5,050.00	\$5,100.50	\$5,151.51	\$5,203.02

\$20,256.39      \$20,420.39      \$20,586.03      \$20,753.32      \$20,922.29

Budget Line: 7800-720

Budget Line: 7800-360

Budget Line: 7800-460

Budget Line: 7800-390

Budget Line: 7800-320

### Third Party Transportation Provider

Many charter schools contract with a third party provider to provide transportation services. Some districts will work with charter schools to transport students through the district's transportation plan, whereas other charter schools will hire a third party company to provide bussing services. The options below will help you to estimate the costs to hire a company to provide this service. There are two common ways these contracts might be priced, on a per day or a per student basis. Use one or the other, as both are added to the budget if there are numbers in both.

PER DAY Contract		Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER BUS PER DAY	0	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Busses	0	2	2	2	2	2
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

PER STUDENT Contract		Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER STUDENT PER DAY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

### Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this as an option.

Public Transportation		Year 1	Year 2	Year 3	Year 4	Year 5
Public Transportation Pass	0	\$ -	\$ -	\$ -	\$ -	\$ -
Number of students utilizing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

### Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: <http://www.fdoe.org/transportation/transprof.asp>

		Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Reimbursed	0	116	123	123	123	123
Reimbursement Rate	0	\$ 371.00	\$ 376.57	\$ 382.21	\$ 387.95	\$ 393.77
		\$43,036.00	\$46,317.50	\$47,012.26	\$47,717.44	\$48,433.20

Income Line: 3492

### ESE Transportation

In rare circumstances, some ESE students are eligible for additional funding. Please see the state's Transportation Instructions for more information, but essentially the student must meet one of the following criteria and the established need must be clearly documented in the student's IEP: 1) Require medical equipment (i.e. wheelchair), 2) Have a special medical condition requiring special transportation (i.e. tinted windows, dust-controlled atmosphere, etc.) documented by a physician's orders, 3) Require an attendant (aid) or monitor while on the bus, 4) Require a shortened day due to disability, or 5) Be assigned to a school outside of the district. Most charter schools do not have students who meet these conditions, however, if you do, you are eligible for additional funding. Include the following information to assist with budgeting for these students. Given the significantly higher income level, if you are not certain you will have these students, we recommend leaving this at zero.

		Year 1	Year 2	Year 3	Year 4	Year 5
Number of students who meet qualifications above:	0	0	0	0	0	0
Per student Reimbursement Rate:	0	\$ 1,337.00	\$ 1,337.00	\$ 1,337.00	\$ 1,337.00	\$ 1,337.00
Estimated Additional Annual Expenses For Students:	0	\$ -	\$ -	\$ -	\$ -	\$ -
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Income Line: 3492

Budget Line: 7800-390

Transportation Totals		Year 1	Year 2	Year 3	Year 4	Year 5
Transportation Income		\$43,036.00	\$46,317.50	\$47,012.26	\$47,717.44	\$48,433.20
Transportation Expenses		\$80,081.90	\$80,492.71	\$80,906.39	\$81,322.97	\$81,742.47

## School Lunch Calculator

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Percent FRL Students Ordering Lunch	75.0%	75.0%	75.0%	75.0%	75.0%
How much is charged for Reduced Lunch	\$ 0.00	\$ -	\$ -	\$ -	\$ -
Percent Other Students Order Lunch	0.0%	0.0%	0.0%	0.0%	0.0%
Other Students Full Price Lunch Rate	\$ -	\$ -	\$ -	\$ -	\$ -
How much does each lunch cost?	\$ -	\$ -	\$ -	\$ -	\$ -
Federal NSLP Reimbursement Rate	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Lunch Program Supplies</b>	\$ 3,080.00 -\$3,080.00	\$ 3,280.00 -\$3,280.00	\$ 3,280.00 -\$3,280.00	\$ 3,280.00 \$3,280.00	\$ 3,280.00 -\$3,280.00

Income Lines: 32a1 & 32a2

Budget Line: 7600-570

Budget Line: 7600-510

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

Cafeteria Staff	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the Cafeteria Staff	0	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00
Number of Cafeteria Staff	0	2	2	2	2	2
Hours PER DAY for the Cafeteria Staff	3					
Additional days over 180 school days for Staff	0					
Benefits for Staff?	No					
<b>Coordinator / Administrative Support Staff (paperwork, etc.)</b>						
Hourly Rate for the Cafeteria Coor	0	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Administrative/Coord. Staff	0	0	0	0	0	0
Hours PER DAY for the Cafeteria Coor	0					
Additional days over 180 school days for Coor	0					
Benefits for Coor?	No					
<b>Total Staff Cost</b>		\$12,018.18	\$12,068.22	\$12,128.56	\$12,189.20	\$12,250.15

Budget Lines in 7600

School Lunch Totals					
School Lunch Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
School Lunch Expenses	\$15,088.18	\$15,348.22	\$15,408.56	\$15,469.20	\$15,530.15

## Revenue Estimate Worksheet for Palm Beach Collegiate Charter School

Based on the 2015-16 FEFP Conference Report

School District:

Palm Beach

**1. 2015-16 FEFP State and Local Funding**

Base Student Allocation

\$4,154.45

District Cost Differential: 1.0319

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2015-16 Base Funding
				(WFTE x BSA x DCD) (5)
101 Basic K-3	0.00	1.115	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	\$ -
102 Basic 4-8	93.00	1.000	93.0000	\$ 398,689
112 Basic 4-8 with ESE Services	10.00	1.000	10.0000	\$ 42,870
103 Basic 9-12	231.00	1.005	232.1550	\$ 995,243
113 Basic 9-12 with ESE Services	26.00	1.005	26.1300	\$ 112,019
254 ESE Level 4 (Grade Level PK-3)	0.00	3.613	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0.00	3.613	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0.00	3.613	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0.00	5.258	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.258	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0.00	5.258	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.180	0.0000	\$ -
130 ESOL (Grade Level 4-8)	7.00	1.180	8.2600	\$ 35,410
130 ESOL (Grade Level 9-12)	18.00	1.180	21.2400	\$ 91,055
300 Career Education (Grades 9-12)	0.00	1.005	0.0000	\$ -
<b>Totals</b>	<b>385.00</b>		<b>390.7850</b>	<b>\$ 1,675,286</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)

Number of FTE

2015-16  
Base Funding  
(WFTE x BSA x DCD)

Advanced Placement	0.00	\$	-
International Baccalaureate	0.00	\$	-
Advanced International Certificate	0.00	\$	-
Industry Certified Career Education	0.00	\$	-
Early High School Graduation	0.00	\$	-
Small District ESE Supplement	0.00	\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$ -</b>
<b>Total Funded Weighted FTE</b>	<b>390.7850</b>	<b>Total Base Funding</b>	<b>\$ 1,675,286</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 1,047	\$ -
	0.00	PK-3	252	\$ 3,380	\$ -
	0.00	PK-3	253	\$ 6,896	\$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	10.00	4-8	251	\$ 1,173	\$ 11,730
	0.00	4-8	252	\$ 3,506	\$ -
	0.00	4-8	253	\$ 7,023	\$ -
	26.00	9-12	251	\$ 835	\$ 21,710
	0.00	9-12	252	\$ 3,168	\$ -
	0.00	9-12	253	\$ 6,685	\$ -
<b>Total FTE with ESE Services</b>	<b>36.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 33,440</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 385.00 ÷ District's Total UFTE: 186,422.85  
= 0.2065%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 390.79 ÷ District's Total WFTE: 204,954.58

= 0.1907%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>35,355,377</u>	x	0.2065%	\$	<u>73,009</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.2065%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>3,088,857</u>	x	0.2065%	\$	<u>6,378</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>4,226,978</u>	x	0.2065%	\$	<u>8,729</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>14,485,979</u>	x	0.2065%	\$	<u>29,914</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.1907%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.1907%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>114,653,262</u>	x	0.1907%	\$	<u>218,644</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.1907%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>698,197</u>	x	0.1907%	\$	<u>1,331</u>

14. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>		
PK - 3	0.0000		1.0319		1,313.27	=	<u>0</u>
4-8	111.2600		1.0319		895.79	=	<u>102,845</u>
9-12	279.5250		1.0319		897.95	=	<u>259,006</u>
Total *	<u>390.7850</u>				<b>Total Class Size Reduction Funds</b>	\$	<u>361,851</u>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation

	(f)					
Enter All Adjusted Fundable Riders		<u>116</u>	x	371	\$	<u>43,036</u>
Enter All Adjusted ESE Riders		<u>0</u>	x	1,391	\$	<u>-</u>

16. Federally Connected Student Supplement

(g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	0	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	0	\$0.00	\$0.00	\$ -
Students with Disabilities	0		\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

17. Florida Teachers Classroom Supply Assistance Program

(h)

18. Reading Allocation

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation

(i)

Total \$ 2,451,618

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(j)

If you have more than a 75% ESE student population, please place a 1 in the following box: 0 \$ 43,036

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.



(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

Other:

*FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

*Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

## Palm Beach Collegiate's Five Year Budget Projections

### Complete Budget - Palm Beach County

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Students	385	410	410	410	410
Budgetted Students	385	410	410	410	410

Income Estimates								
Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
<b>FEFP Calculations</b>								
	3310	FEFP - Base Funding		\$ 1,674,185	\$ 1,792,782	\$ 1,801,746	\$ 1,810,755	\$ 1,819,808
	3310	FEFP - ESE Gurantee		\$ 33,440	\$ 34,266	\$ 34,438	\$ 34,610	\$ 34,783
	3310	FEFP - Supplemental Academic Instruction		\$ 73,009	\$ 78,139	\$ 78,529	\$ 78,922	\$ 79,317
	3310	FEFP - Digital Classroom Allocation		\$ 6,379	\$ 6,827	\$ 6,861	\$ 6,896	\$ 6,930
	3310	FEFP - Safe Schools Allocations		\$ 8,730	\$ 9,343	\$ 9,390	\$ 9,437	\$ 9,484
	3310	FEFP - Instructional Materials Allocation		\$ 29,916	\$ 32,018	\$ 32,178	\$ 32,339	\$ 32,501
	3310	FEFP - Discretionary Local Effort		\$ 218,465	\$ 233,940	\$ 235,110	\$ 236,286	\$ 237,467
	3310	FEFP - Discretionary Lottery		\$ 1,330	\$ 1,425	\$ 1,432	\$ 1,439	\$ 1,446
	3310	FEFP - Class Size Reductions		\$ 361,613	\$ 381,635	\$ 383,543	\$ 385,461	\$ 387,389
	3492	Transportation (All Riders)		\$ 43,036	\$ 46,317	\$ 47,012	\$ 47,717	\$ 48,433
<b>Other Income</b>								
	3397	Capital Outlay Funds		\$ -	\$ -	\$ -	\$ 174,911	\$ 174,911
	3720	Financing / Loan Proceeds		\$ 50,000	\$ -	\$ -	\$ -	\$ -
		<b>Total Income</b>		<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,832,469</b>

Expense Estimates									
Function 5100 - Basic Instruction									
5100	120	Classroom Teacher Salaries		\$ -	\$ 560,000	\$ 597,975	\$ 600,965	\$ 603,970	\$ 606,990
5100	140	Substitute Teachers		\$ -	\$ 7,680	\$ 8,160	\$ 8,160	\$ 8,160	\$ 8,160
5100	160	Other Support Personnel		\$ -	\$ 16,280	\$ 16,361	\$ 16,443	\$ 16,525	\$ 16,608
5100	220	FICA		\$ -	\$ 44,085	\$ 46,997	\$ 47,232	\$ 47,468	\$ 47,705
5100	240	Worker's Compensation		\$ -	\$ 4,823	\$ 5,141	\$ 5,167	\$ 5,193	\$ 5,219
5100	250	Unemployment Compensation		\$ -	\$ 3,672	\$ 3,888	\$ 3,888	\$ 3,888	\$ 3,888
5100	290	Other Employee Benefits		\$ -	\$ 81,600	\$ 86,400	\$ 86,400	\$ 86,400	\$ 86,400
5100	360	Rentals		\$ -	\$ 27,030	\$ 27,030	\$ 27,030	\$ 27,030	\$ 27,030
5100	510	Supplies		\$ -	\$ 19,250	\$ 20,705	\$ 20,912	\$ 21,121	\$ 21,332
5100	520	Textbooks		\$ -	\$ 171,325	\$ 43,710	\$ 33,210	\$ 33,210	\$ 33,210

