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CHARTER SCHOOL APPEAL COMMISSION

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INNOVATION PREPARATORY CHARTER,

Appellant/Applicant,

v.

DOE No. 2025-4286

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA,

Appellee/School Board.

APPELLEE THE SCHOOL BOARD OF BROWARD COUNTY,
FLORIDA'S WRITTEN ARGUMENT IN OPPOSITION
TO APPEAL OF INNOVATION PREPARATORY CHARTER

COMES NOW the Appellee, THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA ("SBBC" or "Appellee"), by and through its undersigned attorneys, and pursuant to Section 1002.33(6)(c)1, Florida Statutes, and Section 6A-6.0781, Florida Administrative Code, respectfully files this its response to the appeal filed by the Applicant/Appellant, Wanda Jean Collins concerning the charter school application for INNOVATION PREPARATORY CHARTER ("Innovation", "Applicant" or "Appellant"), and respectfully states as follows:

IDENTIFICATION OF PARTIES

The charter school application for INNOVATION PREPARATORY CHARTER was submitted by Wanda Jean Collins ("Innovation", "Applicant" or "Appellant"), 3686 NW 95th Terrace, Apt 4M Sunrise, Florida 33351;| wandacollins400@gmail.com. The proposed sponsor below was The School Board of Broward County, Florida ("SBBC" or "Appellee"), 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301.

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGES</u>
Preamble/Identification of Parties	1
Statement of Facts and Procedural Matters	2 – 5
Part I: Application Deficiencies – Educational Foundation/Teaching & Learning	5 - 6
Part II: Application Deficiencies – Curriculum and Instruction	6 - 8
Part III: Application Deficiencies – Student Academic Goals and Objectives	8 - 9
Part IV: Application Deficiencies – Exceptional Students Program	9 - 10
Part V: Application Deficiencies – English Language Learner Students Program	10 - 12
Part VI: Application Deficiencies – Learning Environment	12 - 13
Part VII: Application Deficiencies – Administration of School Operations	13 - 14
Part VIII: Application Deficiencies – Transportation Services	14
Part IX: Application Deficiencies – School Safety and Security	15 - 16
Part X: Application Deficiencies – Financial Plan	17
Part XI: Application Deficiencies – Financial Management and Protection of Student and Financial Records	17 - 18
Innovation’s Insufficient Argument on Appeal	18
Conclusion	19
Certificate of Filing and Service	19 - 20

STATEMENT OF FACTS AND PROCEDURAL MATTERS

SBBC currently sponsors eighty-six (86) charter schools operating in Broward County, Florida and two (2) additional applications are being recommended for approval in December 2025 for charter schools to open in the 2026-2027 school year.

On September 23, 2024, the Applicant submitted its proposed Grades K to 5 charter school application to SBBC. As part of the application, the Applicant agreed to extend the 90-day charter application approval timeline under Section 1002.33(6)(b)2a, Florida Statutes.

The application was reviewed by the Superintendent's Charter School Review Committee ("Committee"), which is comprised of personnel from pertinent district departments including, without limitation, Elementary Learning, Exceptional Student Education, Bilingual/ESOL, Facilities, Budget, Educational Assessment, Analysis, & Research, School Safety & Emergency Preparedness, and Charter Schools Management/Support Department. Each Committee member representative of these school district administrative departments noted any strengths and/or areas of concern within the Innovation's application and indicated whether those portions of the charter school application falling within the reviewer's area(s) of expertise met the application standard, partially met the application standard, or did not meet the application standard.

The Committee found numerous deficiencies within Innovation's charter school application (Form IEPC-M2), completed the Form IEPC-M2 Florida Charter School Application Evaluation, and recommended denial of Innovation's application (Exhibit 1). These deficiencies were specified in the Innovation Preparatory Charter Deficiencies Summary which was appended to and incorporated by reference within the Executive Summary to SBBC's Agenda Item M-6 at its May 13, 2025, Regular School Board Meeting (Exhibit 5).

The Applicant was notified via email on March 14, 2025 (Exhibit 3) that the application would be presented to the SBBC to consider a recommendation for the application's denial during a Regular School Board Meeting. Exhibit 3 provided the applicant with options to withdraw the application due to a myriad of deficiencies or continue as a recommended denial before SBBC.

On March 19, 2025, the Applicant elected to have the application go forward as a Denial at an upcoming Regular School Board Meeting (Exhibit 4).

During SBBC's May 13, 2025, meeting (Exhibit 6), the district school board considered and denied Innovation's application. No representative for the Applicant chose to speak at that meeting and SBBC voted to deny the application.

SBBC's Superintendent of Schools issued a letter of application denial to the Applicant on May 16, 2025 (Exhibit 7) via electronic and certified mail which was returned to the sender. A second copy of the denial letter was sent to the Applicant on May 23, 2025, and was received by the Applicant on May 28, 2025. The letter of denial was accompanied by a copy of the deficiency summary from SBBC's meeting which identified the application's numerous deficiencies and the grounds for denial.

During May and June 2025, the Applicant transmitted several documents to the Florida Department of Education, including statements of intent to appeal, model charter applications, denial letters from the School Board, photographs of emails, a bell schedule, and organizational charts. The documents provided by the Applicant did not meet the requirements of Rule 6A-6.0781, Florida Administrative Code. The Charter School Appeal Commission issued two (2) Notices of Insufficiency to the Applicant requiring the performance of curative measures. The Commission's Second Notice of Insufficiency stated in pertinent part as follows:

The Applicant provides 1-2 sentences per issue that merely restate the standards, but provides nothing to help the Charter School Appeal Commission to understand the Appellant's argument. Appellant provides no support for the contention that the district misinterpreted statutory and evaluation criteria, omitted evidence, and incorrectly assessed the educational program proposed in the application.

The Commission issued an email on November 6, 2025, stating that "[t]he Department has determined that the latest appeal packet filed in this case, attached here, will be referred to the

Charter School Appeal Commission (CSAC).” SBBC has reviewed Innovation’s latest appeal packet and, as discussed herein, respectfully submits that Innovation’s appeal filings continue to lack sufficient detailed argument to oppose SBBC’s denial of its application.

Pursuant to Rule 6A-6.0781(1)(c), Florida Administrative Code, SBBC is required to include with its response all documents considered by the district school board in making its decision that were not filed as exhibits to the applicant’s appeal. Documents that were omitted by the applicant from the record on appeal are listed as follows and are contained in the Appendix to SBBC’s written argument:

- The completed Form IEPC-M2 Florida Charter School Application Evaluation Instrument;
- The available transcripts from the capacity interview (Exhibit 2);
- The available transcript of the May 13, 2025, meeting before the district school board in which the decision upon Innovation’s application was considered https://browardschools.granicus.com/player/clip/473?meta_id=258872; and
- The agenda item for the May 13, 2025, meeting at which the district school board considered Innovation’s application.

**Part I: Application Deficiencies – Educational Foundation
and Teaching and Learning Strategies**

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to adequately describe the educational foundation of the proposed school and the teaching and learning strategies that will be employed.

Section 1002.33(7)(a)2, Florida Statutes, states in pertinent part as follows:

“The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, and any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate use of technology which comply with legal and professional standards.”

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies under Section 1002.33(7)(a)2, Florida Statutes, that exist within Innovation's application:

- i. **Application Deficiency:** The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District's Comprehensive Evidence-Based Reading Plan.
- ii. **Application Deficiency:** The application fails to provide information regarding the educational program design for grade 6 although the application discusses offering credit recovery courses for middle school students.
- iii. **Application Deficiency:** The application fails to identify the criteria that will be used to determine the appropriate programs and curriculum to be used to meet the needs of all students.
- iv. **Application Deficiency:** The application fails to include a professional development plan for teachers to ensure that the reading curriculum is implemented with fidelity and how implementation will be monitored.
- v. **Application Deficiency:** The application fails to indicate that the required 90 minutes of uninterrupted instruction in reading for grades K-5 will be provided as per State Board Rule. The application states 60 minutes.
- vi. **Application Deficiency:** The application fails to identify a plan for addressing Tier 2 and Tier 3 students which includes data management for placement of students and monitoring of implementation.
- vii. **Application Deficiency:** The application fails to include differentiated instruction to meet the needs of all students in all content areas, not just reading.
- viii. **Application Deficiency:** The application fails to clearly describe the professional development plan for the school which includes but is not limited to how the school will determine its needs, who will provide the professional development, and how it will be evaluated for effectiveness.
- ix. **Application Deficiency:** The application fails to clearly describe the Extended Learning Opportunities that will be offered to students which includes but is not limited to how students will be identified, the frequency of and duration of the extended learning opportunities, the types of extended learning opportunities, how the school will decide which curriculum material will be appropriate, who will be providing the instruction, and how the school will progress monitor the students who are receiving tutoring services.
- x. **Application Deficiency:** The application fails to include information for the science program that the school will offer.

Part II: Application Deficiencies – Curriculum and Instruction

As stated in SBBC's Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation's application failed to adequately describe the

curriculum and instruction of the proposed school. Innovation's application failed not only to explain what the school will teach - but also how and why it would be provided to students.

Section 1002.33(6)(a)2 and 4, Florida Statutes, specifies a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Charter School applications are subject to the following requirements: 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: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the state academic standards.”

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies under Section 1002.33(6)(a)2, Florida Statutes, that exist within Innovation's application:

- i. **Application Deficiency:** The application fails to identify accurately the academic standards that the school will use for mathematics instruction.
- ii. **Application Deficiency:** The application fails to clearly explain its rationale for the choice of mathematics instructional materials.

Section 1002.33(6)(a)4, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Charter School applications are subject to the following requirements: Describes the reading curriculum and differentiated strategies that will be used for students reading a grade level or higher and a separate curriculum for students who are reading below grade level... A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.”

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies under Section 1002.33(6)(a)4, Florida Statutes, that exist within Innovation's application:

- i. **Application Deficiency:** The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District's Comprehensive Evidence-Based Reading Plan.

- ii. **Application Deficiency:** The application fails to identify the criteria that will be used to determine the appropriate programs and curriculum to be used to meet the needs of all students.
- iii. **Application Deficiency:** The application fails to indicate that the required 90 minutes of uninterrupted instruction in reading for grades K-5 will be provided as per State Board Rule. The application states 60 minutes.
- iv. **Application Deficiency:** The application fails to identify a plan for addressing Tier 2 and Tier 3 students which includes data management for placement of students and monitoring of implementation.
- v. **Application Deficiency:** The application fails to include differentiated instruction to meet the needs of all students in all content areas, not just reading.

Section 1002.33(7)(a)2a, Florida Statutes, specifies a required element of the Model

Florida Charter School Application and states in pertinent part as follows:

“The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the state’s academic standards and grounded in scientifically based reading research.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies under Section 1002.33(7)(a)2a, Florida Statutes, that exist within Innovation’s application:

- i. **Application Deficiency:** The application fails to provide a clear and coherent framework for teaching and learning.
- ii. **Application Deficiency:** The application fails to clearly identify state adopted curriculum materials for English Language Arts, Reading, Reading Interventions, and Writing at each grade level/band.
- iii. **Application Deficiency:** The application fails to select a curriculum for grades K-5 that is state-adopted.
- iv. **Application Deficiency:** The application fails to include the curriculum that is selected for grade 6.
- v. **Application Deficiency:** The application fails to provide adequate evidence of a state-aligned Multi-tiered System of Support/Response to Intervention (MTSS/RtI) Process to meet the needs of all students.
- vi. **Application Deficiency:** The application fails to identify a state-adopted curriculum program for Tier 2 and Tier 3 interventions or a plan of implementation which includes but is not limited to data analysis, student placement for Tier 2 and Tier 3 interventions, person(s) responsible, frequency of interventions, documentation/data used for decision-making, and curriculum.