5100	641	Furniture, Fixtures-Capitalized	\$ -	\$ 18,040	\$ 36,080	\$ 54,120	\$ 72,160	\$ 90,200
5100	690	Computer Software	\$ -	\$ 10,500	\$ 10,605	\$ 10,711	\$ 10,818	\$ 10,926
5100	730	Dues and Fees	\$ -	\$ 1,540	\$ 1,656	\$ 1,673	\$ 1,690	\$ 1,707
<b>5100 Sub Total</b>			<b>\$ -</b>	<b>\$ 965,825</b>	<b>\$ 904,709</b>	<b>\$ 915,911</b>	<b>\$ 937,633</b>	<b>\$ 959,375</b>
<b>Function 5200 - Exceptional Education</b>								
5200	130	Other Certified Staff Member	\$ -	\$ 35,000	\$ 35,175	\$ 35,351	\$ 35,528	\$ 35,705
5200	140	Substitute Teachers	\$ -	\$ 480	\$ 480	\$ 480	\$ 480	\$ 480
5200	160	Other Support Personnel	\$ -	\$ 8,140	\$ 8,181	\$ 8,222	\$ 8,263	\$ 8,304
5200	220	FICA	\$ -	\$ 3,300	\$ 3,317	\$ 3,333	\$ 3,350	\$ 3,367
5200	240	Worker's Compensation	\$ -	\$ 361	\$ 363	\$ 365	\$ 366	\$ 368
5200	250	Unemployment Compensation	\$ -	\$ 432	\$ 432	\$ 432	\$ 432	\$ 432
5200	290	Other Employee Benefits	\$ -	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600
5200	310	Professional and Technical Services	\$ -	\$ 35,640	\$ 35,996	\$ 36,356	\$ 36,720	\$ 37,087
5200	510	Supplies	\$ -	\$ 578	\$ 621	\$ 627	\$ 634	\$ 640
<b>5200 Sub Total</b>			<b>\$ -</b>	<b>\$ 93,531</b>	<b>\$ 94,165</b>	<b>\$ 94,766</b>	<b>\$ 95,372</b>	<b>\$ 95,983</b>
<b>Function 6100 - Pupil Services</b>								
6100	130	Other Certified Staff Member	\$ -	\$ 35,000	\$ 35,175	\$ 35,351	\$ 35,528	\$ 35,705
6100	220	FICA	\$ -	\$ 2,678	\$ 2,691	\$ 2,704	\$ 2,718	\$ 2,731
6100	240	Worker's Compensation	\$ -	\$ 293	\$ 294	\$ 296	\$ 297	\$ 299
6100	250	Unemployment Compensation	\$ -	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216
6100	290	Other Employee Benefits	\$ -	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
<b>6100 Sub Total</b>			<b>\$ -</b>	<b>\$ 42,986</b>	<b>\$ 43,176</b>	<b>\$ 43,367</b>	<b>\$ 43,559</b>	<b>\$ 43,752</b>
<b>Function 6200 - Instructional Media Services</b>								
6200	510	Supplies	\$ -	\$ 1,925	\$ 2,071	\$ 2,091	\$ 2,112	\$ 2,133
<b>6200 Sub Total</b>			<b>\$ -</b>	<b>\$ 1,925</b>	<b>\$ 2,071</b>	<b>\$ 2,091</b>	<b>\$ 2,112</b>	<b>\$ 2,133</b>
<b>Function 6300 - Instructional/Curriculum Development</b>								
<b>Function 6400 - Instructional Staff Training</b>								
6400	310	Professional and Technical Services	\$ -	\$ 3,000	\$ 3,030	\$ 3,060	\$ 3,091	\$ 3,122
<b>6400 Sub Total</b>			<b>\$ -</b>	<b>\$ 3,000</b>	<b>\$ 3,030</b>	<b>\$ 3,060</b>	<b>\$ 3,091</b>	<b>\$ 3,122</b>
<b>Function 6500 - Instructional-Related Technology</b>								
6500	160	Other Support Personnel	\$ -	\$ 35,000	\$ 35,175	\$ 35,351	\$ 35,528	\$ 35,705
6500	220	FICA	\$ -	\$ 2,678	\$ 2,691	\$ 2,704	\$ 2,718	\$ 2,731
6500	240	Worker's Compensation	\$ -	\$ 293	\$ 294	\$ 296	\$ 297	\$ 299
6500	250	Unemployment Compensation	\$ -	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216
6500	290	Other Employee Benefits	\$ -	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
6500	310	Professional and Technical Services	\$ -	\$ 6,000	\$ 6,060	\$ 6,121	\$ 6,182	\$ 6,244
<b>6500 Sub Total</b>			<b>\$ -</b>	<b>\$ 48,986</b>	<b>\$ 49,236</b>	<b>\$ 49,488</b>	<b>\$ 49,741</b>	<b>\$ 49,995</b>
<b>Function 7100 - Board</b>								
7100	310	Professional and Technical Services	\$ 7,000	\$ 16,500	\$ 16,665	\$ 16,832	\$ 17,000	\$ 17,170

7100	330	Travel	\$ -	\$ 800	\$ 808	\$ 816	\$ 824	\$ 832
7100	510	Supplies	\$ -	\$ 300	\$ 303	\$ 306	\$ 309	\$ 312
<b>7100 Sub Total</b>			<b>\$ 7,000</b>	<b>\$ 17,600</b>	<b>\$ 17,776</b>	<b>\$ 17,954</b>	<b>\$ 18,133</b>	<b>\$ 18,315</b>
<b>Function 7200 - General / District Administration</b>								
7200	730	Dues and Fees	\$ -	\$ 79,549	\$ 79,777	\$ 80,190	\$ 80,606	\$ 81,023
<b>7200 Sub Total</b>			<b>\$ -</b>	<b>\$ 79,549</b>	<b>\$ 79,777</b>	<b>\$ 80,190</b>	<b>\$ 80,606</b>	<b>\$ 81,023</b>
<b>Function 7300 - School Administration</b>								
7300	110	Administrator Salaries	\$ 15,917	\$ 191,000	\$ 191,955	\$ 192,915	\$ 193,879	\$ 194,849
7300	160	Other Support Personnel	\$ 4,752	\$ 98,634	\$ 99,127	\$ 99,622	\$ 100,121	\$ 100,621
7300	220	FICA	\$ 1,581	\$ 22,157	\$ 22,268	\$ 22,379	\$ 22,491	\$ 22,603
7300	240	Worker's Compensation	\$ 173	\$ 2,424	\$ 2,436	\$ 2,448	\$ 2,460	\$ 2,473
7300	250	Unemployment Compensation	\$ 524	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296
7300	290	Other Employee Benefits	\$ 1,815	\$ 28,800	\$ 28,800	\$ 28,800	\$ 28,800	\$ 28,800
7300	310	Professional and Technical Services	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -
7300	360	Rentals	\$ -	\$ 12,345	\$ 13,218	\$ 13,342	\$ 13,468	\$ 13,594
7300	370	Communications	\$ -	\$ 693	\$ 745	\$ 753	\$ 760	\$ 768
7300	510	Supplies	\$ -	\$ 14,168	\$ 15,239	\$ 15,391	\$ 15,545	\$ 15,701
7300	644	Computer Hardware (Non Capitalized)	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
7300	690	Computer Software	\$ -	\$ 5,000	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152
7300	730	Dues and Fees	\$ -	\$ 1,540	\$ 1,656	\$ 1,673	\$ 1,690	\$ 1,707
<b>7300 Sub Total</b>			<b>\$ 34,262</b>	<b>\$ 378,056</b>	<b>\$ 381,740</b>	<b>\$ 383,670</b>	<b>\$ 385,611</b>	<b>\$ 387,563</b>
<b>Function 7500 - Fiscal Services</b>								
7500	310	Professional and Technical Services	\$ -	\$ 70,250	\$ 74,615	\$ 75,236	\$ 75,864	\$ 76,497
7500	720	Interest Payment / Debt Service	\$ -	\$ -	\$ 15,125	\$ 14,375	\$ 14,375	\$ 14,375
<b>7500 Sub Total</b>			<b>\$ -</b>	<b>\$ 70,250</b>	<b>\$ 89,740</b>	<b>\$ 89,611</b>	<b>\$ 90,239</b>	<b>\$ 90,872</b>
<b>Function 7600 - Food Services</b>								
7600	160	Other Support Personnel	\$ -	\$ 10,800	\$ 10,854	\$ 10,908	\$ 10,963	\$ 11,018
7600	220	FICA	\$ -	\$ 826	\$ 830	\$ 834	\$ 839	\$ 843
7600	240	Worker's Compensation	\$ -	\$ 90	\$ 91	\$ 91	\$ 92	\$ 92
7600	250	Unemployment Compensation	\$ -	\$ 292	\$ 293	\$ 295	\$ 296	\$ 297
7600	510	Supplies	\$ -	\$ 3,080	\$ 3,280	\$ 3,280	\$ 3,280	\$ 3,280
<b>7600 Sub Total</b>			<b>\$ -</b>	<b>\$ 15,088</b>	<b>\$ 15,348</b>	<b>\$ 15,409</b>	<b>\$ 15,469</b>	<b>\$ 15,530</b>
<b>Function 7800 - Pupil Transportation</b>								
7800	160	Other Support Personnel	\$ -	\$ 45,500	\$ 45,728	\$ 45,956	\$ 46,186	\$ 46,417
7800	220	FICA	\$ -	\$ 3,481	\$ 3,498	\$ 3,516	\$ 3,533	\$ 3,551
7800	240	Worker's Compensation	\$ -	\$ 381	\$ 383	\$ 385	\$ 387	\$ 388
7800	250	Unemployment Compensation	\$ -	\$ 864	\$ 864	\$ 864	\$ 864	\$ 864
7800	290	Other Employee Benefits	\$ -	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600
7800	320	Insurance and Bond Premiums	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203

7800	390	Other Purchased Services	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152	\$ 5,203
7800	720	Interest Payment / Debt Service	\$ -	\$ 3,856	\$ 3,856	\$ 3,856	\$ 3,856	\$ 3,856
<b>7800 Sub Total</b>			<b>\$ -</b>	<b>\$ 80,082</b>	<b>\$ 80,493</b>	<b>\$ 80,906</b>	<b>\$ 81,323</b>	<b>\$ 81,742</b>

**Function 7900 - Operation of Plant**

7900	160	Other Support Personnel	\$ -	\$ 72,800	\$ 73,164	\$ 73,530	\$ 73,897	\$ 74,267
7900	220	FICA	\$ -	\$ 5,569	\$ 5,597	\$ 5,625	\$ 5,653	\$ 5,681
7900	240	Worker's Compensation	\$ -	\$ 609	\$ 612	\$ 615	\$ 618	\$ 622
7900	250	Unemployment Compensation	\$ -	\$ 648	\$ 648	\$ 648	\$ 648	\$ 648
7900	290	Other Employee Benefits	\$ -	\$ 14,400	\$ 14,400	\$ 14,400	\$ 14,400	\$ 14,400
7900	350	Repairs and Maintenance	\$ -	\$ -	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152
7900	360	Rentals	\$ -	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000	\$ 266,000
7900	370	Communications	\$ 6,600	\$ 10,620	\$ 10,969	\$ 11,019	\$ 11,069	\$ 11,120
7900	380	Public Utilities	\$ -	\$ 2,695	\$ 2,899	\$ 2,928	\$ 2,957	\$ 2,987
7900	390	Other Purchased Services	\$ -	\$ 12,020	\$ 12,393	\$ 12,517	\$ 12,642	\$ 12,768
7900	430	Electricity	\$ -	\$ 28,188	\$ 28,469	\$ 28,754	\$ 29,042	\$ 29,332
7900	510	Supplies	\$ -	\$ 7,700	\$ 8,282	\$ 8,365	\$ 8,448	\$ 8,533
7900	680	Remodeling/Renovations	\$ -	\$ 2,000	\$ 2,020	\$ 2,040	\$ 2,061	\$ 2,081
<b>7900 Sub Total</b>			<b>\$ 6,600</b>	<b>\$ 423,249</b>	<b>\$ 430,453</b>	<b>\$ 431,490</b>	<b>\$ 432,536</b>	<b>\$ 433,590</b>

**Function 9100 - Community Service**

		Reserve Fund	\$ 2,138	\$ 49,002	\$ 52,334	\$ 52,605	\$ 52,877	\$ 53,151
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<b>Total Expenses</b>	<b>\$ 50,000</b>	<b>\$ 2,269,130</b>	<b>\$ 2,244,048</b>	<b>\$ 2,260,518</b>	<b>\$ 2,288,301</b>	<b>\$ 2,316,147</b>
<b>Total Income</b>	<b>\$ 50,000</b>	<b>\$ 2,450,103</b>	<b>\$ 2,616,693</b>	<b>\$ 2,630,240</b>	<b>\$ 2,818,772</b>	<b>\$ 2,832,469</b>
<b>Net Revenue</b>	<b>\$ (0)</b>	<b>\$ 180,973</b>	<b>\$ 372,645</b>	<b>\$ 369,722</b>	<b>\$ 530,471</b>	<b>\$ 516,322</b>
<b>Cash On Hand</b>	<b>\$ (0)</b>	<b>\$ 180,972</b>	<b>\$ 553,618</b>	<b>\$ 923,340</b>	<b>\$ 1,453,811</b>	<b>\$ 1,970,133</b>

## Enrollment and Staffing Page

Ongoing Budget Totals	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 50,000	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469
Estimated Expense	\$ 50,000	\$ 2,269,130	\$ 2,244,048	\$ 2,260,518	\$ 2,288,301	\$ 2,316,147
Net Revenue	\$ (0)	\$ 180,973	\$ 372,645	\$ 369,722	\$ 530,471	\$ 516,322
Cash Balance	\$ (0)	\$ 180,972	\$ 553,618	\$ 923,340	\$ 1,453,811	\$ 1,970,133

## Enrollment Estimates

**Use Classes or Students** 2 - Number of Students One of the primary decisions you need to make is how many students you will have. Below you can enter the number of classes or students you anticipate having each year. Select whether you are using number of classes or students before changing the information below.

	Students Per Class	Number of Classes Per Grade Level				
		Year 1	Year 2	Year 3	Year 4	Year 5
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	110	75	75	75	75
9th Grade	25	75	110	75	75	75
10th Grade	25	75	75	110	75	75
11th Grade	25	75	75	75	110	75
12th Grade	25	50	75	75	75	110

**Percentage of seats full** 100.0% 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.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Classes	16	18	18	18	18
Max Enrollment	385	410	410	410	410
Assumed enrollment	385	410	410	410	410

← This is the minimum number of classrooms you will need  
 ← This is the maximum number of students each year.  
 ← Budget will be based on these numbers.

## Special Populations

The section below is for you to estimate the PERCENTAGE of students you anticipate in each special category at each grade level. Some categories go up as students get older, and others go down. For example, often more students have Speech and Language needs at the earlier levels (ESE) but more students are added to Gifted as they get older. The state of Florida releases detailed statistics which can be used to get an idea of the percentages for the district you are applying for. Visit <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp> to check the numbers for your area. Some counties, for example, have significantly higher ESOL populations, some have higher free and reduced lunch populations, etc.

	ESE Students	Gifted Students	ESOL Students	Free/Reduced Lunch
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade	6%	3%	7%	75%
9th Grade	6%	3%	7%	75%
10th Grade	6%	3%	7%	75%

11th Grade	6%	3%	7%	75%
12th Grade	6%	3%	7%	75%

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

		Year 1	Year 2	Year 3	Year 4	Year 5
Kind thru 3rd	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
4th & 5th	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
6th thru 8th	ESE	7	5	5	5	5
	Gifted	3	2	2	2	2
	ESOL	7	5	5	5	5
	FRL	83	56	56	56	56
9th thru 12th	ESE	18	22	22	22	22
	Gifted	8	9	9	9	9
	ESOL	18	22	22	22	22
	FRL	206	251	251	251	251
School Total	ESE	25	27	27	27	27
	Gifted	11	11	11	11	11
	ESOL	25	27	27	27	27
	FRL	289	307	307	307	307

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students. However, in some rare cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are levels 4 or 5 receive additional funding. In general, most schools will not have students who are at level 4 or 5.

	Kind-3rd	4th - 8th	9th - 12th
How Many Level 4 Students?			
How Many Level 5 Students?			

Enter TOTAL number of students in each grade range. The calculator will use the same number for each year of the budget. However, unless you KNOW you will have students who meet this criteria, you should say 0.

	School	
ESE Focused School?	No	State law provides for different income calculations for those schools who have at least 75% of their students who are ESE. In general, this will not apply to most schools, and you should leave this as "No", however, if you are a special ed focused school, this may apply to you.

### Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

	Art	Music	Wrld Lng	Phys Ed	Rdg Spec	Other 1	Other 2
Kind						300	
1st						300	
2nd						300	
3rd						300	
4th						300	
5th						300	

Teacher FTE	1050	How many minutes can a full-time teacher teach during the week?
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For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

	Middle School (6-8)	High School (9-12)
Number of sections per day in the master schedule	4	4 <small>(i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedules etc.)</small>
How many sections per day does a full time teacher teach	4	4 <small>include only instructional time (time with students, not planning time)</small>
Number of non class size sections per day	1	1 <small>Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements</small>
Class Size in NON CORE courses	30	30 <small>Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.</small>
Recommended Number of Teachers for Year 1	5.7	0

ESE Case Load	170	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load		What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	150	If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to?

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence". ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

		Year 1	Year 2	Year 3	Year 4	Year 5	Budget Function	Budget Object
Elementary (K-5) Calculations	Classroom Teachers						5100-Instr	120-ClasTchr
	Art Teacher(s)						5100-Instr	130-OthTchr
	Music Teacher(s)						5100-Instr	130-OthTchr
	Wrid Lang Teacher(s)						5100-Instr	130-OthTchr
	Phys Ed Teacher(s)						5100-Instr	130-OthTchr
Middle School and High School (6-12) Calculations	Full Time Middle/High Teachers (w/ Benefits)	16.0	17.0	17.0	17.0	17.0	5100-Instr	120-ClasTchr
	Part Time Middle/High Teachers (NO Benefits)						5100-Instr	130-OthTchr
	Reading Specialist(s)						5100-Instr	130-OthTchr
	ESE Teacher(s)	1.0	1.0	1.0	1.0	1.0	5200-ESE	130-OthTchr
	Gifted Teacher(s)						5200-ESE	130-OthTchr
	Title 1 Teachers						5100-Instr	130-OthTchr
	Other Academic 1						5100-Instr	130-OthTchr
	Other Academic 2						5100-Instr	130-OthTchr
	Other Academic 3						5100-Instr	130-OthTchr

Teacher Salary	\$35,000	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes \$38,000 and another makes \$45,000 the average would be \$41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.
Annual Increases	0.500%	Enter the PERCENTAGE of ANNUAL INCREASES you anticipate in staff pay.
FTE For Benefits	0.75	What FTE (Full Time Equivalency (% of full time)) does someone need to be at in order to receive benefits from the school (i.e. if a teacher needs to work at least 30 hours a week, you would enter 0.75 (30 divided by 40)).
Combine for Benefits	Yes	When calculating benefits, do you want to combine positions to make more people full time? If you answer 'Yes', a 0.4 and a 0.6 position will be counted as 1 teacher, and that person will get benefits. If you answer 'No', it will count those positions as two separate positions, and each would be evaluated separately to see if they work enough hours based on your answer above to receive benefits.
Substitutes - Number	6	How many substitutes PER TEACHER do you anticipate paying for each year? (In other words, how many sick or personal days do you anticipate each teacher taking/being allowed?)
Substitutes - Pay	\$80.00	How much will you pay a substitute per day?
Pay Teachers Unused PTO?	No	Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to teachers to not call in sick or use their sick or personal time, and prevents teachers from building up large number of sick days in future years. Will you pay teachers for their unused Paid Time Off?



**Other Salaried Positions**

	Yr 1 FT Salary	FTE Ping Yr	FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5	Budget Function	Budget Object
Academic Director	\$111,000	0.1	1.0	1.0	1.0	1.0	1.0	7300-Admin	110-Admin
Administrative Director	\$80,000	0.1	1.0	1.0	1.0	1.0	1.0	7300-Admin	110-Admin
Assistant Principal								7300-Admin	110-Admin
Guidance Counselor	\$35,000		1.0	1.0	1.0	1.0	1.0	6100-PupServ	130-OthTchr
Curriculum Specialist								6300-Curric	130-OthTchr
Media Center Specialist								6200-MediaC.	130-OthTchr
IT Specialist	\$35,000		1.0	1.0	1.0	1.0	1.0	6500-EdTech	160-SuprtStf
Other Salaried 1								5100-Instr	120-ClasTchr
Other Salaried 2								5200-ESE	130-OthTchr
Other Salaried 3								5100-Instr	140-Subst
Other Salaried 4								5100-Instr	130-OthTchr
Other Salaried 5								5100-Instr	130-OthTchr

**Hourly Staff Positions**

	Hrly Rate	Total Plan Year Hours	# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5	Hrs Per Week	Weeks Per Year	Benefits?	Budget Function	Budget Object
Business Manager	\$14.42		1.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7300-Admin	160-SuprtStf
Office Assistant	\$9.00	176	1.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7300-Admin	160-SuprtStf
Bookkeeper	\$12.00		1.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7300-Admin	160-SuprtStf
Data Prep Clerk	\$12.00	264	1.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7300-Admin	160-SuprtStf
Educational Assistant								40.0	52.0	Yes	5100-Instr	160-SuprtStf
Library Assistant								40.0	52.0	Yes	6200-MediaC.	160-SuprtStf
Phys Ed Assistant								40.0	52.0	Yes	5100-Instr	160-SuprtStf
Other Assistant								40.0	52.0	Yes	5100-Instr	160-SuprtStf
School Nurse								40.0	52.0	Yes	6100-PupServ	160-SuprtStf
Maintenance 1	\$12.00		2.0	2.0	2.0	2.0	2.0	40.0	52.0	Yes	7900-Facility	160-SuprtStf
Bus Driver	\$14.00		2.0	2.0	2.0	2.0	2.0	25.0	38.0	Yes	7800-Trans	160-SuprtStf
Security 1	\$11.00		1.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7900-Facility	160-SuprtStf
Security 2								40.0	52.0	Yes	7900-Facility	160-SuprtStf
Other Hourly 1 (Academic)	\$11.00		1.0	1.0	1.0	1.0	1.0	40.0	37.0	Yes	5100-Instr	160-SuprtStf
Other Hourly 2 (Academic)								40.0	52.0	Yes	5100-Instr	160-SuprtStf
Other Hourly 3 (ESE)	\$11.00		1.0	1.0	1.0	1.0	1.0	20.0	37.0	Yes	5200-ESE	160-SuprtStf
Other Hourly 4 (Admin)								40.0	52.0	Yes	7300-Admin	160-SuprtStf
Other Hourly 5 (Lunch)									52.0	Yes	7600-Lunch	160-SuprtStf
Other Hourly 6 (Lunch)									52.0	Yes	7600-Lunch	160-SuprtStf
Other Hourly 7 (Maint)									52.0	Yes	7900-Facility	160-SuprtStf

**Employer / Payroll Costs**

The items below are expenses the school will probably need to pay as an employer. Read the description for each item and make a decision in order to budget accordingly.

Benefits - Some schools budget for benefits based on a percentage of the total salary (For example, you will pay up to x% of a person's salary in benefits), and others choose to budget based on a set amount per employee (For example, the school will pay \$4,000 per employee for health insurance benefits). You can choose one or both of the options if you would like.

<b>Employee Benefit PERCENT</b>		if you offer a percentage package for employee benefits, enter the percentage here. For example, if you offer a 3% of salary retirement package, or if you offer a cafeteria package valued up to 16% of their salary, etc.
<b>Benefit PER EMPLOYEE</b>	\$4,800	if you pay for a certain amount of employee benefits PER EMPLOYEE, enter that amount here. For example, if the school will pay for health insurance premiums, enter the amount per employee that the school will pay here.

How much of benefits towards retirement?		There are two line items on the budget for employee benefits, group insurance plans and retirement. For the purposes of this calculator, the total benefits amounts will be broken down based on this number. For example, if you have \$100,000 and you choose to direct 25% towards retirement, \$25,000 will go towards retirement and \$75,000 will go to employee benefits. This doesn't affect the overall bottom-line, just the placement of the funds.
FICA	7.65%	Enter the federal Employer FICA Rate (Typically stays at 6.2%)
Medicare		Enter the federal Employer Medicare Rate (Typically stays at 1.45%)
Federal Unemployment Percent		Enter the maximum amount you will pay per employee in Federal Unemployment Tax (If you are your own employer (not using a leasing company), and you have obtained 501(c)(3) status, you may be exempt from FUTA). Rates are available at <a href="http://www.out.doleia.gov/unemploy/utlaxtopic.asp">http://www.out.doleia.gov/unemploy/utlaxtopic.asp</a>
Federal Unemp. Maximum Cap		
State Unemployment Percent	2.70%	Current Florida Unemployment rates can be accessed from:
State Unemp. Maximum Cap	\$ 8,000	<a href="http://dor.myflorida.com/dor/taxes/reemployment.html#pay">http://dor.myflorida.com/dor/taxes/reemployment.html#pay</a> In 2013 the rate is 2.70% on the first \$8,000
Worker's Comp	0.837%	Enter the percentage of salary you are charged for Worker's Compensation Insurance

Most charter schools use an agency to assist with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on the services you are using from the company, they usually charge on either a per-employee, per-paycheck rate, or a percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

Payroll Fees PERCENT		If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the percentage you are charged here.
Payroll Fees PER EMPLOYEE		If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.

### Supplemental Payments

Some schools give supplements to their teachers for duties above and beyond what they do in the classrooms. For example, some schools will give stipends to teachers who take on extra curricular activities such as sports, clubs, etc. Others will give supplements to teachers who take on more ESE students or additional responsibilities to assist with these responsibilities. The options below will allow you to add in these stipends. You will need to pay taxes and payroll costs associated with these stipends, however, these amounts will not be included when calculating benefits. All stipends will be added to the "160" Object line (Other Support Personnel). Enter the total amount of stipends you plan to give, if any. For example, if you plan to give five \$500 stipends for extra curriculars, you could put \$2,500 (5 x 500) in a single line and mark it as an academic stipend.

Stipend Description	Pln Yr Totals	Year 1 Totals	Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals	Budget Function
Stipend 1 (Extra Curricular)							5100-Instr
Stipend 2 (Special Needs)							5200-ESE
Stipend 3 (Pupil Services)							6100-PupServ
Stipend 4 (Curriculum)							6300-Curric
Stipend 5 (Professional Dev.)							6400-ProfDev
Stipend 6 (Technology)							6500-EdTech
Stipend 7 (Administrative)							7300-Admin
Stipend 8 (Lunch Services)							7600-Lunch
Stipend 9 (Facility)							7900-Facility
Stipend 10 (Community Svcs)							9100-ComSrv

## Income Decisions

Ongoing Budget Totals		Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$	50,000	\$ 2,450,103	\$ 2,616,693	\$ 2,630,240	\$ 2,818,772	\$ 2,832,469
Estimated Expense	\$	50,000	\$ 2,269,130	\$ 2,244,048	\$ 2,260,518	\$ 2,288,301	\$ 2,316,147
Net Revenue	\$	(0)	\$ 180,973	\$ 372,645	\$ 369,722	\$ 530,471	\$ 516,322
Cash Balance	\$	(0)	\$ 180,972	\$ 553,618	\$ 923,340	\$ 1,453,811	\$ 1,970,133

## Virtual School

Virtual schools are funded on a different basis than traditional schools. They receive a flat rate per student for each student. There is not a current income calculator available for this, and the state has recommended using \$5,200 per full-time student. If you are a virtual school indicate so below, and the calculator will use ignore the rest of the FTE increase options. Unless you have a loan or special income considerations, you can skip the rest of this page.

Is your school a virtual school?	
What is your anticipated pass rate? (Percent)	

You only receive full FTE on virtual students if they pass 100%. Otherwise you receive a prorated portion.

What per-student rate would you like to assume for virtual students?	Year 1	Year 2	Year 3	Year 4	Year 5
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the 2015-16 FEPP Conference Report. The calculator has used the enrollment data entered on the Enrollment and Staff worksheet. Here is a summary of your income based on the state revenue estimator.

	Estimator	
FEPP - Base Funding	\$	1,675,286
FEPP - ESE Guarantee	\$	33,440
FEPP - Supplemental Academic Instruction	\$	73,009
FEPP - Discretionary Millage Compression	\$	-
FEPP - Digital Classroom Allocation	\$	6,378
FEPP - Safe Schools Allocation	\$	8,729
FEPP - Instructional Materials Allocation	\$	29,914
FEPP - Declining Enrollment	\$	-
FEPP - Sparsity Supplement	\$	-
FEPP - Discretionary Local Effort	\$	218,644
FEPP - Proration to Funds Available	\$	-
FEPP - Discretionary Lottery	\$	1,331
FEPP - Class Size Reductions	\$	361,851
Transportation (All Riders)	\$	43,036
Transportation (ESE Student Riders)	\$	-
FEPP - Fed. Connected Student Supplement	\$	-
<b>Total Income</b>	<b>\$</b>	<b>2,451,618</b>

If you have not answered questions about transportation yet, you may not see numbers here yet. Transportation questions are on the 'Services' worksheet.

This is your total FEPP revenue, but DOES NOT include the district withholding administrative fees.

## Historical Reference

Before entering income assumptions, it might be helpful to review the historical data regarding FEPP amounts over the last several years. Below is a chart of how much the state distributed per student. Analyzing this number can show you the percentage increase (or decrease) over the last several years. This will assist you to make an educated decision about what percentage increase or decrease (if any) you wish to assume in your projections.

Palm Beach's District Differential	State Base FEPP		State Total UFTE	Base Allocation Increase	Other Funds Increase	Palm Beach's Base Allocation	Palm Beach's Total UFTE	Elem School ESE Guarantee	Middle School ESE Guarantee	High School ESE Guarantee						
	2	3														
Conference Report 2015-16	\$	4,154.45	\$	7,096.96	3.043%	2.933%	\$	4,286.98	\$	7,323.35	\$	1,047	\$	1,174	\$	836
Fourth Calculation 2014-15	\$	4,031.77	\$	6,890.44	7.448%	5.252%	\$	4,160.38	\$	7,110.25	\$	1,047	\$	1,174	\$	836
Final Calculation 2013-14	\$	3,752.30	\$	6,769.44	4.726%	8.070%	\$	3,872.00	\$	6,985.39	\$	1,047	\$	1,174	\$	836
Final Calculation 2012-13	\$	3,582.98	\$	6,374.82	2.982%	1.968%	\$	3,697.28	\$	6,578.18	\$	1,047	\$	1,174	\$	836
Final Calculation 2011-12	\$	3,479.22	\$	6,217.18	3.989%	-16.363%	\$	3,590.21	\$	6,415.51	\$	1,047	\$	1,174	\$	836
Final Calculation 2010-11	\$	3,623.76	\$	6,897.38	-0.189%	1.780%	\$	3,739.36	\$	7,117.41	\$	1,047	\$	1,174	\$	836
Final Calculation 2009-10	\$	3,630.62	\$	6,846.98	-6.575%	8.635%	\$	3,746.44	\$	7,065.40	\$	1,047	\$	1,174	\$	836
Final Calculation 2008-09	\$	3,886.14	\$	6,846.84	-4.745%	3.341%	\$	4,010.11	\$	7,065.25	\$	1,027	\$	1,151	\$	819
Final Calculation 2007-08	\$	4,079.74	\$	7,142.79	2.465%	6.877%	\$	4,209.88	\$	7,370.65	\$	1,047	\$	1,174	\$	836
Final Calculation 2006-07	\$	3,981.61	\$	6,847.56	1.244%	0.255%	\$	4,108.62	\$	7,066.00	\$	1,047	\$	1,174	\$	836

Revenue amounts are determined by taking the state's base student allocations and student enrollment numbers, and multiply it times the district's allocation, and then by Program Calculator which acknowledges that educating Elementary or High School students are more expensive than middle school students. These numbers have changed every year. The historical program numbers are below. In addition, some charter schools are eligible for Capital Outlay (generally those who have been in existence for more than three years, or those that are accredited). The historical numbers for each of these are below as well. This information is for your information and comparison only.