Part III: Application Deficiencies – Student Academic Goals and Objectives

As stated in SBBC's Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation's application failed to adequately describe the proposed school's academic goals and objectives for its students. Innovation's application failed to define what students attending the proposed school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the proposed school as a whole will be measured - not only to explain what the school will teach - but also how and why it would be provided to its students.

Section 1002.33(6)(a)3, Florida Statutes, specifies a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Charter school applications are subject to the following requirements: Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.”

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency under Section 1002.33(6)(a)3, Florida Statutes, that exist within Innovation's application: **Application Deficiency:** The application fails to provide a current progression plan for students.

Section 1002.33(7)(a)3, Florida Statutes, specifies a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“The charter shall address and criteria for approval of the charter shall be based on: The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used...”

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies under Section 1002.33(7)(a)3, Florida Statutes, that exist within Innovation's application:

- i. **Application Deficiency:** The application fails to include evidence of assessments to determine baseline data for students in grades K-2.
- ii. **Application Deficiency:** The application fails to include evidence of progress monitoring and student academic performance for students in grades K-2.

Part IV: Application Deficiencies – Exceptional Students Program

As stated in SBBC's Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation's application failed to adequately describe the proposed school's plan to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education academic goals and objectives for its students.

Section 1002.33(16)(a)3, Florida Statutes, requires a charter school to comply with those statutes pertaining to the provision of services to students with disabilities. In addition, State Board Rule 6A-6.03028(1), Florida Administrative Code, states in pertinent part as follows:

“Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S. and State Board Rules 6A-6.03011 through 6A-6.0361, F.A.C.”

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies under Section 1002.33(6)(a)3, Florida Statutes, that exist within Innovation's application:

- i. **Application Deficiency:** The application fails to provide a clear plan to ensure the participation in standardized testing with allowable accommodations for Students with Disabilities (SWD) as Section 1008.22, Florida Statutes and State Board Rules 6A-1.0943(3) and 6A-1.09401, Florida Administrative Code require.

- ii. **Application Deficiency:** The application fails to include the testing plan to include students with disabilities in standardized testing with allowable accommodations.
- iii. **Application Deficiency:** The application fails to identify the specific measures to be used in the quarterly progress monitoring of SWD/Gifted students as required by State Board Rule 6A-6.03028(3)(h)7 and State Board Rule 6A-6.030191(4)(d), Florida Administrative Code.
- iv. **Application Deficiency:** The application fails to include a plan for quarterly progress monitoring of academic achievement and Individualized Education Program (IEP)/Education Plan (EP) goal attainment for SWD/Gifted students.
- v. **Application Deficiency:** The application fails to provide for the opportunity for parent to fully participate in the Gifted EP meeting as required by State Board Rule 6A-6.030191(2)(a), Florida Administrative Code.
- vi. **Application Deficiency:** The application fails to provide for clear, concise, and timely communication regarding procedural safeguards to parents of gifted students as required by State Board Rule 6A-6.03311(2)(a), Florida Administrative Code.

Part V: Application Deficiencies – English Language Learner Students

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to adequately describe the proposed school’s plan to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education as required in Section 1003.56, Florida Statutes: English language instruction for limited English proficient students and State Board Rules 6A-6.0900 to 6A-6.0909, Florida Administrative Code: Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.

State Board Rule 6A-6.0902, Florida Administrative Code – “Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners” and the state-approved District ELL Plan require that all students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies regarding serving English Language Learner students that exist within Innovation's application:

- i. **Application Deficiency:** The application fails to correctly identify the assessments used for placement and the 20-day timeline to access from initial date of registration.
- ii. **Application Deficiency:** The application fails to identify supplemental materials used to support English Language Learner (ELL) students.

State Board Rule 6A-6.09022, Florida Administrative Code – “Extension of Services in English for Speakers of Other Languages (ESOL) Program” requires that any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

SBBC's Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding serving English Language Learner students that exist within Innovation's application: **Application Deficiency:** The application fails to demonstrate an understanding of the requirements to provide extension of services to ELL students.

State Board Rule 6A-6.0903, Florida Administrative Code – “Requirements for Exiting ELLs from the ESOL Program” requires that all procedures be followed for a student to be properly exited from the ESOL Program.

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding serving English Language Learner students that exist within Innovation’s application: **Application Deficiency:** The application fails to provide a clear understanding of district policies and procedures for exiting ELLs from the ESOL Program.

Part VI: Application Deficiencies – Learning Environment

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to adequately describe the learning environment of the proposed school and provide evidence that the school will ensure a safe environment conducive to learning.

Section 1002.33(7)(a)7, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school’s code of student conduct.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(7)(a)7, Florida Statutes, that exist within Innovation’s application, including that “The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school’s code of student conduct”:

- i. **Application Deficiency:** The application fails to explain the correct references to the District’s Student Code of Conduct as it relates to procedures for dismissal from a charter school.
- ii. **Application Deficiency:** The application fails to align with the suspension appeal procedures for charter schools as outlined in the District’s Student Code of Conduct.

Part VII: Application Deficiencies – Administration of School Operations

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to adequately describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Section 1002.33(7)(a)14, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“The charter shall address and criteria for approval of the charter shall be based on:
“The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies regarding Section 1002.33(7)(a)9, Florida Statutes, that exist within Innovation’s application:

- i. **Application Deficiency:** The application fails to provide a narrative of the management structure of the school in Section C of the application.
- ii. **Application Deficiency:** The application fails to show an understanding of the current teacher job description and certification information.

Part VIII: Application Deficiencies – Transportation Services

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to describe how the school will address transportation services for its student body.

Section 1002.33(20), Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the sponsor, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure the 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.

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(20), Florida Statutes, that exist within Innovation’s application: **Application Deficiency:** The application fails to indicate if the school will provide transportation to the students. If the school does plan to transport students, no information was provided regarding the school’s plan to secure transportation.

Part IX: Application Deficiencies – School Safety and Security

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Section 1002.33(16)(b)8, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Additionally, the charter school shall be in compliance with the following statutes: Section 1006.12, relating to safe-school officers.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(20), Florida Statutes, that exist within Innovation’s application: **Application Deficiency:** The application fails to provide details for the safe school officer plan and documentation of daily coverage.

Section 1002.33(16)(b)9, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(7), relating to threat management teams.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(16)(b)9, Florida Statutes, that exist within Innovation’s application: **Application Deficiency:** The application fails to provide an understanding of the Florida Model for Threat Management and ensuring participation from mental health experts and law enforcement in the threat management process.

Section 1002.33(16)(b)10, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(9), relating to School Environmental Safety Incident Reporting.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(16)(b)9, Florida Statutes, that exist within Innovation’s application: **Application Deficiency:** The application fails to provide information regarding School Environmental Safety Incident Reporting (SESIR) particularly regarding SESIR training and reporting.

Section 1002.33(16)(b)13, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(6)(d), relating to adopting an active assailant response plan.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(16)(b)13, Florida Statutes, that exist within Innovation’s application: **Application Deficiency:** The

application fails to provide details for the active assailant response plan adoption and use of plain language.

Section 1002.33(16)(b)14, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“Additionally, the charter school shall be in compliance with the following statutes: Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiency regarding Section 1002.33(16)(b)13, Florida Statutes, that exist within Innovation’s application: **Application Deficiency:** The application fails to provide details for the FortifyFL requirements.

Part X: Application Deficiencies – Financial Plan

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to provide an adequate financial plan for the proposed school.

Section 1002.33(6)(a)5, Florida Statutes, is a required element of the Model Florida Charter School Application, and states in pertinent part as follows:

“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: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies regarding Section 1002.33(6)(a)5, Florida Statutes, that exist within Innovation’s application:

- i. Application Deficiency: The application fails to align the FEFP revenue and the total revenue for year 5 on the FLDOE Revenue Estimate Worksheet.
- ii. Application Deficiency: The application fails to provide documentation to support the \$40,000 donation for the planning year.

**Part XI: Application Deficiencies – Financial Management
and Protection of Student and Financial Records**

As stated in SBBC’s Innovation Preparatory Charter Deficiencies Summary which was appended to the notice of denial, Innovation’s application failed to adequately describe how the proposed school’s finances will be managed and who will be responsible for the protection of student and financial records.

Section 1002.33(7)(a)11, Florida Statutes, is a required element of the Model Florida Charter School Application and states in pertinent part as follows:

“A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.”

SBBC’s Innovation Preparatory Charter Deficiencies Summary submitted with the application denial letter identified the following deficiencies regarding Section 1002.33(7)(a)11, Florida Statutes, that exist within Innovation’s application:

- i. Application Deficiency: The application fails to describe the approval processes for all operating expenditures and capital expenditures.
- ii. Application Deficiency: The application fails to include the policy on compliance precautions and preventative measures for cash transactions.

INNOVATION’S INSUFFICIENT ARGUMENT ON APPEAL

Innovation’s written argument submitted in response to the eleven Parts of SBBC’s Summary of Areas of Deficiency and the above **fifty (50) enumerated and detailed areas of deficiency** failed to specifically identify where identified deficiencies were adequately addressed

within its application. If those deficiencies had indeed been adequately addressed in the application, all Innovation had to do in its written argument was to direct the Commission to the pages and lines within its application that sufficiently addressed the issue.

Instead, Innovation merely offers vague conclusionary statements without providing any supporting facts or evidence. This is the same inadequate approach that prompted the Commission's issuance of two Notices of Insufficiency and reflects the poor quality and insufficient nature of Innovation's application. It is respectfully submitted that the good cause existed for SBBC's denial of Innovation's application and Innovation's continued inability to refute the identified application deficiencies provide ample grounds for the Commission to deny Innovation's appeal.

CONCLUSION

It is respectfully submitted that the proposed sponsor, The School Board of Broward County, Florida, identified good cause in its letter of denial of the charter school application submitted by Applicant for INNOVATION PREPARATORY CHARTER and that the State Board of Education should uphold that denial upon appeal.

CERTIFICATE OF FILING AND SERVICE

I HEREBY CERTIFY that on December 5, 2025, the foregoing Appellee School Board's Written Argument and the Appendix to Appellee School Board's Written Argument were filed with the Agency Clerk of the Florida Department of Education, and that true and correct copies of the same have been furnished via email and via Federal Express overnight service to Appellant at the address listed below:

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S:/v/allwork/sbbc/memos/2526year/charterappeal/251204sbbcreplybrief

**STATE OF FLORIDA
CHARTER SCHOOL APPEAL COMMISSION**

INNOVATION PREPARATORY CHARTER,

Appellant/Applicant,

v.

DOE No. 2025-4286

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA,

Appellee/School Board.