### Program Cost Factors

### Capital Outlays Per Student Amounts

	Elem Program Factor	MS Program Factor	HS Program Factor	Elem. Capital Outlay	Elem Percent Change	MS Capital Outlay	MS Percent Change	High School Capital Outlay	HS Percent Change	Total State Amount
2015-16	1.115	1.000	1.005		-43.72%		38.17%		-36.45%	\$ 50,000,000
2014-15	1.126	1.000	1.004	\$ 336.33	-14.36%	\$ 347.34	-26.49%	\$ 444.36	28.98%	\$ 75,000,000
2013-14	1.125	1.000	1.011	\$ 411.98	42.06%	\$ 471.56	52.43%	\$ 625.68	39.04%	\$ 100,000,000
2012-13	1.117	1.000	1.020	\$ 290.00	14.06%	\$ 310.00	-20.41%	\$ 450.00	12.91%	\$ 50,000,000
2011-12	1.102	1.000	1.019	\$ 337.44	14.59%	\$ 389.52	13.78%	\$ 516.72	13.53%	\$ 50,000,000
2010-11	1.089	1.000	1.031	\$ 395.12	19.57%	\$ 451.81	18.68%	\$ 597.62	18.41%	\$ 50,000,000
2009-10	1.074	1.000	1.033	\$ 491.28	9.49%	\$ 555.65	9.10%	\$ 732.51	8.98%	\$ 50,000,000
2008-09	1.066	1.000	1.052	\$ 542.80	-13.00%	\$ 611.28	12.53%	\$ 804.78	-12.39%	\$ 50,000,000
2007-08	1.048	1.000	1.066	\$ 623.95	8.31%	\$ 698.91	-8.04%	\$ 918.60	-7.95%	\$ 50,000,000
2006-07	1.035	1.000	1.088	\$ 680.55	81.92%	\$ 760.03	77.20%	\$ 998.00	75.84%	\$ 50,000,000

THIS IS AN UNOFFICIAL ESTIMATE

### Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative. It is better to under budget and have more money than expected than to over estimate the annual increases and have less money than you expected. If you assume numbers will be decreasing (such as with Capital Outlay funds, for example), be sure to enter a NEGATIVE NUMBER.

Planning Year	Base FEFP Increase	Other Funds Increase	ESE Guarantee Increase	Capital Outlay Inc/Decrease	Eligible For Capital Outlay
Planning Year	0.000%	0.000%	0.000%	0.000%	0 The calculator assumes that the State Income Calculator numbers are the planning year numbers.
Year 1	0.000%	0.000%	0.000%	0.000%	No Percentage increase for Year one of the budget (Mouse over this cell for more information).
Year 2	0.500%	0.500%	0.500%	0.000%	No The percentage you enter will be a percentage above the Year 1 amount.
Year 3	0.500%	0.500%	0.500%	0.000%	No The percentage you enter will be a percentage above the Year 2 amount.
Year 4	0.500%	0.500%	0.500%	0.000%	yes The percentage you enter will be a percentage above the Year 3 amount.
Year 5	0.500%	0.500%	0.500%	0.000%	yes The percentage you enter will be a percentage above the Year 4 amount.

Planning Year	Program Cost Factors		
	Elem Program Factor	MS Program Factor	HS Program Factor
Planning Year	1.126	1.000	1.004
Year 1	1.126	1.000	1.004
Year 2	1.126	1.000	1.004
Year 3	1.126	1.000	1.004
Year 4	1.126	1.000	1.004
Year 5	1.126	1.000	1.004

The numbers listed here for years 1-5 are the average of the numbers used over the last 10 or 15 years. You may change them if you would like. However, in general, we recommend you leave them as is.

### Title 1 Funds

Title 1 Funds are only for schools that have a high poverty level. Each district sets its own threshold and reimbursement amounts based on their district's Title 1 plan. If Title 1 funds are used as part of the budget for a charter school application, the application must state what the funds will specifically be used for, and if the school does not receive these funds, whatever was indicated as being paid for these funds would not be essential to the operation of the school. If you are using this budget to develop a budget for an existing school, be sure to realize that on financial reports, you must utilize fund-based accounting, and that Title 1 Funds must be separated from your general fund. This budget calculator does not do that for you. If you are unsure how to set this up, be sure to speak with your school's CPA.

District's Threshold	70%	Enter the district's threshold to be eligible for Title 1 Funds.
----------------------	-----	--

Your school has 75% FRL. You would be eligible based on these assumptions.

If you are eligible, enter the levels and amounts per eligible student that your district provides you. You will need to contact your district to get this information, unless it is listed above as a district message. Each district will have their own plan about how Title 1 funds are distributed to schools.

Amount Per Student	Threshold Levels		
	100%	70%	0%
	\$0.00	\$0.00	\$0.00

If there is more than one threshold, please be sure to enter these in sequential order (the lowest % in the left box, and the highest in the right box).

### Additional FTE / FEFP Options

Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry-Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(j)-(p), F.S. We recommend you review the statute to understand the requirements regarding these funds. You receive a partial FTE for each student who meets various pieces of criteria, and the funds must be spent in specific ways. The calculator below will help you determine the total additional FTE you will generate as a result. The funds become available in the SUBSEQUENT year. If you have students who take the test in year 1, you get the money in year 2.

	Ping Year	Year 1	Year 2	Year 3	Year 4
	To be paid year 1 (Counts from pin yr)	To be paid year 2 (counts from yr 1)	To be paid year 3 (counts from yr 2)	To be paid year 4 (counts from yr 3)	To be paid year 5 (counts from yr 4)

International Baccalaureate (IB) Programs					
Number of students scoring 4 or higher on subject exam	0	0	0	0	0
Number of students receiving an IB Diploma	0	0	0	0	0
IB Program Generated FTE	0.000	0.000	0.000	0.000	0.000

The school generates 0.16 FTE for each student receiving a 4 or higher.  
The school generates 0.30 FTE for each student receiving an IB diploma.

Advanced International Certificate (AICE) Programs					
Number of students scoring "E" or higher on subject exam	0	0	0	0	0
Number of students receiving an AICE Diploma	0	0	0	0	0
AICE Program Generated FTE	0.000	0.000	0.000	0.000	0.000

The school generates 0.16 FTE for each student receiving a 4 or higher.  
The school generates 0.30 FTE for each student receiving an IB diploma.

Advanced Placement Courses					
Number of students scoring 3 or higher on subject exam	0	0	0	0	0
AP Program Generated FTE	0.000	0.000	0.000	0.000	0.000

The school generates 0.16 FTE for each student receiving a 4 or higher.

Industry Certified Career Education / CAPE Certificates					
Count of Elem / MS students earning CAPE Digital Tools	0	0	0	0	0
Count of Industry Certs. that have college articulation	0	0	0	0	0
Count of Industry Certs without college articulation	0	0	0	0	0
Number of completed courses with embedded certifications	0	0	0	0	0
Number of CAPE Certs counting for 15-29 college credits	0	0	0	0	0
Number of CAPE Certs counting for 30 or more college credits	0	0	0	0	0
CAPE Program Generated FTE	0.000	0.000	0.000	0.000	0.000

The school generates 0.025 FTE for each student earning CAPE Digital Tool Certificates.  
The school generates 0.20 FTE for certification which is on the statewide articulation for college credit list.  
The school generates 0.10 FTE for certification which does not allow for college articulation.  
The school generates 0.30 FTE for completion of courses & embedded certifications on the CAPE list.  
The school generates 0.50 FTE for certifications that result in articulation of 15-29 college credits.  
The school generates 1.00 FTE for certifications that result in articulation of 30 or more college credits.

Early High School Graduation					
Number of students graduating 1 semester early	0	0	0	0	0
Number of students graduating 2 or more semesters early	0	0	0	0	0
AB Program Generated FTE	0.000	0.000	0.000	0.000	0.000

The school generates 0.25 FTE for each student graduating 1 semester early.  
The school generates 0.50 FTE for each student graduating 2 or more semesters early.

Total Additional FTE Generated	0.000	0.000	0.000	0.000	0.000
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The Florida Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.  
Only 14 counties in Florida qualify for these funds, so the majority of users of this budget tool will not see a change by adding numbers into this area.

	Year 1	Year 2	Year 3	Year 4	Year 5
Military and Indian Lands	0	0	0	0	0
Civilians on Federal Lands	0	0	0	0	0
Student with Disabilities	0	0	0	0	0

### Financing

Some schools seek financing to assist with meeting the financial needs, especially in their early years. The options calculate the additional funds from financing, and automatically includes the payments of the financing in the budget as well. The calculator allows you to enter different loans for each year, and it will amortize and calculate the payments separately. Some charter schools are able to find an organization to loan them funds as an "interest only" loan, if you have been able to locate such a deal, enter the number of years for which it is interest only; for example, if you have a 5-year loan, and it is interest only for two years, you would enter the term as 5, and the interest only length as 2. If you are not able to secure such a deal, be sure to leave the Interest Only line as 0.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Rate (Percent)	0.000%	5.000%	5.000%	5.000%	5.000%	5.000%
Term/Length of Loan (Years)	6	0	3	3	3	3
Interest Only Length? (Years)	2	0	0	0	0	0

Based on the information you entered above, your debt service payments are calculated below in gray. To give you additional flexibility if you have a special financing package you can enter in the actual numbers in the yellow boxes below, the numbers in the yellow boxes below are what will be used in your final budget. If you change these numbers, be sure to include an explanation as an appendix to your budget.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Debt Service Amounts	\$0.00	\$0.00	\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00
Debt Service Amounts To Use	\$0.00	\$0.00	\$12,500.00	\$14,375.00	\$14,375.00	\$14,375.00

**Other Income Amounts**

Below are other income areas you can include in the budget if they apply to you. Bear in mind that if you are submitting a charter application, most of these income types are frowned upon in charter applications unless you have a letter of support indicating that the funds will be available. For example, if you have a management company or benefactor who is providing a start-up grant, be sure to include a letter indicating where those funds are coming from. Most districts prefer not to see fund raising funds listed in an operating budget, as there is no guarantee that the funds will be able to be collected. As always, it is better to budget conservatively and end up with more money than expected, than to end up with less money than expected.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
CSP Planning Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Financial Backer / Donation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising Efforts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Other Income 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Object	
	\$ 3,299.00
	\$ 3,440.00
	\$ 3,440.00
	\$ 3,440.00
	\$ 3,440.00
	\$ 3,495.00

Misc. Federal Through State  
 Gifts, Grants and Bequests  
 Gifts, Grants and Bequests  
 Gifts, Grants and Bequests  
 Gifts, Grants and Bequests  
 Other Miscellaneous Local Sources

	\$ 3,495.00
	\$ 3,495.00
	\$ 3,495.00

Other Miscellaneous Local Sources  
 Other Miscellaneous Local Sources  
 Other Miscellaneous Local Sources

**Palm Beach Collegiate's Five Year Budget Projections**  
**Planning Year Cash Flow Estimates**

		Directions (Mouse Over Here)															
Func	Obj	Description	Planning Year Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
<b>FEFP Calculations</b>																	
<b>Other Income</b>																	
	3720	Financing / Loan Proceeds	\$ 50,000	4	\$ -	\$ -	\$ -	\$ 5,556	\$ 5,556	\$ 5,556	\$ 5,556	\$ 5,556	\$ 5,556	\$ 5,556	\$ 5,556	\$ 5,556	\$ 50,000
		<b>Total Income</b>	<b>\$ 50,000</b>	<b>T</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 50,000</b>

<b>Expense Estimates</b>																	
<b>Function 7100 - Board</b>																	
7100	310	Professional and Technical Services	\$ 7,000	4	\$ -	\$ -	\$ -	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 778	\$ 7,000
		<b>7100 Sub Total</b>	<b>\$ 7,000</b>	<b>T</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 778</b>	<b>\$ 7,000</b>
<b>Function 7300 - School Administration</b>																	
7300	110	Administrator Salaries	\$ 15,917	9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,958	\$ 7,958	\$ 15,917
7300	160	Other Support Personnel	\$ 4,752	9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,376	\$ 2,376	\$ 4,752
7300	220	FICA	\$ 1,581	9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 791	\$ 791	\$ 1,581
7300	240	Worker's Compensation	\$ 173	9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 86	\$ 86	\$ 173
7300	250	Unemployment Compensation	\$ 524	9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 262	\$ 262	\$ 524
7300	290	Other Employee Benefits	\$ 1,815	9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 908	\$ 908	\$ 1,815
7300	310	Professional and Technical Services	\$ 7,500	4	\$ -	\$ -	\$ -	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 7,500
7300	644	Computer Hardware (Non Capitalized)	\$ 2,000	4	\$ -	\$ -	\$ -	\$ 222	\$ 222	\$ 222	\$ 222	\$ 222	\$ 222	\$ 222	\$ 222	\$ 222	\$ 2,000
		<b>7300 Sub Total</b>	<b>\$ 34,262</b>	<b>T</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,056</b>	<b>\$ 1,056</b>	<b>\$ 1,056</b>	<b>\$ 1,056</b>	<b>\$ 1,056</b>	<b>\$ 1,056</b>	<b>\$ 1,056</b>	<b>\$ 13,437</b>	<b>\$ 13,437</b>	<b>\$ 34,262</b>
<b>Function 7900 - Operation of Plant</b>																	
7900	370	Communications	\$ 6,600	4	\$ -	\$ -	\$ -	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 6,600
		<b>7900 Sub Total</b>	<b>\$ 6,600</b>	<b>T</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 733</b>	<b>\$ 6,600</b>
	0	Reserve Fund	\$ 2,138	4	\$ -	\$ -	\$ -	\$ 238	\$ 238	\$ 238	\$ 238	\$ 238	\$ 238	\$ 238	\$ 238	\$ 238	\$ 2,138

<b>Total Expenses</b>	<b>\$ 50,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 2,804</b>	<b>\$ 15,185</b>	<b>\$ 15,185</b>	<b>\$ 50,000</b>
<b>Total Income</b>	<b>\$ 50,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 5,556</b>	<b>\$ 50,000</b>
<b>Net Revenue</b>	<b>\$ (0)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ 2,751</b>	<b>\$ (9,630)</b>	<b>\$ (9,630)</b>	<b>\$ (0)</b>
<b>Cash On Hand</b>	<b>\$ (0)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,751</b>	<b>\$ 5,503</b>	<b>\$ 8,254</b>	<b>\$ 11,005</b>	<b>\$ 13,757</b>	<b>\$ 16,508</b>	<b>\$ 19,259</b>	<b>\$ 22,010</b>	<b>\$ 24,761</b>	<b>\$ 27,512</b>	<b>\$ 30,263</b>	<b>\$ 33,014</b>	<b>\$ (0)</b>

**ATTACHMENT 3**





**TD Canada Trust**  
220 Commerce Valley Drive West, Suite 100  
Markham, Ontario L3T 0A8  
T 905 764 7730 F 905 764 3827

7 October 2015

**Re: Marsha P Balliram and Deokee Nanan Balliram**  
**125 Saratoga Blvd W**  
**FL USA 33411**

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This letter is to confirm that Marsha Balliram and Deokee Nanan Balliram are clients at TD Canada Trust. Marsha has been a client with our financial institution since 1981, Deokee since 2015. Their non-registered chequing account has a current balance of \$9, 113.30 CAD. Their non-registered savings account has a current balance of \$105, 881.51 CAD

Should you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Elisa LoCurto

Customer Relations Coordinator  
TD Canada Trust  
220 Commerce Valley Dr. West  
Markham, ON L3t 0A8  
905-764-7730 ext. 221

 **Canada Trust**  
220 Commerce Valley Drive West 1085  
MARKHAM, ONTARIO L3T 0A8

**ATTACHMENT 3**



### Agenda Item Details

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Meeting	Nov 04, 2015 - 4. SPECIAL MEETING immediately following Workshop in the Board Room
Category	10. Consent Agenda
Subject	CS4 Palm Beach Collegiate - New Application
Type	Action (Consent)
Recommended Action	I recommend the Board deny the application of Palm Beach Collegiate for any and/or all of the reasons stated by the evaluation instruments and the overall assessment, and authorize the Superintendent and/or his designee to sign all related correspondence and documents.

#### DESCRIPTION:

On August 3, 2015, the Department of Charter Schools received an application from Palm Beach Collegiate Corporation to open Palm Beach Collegiate charter school in the School District of Palm Beach County in August, 2016.

A review of the application was conducted using the required Florida Charter School Application Evaluation Instrument.

Palm Beach Collegiate "Does Not Meet the Standard" in the required 19 sections.

Four sections received a rating of "Partially Meets the Standard:"

- Section 2 – Target Population and Student Body
- Section 3 – Educational Program Design
- Section 10 – Management
- Section 12 – Human Resources & Employment

Four sections received a rating of "Does Not Meet the Standard:"

- Section 1 – Mission, Guiding Principles & Purpose
- Section 4 – Curriculum Plan
- Section 5 – Student Performance, Assessment & Evaluation
- Section 18 – Financial Management & Oversight

Per the Overall Assessment Summary/Checklist, the ratings indicated that the application did not meet the statutory requirements set forth in the Florida Charter School Application Evaluation Instruments and their referenced statutes, including F.S. 1002.33(6). (See Overall Assessment/Checklist) It was determined that substantive changes to the application would have been needed to cure these deficiencies and the School District does not accept substantive changes.

"If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education."

Attached are copies of the full Application, Budget, Extension Letter, Evaluation Instruments with Reviewers' Notes, Overall Assessment, Board Notification, and Matrix for November 4, 2015 Agenda Items.

#### CONTACT:

David Christiansen, Ed.D., Deputy Superintendent/Chief of Schools ([david.christiansen@palmbeachschools.org](mailto:david.christiansen@palmbeachschools.org))  
 Keith Oswald, Chief Academic Officer  
 Joseph M. Lee, Ed.D., Assistant Superintendent  
 James T. Pegg, Director

**FINANCIAL IMPACT:**

There is no financial impact to the District.

**SCHOOL BOARD GOALS:** (Check all that apply.)

- X 1. Student First Philosophy
- 2. Family Matters
- 3. Qualified and Highly Effective Workforce
- 4. Efficiency and Accountability
- 5. Community Engagement
- 6. Communication

[PB Collegiate - New Application.pdf \(4,341 KB\)](#)

[PB Collegiate - Evaluation Section 1.pdf \(65 KB\)](#)

[PB Collegiate - Evaluation Section 3.pdf \(65 KB\)](#)

[PB Collegiate - Evaluation Section 5.pdf \(66 KB\)](#)

[PB Collegiate - Evaluation Section 12.pdf \(64 KB\)](#)

[PB Collegiate - Overall Assessment.pdf \(49 KB\)](#)

[PB Collegiate - Board Notification - 10-28-15.pdf \(766 KB\)](#)

[APPLICATION MATRIX - November 4, 2015.pdf \(49 KB\)](#)

[PB Collegiate - Extension Letter.pdf \(381 KB\)](#)

[PB Collegiate - Evaluation Section 2.pdf \(67 KB\)](#)

[PB Collegiate - Evaluation Section 4.pdf \(30 KB\)](#)

[PB Collegiate - Evaluation Section 10.pdf \(73 KB\)](#)

[PB Collegiate - Evaluation Section 18.pdf \(65 KB\)](#)

# Exhibit

6

# Rev

## Order

Client Marsha Balliram  
Ref # Palm Beach Collegiate  
Order # TC0145206968

## Audio

File URL 06\_Agenda Speakers Board Meeting.mp3  
Length 48 min  
Transcriptionist Lynne P.

How did Lynne do?



If you rate this transcript 3 or below, Lynne P will not work on your future orders

\* Note: Palm Beach Collegiate applicant begins at the bottom of page 3, and ends near the top of page 5.

Need Help? <mailto:support@rev.com>

Moderator: Call this meeting to order. Let the record show that we still have all six board members here, and if we could please stand for the pledge to the flag.

Group: I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Moderator: So, um, for anybody who's come I late, Mr. Mergio is not here with us. He is on jury duty today. Um, we have no minutes to approve. We have, um, one item that's been added and that's LD3, and Dr. Vosa, items to withdraw?

Dr. Vosa: Yes, one item to withdraw, CS2.

Moderator: CS2 is withdrawn and we have looks like four items, three items that have been pulled at this point, CS4 policy A1, policy A2. Are there any other items that anybody would like to pull?

All right seeing then we'll move to the approval of the agenda, and Mrs. Bass, do you want to read that now, or just before we do the, uh, the consent?

All right, we need a motion to approve the agenda. Motion by Mrs. Brilseck and Mrs. Andrews. Any discussion? Seeing none, all in favor? All opposed? Motion carries. 6.0.

Are there any disclosures or abstentions? Seeing none, we'll move to superintendent board comments. Dr. Vosa, any comments?

Dr. Vosa: I don't have any comments this evening.

Moderator: Board members, any? All right. We will move into, uh, speakers on the agenda items. WE have several people,, and several f them are all on the same topic. Please remember that you are limited to three minutes, and if you would please, when you come up, if someone has already made the point that you've made, please don't, um, give the same point again. Our first speaker is Jeffrey Shecter. Jeffrey Shecter?

Jeffrey Shecter: Part of the?

Moderator: It's under the agenda item so this is your turn. Any one of the chairs there.

Jeffrey Shecter: Um I appreciate the chance to speak. It was in the personal disciplinary action. Should I move back to my seat and come back or?

Moderator: No that's fine.

Jeffrey Shecter:

Oh okay, um, basically I know what I'm facing today, and I know what the superintendent is recommending. What I'm asking is, um, I was pulled out of my class on October 9th with an EAP reference, and I went to that reference meeting with Kathleen Weaver on the 13th of October, made arrangements, signed over all of my days of absence to follow the EAP. On the 14th, I made my first meeting, and then 30 minutes after I made my first meeting, I got a termination notice.

So, I was confused with the contradictory. I am asked to do one thing with the EAP, and then in the next breath I'm being terminated. My other main point is, it seems that the disciplinary steps were kind of skipped. I do have a reprimand on my file, but then it's gone straight to termination. And again, I'm a little uncertain why I've been reprimanded in the past and seem to skip the progressive discipline.

Um, I have kind of been paying for it, because the last twelve days, I have been, um, I'm still unemployed but I've been an unpaid employee because my days have run out. That and in light of the fact that the superintendent wants to fire me, and on November 5th, he wants to give me another three weeks of unpaid days on top of that. I've already suffered through twelve. That would be another twenty-one. You're talking thirty-three days that I don't have a chance to get a job, support my family, collect unemployment.

Um, and the irony is those three week would end on thanksgiving. So, not only am I being terminated, I'm being terminated on Thanksgiving. Um and after twenty-one years in the county, I was just kind of hoping to get a little understanding of how come things are asked of me to do it this one way and then I follow the protocol and then the next day the school police are coming to my house to collect my badge and keys and I'm just not understanding the reasoning behind it. I did have a CTA rep. They've finally got in contact with me at noon today a little too late I'm guessing, but again, I just, I had some questions, and it just didn't seem like I was getting answers to anything that I was asking.

The county has been looking for the best and brightest teachers. I've been among one of the best, and I'm egotistical, but I'm definitely one of the brightest, and I'm hoping that you won't lose that today. Thank you very much for your time.

Moderator:

Thank you. I'll call three people at a time, so please when you come up, um give us your name for the record. Marsha Balliram, Deyoki Balliram, Ken Haiko. Okay, all right, Mrs. Balliram

Mrs. Balliram:

Um, okay, before I begin, I think that I heard, was CS number 4 pulled? Yes? So then I don't have to speak today? Is that?

Moderator:

No. It was just pulled for the board discussion, but still you need t speak.



Mrs. Balliram:

Oh, okay. The reason we are here today, my husband and I, Dr. Balliram, we um are venturing to open a charter school in Palm Ridge County. We think it's one of the best. We've been told it's one of the best applications but we seem to be having trouble getting it approved. We were invited to the interview. The interview was audio taped, and at that meeting, um, it all was ... there was ... we were clarifying what was there, and those interviews were okay we couldn't find such and such, like an example a job description, where it is so, and my husband was able to point the direction of where it is.

And all of the questions that they asked us at that time, we were able to answer it. Um, then Mr. Peck said that we should put it in writing now. It was all done and well, just to get the clarifications through. We did not make any substantive changes as he is accusing of and stated. The only thing that, um, our budget also had some other issue and we produced the letter that we wanted. The budget was approved. So, we are kind of stuck. We don't know what the substantive changes are, and that's why we ask that you listen to the audio tape. That's the most important piece of information today, because we couldn't play the tape. It's an hour. So we need time for some other authority, board member, superintendent to listen to that to see if there's any substantive changes that were made on that date.

Because if we are pointing to you, if you are the reviewers, and we point, here it is, they pull it up. We go into this room, and they pull up the application. "Okay, show us where this is. Oh, it's paid so and so. Oh we got it." That's it. So, and this is a puzzle today.

Mr. Balliram:

[inaudible 00:09:13] I'm a district employee, and I've applied to open up a charter school, grades eight through twelve, and according to the reviewers, several sections either partially or did not meet the standards. I was called in for the interview, and I will have to quote specific situations. Mr. Mark Stenner, he evaluated section 10 and said he does not see any job descriptions for several of the positions. I pointed every single page in the application where that job description was located.

I also had the person in charge of secondary curriculum said I have no plan for low performing reading students. I turned to the application, and I pointed out where we are using the reading plus program, and I was reading through the pages showing us how that program works and how it addresses the needs of the low performing students. She said, "Yes, I'm aware of that because the district is using that." I did not ask her to make any changes. I just showed her where that item was.

Similarly, with Mr. Stenner, I showed him where the job description was, every single one, in the email. I requested not a single change. I did not even cross a "t" nor dot an "i" in the original application, and then I found out that four sections did not even meet standards. And four sections passionately met standards. Surprisingly, the same application last year had only three sections

that did not meet. I don't think that charter school application had changed to the point that half the application is now either beneath standards or does not meet standards. And I was told that if anything does not meet standards, it will not be approved. If that is the rule, that is the rule, but there is something very interesting here.

CS6 is up for approval, not for denial, for approval. CS6 has a deficiency in the budget, and in that evaluation, this is what it says. The budget was rated partial. Partially meets the standard, because the school is projected to run at the deficit, however, the staffing ratio to the students can be adjusted to make up for any deficit necessary, and that application is up for approval. I want to know if there is a standard step for this procedure.

Moderator: Okay. Thank you. Mr. Haiko

Ken Haiko: My name is Ken Haiko, H-A-I-K-O, and good afternoon Chairman Shaw, board members, Superintendent Urbosa. I'm here before you today asking for your support for Renaissance Charter High School of Palm Beach, because our parents deserve the right to choose the best educational options for their children. As chairman of the Renaissance board, I've heard from our parents, and I can tell you, they want a high school.

Moderator: Please, no response from the audience.

Ken Haiko: They want to be able to continue their children's education with us. Today, Renaissance operates six schools in Palm Beach County, and we have a strong track record of success. I must thank a moment to thank our educators, because their dedication truly makes the difference in our classrooms. As a network, we value every single instructional minute and feel that seconds count toward helping our students reach mastery.

Our innovation extends beyond the surface. Every student receives a personal learning plan. That is innovative. We offer a longer school day that allows us to develop schedules tailored to the unique needs of our students. That is innovative. We have a unique grading philosophy that only reflects mastery of the students standards taught. That is innovative. We offer blended learning that provides instruction through a combination of direct teacher instruction and online programming. That is innovative.

Each summer we hold a summit. School board member Whitfield attended, uh, this past year, and our summits are high energy events where our teachers and staff celebrate the past years successes and ready themselves for the new school year. That is innovative. Our principals, like Jackson Sulff, use data driven decision making processes as an approach to moving student achievement. That is innovative.

Recently, I read a statement by superintendent Irbosa, in which he says, "A one size fits all approach does not work when dealing with legislation across the state for school districts." I would echo similar sentiments when it comes to our children's educational experiences. Board members, a one size fits all doesn't work. Our parents deserve to choose what is best for their children, not me and not any of you. Taking that choice away turns back the clock to a time when students education was defined by their zip codes. Please give parents the option of a Renaissance Charter High School of Palm Beach, the school that they want, and allow them to make a choice that is best for their child. And while I have a couple of seconds, I just want to point out, I have another five pages of innovative practices that we employ in our schools that are not employed in the district. So the idea that we are not innovative, I think is just wrong. Thank you very much.

Moderator: Thank you. Our next three speakers, Orien Bascum, Raina Ruel, Shannon Whippy.

Shannon Whippy: All right. Left or right? Hello, I'm Shannon Whippy. I'm a parent of children who currently attend Renaissance Charter School at Palms West, and for my children, I chose this school because it made a difference in them. They are unique, and they learn in different ways. Um, it benefits my children, because it's a smaller class size and more individualized to them. My children have been attending Renaissance Charter at Palms West for three years, and they are both performing at a gifted level.

I believe that Renaissance gives families the choice to choose a school for them that is best for them and not what is zoned to them, and my children need what is best fit for them. It gives us the opportunity, and my child the opportunity to make sure they have the best education that suits them. I vote for Renaissance Charter School to have a high school.