APPELLEE THE SCHOOL BOARD OF BROWARD COUNTY,
FLORIDA'S APPENDIX

APPELLEE THE SCHOOL BOARD OF BROWARD COUNTY,
FLORIDA'S APPENDIX

TABLE OF CONTENTS

<u>EXHIBIT</u>	<u>PAGES</u>
Exhibit 1 - The completed Form IEPC-M2 Florida Charter School Application Evaluation Instrument.	4 - 603
Exhibit 2 - The available transcripts from the capacity interview.	602 - 694
Exhibit 3 - March 14, 2025, email notifying the Applicant that the application would be presented to the SBBC to consider a recommendation for the application's denial during a Regular School Board Meeting.	695
Exhibit 4 – The Applicant's March 19, 2025, written election to proceed with SBBC's consideration of the pending recommendation for denial.	696 - 699
Exhibit 5 - Agenda Item M-6 at its May 13, 2025, Regular School Board Meeting and Video of same Meeting (<i>see thumb drive</i>).	700 - 711
Exhibit 6 - The available transcript for the May 13, 2025, meeting at which the district school board considered Innovation's application.	712
Exhibit 7 - SBBC Superintendent of Schools' May 23, 2025, which identified the application's numerous deficiencies and the grounds for denial.	713 - 723

CERTIFICATE OF FILING AND SERVICE

I HEREBY CERTIFY that on December 5, 2025, the foregoing Appellee School Board's Written Argument and the Appendix to Appellee School Board's Written Argument were transmitted via Federal Express – Priority Overnight Service to the Agency Clerk of the Florida Department of Education, and via email and via Federal Express – Priority Overnight Service to Appellant at the address listed below:

For Innovation Preparatory Charter:

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EXHIBITS 1-7

Model Florida Charter School Application

New Charter Application #000922

Innovation Preparatory Charter

Submitted To:

Broward County Public Schools
Choice/Charter Schools Management Support Department
Broward County Public Schools

600 SE 3rd Ave.
Fort Lauderdale, FL 33301
Phone: 754-321-2135
Fax: 754-321-2138

Submitted By:

Wanda Collins
2157 Northwest 37th Avenue
Coconut Creek, FL 33066

Table Of Contents

General

- A. School Information**
- B. Contact Person**
- C. Enrollment Projections**
- D. Board Members**
- E. Start-up Team Members**

EXECUTIVE SUMMARY

- 1. Executive Summary**

EDUCATIONAL PLAN

- 1. Mission, Guiding Principles and Purpose**
- 2. Target Population and Student Body**
- 3. Educational Program Design**
- 4. Curriculum and Instructional Design**
- 5. Student Performance**
- 6. Exceptional Students**
- 7. English Language Learners**
- 8. School Culture and Discipline**
- 9. Supplemental Programming**

ORGANIZATIONAL PLAN

- 10. Governance**
- 11. Management and Staffing**
- 12. Human Resources and Employment**
- 13. Professional Development**
- 14. Student Recruitment and Enrollment**
- 15. Parent and Community Involvement**

BUSINESS PLAN AND ADDENDUMS

- 16. Facilities**
- 17. Transportation Service**
- 18. Food Service**
- 19. School Safety and Security**
- 20. Budget**
- 21. Financial Management and Oversight**
- 22. Start-Up Plan**
- 23. Addendum A: Replications**
- 24. Addendum A1: High Performing Replications**
- 25. Addendum B: Education Service Providers**
- 26. Addendum - Consultant Information * District Request**
- 27. Addendum - Review Extension Waiver * District Request**

ATTACHMENT TEMPLATES

- 28. Application Cover Sheet**
- 29. Statement of Assurances**
- 30. Board Member Information Form**
- 31. Applicant History Worksheet**

CHART OF ATTACHMENTS

- 1. Chart of Attachments**

GENERAL

A. School Information

Open Date: **August 1, 25**
 Proposed Name: **Innovation Preparatory Charter**
 School Type: **Elementary**
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5]**
 School District: **Broward County**
 Neighborhood / Community:
 Organization Type: **Non-profit Corportation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **, , FL 33066**
 Phone: **5613999371**
 Fax:
 Web Site:
 Calendar Type: **Standard - 180 instructional days**
 Educational Service **(None)**
 Provider:

B. Primary Contact Person

Name: **Wanda Jean Collins**
 Mailing Address: **2157 Northwest 37th Avenue Coconut Creek, Florida 33066**
 Mobile Phone: **561-399-9371**
 Alternate Phone:
 Email: **wandacollins400@gmail.com**
 Current Employer: **Self-employed**

C. Attendance Projections

Grade Level	2025-26 Enrollment		2026-27 Enrollment		2027-28 Enrollment		2028-29 Enrollment		2029-30 Enrollment		At Capacity 2030-31	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK	40	90	50	100	70	110	90	120	110	140	130	160
K	40	90	50	100	70	110	90	120	110	140	130	160
1	40	90	50	100	70	110	90	120	110	140	130	160
2	40	90	50	100	70	110	90	120	110	140	130	160
3	40	90	50	100	70	110	90	120	110	140	130	160
4	40	90	50	100	70	110	90	120	110	140	130	160
5	40	90	50	100	70	110	90	120	110	140	130	160
Total	280	630	350	700	490	770	630	840	770	980	910	1120

D. Board Members

Name	Title	Contact Information	Current Employer
Collins, Wanda	President	P: M: 5613999371 E: wandacollins450@gmail.com	
McDowell, Camia	Vice President	P: M: 9549949649 E: camiamcdowell@gmail.com	Self Employed
McDowell, Ciara	Board Member	P: M: 954-994-9691 E: thereal.ciara22@gmail.com	Taco Bell

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Collins, Wanda	Authorized Representative	P: M: 5613999371 E: wandacollins450@gmail.com	

EXECUTIVE SUMMARY

1.Executive Summary

Section Evaluation	
Complete Dorina Varsamis, 10/4/24	Final Rating Complete
Complete Adrienne Reynolds, 10/14/24	
Complete Sherry Richmond, 10/14/24	
Complete Patricia Transue, 10/16/24	
Complete Blanca Guerra, 10/18/24	
Complete Paley Munn, 10/22/24	
Complete Yolanda Martinez, 10/29/24	
Complete Debbie-Ann Scott, 11/1/24	
Complete Marlem Aleman, 11/1/24	
Complete Tanya Hutkowski, 11/7/24	
Complete Terri Coyle, 11/7/24	
Complete Donte Collins, 11/9/24	
Complete Kristin Andujar, 11/13/24	
Complete Maribel Lauzurique, 11/13/24	
Complete Dillon Giorgis, 1/13/25	
Complete Reynaldo Tunnermann, 11/14/24	
Complete Leyda Sotolongo, 11/14/24	
Complete Melissa Pariaug, 11/14/24	
Complete Sophie Cariveau, 11/15/24	
Complete Detra Adams, 11/18/24	
Complete Melissa Miller`, 11/19/24	
Complete Ella Ahgal, 11/20/24	

Complete	Heather Binns, 11/20/24
Complete	Marion Williams, 11/21/24
Complete	Perla Tarrau-Ayala, 11/22/24
Complete	Morgan Nykiel, 11/25/24
Complete	Joe Beck, 12/12/24
Complete	Rhonda Stephanik, 1/21/25
Complete	Nicole Marsala, 1/27/25
Complete	Donna Haynes, 1/30/25
Complete	Debra Kearns, 2/6/25
Complete	Simone Clowers, 2/7/25

Vision Statement: We are committed to striving for excellence in every area of our life.

Mission Statement: We seek to provide rigorous lessons aligned to The Florida B.E.S.T Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously.

Target Population: We will teach students in grade PK, K, 1, 2, 3, 4, 5, and 6 grade. We are targeting individuals in our surrounding area and/or around the Broward county area. Innovation Preparatory Charter Inc. school will not discriminate on the basis of race, religion, sexual orientation, or national or ethnic origin in the admission of students and will implement a diverse enrollment and marketing plan in order to achieve racial/ethnic balances reflective of the school district. We will hold a lottery if necessary to ensure fair and equity for all who want to enroll in our school.

Educational Design: Currently, Innovation Preparatory Inc. is in the start-up stage. We have designed a curriculum charter in align with FLDOE, thus having met all criteria specified in F.S. 1002.331. We have done our due diligence to ensure our students will achieve academic excellence as part of the Florida Board of Education School System.

The school will incorporate project-based lessons that are innovative and engaging to improve academic achievement. We have conducted extensive research and our findings have determined that Project-based learning, methodical approaches, and differentiated instruction are key components to a successful curriculum. This curriculum would be best for our students in and of itself because it allows our students to make real world connections. In a world with diverse learners, it is critical we create lessons that are not only dynamic in nature but are tailored to meet each student's needs. The school will provide adequate preparation for state assessments, strengthen the school-home connection and meet the individual needs of the student population while furthering the mission. We aim to create a curriculum that will engage and increase our students interest in college. Undergraduate student enrollment fell by nearly 1.4 million students, or almost 9% of total enrollment. Therefore, our school will also feature technology-rich

classrooms, be staffed with highly qualified teachers, thus providing an enriching learning environment where children can flourish as individuals while acquiring knowledge and skills essential to their future development. We will also provide support staff with the professional development that they need in order to be proficient in such modalities as project-based learning and differentiated instruction. These strategies were not a focal point at the undergraduate level and therefore ongoing professional development after college is necessary. It is a proven fact that teachers who are constantly honing their craft can connect with students to foster a classroom of sustainability versus teachers who are stagnant when it comes to learning new ways of approaching the subject. Teachers who crave healthy connections with their students are constantly researching ways to do so and reap great rewards as well. That is what our school is all about -creating lasting connections that will foster our youth to choose the right path. There are several ways teachers can connect with their students. They can get to know who their students are by having them complete an interest survey.

School Design and Culture: Innovation Preparatory Charter Inc. upholds an educational culture where academic excellence is our number one priority. We will create a climate where every individual is respected and cared for. Our philosophy is every child has the potential to be successful and we have high expectations because of our belief system. We are committed to educational excellence and empowering our future leaders. We expect our students and parents to be active participants in the learning process. We encourage parent involvement and collaborative infrastructure. In order to create a family culture, uniform guidelines, will be imposed. Innovation Preparatory Charter Inc. will offer programs and a support system for low-performing students (e.g. interventions, IEP's; afterschool tutoring), individualized services and programs for students with special needs (ESOL, ESE 504 and Gifted plan services) as well advanced academic initiatives for advanced learners (e.g. advanced courses, enrichment programs) in order to meet the needs of all our students .The school will provide a standard-based curriculum (with adequate preparation for state assessments) in order to meet the individual needs of the student.

The school will also provide adequate preparation for state assessments such as progressive formative assessments aligned to The Florida B.E.S.T Standards. The School will also be staffed with highly qualified teachers, thus providing an enriching learning environment where students can grow mentally. Capacity to successfully operate a high-quality school: The founding leader has taught at the middle school level for 15 years. The founding leader has been able to make learning gains with the lowest performing students in the school by building lasting connections. Innovation Preparatory Charter Inc. curriculum aligns with The Florida B.E.S.T Standards. As part of an advanced accredited system, Innovation Preparatory Charter will open as an AdvacED accredited program from inception and will uphold our vision of striving for excellence in every area of our life. The founding leader has obtained her master's in Educational leadership making her an excellent candidate for her leadership role.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation

Final Rating

Meets the Standard Rhonda Stephanik, 1/30/25

Meets the Standard

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

Mission Statement: We seek to provide rigorous lessons aligned to The Florida B.E.S.T Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously. Overall, we are committed to striving for excellence in every area of our life.