Moderator: Thank you.

Shannon Whippy: Good afternoon. My name is Raina Ruel, and I'm a parent of a child at Wellington Renaissance. I'm sorry. I'm going to be a little emotional about this. My child is a special needs child and as [inaudible 00:17:14] said, there's very little in Palm Beach County or in the school system for special needs. Three-quarters of his life, he was not allowed to leave his bedroom. He was considered a bubble child. He just started going to school in the middle of third grade, because he wanted to be normal. I had to send him to a private school, but because of his medication it's required too much money, and I'm unable to send him to a private school now.

So, my other choice was where do I send him? What do I do? He wants to be a little boy. He wants an education outside of looking at just a specific computer. He wants to go and be with other kids. So, I looked. I looked everywhere. I fought for him. We went to Wellington Renaissance. Renaissance, I checked

every single charter school in the state of Florida, cause I even thought about moving just to give him an education, just to give him what he wants out of life, and Renaissance is by far the best choice that I have ever made for my son. He's, not only is he thriving, he has friends. He was invited to his first birthday party as an eleven year old child, because I had the ability to choose where to send my son.

And I'm asking you, my son's goal in life, just like his make a wish was to go to China for his spiritual thing, not because of anything else. He just wanted to go to meditate. His wish is to walk across the stage and graduate just like his older brothers and his older sister did, and unfortunately, there's going to be a time where he's not going to be able to do that. But if I can give him that hope right now, and say, "You know what Dave? There might be a school for you later on in life. Or there might be something out there for you. We're going to keep fighting." I'm going to sit here, and I'm going to fight. And that's what I'm doing. And I'm asking you, and I'm begging you.

You know, my son is just one kid, but there are hundreds of children out there who need this. And they do, they get lost in the system, and it's not anybody's fault. It's just what happens. So, please consider opening a high school in hopes that my son, when he gets to ninth grade, he's in sixth now, that's three years, will be able to walk across the stage, because I'm gonna fight for his life. I'm asking you to fight for his school. Thank you.

Moderator: Thank you very much.

Orien: Good evening ladies and gentlemen, My name is Orien. I am a parent of a sixth grader at Renaissance Charter Central Palm. She has been honor roll since kindergarten. When I first got the information about the meeting and what the meeting was about I was angry. I was upset. I felt like I was being bullied into doing what someone else wanted me to do, not what was best for my child. We've been through a couple of your district schools, to which I've heard teacher's say, "I don't care if they learn or not. I'm still getting paid. That's not my problem. I don't care. My hands are tied. I have to follow what they say. I can't use my ideas."

It was heartbreaking. So, I said to my child, "Are those any of your teachers?" She said, "No." I said, "Thank God." So, I moved her so many times to find the right school for her, the correct school. We got into Renaissance, and she's thriving. She's doing advanced classes. I get daily reports. I didn't get that from any of your district schools. I get daily reports on her behavior and her academics. I need for her to continue along this line, because now she has a little brother, three years old that just scored on a kindergarten level. However, he won't be able to go because he's only three. I need the education that she has or she's getting now, I need that for him. I need him to be where she is.

We have a great relationship. It's family oriented. WE just left our principal grilling for the parents. We have a relationship. We're a family. Just like any family we have our issues, but we do have one thing in common, education and what's best for our children. And I feel like I'm being bullied. I feel like I have a gun to my head, because I live on this side of the street, I have to go to that school. I had to walk both my children to school, because we lived on this street, and she couldn't go to Lantanna Elementary because of the side of the street we lived on. I had no car. I had to take her and my newborn, walk all the way to Barton Elementary through the rain, through the heat. It didn't matter. I had to walk through the rain, because she couldn't go one block across the street, because of where we lived. Unfair, very unfair.

Next I'm going to be told, "Well, she can't wear this. She can't eat that. She can't do this. She can't do that" Because of you said. She's my child. I decide where she goes and what she does. I decide that, and it's very, very heart wrenching to have someone else tell me my child can't go to the best school or what I think is best for her because of where she lives. It's very unfair. You teach about not bullying, yet you're bullying us to do what you want us to do, very unfair. You teach about working as a team. You're not working as a team. If you think that Renaissance is, or any other charter school is doing something better or innovative. Get on board. "Hey, what are you doing over. That seems to be working. How can we get in touch with that? Show us what you did, so we can do it as well."

Implement. Don't tear down what's working. Build on it and grow. Growth is important for everyone. I love to learn. I love to surround myself with people that can teach me. I'm learning a lot at Renaissance. I took a pay cut to go do something else, to spend more time with my child. I get to do that now thanks to Renaissance Central, thanks to Renaissance USA. We are a family, and we would like to stay as a family.

Moderator: Okay.

Orien: So, if it would all be the same to you, I would appreciate it, we would appreciate it, we would appreciate it, our children would appreciate it ...

Moderator: Okay.

Orien: If we can have what we want for our children. Thank you.

Moderator: Okay. Thank you very much. Our next three speakers Robin Bell, Mikaila Bell, Sabrina Glans.

Sabrina Glans: Hello. My name is Sabrina Glans. I am a middle school math teacher at Renaissance Charter at Palms West. Um, I used to live in New York, and I was searching for a full-time job to pursue my dreams in the public school system up there, and I never really was given that opportunity. Um, my aunt lived in Royal

Palm Beach and had enrolled my cousin in, um, Palms West and was speaking highly of the growth that in about four weeks that her child had already been making in sixth grade.

I applied, was hired and moved down to Florida to pursue my dreams, and I have been Renaissance Charter since two years ago. Um, I began with the sixth graders then. I have looped with them. I am now with them in eighth grade, and I have seen a tremendous amount of growth in my students, um, both on paper and just, um, as individuals. Um, the staff is amazing. The administrators are amazing. The parents, I've never seen so much parent involvement. Um, I did work in the public school system in New York, but I never had my own classroom.

I really believe that these eighth graders, I have been asked by the parents since last year, "Can we open a high school? Is there an opportunity for these students to continue on in a place that they feel safe?" Those sixth graders that had two years ago, I would say the majority, 85 to 90% of them are still with us. We must be doing something right. They want to continue. They don't want to leave each other. They don't want to leave a system that's working for them.

Um, I've had students who, like I said, not even academically, who have been in intensive math students since sixth grade, who now will come up to the board and actually provide an answer, who will speak out in front of 20 to 22 other students. I don't know that they would be getting that same opportunity if they weren't given that choice to be with us. Um, we provide targeted instruction, personal learning plans. We make sure that we reach every student, everyday. Um, parent communication is huge. We have several programs that we use, um, to speak to the parents. Like I said, staff, teachers, parent involvement, that has been the biggest, um, opportunity to help our students succeed and grow, and I just want to be able to continue that for them. And if it's working now, why are we going to take that opportunity away from them?

Moderator: Thank you very much.

Mikaila Bell: I'm Mikaila Bell. I am in the eighth grade. I attend Renaissance Charter School at Palms West. I like the school, because it's a smaller class setting and campus. I feel like I get more instructional time in the classroom, and now I don't have to be up til midnight doing homework. This schoolwork suits me and my needs for education. I would like to attend Renaissance Charter's High School.

Robin Bell: Um, my name is Robin Bell. I have four middle school students that attend Renaissance Charter Middle School. Uh, we moved here from Pennsylvania in July, and at that time, my children, uh, wanted to be home schooled. Uh, they were very scared of the size of the local middle school. Uh, when we found that we could go to the charter school, we toured the school, and they were thrilled. They wanted to start that day, and it was still summer, so they couldn't start yet.

My children love their new school, and it has made our move to Florida much easier. And I vote that there will be a Renaissance Charter High School. Thank you.

Mikaila Bell:

Thank you very much. Our next three speakers are Lisa Zuver, Brian Zuver, Kenny Walters. We haven't gotten to them.

Lisa Zuver:

Good afternoon. Uh, my name is Lisa Zuver. I've lived in Palm Beach County for 22 years. I have three children here. I have a 20 year old daughter who's at UCF now, and she did go through the public school system here, also a private school her first, uh, six years. And right now I have an eighth grader and a fourth grader, um, that have been at Renaissance Charter School for the past three years. What led me to the charter schools, um, is a little bit of a story. My daughter, like I said, she attended private Christian school until sixth grade, and of course, I had a couple more kids come along, and realized I can't afford that. So, I did have to pull her out.

Um, she started sixth grade at one of the middle schools, and, um, although she was a straight A honor student, she had a lot of difficulty with that move. Um, the following year, I had to move her in with her father, which was really difficult for me to put her in a different school, since she wasn't having issues that she was having at the middle school. She was able to come back with me to go back to Palm Beach Central for high school, which she, again, she did great, but she's, she's a different kid.

My two boys, on the other hand, they're not the straight A honor student. They both struggle. My eighth grader now, um, started first grade in his public district school, and at that time, I was struggling with some health issues of my own, so I was pretty heavily medicated at the time. So, he did have to ride his bike to school. I wasn't able to drive. I don't have family around. And spent the first year getting calls from school and having to get into school, because he was being beat down by fourth and fifth grade gangs. He spent that entire first year scared to death to go to school, stomach aches, crying. I went to the principal, the assistant principals. I spoke with them. Their answer to that was to have session where they brought in the kids being bullied and the kids bullying into one group and discuss this. Now, this was years ago, obviously. Um, that didn't work for me. That didn't work for me at all.

The following year, after discussing some things with the principal there, decided to give it another try. For second grade, I was healthier then. I was able to get a little more involved, and it continued So, the third year, I pulled him out, and I wasn't able to go back to work, and I home schooled him. Our first day of home schooling in third grade, oh my gosh, I sat and cried. He was so behind. The next year, it became a choice for Nicholby. So, I drove two of my kids, the little one and him out to Lochshatchie Groves for two years straight, 45 minutes both ways, because I didn't want them on a bus for an hour and a half each day. When they did okay there, not great. He was really struggling.

"Mommy, I'm stupid. Mommy, I'm dumb." "No you're not honey. You've just got to work harder."

It was time for him to leave for middle school, he was going to have to go back to Oakaheelie Middle School, along with those same students that he was having issues with. I was not happy with that. Thank God Renaissance Charter School opened, and I thank you guys for doing that. If you guys had not opened that charter school, he wouldn't have come to me that first week saying, "Mommy, I feel safe." They are excelling. They are doing fantastic, and I am scared to death now with my son going to Palm Beach Central. They are not the same kids. They don't all learn the same way. They need this school. They need that personal lesson plan. They need those group lessons. They are doing so much better, and now they are going to have to take the way that they've been learning and go back to a different way.

I don't know how they're going to do, and to be honest with you, I'm really concerned about that, but I want to thank you for opening these charter schools. Oh, please let them continue what they're already doing. Let them finish and graduate. And graduation is important to you? I'm concerned my son may not, because he's gonna get lost in that four thousand kids.

Moderator:

Thank you very much.

Kenny Walters:

Thank you Mr. Chair, Superintendent and board members. Thank you for allowing me to speak. Uh, I'm here on behalf of Mr. Orso, on behalf of the Florida Charter School Alliance. Uh, the Florida Charter School Alliance represents parents, teachers, students and board members from all across the state. They represent over 200 charter schools in the state, and we would like to go on record by saying that if you deny this application for the [inaudible 00:32:16], we believe that your vote is inconsistent with wants and needs of parents, their right to choose for their children. We also believe that it is inconsistent with state law and therefore inconsistent with your oath of office.

I think just by listening to this parent right next to me, um, you can clearly tell that if there's anything anybody or any school partially meeting the standard, it would be the traditional schools in the district. So, we ask you that you reconsider your vote, um, of denial to this charter school and you approve it. Thank you. Thank you very much. Our next three speakers, the first one, um, I'm not sure that I've got the pronunciation, Erma Carisquela, uh, Teresa Gonzalez, Renada Mc, um, McCoy. Okay, Mrs. Caris, Carisquela.

Hi, good afternoon. My name is Erma Carisquela. Uh, I'm coming from Puerto Rico. I live here, um, around eight years. I have two kids. My older son is eighteen years old. He is [inaudible 00:33:40] district school. Um, eventually, my son, Ruben, who is attending Renaissance Charter School in Central Palm, um, I can say, my son since he started, um, I been notice a big difference since he was between ... when he was in the school board at the charter school, the change it



was 180 degrees. He was, uh, struggling many times, and when he was at the school board.

And my son was a bullying victim in the school. Um, unfortunately, I noticed ... I notified to the school, and I expect that they follow, the Green Acres Elementary, they follow what they are supposed to do in that case, they didn't deal with that properly. So, I had the opportunity when it was open, Renaissance, and he's so happy. He's a happy boy. His grades, when he used to be D's and F's, now he is A's and B's, and I like to appreciate that the high school for Renaissance is being open to keep doing the good job, because they work as a team, the teachers, principals, everybody, and it's very safe, 100%.

Moderator: All right. Thank you very much. Mrs. Gonzalez?

Teresa Gonzalez: Yeah. Good afternoon and thank you for the privilege for me to speak to you guys. Thank you. I have a granddaughter and a daughter in school, and she is in seventh grade. And I'm already thinking, you know, what's going to happen for the next year, because she needs to go to high school, and we don't have a high school, a charter high school. And, um, she's very committed to her job in school, and she's so happy, because the environment in the school is great.

The teachers take their time with her, and she says, "Momma, this has been a good change for me." I had her in private school all these years. This is the first time that she is in charter school, and it is such a blessing in our house now to see Essence, that's her name, to do her work and to be committed every day to go to school and to be so happy. Right now, I have an adopted daughter that she has a son there too. He is eight years old, and he has a syndrome. The syndrome's name is Charcoute Marie Touth. He is in there, and for the first time in three months, he has learned to write his name, and he is so happy. And we see changes in Alan that's so big, and the mother is here with me, but she doesn't speak English. And the difference that we see and the commitment that the teacher has with him is such a beautiful thing for her.

And right now, she is sitting in the audience, but she can't speak the language, but she told me to tell you guys about this. So, please consider to for us to have the high school. Because what are we going to do with Essence? And we need the high school right here in West Palm Beach. Thank you.

Moderator: Thank you. Mrs. McCoy?

Renada McCoy: Thank you for hearing me. I have a few points. Um, I am a mother of a first grader at the Renaissance Charter at Central Palm. Go Sharks. And, um, we just wanted to speak on, um, not taking our choice away. As parents, we are in charge of our children's lives. Period. Making them grow into productive citizens, and if, in my opinion, if you take our choice away, you're taking our children's chances away, because we may not be able to afford to live in the neighborhood where the school is the best, and because we can't live on the

right side of the tracks, our children have to be in a school where they're not getting the, maybe the best education.