B. Provide the section number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy. 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. SECTION(S): 3
- Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. SECTION(S): 22
- 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. SECTION(S): 4, 6

C. Provide the section number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S. Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy.

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

- Improve student learning and academic achievement. SECTION(S): 3, 4, 5, 6
- Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. SECTION(S): 6, 20
- Encourage the use of innovative learning methods. SECTION(S): 3, 4, 5, 6
- Require the measurement of learning outcomes. SECTION(S): 4, 6

D. Provide the section number(s) of the material within this application that describes how the

proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy. This section is optional.

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

- Create innovative measurement tools. SECTION(S): 3,4,5,6
- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. SECTION(S): 6
- Expand the capacity of the public school system. SECTION(S): 3, 20
- Mitigate the educational impact created by the development of new residential dwelling units. SECTION(S): 3
- Create new professional opportunities for teachers, including ownership of the learning program at the school site. SECTION(S): 12, 13

Attachments

Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

2.Target Population and Student Body

Section Evaluation

Section Evaluation		Final Rating
Meets the Standard	Marion Williams, 1/29/25	Meets the Standard
Meets the Standard	Joe Beck, 2/6/25	

For each grade level served, provide the minimum and maximum projected student enrollment figures starting from the first year of operation. In the **At Capacity** column, select the the year in which the school will reach its enrollment capacity and provide the minimum and maximum enrollment figures for each grade level served.

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S. [1] If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

The mission of Innovation Preparatory Charter Inc. is to provide rigorous lessons aligned to The Florida's B.E.S.T Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be

productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously. Overall, we are committed to striving for excellence in every area of our life. We anticipate a student population of K, 1, 2, 3, 4, 5, & 6 graders. Our mission and vision statements are in direct alignment with how we will meet our students needs. To propel our students to reach their maximum potential, the school will implement project-based learning; differentiated instruction; and methodical approaches. These approaches in addition to the mandated Florida B.E.S.T Standards will prepare our students to master concepts learned.

We will have an open admissions policy in which the school will provide equitable choice opportunities for all students across grades K -6 . Innovation Preparatory Charter Inc. will be open to school aged children eligible to attend grades K -6 grade in Broward County. In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. In accordance with 1002.31(2)(a), beginning by the 2025-2026 school year, the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's open enrollment process.

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

Innovation Preparatory Charter Inc. will utilize the current Broward County School facilities.

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

Our enrollment projections for each grade level served in year 2025-2026 will consist of the following grade levels K, 1, 2, 3, 4, 5, and 6 grade students. Thus, the enrollment projections for year one is to serve a minimum of 280 students and a maximum of 490 students. We anticipate 95% of our seats to be full each year. Thus, for the first school year, we project our total budgeted enrollment to be 462 seats. During the 2026-2027 school year, we anticipate serving a minimum of 350 students and a maximum of 560 students. Therefore, for the second school year, we project our total budgeted enrollment to be 532 seats. During the 2027-2028 school year, we anticipate serving a minimum of 490 students and a maximum of 700 students. Therefore, for the third school year, we project our total budgeted enrollment to be 665 seats. During the 2028-2029 school year, we anticipate serving a mimum of 630 students and a maximum of 840 students. Thus, for the fourth school year, we project our total budgeted enrollment to be 798 students. During the 2029-2030 school year, we anticipate serving a minimum of 770 students and a maximum of 980 students. Therefore, for the fifth school year, we project our total budgeted enrollment to be 931 students. During the 2030-2031 school year, we anticipate serving a minimum of 910 students and a maximum of 1020 students. Thus, during this school year, we project our total budgeted enrollmen to be 969 seats. This is the year we anticipate reaching our enrollment capacity.

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

The enrollment projections are based on calculations of class size and in consideration of the number of students in existing programs throughout Broward county. The enrollment calculations were also based on anticipating that 95% of our students will show up to class.

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

The rationale for the projected numbers of students considers the enrollment and growth of Broward County serving students in grades PK-6th grade as well as the current demand for Charter schools in certain grade levels. There are many students currently on waiting lists. The enrollment projections are based on having more classrooms in these feeder grades in order to promote stable school growth. The school will grow in a realistic manner adding sections to grades that are in demand until full capacity.

Attachments

Section 2: Target Population and Student Body

– No Attachments –

Notes

Rhonda Stephanik, 2/6/25, 4:48PM:

Application was submitted for a K-5 but there are references to Grade 6.

3.Educational Program Design

Section Evaluation

Final Rating

Meets the Standard Patricia Transue, 10/16/24

Meets the Standard Tanya Hutkowski, 11/8/24

Does Not Meet the Standard Terri Coyle, 11/19/24

Does Not Meet the Standard Melissa Miller`, 11/19/24

Meets the Standard Dillon Giorgis, 1/27/25

Meets the Standard Blanca Guerra, 1/30/25

Meets the Standard Melissa Pariaug, 2/6/25

Meets the Standard Donna Haynes, 2/6/25

Partially Meets the Standard

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

The school does intend to implement Florida B.E.S.T Standards for Literacy . We will also opt-in to the Districts K-12 Comprehensive Evidence-Based Reading Plan and follow it in tis entirety (student placement, curriculum, progress monitoring). We will also establish a School Literacy Leadership Team whom we will use data to establish literacy goals and take strategic action to

improve literacy achievement for all students. The School Literacy Leadership Team will consist of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable. The mastery standards themselves represent end-of-the-year goals students should master and are divided into four strands: Foundations, Reading, Communication, and Vocabulary per ELA B.E.S.T Standards for Literacy.

Innovation Preparatory Charter will also ensure a systematic, explicit, and multisensory approach to reading instruction by:

- Providing explicit instruction:

This means teaching directly and clearly, with direct models and scaffolds to help students learn the skills they need for reading comprehension.

- Demonstrating procedures:

Teachers will clearly demonstrate procedures and routines, step by step, and not just tell students what to do.

- Providing feedback:

Feedback should be clear, focused, and directly related to the learning task. Students should have opportunities to respond and receive feedback.

- Explaining why they're learning:

Teachers will explain why students are learning a skill, and how it will help them become better readers overall.

- Using high-quality curriculum materials

Teachers will have access to quality curriculum materials to plan their instruction.

- Creating multisensory products

Students can practice using multiple senses to learn letter sounds, for example by using digital games to drag, drop, trace, and point to letters

We will also follow Florida's B.E.S.T Standards Writing program.

For Reading, Broward County Public Schools (BCPS) in Florida uses a number of state-adopted curriculum programs for reading in its elementary schools, including:

- Florida Department of Education's (FDOE) K-12 Comprehensive Evidence-Based Reading Plan

The main district reading contact is responsible for the plan and its implementation.

- Read-at-Home Plan

This plan includes reading and multi-sensory strategies that can be used at home to help children succeed in school.

- Learning A-Z

BCPS offers free access to Raz-Kids, which provides leveled books and quizzes, and Headsprout, an adaptive online and mobile reading program.

BCPS follows the Florida Adoption process for instructional materials, which includes:

- Review: Teachers review titles submitted by publishers against specifications.
- Adoption Committee: The committee ranks the submissions based on the reviews and reports of non-voting committee members.
- Selection: A selection matrix is created that includes the rankings, feedback from teachers, and the cost proposal.

The Florida Department of Education's (FDOE) CPALMS is the official source for standards for every subject area and grade level in which our teachers will utilize for instruction,

The Florida Standards for World Language instruction are aligned to the ACTFL National Standards and that we will follow.

We will implement MTSS per Florida's multi-tiered system. We will use Problem Solving/Response to Intervention Project (PS/RTI) and Florida's Positive Behavior Support Project (FPBS).

Inquiry-based learning is a pedagogical approach that emphasizes students' questions, ideas, and observations. School librarians play an important role in collaboration with teachers to provide resources that encourage students to think, explore, and interpret along their own paths of inquiry. School librarians have special expertise in the inquiry and research processes and can share this knowledge with teachers. In the process of facilitating student-led learning, librarians have opportunities to teach other essential information literacy skills. IBL models align with AASL National Standards. Thus, we will have a school library.

The IBL model intersects with related approaches: Project-based Learning (PBL) and Connected Learning. All these strategies empower the student to pursue what interests them and take ownership of their learning path. Therefore, the emphasis of the Innovation Preparatory Charter Inc. is a "project-based" hands-on approach method of preparing students to maximize their potential, wherein students are encouraged to delve into the assignment with an open mind. The project-based model allows students to be independent thinkers who are able to solve real-world problems that are challenging. They are meant to be rigorous, but attainable. We will have "pull-outs." Students who are struggling and/or underachieving will be pulled out for one-on-one remediation. We will use an intensive tutoring program aligned with common core standards to meet their needs. As a result, students will be better prepared for success in middle, high school (and subsequently college) preparation coursework. These and other Innovation Preparatory Charter Inc. "best practices" are established to meet the needs of all learners.

We have high standards for student achievement using relevant lesson plans that are aligned to The Florida B.E.S.T Standards in ELA and Mathematics and literacy standards for science, as applicable to course and grade level. We will also utilize FAST results to identify weaknesses and strengths and plan accordingly. The lesson plans will incorporate the following:

Theme:

The theme is the concept or big idea that the study is centered around. It should be a concept that is important to the concept that is being taught Application Notes for Innovation Preparatory Charter Inc.

Essential Questions: These questions help focus students on the most important aspects of the theme. Teachers and students consider two or three substantive questions throughout the unit

and analyze them from multiple perspectives. Learning Goals: These goals describe what students should learn and be able to do as a result of the unit of study.

Learning Goals are divided into three areas: habits of mind, skills, and content standards.

Habits of mind: The ways of thinking and being that the school values

Skills: What students will be able to do by the end of the unit

Content Standards: The knowledge that students will acquire during the unit

Assessment: Ticket-out the door- a question relevant to the day's lesson

Ongoing Assessments, and Reflection, assessment is designed so that students and teachers know how they are doing and what they have to do to improve.

Ongoing Assessments: The work and assignments that show how students are doing as the unit progresses

Culminating Assessment: A project or performance that asks students to apply the knowledge, skills, and habits of mind they develop throughout the unit. All the work and learning of the unit build toward the creation of the culminating assessment.

Reflection and Self-assessment: Occurs throughout the unit as part of ongoing assessment and at the end of the unit when students and teachers look back on the unit to see what worked well and what can be improved.

Selection and Sequence of Learning Experiences: These are the ways in which students engage with the content, learn the skills, and develop the habits of mind that are the goals of the unit. The sequence of activities should be designed to move students toward achieving the learning goals and creating the culminating assessment.

Accordingly, the school will combine the best practices shared by other teachers verbally and electronically. Essentially these strategies will drive school reform nation-wide. Innovation Preparatory Charter Inc. will provide all students with a core curriculum established by Florida Board of education: English/language arts (ELA), Mathematics, Civics, Science, Music, Art, Physical Education, Financial Literacy, Dance, World Languages, Home Economics and Technology. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress.

Using data, teachers will identify students who are struggling and/or below-grade level. We will also provide additional support such as remediation courses as well as concept specific classroom-based strategies with target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential. Application Notes for Innovation Preparatory Charter Inc.

The curriculum will provide a solid academic foundation for students to have success at subsequent levels. We will expose our students to areas of concentration they struggle with. They will participate math talk and reading talk; create reflective journals; and use proven strategies

such as CRISS to increase reading fluency. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners). In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FAST Assessment will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school will monitor growth and adjust interventions using mini-assessments, formative assessments; bellringers; walk-throughs, silent sustained reading as necessary, depending upon the student's academic growth.