And me, as a single parent, for me to, where I do live, the school that's closest to us, it's a "D" school. My son was there last year, and his teacher actually informed me that she thought that he may, um, need some tutoring or some assistance. It's okay for tutoring or assistance, but he doesn't need assistance or tutoring. He went to the Renaissance Charter this year at school. He took the NWEA Test. I'm not sure of the highest score that he can make, but his teacher told me that he scored a 190. And he's never had any tutoring or assistance besides the help that he gets from me at home from doing his school work that he's been doing at the Renaissance Charter School.

From one school to the other, where you're telling me that my child may need assistance, because you aren't able to do your own curriculum in class. You're only giving him what you're giving. When he gets his own personal plan, he's excelling exceedingly, because he has that personal plan at the choice school. And I'm just begging you as a single parent on behalf of most parents that are here, don't take our choice away. I feel like you take our choice away, you're taking away our children's chances. Thank you.

Moderator: Thank you very much. Our next three speakers are Margaret Coffin, Judy Silva, Tom Sudderfield

Margaret Coffin: Good afternoon. My name is Margaret Coffin. My, um, two children, um, attend as well Renaissance Central Palm. Um, they attended the public system in Palm Beach County, and, um, I really have always been an advocate for the Palm Beach County School System. I've had the great privilege of being a, uh, parent for twenty-nine years. So, I've seen many gambits of our educational systems working and not working. Um, it began not working in the public school system, and I, for one, was one of the saddest parents. Um, I really felt as though, my, my kids fell between the cracks. Um, they kind of became clouds in the classroom. They needed more.

When I chose to send them to Central Palm Charter, I didn't know all of the reasons, but I knew that I had to do something. Something wasn't working. They were only mediocre. I had seen experiences as a parent of taking children from elementary through college. So, I knew it wasn't working. I didn't know what I was going into. I didn't know what to expect. I know, um, within the first three months at Renaissance Central Palm, um, I had daily communication with their teachers, not in the evenings, not early in the morning. It was all day long, and the programs, the innovation that they created for the parents to work with for the students.

If one of the kids was having a bad day, if they had a behavioral issue, it was addressed right then and there. If I needed to show up at school I did. My two children took advantage of every aspect of innovation from the teaching level

right down to the student level. They were at Central Palm Renaissance forty-one hours a week. Between after school tutoring that I didn't have to pay for, as I did in the public schools, to Saturday classes from 8:50 in the morning, I believe, until 10:50, they did this the entire year. The change has been remarkable, completely remarkable. Um, they've opened up. They love going to school. They love the friends.

The classrooms, they are somewhat smaller, however, the interaction between the teachers, um, the assistant principals, the principal and other staff has been remarkable and quite different. I commend all of you. I've really enjoyed sitting here listening to the changes and reading of the changes that the public school system is implementing and trying to implement. I commend each and every one of you up there. I really do. For me, it's not the option, however, to pull my kids from where they are now. They're finally thriving. I thank you.

Moderator: Thank you very much.

Margaret Coflin: Thank you.

Moderator: Mrs. Silva.

Judy Silva: Hi, good afternoon. My name is Judy Silva. I am the board chair of New Horizons. We would respectfully like to ask the board to please reconsider the decision to deny our application. We are a, um, a group of people who come from Boward County. We have a Title One School there. It has a record of high performance. We would like to bring our, um, high performance record here to Palm Beach County. We would like to be a Title One school just like we are now. Um, and so we began the process for the application two years ago. The, the board denied it two years ago. We fixed everything that they said they needed to fix. We did turn in, um, also the application this May with the \$500.

Um, the panel said that, uh, everything was looking great. So, um, we would just like to respectfully ask for you to please reconsider, um, the denial of the application. Thank you.

Moderator: Thank you very much. Mr. Sudderfield.

Tom Sudderfield: Good afternoon. Dr. Urbosa, Chairman Shaw and, uh, board members. My name is Tom Sudderfield. Many of you know me, Dr. Urbosa, you and I haven't had a chance to meet. I represent the Learning [inaudible 00:44:03] Foundation of South Palm Beach Inc., uh, we run a charter school, Imagine Chancellor, in Boynton Beach. Uh, I also represent parents, parents you've heard from tonight and non for profit board members, and I represent the non-profit board members of Florida. When I speak here today, I've heard over and over again how charter schools are all these money grubbing individuals who just want to make a profit. In the fifteen years that I've been an advocate for education in Palm Beach County, and that's traditional schools as well as charter schools, I've

not accepted one penny of compensation. I do not own any interest in any organization that profits off of schools. I do this because I'm a taxpayer. I'm a parent. I'm a citizen of Palm Beach County.

You've heard from these parents tonight, and it's heart wrenching. They want choice. They want a better choice, uh, for a high school in Palm Beach County. What is innovation? Innovation can be a legal word that we can use to deny an application. But you've heard innovation can also be seen in the results of students in a school like Renaissance, like Imagine Chancellor.

School size matters. You heard from an eighth grader here today who said school size mattered to her. This application is for a 600 seat school. It grows to a max of 1200. The other options in the area include a 2500 seat school, a 3000 seat school, a 3400 seat school.

Maybe innovation is a school size that fits the child. Maybe innovation is the data driven model that they use to show the improvements that you heard about tonight. Maybe innovation is having the capital dollars to address issues with the school, HVAC, roofing issues that we've had in other high schools in the area. Innovation is important. We have innovation here. I have been an advocate for schools. I have been an advocate for these parents and most of all I'm an advocate for children of Palm Beach County. I respectfully ask you to reconsider your decision to deny the Renaissance High School. We need a high school in this area. The parents need it. I have parents on a regular basis calling me and crying telling me the reasons they need this school. Thank you.

Moderator:

Thank you very much. That concludes our speakers. So, we'll move back to the agenda.

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Chair: I now move to the consent agenda. We have 3 items at this point that are pulled, let me go back. CS4, policy A1, policy A2 are there any other items the board would like to pull. Seeing none. Mrs. Bass needs to read something into the record as we shared with you, Mr. Murgio's in jury duty and he asked if we could read this statement into the record. Mrs. Bass.

Mrs. Bass: These are Mr. Murgio's comments regarding POL A4 policy 8.01 Promotion Placement Graduation, student progression plans.

Dear fellow board members, I am currently serving as a jury member on a case that is scheduled to end Friday. Therefore, I am unable to attend today's meeting however I feel compelled to make a statement regarding the graduation requirements currently proposed in policy 8.01. I have expressed this position at previous board meetings and workshops and since we will be adopting this policy in a subsequent meeting this may be my final opportunity to voice my opinion. We continually talk about graduating students being prepared for careers and college. If we are truly committed to preparing our students for a career upon graduation there is one simple measure we can use, the acquisition of state, national, or industry certification in an area of their choosing. Therefore I am requesting we include as a requirement for graduation that all students must earn state, national, or industry certification in a career area of their choosing. I know we can come up with reasons why this cannot be accomplished however, if we are truly committed to providing students with salable skills upon graduation we must find a way to make this a reality. It should be noticed that I had shared this concept with thousands of people and with the exception of one person it has been passionately supported. Thank you for your consideration of this important addition to our policy. Regards, Mike Murgio School Board Member District One

Chair: All right, Dr. Robinson?

Dr. Robinson: I would like to pull CS5 for discussion.

Chair: All right, let the record show CS5 is pulled. Anything else? If not is there a motion to approve the agenda with those 4 items pulled? Motion by Mrs. Anders second by Dr. Robinson. Any discussion?

Mrs. Bass: Sorry, do we need to discuss Mr. Murgio's statement?

Chair: No, the only way would be if somebody wanted to pull that policy.

Mrs. Bass: Right now it won't be included in there?

Chair: No, but if we approve the consent agenda we can't go back to it so if you want ...

Mrs. Bass: Okay.

Chair: ... to pull it for discussion.

Mrs. Bass: No, I'm fine. I'm happy with the way it is, thank you.

Chair: All right, seeing no other discussion we'll call the question all in favor, all opposed. Motion carries 6-0. We'll now move into the approved agenda. CS5 for those people involved with Renaissance that was one of the items that was pulled for discussion. Dr. Evosa, the first one is CS4 Palm Beach Collegiate, New Application

Dr. Evosa: I'm sorry, it's rebooting.

Mrs. Bass: You have to hit refresh.

Dr. Evosa: Which meeting am I putting on? You ready?

Chair: Yeah.

Dr. Evosa: All right, CS4 I recommend the board deny the application of Palm Beach Collegiate for any and or all the reason stated by the evaluation instruments and the overall assessment and authorize the Superintendent and or his designee to sign all related correspondence and documents.

Chair: The motion by Mrs. Brill. Second? There a second? Mrs. Whitfield. Mrs. Andrews, you'll pull that item?

Speaker 5: Thank you Mr. Chair and through the chair to Dr. Evosa. I see that we do have the administration from the charter school sitting in front of me and I guess I haven't heard us talk about this in awhile. I would just like for the public as well as for refreshing me on what is our process as we relate to working with applicants who are actually applying for charter? I hear people saying tonight that they're in a meeting with you all and somebody's saying everything's okay and then this is what happens in the end. They come back and they see that they have all of these deficiencies so I would like for you to explain to me especially for CS4 and I recognize all of these areas that you have said that does not meet the standards and all of these areas that are partial when I'm hearing people say they did not know this until now.

I would like to know what our process is, when do we actually tell them about these issues as it relates to their application and also the concerns that they're having working with you so that they'll have complete information as to what the status of their application is. This application came before you last year and was withdrawn or something to that effect and so it was brought back again. As I listen to them, there are now new things and they said it was the same thing that they passed last year so I just need someone to clarify me what our process is and how do we work with the folks that are actually applying for the application?

Chair: Dr. Evosa?

Dr. Evosa: Yes, these are always complicated processes and we do have a process that's outlined. Sometimes people don't always agree on the outcome but I'm going to ask staff to provide some more nuanced information about this, but I see ...

Chair: [inaudible crosstalk 00:05:59]

Ms. Rico: May, may I certainly defer to Superintendent and staff for the answer but just from the legal framework I'd like to allow for the board to be reminded that the law provides for during the application process no substantive changes. If there are substantive changes that need to be filled in on this application then it does need to be rejected as not having been compliant but I'll let staff outline the detail of how that process works.

Chair: Mr. Oswald and Mr. Pegg.

Speaker 7: Yes, well, it's a rather lengthy process, I'll try to make it as brief as I can. There are 19 sections to the charter school application. Those sections are actually addressing 3 different areas, the educational plan, the organizational plan, and the business plan. What we try to do here in the school district is we find expertise within the school district to review each of those sections. For example, when we talk about budget we would want people from the budget and accounting department to be the reviewers for that department, curriculum, etc., etc. Once that application has been reviewed it's been given a preliminary evaluation. That evaluation is in keeping with the Florida Department of Education rubric that's provided and also with the standards that are provided through the school board policy 2.57 including the innovative rubric that we developed in this past year. All those standards are applied and the sections are then rated either does not meet the standard, partially meets the standard, or meets the standard.

At that point, that information is shared with the applicant of what those ratings are and the applicant is invited to an interview. The interviews last typically last anywhere from 60 minutes to 2 hours depending on the content of the information to be gained. At those interviews we meet with the applicant and any of the staff that they might want to bring with them. Some of the interviews only have 1 person there, some have 10. When we speak with them, we talk to them about those areas that we're most concerned about which are rated partially, or does not meet the standard. We give them the rationale for the decision at that point. We also give them the opportunity to provide some clarification or to go back to the application and point out where they could best answer the questions of the reviewers. I think Dr. Balaram referred to that. We do give them that opportunity. It's a clarification, as Ms. Rico said, it cannot be substantive changes to the application because it's not permitted by school board policy or by Florida statute 1002.33.



After that interview, I send the applicant a letter and give them the opportunity to reply within 7 days of anything to clarify from that interview or from that application in writing. Sometimes when a person's sitting in an interview, they may not be able to recall immediately what it is that they, how they wanted to answer that but we give them the opportunity to do that in writing. If what they reply to us in writing is non-substantive, if it's something that is a technical or clarification we can accept that as we make our final review. If it's substantive, we cannot accept it whatsoever. At that point, the reviewer's go back to their sections, they reevaluate, they communicate with the Department of Charter Schools, with myself, and we come up with a final evaluation. That final evaluation is what's communicated to you the school board and also to the applicant through the school board notice and that's what you saw on the letters that you received.

That's where they get to that point. There is the opportunity, prior to any of this there is training for applicants so that they can learn how to complete an application including school board policy 2.57 Innovative Rubric. There's also the opportunity for them to meet in the non-application season to sit and talk with the staff about those things that they would like to have the opportunity to improve upon. In the case of Palm Beach Collegiate, why there are sections that may have been rated successful in the past that weren't this time, remember we raised the standards this past year when we revised the school board policy. Some of those sections that may have in the past met the standards no longer meet the standards. In addition, there was content in the application that was dated. That would not be successful at this time especially as we refer to assessments and curriculum.

Speaker 5: Thank you.

Chair: Any other questions? Dr. Robinson.

Dr. Robinson: Thank you. I think some of my questions have been answered but let me just run through this, so is there a flow chart for the process that you just outlined?

Speaker 7: I have one yes, I shared it with you last year at the workshop.

Dr. Robinson: Yeah, share it with me again. Okay.

Speaker 7: Sure.

Dr. Robinson: Then, the rubrics that you referred to, can you share that with us as well?

Speaker 7: Certainly.

Dr. Robinson: Okay, both the innovative rubric outlined in policy, but it's a rubric, right? It's a rubric?

Speaker 7: Sure, it's a part of our school board policy. I'll make sure that you get a copy of it.

Dr. Robinson: Okay, I just can't visualize a policy with a rubric, right? Then, also the FDOE rubric, right? Then my question is do the applicants see how they were scored against the rubric?

Speaker 7: Yes.

Dr. Robinson: Okay, then my issue is about consistency. I just want us to be consistent. Substantial changes to me seems to be fairly subjective, does the legal world have a definition for substantial changes or substantive changes?

Chair: Ms. Rico.

Ms. Rico: Yes, substantive changes would be things that really add to the application. I think Mr. Pegg can probably give some examples of what would be substantive rather than, it was on page 2 instead of page 4 and we just didn't see it.

Dr. Robinson: Right, well I could give some examples too, but that's not, I'm a math person. Math is concrete, I like concrete and this is not concrete, right? I think what my concern is the question about the substantive changes that comes up from time to time and I get that but who decides if it's substantive changes? Is it reviewed by legal for legal to bless it and say yes we agree, that it's substantive?

Ms. Rico: We do work with the Charter School Department and make sure that these decision that are brought through the Superintendent's recommendation are legally sufficient. So yes, we review them for legal sufficiency.

Dr. Robinson: And in terms of, if the thing that is thought to be substantive that you or your staff agree that it is substantive?

Ms. Rico: Yes.

Dr. Robinson: That's all I, okay. Then, do we have a standard now for denial of applications? Like if you are not meeting the standard in 3 areas, your recommendation is to approve, but if it's not meeting in 4 areas your recommendation is to deny. Is there any such thing like that?