The 67-minute block will be used as enrichment or intervention depending on the student and what their needs are. The teacher will determine the structure of the classroom based on student data. The teacher will also determine what curriculum they will use based on student data and what the students areas of weakness will be the focus.

Teachers will get trained for Project CRISS through workshops and training programs that offer different levels of instruction:

- Introduction to Project CRISS

This 12–18 hour workshop is a foundation for Project CRISS implementation. It covers the CRISS Frameworks for Teaching and Learning, and participants learn how to facilitate self-directed learning.

- Project CRISS Training of Trainers

This 28–35 hour workshop is required to become a certified CRISS trainer. It covers the CRISS Frameworks for Teaching and Learning, and participants learn how to present and sustain a CRISS initiative.

- CRISS for Administrators

This 6–12 hour workshop covers how to prepare staff for the initiative, how to support implementation, and how to sustain CRISS.

Project CRISS also offers an online version of the Introduction to Project CRISS workshop. Participants can work with a certified CRISS trainer in real time.

Project CRISS has three tiers of trainers: District Trainers, National Trainers, and Master Trainers

The social studies education program design for Florida in our school includes:

- Inquiry projects

Students will explore social studies topics through research and writing, which helps foster curiosity.

- Age-appropriate content

Content will be developmentally appropriate for the students' age and maturity level.

- Multidisciplinary approach

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards

encourages students to investigate social studies topics through inquiry.

- Content areas

Social studies includes history, geography, economics, civics, and anthropology.

- Grade-level topics

Social studies topics vary by grade level, including:

- Kindergarten: Students learn about themselves, their families, and communities.
- First grade: Students explore history, geography, economics, and learn about their roles as citizens.
- Second grade: Students investigate the impact of immigration, explore North American geography, and learn about American citizenship.
- Third grade: Students focus on regions in the United States, Canada, Mexico, and the Caribbean Islands.
- Fourth grade: Students study Florida's history, including its exploration, colonization, and growth.
- Fifth grade: Students study the development of the United States up to 1850.

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

The basic learning environment at Innovation Preparatory Charter Inc. will support the school's mission in that the educational program is designed to serve all students and accommodate diverse needs and learning styles. The structure will be classroom-based.

At the start of the school year, teachers will review their student's previous year data to properly assess their student's needs. They will also assess their student's learning styles by having them complete a learning styles questionnaire to create dynamic lessons that will meet their individual needs. They will also have student's complete an interest survey to get to know their students. Consequently, they can create lessons that will meaningful to their students. The school will administer The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 5 ELA Reading and VPK through grade 5 Mathematics assessments as a progress monitoring assessment three times per year. This will allow the school to gather the most current data in order to determine areas of students' strengths and weakness throughout the school year to make accurate placement decisions and to provide differentiated instruction and appropriate interventions/support services.

Tier 2 provides instruction to small groups of three to four students, while Tier 3 offers even more intensity through daily one-on-one tutoring.

Mandatory Progress Monitoring Files for all students in the RTI Process for Tier 2 and Tier 3 Students .

We will measure and monitor our success through bi-weekly meetings.

The educational program will be structured according to the required minutes of instruction per class and grade level. in accordance with our academic schedule will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Classes will consist of a student- teacher ratio of 18:1. There will be 4 core courses and 2 elective courses daily plus a mandatory 67-minute pre-planned enrichment lesson

strengthening areas of weakness. The classes will consist of 45-minute and 60-minute block periods.

We will provide additional services for students below grade level and/or at risk of failure: We will target students not making progress in the core curriculum and provide them with intensive instruction matched to their needs including, but not limited to: - Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs

When determining student placement in our school, data used includes:

- Academic history

School check a student's academic history and registration form to see where they were previously enrolled.

- Interviews

School interview parents and students, and may use teacher-made tests.

- Assessments

School use tests of academic skills in English and the student's native language.

- ELL information

School contact other schools in the district or state to obtain ELL information, including assessments for placement.

- Home Language Survey

Parents or guardians complete a Home Language Survey to identify students who may be eligible for ESOL services.

- Age

School use a student's age to determine their approximate grade placement.

Placement decisions are based on a variety of factors, including: Age appropriateness, Prior educational services, ELL Committee recommendation, Assessment results, and Parent and student interviews

In our school, the implementation of interventions is monitored in several ways, including:

- Data collection

Data is collected on student progress in response to interventions.

- Progress monitoring

Progress monitoring is used to assess student performance and evaluate the effectiveness of interventions.

- Review and discussion

Teams schedule time to review and discuss progress reports on intervention plans.

- Frequency of data collection

The frequency of data collection varies by tier of the Response to Intervention (RtI) process.

- Pre- and post-measures

Intervention Record forms are reviewed to compare pre- and post-measures of the target problem

How We Will Implement Differentiated Instruction Throughout The School Day:

1. Offer students options to choose from in assignments or lesson plans.
2. Provide multiple texts and types of learning materials.
3. Utilize a variety of personalized learning methods and student assessments.
4. Customize teaching to suit multiple forms of intelligence.

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

Project-based learning (PBL) is an educational approach in which students explore real-world problems through individual and group projects. When done well, it allows students to make sense of why content is useful and how it might be applied. The approach that Peek-Brown, an education specialist at Michigan State University, uses today to support elementary science teachers is one of four PBL programs studied in a new body of research that has generated strong evidence — based on “gold-standard” studies, using randomized control methods — showing that rigorous PBL improves student learning. (Research briefs for the studies are available at www.lucasedresearch.org/research/research-briefs.)

Project-based learning (PBL) will be implemented across content areas in a number of ways, including:

- All-in: Incorporate learning goals from multiple content areas into a single project
- Just in time: Focus on one content area while incorporating strategies from another discipline
- The handoff: Start a project in one content area and then pass it on to another class
- Involve students: Involve students in planning to help them feel ownership of the project
- Use the curriculum: Select activities that support the question and use the curriculum
- Be prepared to explore new topics: Be ready to explore new topics and issues as students become involved in the project
- Work together: Teachers will work together to plan PBL units that span multiple content areas
- Use reflection: Reflection is an important part of PBL, allowing students to reflect on their performance and the performance of their group

Professional Development Plans:

We will implement several Professional Development Plans to help our educators grow professionally and improve student outcomes:

- Master Plan

A Master Plan is required for all professional development and credentialing. It will help educators visualize their desired outcomes, identify actions, and set benchmarks.

- Professional Learning Standards & Support

This department provides professional learning opportunities to improve the effectiveness of instructional and non-instructional staff. This department will be required to coordinate professional learning community meetings.

- Professional Learning Facilitator Planning Guide

This guide helps providers design professional learning, including action planning, strategic planning, and self-reflection in which will be utilized in the Professional Learning Standards & Support Department.

- Teacher Professional Learning and Growth

This program supports the varied responsibilities of certified teaching personnel. This department will focus entirely on improving a teachers style of teaching to reach all learners.

To determine the needs of our school, we can:

- Gather data from stakeholders

We can collect information from students, teachers, parents, and community members about areas such as curriculum, student achievement, and school organization.

- Use multiple data sources

We can use a variety of data sources, such as surveys, to triangulate findings and establish their validity.

- Map resources

We can evaluate our available resources, including programs, personnel, and services. This can help identify redundant services and how to use them most efficiently.

- Identify critical needs

We can analyze data to identify areas of greatest concern and prioritize critical needs.

- Update assessments

We will update our needs assessments as the school and district evolve.

When identifying students who need Extended Learning Opportunities (ELO) tutoring, data and the student's needs will often be the primary considerations. Some strategies for identifying students who may need tutoring include:

- Assessment: Teachers can gather information about students by observing and listening to them as well as utilize data from assessments.
- Identifying high potential: Some strategies can help identify students with high potential.
- Frequency:

Our program will aim for at least 3 days per week to maintain consistency and build momentum.

- Duration:

Individual sessions should be around 30 minutes to an hour, allowing for focused learning without fatigue.

- Flexibility:

Depending on the program, extended learning may be offered before school, after school, during summer breaks, or even incorporated into the regular school day through extended learning time (ELT) blocks.

We will take into account important considerations when designing our extended learning programs:

- Student needs:

Tailor the frequency and duration based on the specific learning gaps or areas of focus for each student.

- Curriculum alignment:

Ensure extended learning activities directly support and build upon the regular classroom curriculum.

- Engaging activities:

Utilize hands-on, experiential learning to keep students motivated and actively involved.

- Qualified staff:

Ensure instructors are trained to deliver effective extended learning sessions

We will monitor student progress in a variety of ways, including:

- Surveys: Conduct regular surveys to assess student and tutor progress. Surveys will be administered every other week or every month. We will use an online survey platform to collect data.
- Learning software: If our tutoring program uses a learning software, will be sure it collects data that's easy to analyze.
- Formative assessments: Use formal and casual formative assessments to gather data points.
- Qualitative feedback: Ask for feedback from students, teachers, tutors, and caregivers.
- Student progress tracker: Use a student progress tracker to manage data and inform instruction.
- Graphs: Use graphs to record student data and show trends.
- Compare to learning objectives: Compare student progress to predetermined learning objectives.
- Analyze factors: Look for factors like improved grades, increased confidence, and expanded knowledge.
- Evaluate tutor impact: Assess the tutor's impact on student success.

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

See Attachment B -Sample Daily Schedule and Annual Calendar

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

Innovation Preparatory Charter is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, our goal is to ensure every student can demonstrate mastery of The Florida B.E.S.T Standards. We will have a Reading and a Math coach to assist new and veteran educators with supplemental resources in addition to the text. We will have adequate ELL and ESE personnel, and counseling staff to adequately support and properly service students as deemed necessary and according to their individual needs. We will use research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure student success. The school will also incorporate financial literacy to introduce our students to building credit, opening checking and savings accounts; writing and balances their check books and other financial literacy aspects we deem vital to their future success. Character education will be infused during meeting time to foster values and virtues of being a productive member in our society. Free tutoring will be provided afterschool to fill any learning gaps as well as afterschool clubs. To support attainment of The Florida B.E.S.T Standards for our intended student population, the school will provide: Data-Driven Individualized Supports for all Students: The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team composed of administrators, teachers, and specialists trained to use the MTSS/RtI Framework to effectively meet the academic and behavioral needs of all students per Florida MTSS Implementation Standards. The school will implement strategies designed to address individualized learning needs. Teachers will participate in professional development classes to continuously monitor student progress and make data-driven decisions so they can effectively deliver instruction. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The team will determine the interventions matched to student needs and devise a plan accordingly. Teachers must read their students Individualized Education Plan (IEP) Application Notes for Innovation Preparatory Charter Inc. for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; The school will offer advanced/gifted as needed in grade 6..

We will provide additional services for students below grade level and/or at risk of failure: We will target students not making progress in the core curriculum and provide them with intensive instruction matched to their needs including, but not limited to: - Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs; - Additional tutoring opportunities with qualified interventionist using research-based interventions - Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines; - Progress monitoring through data tracking logs and mini-assessments aligned to strengthen their areas of weakness.

Attachments

Section 3: Educational Program Design

3.1	No Title	Collins, Wanda Jean, 9/19/24, 8:43PM	DOCX / 3.326 KB

Notes

Melissa Pariaug, 2/6/25, 3:01PM:

No information for science.

Blanca Guerra, 1/30/25, 3:45PM:

Indicates that the World Languages curriculum is aligned to Florida Standards and ACTFL national standards. No other information

Terri Coyle, 11/15/24, 1:03PM:

-----Application Reviewed by Melissa Miller, Curriculum Supervisor - Elementary Learning, and Terri Coyle, Curriculum Supervisor, Choice/Charter Schools Management Support: ----The application mentions alignment to the District's Comprehensive Evidence-Based Reading Plan but then identifies non-state-adopted curriculum materials: Success for All and USA Test Prep. Please specify the third-party evidence-based research used to substantiate why these programs are proven to be effective and where that research that follows state board rule is located in your application. ----Will the school opt into the District's Comprehensive Evidence-Based Reading Plan using state-adopted, evidence-based curriculum or opt out using non-state-adopted curriculum, develop your own reading plan, and provide third-party research to demonstrate that the programs identified are evidence-based and proven to be effective as directed by state board rule? Where is this information in your application? ----The application identifies as a PK-5(6) charter school (page 6). Will the 6th grade follow the middle school model or the elementary model? 6th grade is not discussed in the application. ----The application discusses offering credit recovery courses for middle school students, but the application is (P)K-5(6). Please explain. (page 60) ----Curriculum Design: ---Success for All (SFA) and USA Test Prep are not a state-adopted curriculum for reading/reading interventions. Which state-adopted curriculum programs will be used for ELA/Reading Interventions? Or will the applicant opt-out of the district's reading plan and develop their own reading plan, providing detailed third-party research to prove the efficacy of the programs identified? What criteria will be used to determine the appropriate programs to use to meet all students' needs? What is your professional development plan for the teachers to ensure implementation with fidelity? How will implementation be monitored? ----page 27: The state board rule requires 90 minutes of uninterrupted instruction in reading for K-5. Your application states 60 minutes. Please explain how your school would comply with state statute/rule. ----Interventions: ---What is the school's plan for addressing Tier 2 and Tier 3 students. What data will be used for student placement? How will the interventions implementation be monitored? ----Differentiated Instruction: ---How will all content areas identify differentiated instruction to meet the needs of all students throughout the school day, and not just in reading classes? ----Professional Development: The application fails to clearly describe the PD plan for the school. How will the school determine needs of the school? Who will provide the PD? ----Extended Learning Opportunities (tutoring): How will the students be identified? Frequency and duration? Small Group/Whole Group? Who will be providing the instruction? How will the school monitor progress of students who are receiving tutoring services. How will the school decide which curriculum materials will be appropriate?

Patricia Transue, 10/16/24, 5:32PM:

SS curriculum materials were evident in section 4.

4. Curriculum and Instructional Design

Section Evaluation

Meets the Standard Blanca Guerra, 10/18/24

Final Rating

Partially Meets the Standard

Partially Meets the Standard Tanya Hutkowski, 11/8/24

Meets the Standard Dillon Giorgis, 11/13/24

Does Not Meet the Standard Terri Coyle, 11/15/24

Does Not Meet the Standard Melissa Miller`, 11/19/24

Meets the Standard Patricia Transue, 1/23/25

Meets the Standard Donna Haynes, 1/30/25

Meets the Standard Melissa Pariaug, 2/6/25

We will provide exceptional education, high expectations, and consistent standards-based curriculum in alignment with The Florida B.E.S.T Standards for all students in congruence with the Innovation Preparatory Charter mission and vision. We will provide a diverse curriculum embedded with Florida B.E.S.T Standards that are challenging for all students and based on the expectation that all students can achieve high standards if we provide them with individual support tailored to meet their specific needs. We will infuse lessons that focus on the school's mission of individualized instruction to maximize our student's full potential. Our teachers will attend professional development training to use varying instructional strategies to address diverse learning styles so that all students will benefit from the curriculum, including students who enter the school below grade level.

Students with disabilities will have equal access to the core curriculum. For students who enter our school that are below grade level, we will use a multi-tiered system of supports (MTSS) which is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes.

Multi-tiered system of support (MTSS) will consists of three tiers: Tier 1 is whole class core instruction. Tier 2 is whole class core instruction + additional targeted instruction (often small group) Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention.

ELL students will also have the same access. Both groups will be placed in a mainstream classroom with their peers. However, they will be given additional support on an as needed basis. While the School will follow Florida B.E.S.T Standards curriculum, it will distinguish itself through the educational environment. We do not want to strain our students by focusing only on The Florida B.E.S.T Standards. We will also give our students what we call "Brain Breaks." We do not want to overload our students with work causing them to be stressed and worried about the test. Instead, we will also allow them to attend two elective courses instead of the traditional one elective course they are given in the traditional school setting. We want to set our students up for success by allowing them time to breathe and relax so they can regroup and rewire their brains for the next academic course. We want our school to be a place of comfort and security with low minimal stress as possible.

Our classrooms will be the pillar of their future success, so we want to create an atmosphere of positivity. We will achieve this by building rewarding relationships with our students. Therefore, our classrooms will be arranged in a visually appealing manner that gives the impression that we care.

The classroom culture will consist of whole-group instruction; teacher-led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

Reading:

Florida's Revised Formula For Success - Part B K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

Four types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment;

Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Reading Instructional Materials Adopted by the FLDOE include:

- Basic Skills in Reading: For grades K–2 and 3–5
- Functional Reading Skills: For grades K–2 and 3–5
- Intensive Reading: For grades M/J

To ensure a core reading program aligns with the Science of Reading research, we will prioritize explicit and systematic instruction in foundational reading skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, using high-quality materials that are evidence-based and regularly monitor student progress to adjust instruction as needed, while also providing teachers with ongoing professional development on the Science of Reading principles.

Key aspects of aligning with the Science of Reading:

- Curriculum selection:

We will choose a core reading program that explicitly outlines the progression of phonics

skills, includes decodable texts, and incorporates strategies to build vocabulary and comprehension skills as stated earlier.

- Teacher training:

Provide comprehensive professional development for teachers on the Science of Reading, including the key components of reading acquisition, effective instructional practices, and how to differentiate instruction based on student needs.

- Explicit instruction:

Ensure teachers are explicitly teaching phonics patterns, sound-letter correspondences, and decoding strategies with clear modeling and guided practice.

- Systematic progression:

Follow a structured sequence for introducing phonics skills, building from simple to complex concepts, and providing ample practice opportunities.

- Assessment and data analysis:

Regularly assess students' reading skills using a variety of tools to identify areas of strength and weakness, and use this data to inform instructional decisions.

- Fluency development:

Incorporate strategies to build reading fluency, such as repeated readings, choral reading, and partner reading.

- Vocabulary instruction:

Actively teach vocabulary words before, during, and after reading with a focus on deep understanding and connections to prior knowledge.

- Comprehension strategies:

Teach explicit comprehension strategies like making predictions, asking questions, summarizing, and visualizing to support deeper understanding of text.

- Differentiation:

Adapt instruction to meet the needs of all learners by providing additional support for struggling readers and enriching activities for advanced students.

Important considerations:

- Collaboration with specialists:

Work closely with reading specialists or intervention teachers to provide targeted support to students who need additional assistance.

- Family engagement:

Involve parents in their child's reading development by providing information about the

Science of Reading and strategies to support reading at home.

- Ongoing evaluation:

Regularly review and refine the core reading program to ensure it is effectively aligned with the Science of Reading research and meets the needs of all students.

Grades K-2 in Florida are required to implement the Coordinated Screening and Progress Monitoring Program, which is the statewide, standardized program known as the Florida Assessment of Student Thinking (FAST) Star Early Literacy. Grades K-2 are required to take the FAST Star Early Literacy three times per program year to assess and monitor their achievement of the performance standards in early literacy and mathematics. K-2 FAST Star Early Literacy results will be a component of the Provider Performance Metric and will be used to identify student achievement and learning gains.

The Florida Assessment of Student Thinking (FAST) is the progress monitoring assessment used in Florida for grades 3–5 English Language Arts (ELA) Reading and grades 3–5 Mathematics:

- Administration

FAST is administered three times a year, with testing dates and times varying by school.

- Purpose

FAST is used to monitor student progress and measure mastery of the Florida Benchmark for Excellent Student Thinking (B.E.S.T.) Standards.

The Star assessment is administered multiple times per year (an additional 4 times) for a variety of reasons, including:

- Diagnostic information: The Star assessment provides teachers with in-depth information about a student's strengths, weaknesses, and needs for intervention.
- Progress monitoring: The Star assessment can be used to monitor student progress on an ongoing basis.
- Screening and placement: The Star assessment can be used for screening and placement purposes.
- Benchmark assessment: The Star assessment can be used as a benchmark assessment.
- Outcomes measurement: The Star assessment can be used to measure outcomes.

The Star assessment is statistically linked to learning progressions for reading and math. The assessment is available online, and teachers can access diagnostic information for students immediately after they test

Language Arts: We will have the normal traditional class curriculum such as Reading/Language Arts to teach reading, language arts, and writing. The grade specific Florida B.E.S.T Standards will guide instruction at each grade level as well as ESSA (Every Student Succeed Act) to help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. We will use district-adopted pacing guides as well as evidenced based programs that meet ESSA evidence standards for instruction as students' progress from grade to grade. The school's curriculum will cover Florida B.E.S.T standards and implementation of ESSA programs. The ELA program will provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and

effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school and beyond.

The school will implement the State-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading. (See Attachment D for Reading Curriculum) Primary Instructional Strategies—Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction. Thus, differentiating instruction amongst diverse level students.

Primary Instructional Strategies—Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

We will also use project-based learning activities to differentiate instruction and make real world connections. We will use formative and summative assessment data to create an effective plan focused on systematic and explicit instruction for vocabulary building to read and comprehend complex text that is grade level appropriate. We will group students according to their reading ability. The lower-level students will be given small-group instruction while the higher-level students will work independently. To optimize instruction, teachers will rotate groups to ensure higher-level students stay on track. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction. While students are working in groups, they will complete various activities based on their academic level. These activities are geared towards reinforcing and extending what students have already learned. Students will practice reading, writing, speaking, listening, and working with grade appropriate vocabulary words. Students will work with the teacher to practice their writing and reading skills using context clues. They will read with the teacher and answer comprehension questions to assess whether they comprehended what they read.

The Florida Department of Education (FLDOE) has adopted the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) for grades K-12. Instructional materials for ELA must align with these standards.

Here are some other things we know about instructional materials in Florida:

- Instructional materials can be in the form of textbooks, electronic content, learning laboratories, and more.
- Instructional materials must be effective in terms of content, presentation, and learning.
- Instructional materials must align with the state's standards for the subject, grade level, and learning outcomes.
- Instructional materials must be free of pornography and other prohibited material.
- Instructional materials must be appropriate for the grade level and age group.

The Florida Department of Education's CPALMS is an online resource that provides educators and parents with information, resources, and tools to help them implement teaching standards and we will utilize CPALMS when planning and implementing concepts.

The Florida state adopted core English Language Arts (ELA) curriculum for elementary school is the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The B.E.S.T. Standards

are organized into four strands of learning in which will be implemented into the curriculum at our school:

- Foundations

Students learn basic reading skills and standards, including phonics, phonology, and understanding writing concepts.