Speaker 7: There really isn't a set standard. We don't like to recommend approval for applications other than those that might have 1 partial, and the partial would have to be very well substantiated why we would recommend that. We would prefer to only recommend those applications that meet the standards across the board in all 19 sections.

Dr. Robinson: Across the board? Okay, and then the last question is I, or comment, I appreciate the chart that you've been providing recently of the applications. My

question is what's the difference between traditional, comprehensive, academic, and well, I guess this one is comprehensive academic high school and the other one's comprehensive academic so I guess the only difference was the grades. When I read this, what do I understand the difference between the program and if it says traditional versus comprehensive?

Speaker 7: That's a good question. Traditional we speak about kindergarten through 8th grade as a traditional curriculum. When we think of high schools, high schools are by nature comprehensive ...

Dr. Robinson: Okay.

Speaker 7: ... and that's why we refer to a comprehensive academic high school it's covering several programs across the board, meeting the needs of the advanced students, the general ed students, the special education students that's the comprehensive picture for that program.

Dr. Robinson: Okay, thank you very much.

Chair: Mrs. Brill?

Mrs. Brill: Since we're asking all kinds of questions I just wanted clarification, I think I understood and I'm glad we're approving them, but CS6 Connections Education Center, is that the school that's handling the parents from Ernie Els that couldn't go up to Jupiter or is this another school for autism?

Speaker 7: This is the school that will be in the central part of the district that originally was the Ernie Els school, I'm trying to make that as clear as I can, but the answer would be yes.

Mrs. Brill: The answer is yes, okay, thank you.

Chair: Any other questions? Seeing none. We'll call the question. All in favor? All opposed? Motion carried 6-0. Dr. Evosa, our next item?

Dr. Evosa: Next item is CS5, Renaissance Charter High School. I recommend the board deny the application of Palm Beach Collegiate, oops, sorry. I recommend the board, I'm sorry, let me say that again. CS5, I don't know why this keeps blinking out. I recommend the board deny the application of Renaissance Charter High School Palm Beach for any and or all the reasons stated by the evaluation instruments and the overall assessment and authorize the Superintendent and or his designee to sign all related correspondence and documents.

Chair: Is there a motion to approve?

Dr. Evosa: This item was pulled by Dr. Robinson.

Speaker 8: I'm sorry.

Chair: Motion by Dr. Robinson. Second? Second by Mrs. Whitfield. Dr. Robinson, you pulled this item.

Dr. Robinson: Yeah, thank you. Okay, so I'm a mother, so I hear, I'm almost crying with you but as a board member we have to follow the processes that we outlined but I'm hopeful as I listen to the parents, I'm hopeful Dr. Evosa that with your vision or leadership and a strategic plan that we will not have parents who say these things to us about our "regular" schools. Amongst the things that I heard was the need to make sure that we have options for small schools and that we have more of a communicative nature between our staff and the parents. Of course we want those things so I'm going to have to vote to support this recommendation, but it's not that I don't hear what you're saying. We have to do better.

Chair: Mrs. Brill. Mrs. Whitfield, and then Mrs. Brill.

Mrs. Brill: Thank you, and I mirror Dr. Robinson's comments. It was very helpful hearing from the parents the things that were benefiting them at the Renaissance Charter School at the middle school and this doesn't mean you can't come back later with the high school, but I do know that we have had some discussions about smaller schools also in the district. I think what really struck me was about the personal learning plans, the daily reports to parents. I think that the things that you're getting, yes we do need to do better in our district as well but we have to follow the guidelines. For that reason, I have to support the recommendation, but you educated me and as a parent I could totally relate. I just want to say thank you very much for coming because those thoughts really have helped me.

Chair: All right, Mrs. Whitfield, then Ms. Rico.

Mrs. Whitfield: Thank you all so much for coming tonight, it was very moving to hear you speak. I do appreciate it as a parent myself, obviously I feel for you in finding the right choice for your students and for your children. I wanted to make sure that we mentioned while we were here that as a school district we do want you to find the right place for your children and so as you're planning for this upcoming year I hope that you will contact our choice office and you will find a place until we can find something else if this doesn't work for you. I think there are options out there and I don't want to see you not find a place that your children will be happy. We do have a choice application that is coming up and I just wanted to make sure to remind you. I do think that you brought up some very good points and the size of the school means a lot to me so I hope that we will continue making that progress within our school system. Thank you.

Chair: Okay, Ms. Rico.

Ms. Rico: I just wanted to point out, to clarify for members of the public, the record, and board members that the attachments to this item supporting the Superintendent's recommendation included the rubric, included the analysis, included the evaluation for the basis of this recommendation and that that is part of the basis of this consideration and on the record. Thank you.

Chair: Mrs. Andrews.

Mrs. Andrews: Thank you, and I certainly appreciated the comments tonight. For those who are going to high school next year, I would like for those parents to know that any of our high schools, we would want to make sure that you get a chance to get introduced to the principals early, get a chance to meet the guidance counselors. Not just on the normal track of what we normally do with getting started at the beginning of the year. As you know that this is getting ready to take place, as a school board we're asking you to make sure that we can work with you closely to transition your students from the Renaissance school to the normal schools, the public schools, such as your school, but to make sure that they can get the support and assistance in transitioning. That's truly important, the transitioning for the students.

Chair: Any other comments? If I may, and this is kind of a moment of personal privilege. I had, along with Mr. Pegg a chance to meet the new director of governmental relations for Charter School USA and she's here tonight and I'd like to introduce her. That's Sheila VanHoose, Sheila if you'll stand. She was the governmental liaison for Broward County up until about a month ago and she's working with them. We talked about some of the opportunities to deal with some of the challenges that we have with dealing with charter schools. Just to make sure the record is clear, the recommendation for denial was based upon 6 items that were not sufficient in the application. A lot was said tonight about the issue of innovation, but that was, I don't even see it listed there specifically as innovation, but there were 6 items that were deficient on the application. Dr. Robinson?

Dr. Robinson: Okay, I'm sorry to belabor this, but I'm hung up on the word rubric so ...

Ms. Rico: Dr. Robinson pointed out that I utilized the word rubric. I did not mean the rubric that you had been requesting, I meant all of the attachments and all of the material that supported the analysis that staff did and the evaluation that staff did that based the Superintendent's recommendation, rubric was a misword on my part. Sorry.

Chair: Dr. Robinson.

Dr. Robinson: I just want to make sure when you refer to the rubrics and that I asked to get copies of them that it's like, this is what fully meeting the standards looks like in each case. This would be partially, okay, all right. I just wanted to make sure because legal messed it up.

Chair: Mrs. Andrews.

Mrs. Andrews: I want to make sure that we all get those documents. I want to make sure that we all get those documents.

Chair: Any other comments? If not, we'll call the question. All in favor? All opposed? Motion carries 6-0. This is Superintendent LD ...

Dr. Evosa: 3.

Chair: 3.

Dr. Evosa: I recommend the board approve the settlement in the case of School Board of Palm Beach County Florida versus 1325 Gateway, LLC. Case number 502010CA028716XXXXMB and authorize the Chairman, Superintendent, general counsel to sign all necessary documents.

Chair: Motion by Mr. Barbieri, second by Dr. Robinson. Any discussion? Seeing none. All in favor? All opposed. Motion carries 6-0. Next item is policy A1.

Dr. Evosa: I recommend the board approve development of proposed revised policy 3.10 conditions of employment with the district.

Chair: Was there a motion by Mrs. Andrews, second by Dr. Robinson.

Dr. Robinson: I pulled that.

Chair: And Dr. Robinson, you pulled that item.

Dr. Robinson: I only pulled this to ask what is the status of us using biometrics?

Dr. Evosa: I'm sorry, this item, are you talking about within the conditions of employment?

Dr. Robinson: Yeah.

Dr. Evosa: For, was it bus drivers, or?

Dr. Robinson: Well, it's lines 92 to 103 and it's talking about biometric record and I really had hoped that we had kind of moved away from that.

Dr. Evosa: Well, let's give staff one second to pull that up, but I don't know that I remember that part of that policy. Which page number are you on Dr. Robinson?

Dr. Robinson: It's lines 92 to 103, it's 1,2, I guess page 3 of the policy. We're on 3.10 right? Conditions of employment with the district? Yeah?

Speaker 9: It's listed when requested, and we don't do that.

Dr. Robinson: Yeah, so could we remove that? Why do we have that in there? I thought we stopped that.

Speaker 10: We do use time clocks.

Speaker 9: Okay, go ahead.

Dr. Robinson: Could we research that please?

Speaker 10: We do use time clocks for people to record their time when they come into the district offices ...

Dr. Robinson: With their fingerprint?

Speaker 10: ... yeah, the thumb. Yes, that's correct.

Dr. Robinson: Okay, so that's what we're talking about?

Speaker 10: That's what we're currently using as a, if you can classify that as a biometric.

Dr. Robinson: (laughing)

Speaker 10: Biometrics can be a number of things.

Dr. Robinson: I know, and that's what I'm worried about.

Speaker 10: That's what you're getting at.

Dr. Robinson: Yeah, okay.

Speaker 10: We're not using any of those.

Dr. Robinson: Okay, I just want to share my concern that we're kind of moving down the technologic age of Big Brother watching you and we might as well just put a chip in 'em. You know what I'm saying?

Speaker 10: Yes.

Dr. Robinson: All right, so I'm just paranoid about that and I think with good reason. I'm just going to vote against it just because I don't like biometrics.

Chair: All right, any other questions? Seeing none. We'll call the question, all in favor? All opposed? Let the record show the vote was 5-1 with Dr. Robinson voting against. Next item is policy A2.

Dr. Evosa: I recommend the board approve development of proposed revised policy 3.55 interim appointments for non-instructional employees and temporary personnel.

Chair: Is there a motion? Dr. Robinson moves, Mr. Barbieri seconds. Dr. Robinson, you pulled this item.

Dr. Robinson: Thank you, okay, so as I understand this if we look at the first page under A and then little 2 and 3. For an administrative or management level non-instructional position the Superintendent can place an interim or acting for an indefinite period of time. If the position is lower on the food chain so to speak, non-instructional, the Superintendent under this policy would only be able to place a interim or acting for the balance of the school year. Is that how you interpret this?

Chair: Dr. Evosa?

Dr. Evosa: Ms. Durow, will you provide some detail?

Mrs. Durow: What we're trying to do is to be consistent with what our practice is currently because currently our policy stated that the Superintendent has the authority to make an employee acting until July 1. We have employees that have gone longer so what we're trying to do is change the wording so that we're consistent with what our practice is right now so that should the Superintendent decide to make somebody acting, he could continue that after July 1 and they could continue for the rest of their employment.

Dr. Evosa: Did that answer the question?

Dr. Robinson: Mr. Shaw?

Mrs. Durow: See what you got.

Chair: All right, Mrs. Durow can you clarify that one? I'm not sure that we quite understood that one.

Dr. Robinson: I got it.

Chair: When you said they could continue for the rest of their employment is that like for a career of 20 years doing that?

Mrs. Durow: Depending on the Superintendent's recommendation. Yes.

Dr. Robinson: (laughing) Okay, making my point here. Okay.

Chair: I have a feeling that staff may want to look at that particular issue. Dr. Robinson?



Dr. Robinson: Hey, good. Well, yeah and so I'm into my consistency thing. Would there be anything, how do I phrase, would there be anything that if we unstruck the lines that had the management level people not be able to go more than the balance of the school year, so that's lines 28 to 30. If we unstruck that and kept that in the policy would there be anything that would prohibit the Superintendent from then re-appointing as an interim or acting if there was some need to. I don't remember seeing it in here, is there some rule that says you can only do interim or acting one time for a position or something?

Mrs. Durow: That's what we currently do now, he continues to re-up that.

Dr. Robinson: But it doesn't keep coming back to us.

Speaker 11: It does on the re-appointment agenda, ...

Mrs. Durow: Right.

Speaker 11: ... this language is just to make that consistent and explicit because that is what happens now.

Dr. Robinson: Okay, so okay. I could just tell you that my personal position is that we stop doing that, right? So that an interim or acting, whether it's management or not should only be appointed for the balance of the school and then it would require a re-appointment which shouldn't just go on the agenda in the numbers of hundreds and thousands of people that are re-appointed. It should have to come back to the board as a renewal of the interim status if that's what it's going to be, I would think. That's what I would suggest. Dr. Evosa, I would ask that you look at that.

Dr. Evosa: Well, I've only been a Superintendent 4 years going into my 5th year, I couldn't envision a time where I'd need to do that for longer. There always is an opportunity if it presents itself that I've maybe put someone in an acting position and they're only in it 2 months and then the year ends. Then I have to come back to the board and say I haven't had enough time yet to evaluate their ability to do the job and I'd like to do it for another 6 months to make that determination. Let me talk with staff and see if we can't come back with some language that's a little clearer.

Chair: Ms. Rico, just to help move that along then, if we approve the policy as is, does that give the Superintendent enough authority to take that kind of action administratively without having to make a change in the policy?

Ms. Rico: No, this is just still in development, so we can come back.

Chair: We can make changes, but if it were left this way does that leave any administrative leeway?

Ms. Rico: Well, if it was left, you mean if it were passed?

Chair: If it were passed this way.

Ms. Rico: In that, no. I think you'd need to clarify.

Chair: Okay, so staff will have a chance to look at this.

Dr. Evosa: Yeah. We've got time, we've got time.

Chair: Any other discussion? Dr. Robinson.

Dr. Robinson: Okay, just to beat the dead horse I just want to make the point that I think whatever it is, it should be the same whether they're management level or lower on the food chain. Whatever it is. Not a perfect, just think it should be the rest of the school year and then have to come back, but whatever it is, it should be consistent.

Chair: All right, any other discussion? Seeing none will call the question. All in favor? All opposed? Motion carries 5-1 with Dr. Robinson voting against.

Dr. Robinson: I thought if you were the second you [inaudible 00:31:23]. What's the Robert's rules?

Chair: Right, that's right.

Dr. Robinson: I withdraw my motion.

Chair: Okay, is there a motion to approve this? Motion by Mr. Barbieri, second by Mrs. Brill. Dr. Robinson.

Dr. Robinson: I move to table this for 1 month to give the Superintendent opportunity to review what he would think is best.

Chair: Okay, we have a second, so there's no discussion on tabling. All those in favor? All those opposed? All right, this item is tabled until next month. All right, that concludes our agendas for motion to adjourn. Motioned by Mr. Barbieri, second by Mrs. Andrews. All in favor? All opposed. Motion carried 6-0. Please don't forget to go to Coldstone at Lantana and Jog with Park Vista High School for their fundraiser. Thank you.

Dr. Robinson: Are you going to be, you're going to be there right, Mr. Shaw?

Chair: Yes, I'm ...

Dr. Robinson: Well, we'll give you our money since ...

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