- Reading

Students learn to read prose, poetry, informational texts, and other genres. They also learn to understand figurative language, arguments, bias, and how to compare genres.

- Communication

Students learn to communicate orally and in writing, including narrative, argumentative, and expository writing. They also learn to use multimedia tools, give presentations, and conduct research.

- Vocabulary

Students learn the meaning of words and build vocabulary for academic settings. They also learn how to use context to find the meaning of words and understand morphology.

The B.E.S.T. Standards are designed to be clear, concise, and understandable for students, parents, and teachers. They also include benchmarks to help struggling readers, and prioritize fluency.

Other ways we will monitor student progress in core ELA courses include:

- Exit tickets and quizzes: These can be used to monitor student progress.
- Observing students: Teachers can observe students as they work to monitor their progress.
- Asking students questions: Teachers can ask students questions to monitor their progress.
- Looking at student work: Teachers can look at student work to monitor their progress.
- Checklists: Checklists can be used to monitor student progress.
- Pre-reading activities: These can be used to monitor student progress. For example, the examiner can say words for one minute and have the child say the sounds that make up each word.

Effective communication with stakeholders is important for the success of progress monitoring. Stakeholders include parents, educators, administrators, and students.

Florida's reading and phonics curriculum includes:

- Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

These standards prioritize fluency and phonics, and include a piece of literature for each standard to help students understand the connection between literacy and writing.

- Just Read, Florida!

This statewide initiative focuses on reading in public schools, community groups, and volunteer organizations. It emphasizes oral language development, phonics, vocabulary, and comprehension.

- House Bill 7039

This law, signed in May 2023 and effective in July 2023, requires phonics instruction as the primary strategy for teaching word reading. It also requires the Department of Education to provide a list of approved reading and intervention programs.

- Reading Horizons

This curriculum is based on Structured Literacy and prepares teachers to provide phonics-based instruction. Florida is one of the states that has selected Reading Horizons for its state curriculum list.

Both reading and developmental language acquisition courses can be beneficial for English Language Learners (ELLs), but research states it's often recommended to combine the two:

- Reading courses

Focus on teaching reading strategies and skills, and can include practical techniques for teaching reading in an ELL environment.

- Developmental language acquisition courses

Also known as English as a second language (ESL), these courses are designed to help ELLs develop their listening, speaking, reading, and writing skills in English.

- Combining reading and developmental language acquisition

Integrating intensive language development with reading instruction is recommended for ELLs at all levels of language proficiency. This is because the language level of the text compared to the ELL's language proficiency is a major factor in how much they will understand

Writing Skills/Florida B.E.S.T Standards:

Grades K, 1, & 2 include assessments and resources for emergent writers in Narrative, Expository, and Argumentative (Opinion) genres. Students will grow and develop as writers as they begin to anchor their written responses firmly to the text.

Grades 3, 4, & 5 include assessments and resources for writers in Narrative, Expository, and Argumentative genres. Students will continue to grow as writers as they anchor written responses firmly to the text, using a variety of textual evidence to support their points.

We will also use CRISS Strategies (Creating Independence through Student-owned Strategies): Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. Teachers will utilize CRISS strategies in all their lessons. Each class is required to maintain a library with current reading material that is relevant and interesting to our students, including magazines and newspapers. We will also utilize the News in Education website: NIE-provides newspapers, lessons, and online activities. As stated above, teachers will create effective Word Walls that consist of high frequency words, interesting, and exciting words.

Students will use word wall during lessons and activities to practice recognizing words quickly and accurately. Placement & Courses—Students will receive 60 minutes of consecutive, uninterrupted, daily instruction in Reading/ELA. Students will also receive 60 minutes of enrichment,

uninterrupted, daily with immediate feedback. We will implement this schedule in PK-5. The school may choose to modify time requirements in elective courses to provide our students with the remediation they need. However, students will receive a minimum of 45 minutes in music, art, dance or home economics and a minimum of 60 minutes for Civics per week. All students, and especially those who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments, or through teacher observation, will have a progress-monitoring plan through MTSSS and be given intensive intervention, immediately following the identification of the deficiency. The school will thereby implement the School Board-approved Literacy Plan for Students with Reading Deficiencies to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

According to The Florida B.E.S.T Standards the mastery standards themselves represent end-of-the-year goals students should master progressively in all grade levels starting from PK to 5 grade and are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

- The Foundations Strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not yet proficient readers.
- The Reading Strand is divided into three standards: reading prose and poetry, reading informational text, and reading across genres. For all Reading standards, when evaluating text complexity to determine if a text is appropriate to the grade level, quantitative, qualitative, and student-centered demands should be considered together.
- Communication The Communication Strand is divided into five standards: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating.
- The Vocabulary Strand is comprised of one standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text.

The B.E.S.T Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) achieve the same results. These requirements are essential to build a foundation for college and career readiness. Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

The B.E.S.T Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives as stated above when related to core disciplines. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, and they begin to adapt the form and content of their writing to accomplish a task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students with significant opportunities and time to write. Primary Instructional Strategies— We will require students to write across the curriculum daily to meet standard specific goals. Students will use reader response logs, Cornell notes,

perspective journal entries. When responding to essay questions, prompts, and reviews students can use quick-writes, mapping, brainstorming, summary response; and writing peer responses. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Conventions (capitalization, spelling, word usage, grammar and punctuation) will be emphasized at the start of the school year and continue through to the end of school. We will use RAFT -essay writing that includes a role, audience, format and a topic, plus a strong verb; SPADE (Survey, Predict, Annotate + Analyze, Additional Reads, Dissect Questions, Evidence) reading strategy for teachers to use to improve reading comprehension

In accordance with [FL Statute 1006.40](#), we are committed to providing "each student in kindergarten through grade 5 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature." We follow the FLDOE instructional materials adoption timeline. The FLDOE provides valuable information pertaining to instructional materials on the following websites:

- [FLDOE Instructional Materials](#)
- [FLDOE Standards Review](#)
- [Florida Statutes Title XLVIII, Chapter 1006](#)

Mathematics Curriculum: We will infuse a Mathematical curriculum that will help students master mathematical concepts as well as their ability to problem solve and think critically and analytically. They will engage in mathematical talk by reasoning, communicating, and problem solving which will enable them to have a competitive edge in our ever changing fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations. The Florida B.E.S.T Standards describe the mathematical skills and concepts all students need for success in college and careers. Standards for Mathematical Practice: describe the ways in which Mathematical Content Standards should be approached (the "how?"). The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade (Mathematical Content Standards). We will be utilizing the Mathematical Thinking and Reasoning Standards that are part of the B.E.S.T. standards.

Accordingly, The Florida B.E.S.T Standards will be taught in conjunction with the Content Standards at each grade level. We will use proven mathematical instructional strategies to reinforce real world mathematical applications, organizational and visual representations of mathematical content and mathematical vocabulary terms. We will incorporate mathematical enrichment activities to challenge and engage students into higher order thinking. We will use word walls, journals, and graphic organizers to help students visualize mathematical concepts. We will use math centers to differentiate instruction. We will group students based on skill and ability. The student will use strategies such as scaffolding and chunking of information to help students analyze more difficult concepts. We will use USA test prep to assign specific lessons that will target and strengthen areas of weakness. Other instructional strategies include Active Participation: Active participation is key in mathematics. There are various strategies that support active participation in the classroom. To encourage active participation in math class, we will use a ticket reward system where students who participate will receive a ticket that will be entered into a drawing to win a monthly prize: trip to the movies; gift card; tablet; etc. 10 students will be chosen per month. We will also use activities such as Think-Pair-Share- strategies to get students to think critically and use each other as resources before going to the teacher.

Teachers will give students challenging problems in which they will have to think independently about the problem and then answer it on their own. Afterwards, students share their response with

a partner. They can openly discuss whether the problem was answered correctly or not and if not figure out the problem together. Next, they share responses with the entire class. ·Think-aloud: The teacher can solve the problem on the board and talk out loud the steps she is using to problem solve and get the answer modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain as a problem is solved, students can begin to fill in the gaps. ·Graphic organizers: Students can use visual maps to organize the information they've been given to make sense of it visually. They can use things like trees, flowcharts, webs, etc. to organize and process the information. Graphic organizers are great tools to use because they help students consolidate information into meaningful holistic ways of viewing the problem. ·

Student-generated word problems: Students can brainstorm with each other to generate their own word problems for a specific math skill and answer their own problems. Through the construction of a problem, students learn what to look for when solving word problems, they are assigned. It also makes mathematics relevant to their own lives.

Science Curriculum: In alignment with the school district goals, our science curriculum aims to provide a world class curriculum. Our science curriculum will consist of mini-labs (hands-on approach), inquiry-based science that provides opportunities for students to learn through discoveries and rigorous and relevant activities, Teachers will utilize the Florida Big Idea Standards for grades PK-5th grade, while incorporating test item specifications in their daily lesson plans. Students will participate in weekly hands-on science mini labs exposing them to scientific processes and scientific thinking. Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text and provide extensive research and writing opportunities throughout each of the science courses.

Instructional Strategies— Teachers will implement scientific literacy skills and processes to enhance the curriculum- they will not occur separate from the teaching of content. Teachers at the School will develop lessons using strategies that incorporate the following Essential Science Components: Activating Prior Knowledge relating to real-life experiences and applications. They will use graphic organizers, concept maps, KWL, video clips and become active participants in their learning. They will use these strategies to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. Teachers will pose open-ended questions, real-life scenarios that students will have to solve using higher order thinking skills. Teachers will differentiate instruction using scientific laboratory equipment, hands-on activities, and technology-based activities. The teacher will pose authentic problems to activate critical thinking skills. They will also use CRISS strategies for math and science; Critical Thinking and Higher-Order Questioning are essential to help students reflect on their learning and discover key concepts. Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, "How would you solve a similar situation?" or "What criteria would you use to ...?" Strategies: Elaborating, analyzing, hypothesizing, and evaluating; Continuous Assessment of the Learning: Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations. 5E's Instructional Model Engagement –Teacher engages students with scientific questions and/or defining problems about an event or phenomenon; Learner engages in scientifically oriented questions Explanation -Teacher guides students to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge; Learner analyzes and interprets data, synthesizes ideas, build models and formulates explanations from evidence.

Exploration-Teacher guides students to explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems; Learner gives priority to evidence in responding to questions Extension/Expansion/Elaboration: Learner connects explanations to

scientific knowledge-Learner communicates and justifies explanations Evaluate (ongoing throughout the 5E's Cycle): Teachers will assess student learning through one or more of the following: observations, whole group open forums, Science Journaling, Inquiry-based labs, etc.; Students answer questions, pose questions, and evaluate own understanding of the concepts explored Science Lesson Plan Framework using 5E Model should consist of -15 minutes-Teacher guided Engagement 30 minutes- Group Instruction (Explore and Explain) 15 minutes (Elaborate and Evaluate) Placement—Courses—Students in grades PK-5 will receive 60 minutes per week of science instruction. This instruction will include a block of scientific investigations using the inquiry approach (science lab) at minimum once a week.

Social Studies/Civics will help students appreciate and honor the country they live in. It will foster loyalty and love of community. Civics/Social Studies will also cause students to become involved in public affairs. Social Studies/Civics entails component disciplines that will help students understand skills needed to appreciate current political and social issues. Social Studies/Civics education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The Social Studies/Civics program is designed to place an emphasis on social content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences. The school aims to encourage students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions; encourage student involvement in community service; focus on the identification of the potential solutions to local, national, and world problems. The school will use District suggested pacing guides for elementary and middle school to support mastery of Florida State Academic Standards, Social Studies and CCSS and incorporate the following four strands in the Florida State Academic Standards for Social Studies/Civics curriculum: American History, Geography, Economics, Civics & Government for grades K-5

The Wealth of Nations International Trade Instructional Strategies- Teachers will use visuals such as graphs, maps, information and digital materials (google earth) in civics instruction. The school will also use Newspapers as a literacy enrichment supplement (NIE) to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Civic's Content using Literacy Standards for Civics. Students will use interactive labs to help them understand the concepts Claim Evidence Reasoning (C-E-R)- This concept requires students to state the claim- in response to a question. They must provide evidence to support the claim and state a reason why the evidence answers the question. requiring students to state a claim (maybe in response to a question); to provide evidence to support the claim and state a reason why the evidence answers the question. Inquiry-based learning—though primary sources of information – Students will be able to connect using prior knowledge. They will interpret questions using informational sources. They will develop their own focus questions to guide their inquiry investigations.

Construct: Students will be able to organize and draw conclusions from the information to confront conflicting ideas. They will form and defend their evidence-based opinions. Express: Students will develop a product to demonstrate their new understandings and share with others, they solidify their own learning. Reflection Piece: Students will think about what they have learned about the topic or idea and about inquiry itself. Labs: These will be guided by an essential question and they do require in-depth learning and thinking on the part of the student History/Social Science labs ensure that engaging lessons are designed to increase student skill level in interpreting documents Lesson support will include scaffolding of civic knowledge and dispositions; Stimuli Based Instruction—using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

The Social Studies/Civics curriculum will consist of 60 minutes of instructional focus time.

World Languages

We will use Florida World Languages Standards for curriculum instruction:

K-5 -French Elementary

K-5- Spanish Elementary

Physical Education

Legislation

Grade Level Requirements:

- **Elementary:** Section [1003.455](#), F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.
- The Physical Education curriculum will be based on CPALMS Standards.

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

Mathematics Textbooks:

Florida's B.E.S.T. Standards for MATH Grade K – 94.83% alignment to Florida B.E.S.T Standards as compared to other textbooks.

HMH Florida's B.E.S.T. Go Math! (First Grade) 4.2 97.0% alignment to Florida B.E.S.T Standards as compared to other textbooks.

enVision Florida B.E.S.T. Mathematics Grade 2 4.9 97.1% alignment to Florida B.E.S.T Standards as compared to the other textbooks.

Florida Reveal Math, Grade 3, Accelerated, 2023, 1st Edition -100% alignment to Florida B.E.S.T Standards as compared to the other textbooks.

STEM scopes Florida Math, 2022, 1st Edition (4th Grade) – 97.8% alignment to Florida B.E.S.T Standards as compared to the other textbooks.

Florida's B.E.S.T. Standards for MATH Grade 5- 98.8% alignment to the Florida B.E.S.T Standards as compared to the other textbooks.

The text books are specific to each grade level since they all will be utilizing different instructional material.

Social Studies/Civics Textbooks:

Nystrom Young Citizens: Explore Florida GR 1, 2022, 1st Edition -100.0% alignment to Standards.

Florida History Makers: My Country and My State (grade 2), 2024, 1st Edition -100.0% alignment to Standards

Social Studies Alive! Our Community and Beyond (Florida Series, Grade 3), 2022, 3rd Edition - 100.0% alignment to Standards

Florida History Makers: Our State (grade 4), 2022, 1st Edition - 100.0% alignment to Standards

Florida Social Studies, United States History (grade 5), 2024, 1st Edition- 100% alignment to Standards

Civics, Florida Edition, 2024, 1st Edition (grade 6) - 100.0% alignment to Standards

However, Florida is in the process of adopting new textbooks. Thus, this list is based on the information known today.

ELA/Language Arts:

This sample list of texts includes selections ranging from the Classical Period of ancient Greece and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories. According to the Florida Department of Education, the reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplary writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all their academic endeavors. These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar. The list should serve as a guide for teachers and curriculum developers in our school as they prepare their instructional units and materials for our students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts. This sample book list is organized into grades for text complexity guidance. The texts listed here have been selected based on both quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. We will encourage our educators to encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

Kindergarten

Title	Author
"At the Seaside"	Stevenson, Robert Louis
"The Clock" - a Mother Goose Poem	Unknown
<i>A Mother for Choco</i>	Kasza, Keiko

<i>Brown Bear, Brown Bear</i>	Martin Jr., Bill
<i>Chicka Chicka Boom Boom</i>	Martin, Bill and Archambault, John
<i>Corduroy</i>	Freeman, Don
<i>Curious George</i>	Rey, H.A
<i>Hop on Pop</i>	Dr. Seuss
<i>I am Jackie Robinson</i>	Meltzer, Brad
<i>Mission to Space</i>	Herrington, John
<i>Now We Are Six</i>	Milne, A.A.
<i>On a Farm</i>	Andrews, Alexa
<i>Red is Best</i>	Stinson, Kathy
<i>Rumble in the Jungle</i>	Andreae, Giles
<i>Swimmy</i>	Lionni, Leo
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Carrot Seed</i>	Krauss, Ruth and Crockett Johnson
<i>The Sky Painter: Louis Guertes, Bird Artist</i>	Engle, Margarita
<i>The Very First Americans</i>	Ashrose, Cara

<i>Two Ways to Count to Ten: A Liberian Folktale</i>	Dee, Ruby
<i>Wandering Whale Sharks</i>	Shingu, Susumu
<i>We Have a Little Garden</i>	Potter, Beatrix
<i>Where the Wild Things Are</i>	Sendak, Maurice

Title	Author
"Daffodowndilly"	Milne, A.A.
"Eletelephony"	Richards, Laura
<i>A Picture Book of Benjamin Franklin</i>	Adler, David
<i>Chickens Don't Fly</i>	Disiena, Laura Lyn
<i>Clifford the Big Red Dog</i>	Bridwell, Norman

<i>Danny and the Dinosaur</i>	Hoff, Syd
<i>Drum Dream Girl</i>	Engle, Margarita
<i>Fantastic Undersea Life of Jacques Cousteau</i>	Yaccarino, Dan
<i>From Seed to Pumpkin</i>	Pfeffer, Wendy and James Graham
<i>How People Learned to Fly</i>	Hodgkins, Fran
<i>I Am Enough</i>	Byers, Grace
<i>I am Helen Keller</i>	Meltzer, Brad
<i>I Wonder</i>	Hoban, Tana

Keep a Poem in Your Pocket

Schenk de Regniers, Beatrice

Madeline

Bemelmans, Ludwig

My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la Brown, Monica

vida de Celia Cruz

Now & Ben: The Modern Inventions of Benjamin Franklin

Barretta, Gene

Police Officers

Bourgeois, Paulette

Put Me in the Zoo

Lopshire, Robert

The Slug

Gravel, Elise

<i>The Tale of Peter Rabbit</i>	Potter, Beatrix
<i>The Three Little Pigs</i>	Halliwell-Phillipps, James
<i>The Tortoise and the Hare</i>	Aesop
<i>The Ugly Duckling</i>	Andersen, Hans Christian
<i>The Velveteen Rabbit</i>	Williams, Margery
<i>The White House</i>	Douglas, Lloyd
<i>Tooth By Tooth: Comparing Fangs, Tusks, and Chompers</i>	Levine, Sara

Science Textbooks

Florida Science for grades K-6 includes comprehensive differentiation tools to meet each students' unique learning needs, including the McGraw Hill exclusive *LearnSmart*. Through smart, adaptive technology, and multiple-choice questions, gauging student understanding of FSAS

content is seamless.

World Languages Textbooks:

Viva El Espanol! For grades K-6 is a concise program perfect for brief or intensive introductory Spanish and prepares students to interact in real-life conversation by building listening and speaking skills.

Vive le Francais! For grades K-6 introduces young learners to French in a fun and friendly way and builds basic language that the students can use immediately and with confidence.

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

For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments, or through teacher observation, will have a progress-monitoring plan through MTSSS and be given intensive intervention, immediately following the identification of the deficiency.

In Florida's Multi-Tiered System of Supports (MTSS) framework, the first two tiers of support are:

- Tier 1

All students receive general academic and behavioral instruction and support. This tier is the foundation for all school activities that involve student and adult behavior.

- Tier 2

Students who need more support receive supplemental instruction and intervention in addition to Tier 1. This tier is often provided in small groups and focuses on the same target skills.

The tiers in MTSS are used to describe the level and intensity of instruction and intervention, and are not used to categorize students or specific programs. The effectiveness of each tier is monitored regularly to ensure the strength of the entire system

We will implement Florida's Every Student Succeeds Act (ESSA) state plan includes several key features, including:

- Accountability system

Florida's accountability system holds schools responsible for student outcomes and focuses on helping the lowest-performing students. This includes the lowest-performing 25% of students in ELA and Mathematics learning gains.

- Subgroup tracking

Florida tracks and reports on the performance of subgroups of students, including racial and ethnic minorities, low-income families, English learners, and students with disabilities.

- Interactive report cards

Florida uses interactive report cards to provide information to parents and the public. These report cards include school grade, Federal Index, and English Language Proficiency Progress.

The school will thereby implement the School Board-approved Literacy Plan for Students with Reading Deficiencies to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

The Florida Department of Education (FLDOE) identifies curriculum programs for Tier 2 and Tier 3 interventions in a number of ways, including:

- IXL math: Used for Tier 2 and Tier 3 instruction
- USA Test Prep: Used for Tier 3 instruction
- District K-12 Comprehensive Evidence-Based Reading Plan: Requires that intensive reading interventions for Tier 3 students be delivered by instructional personnel who are certified or endorsed in reading, or have a literacy micro-credential

The FLDOE uses a Multi-tiered System of Support (MTSS) to provide tiered support for schools and districts in Florida. The MTSS is based on an analysis of student, school, and district data. The tiers are:

- Tier 1: General education program based on evidence-based practices
- Tier 2: Targeted instruction for students who need additional support in learning grade level academic or behavioral material
- Tier 3: Intensive individualized interventions and supports for students who need intensive and individualized help

The Multi-Tiered System of Supports (MTSS) in Florida uses a variety of data sources to analyze students, including:

- Screening and progress monitoring data

MTSS teams use this data to make decisions about instruction, intervention, and disability identification.

- Diagnostic assessment tools

These tools help educators identify specific skills that need to be targeted to help students meet grade-level expectations.

- Fidelity of instruction

This is a measure of how well instruction is delivered in the classroom. It can be assessed through direct observation, permanent products, or self-report.

MTSS teams use the data they collect to:

- Adjust the levels of tiered support for students based on their response to interventions
- Make better instructional decisions for students
- Determine if students are retaining skills and generalizing to new skills

The Florida Department of Education also funds the Response to Intervention for Behavior (RtI:B)

database, which helps districts and schools analyze behavior data

Infusing Literacy skills: Teachers will incorporate reading comprehension strategies such as vocabulary, into their lessons. Reading Comprehension strategies such as monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary will be incorporated in Reading improvement plan.

When deciding on Extended Learning Opportunities (ELOs) for students, we will consider a number of factors, including:

- Student interests

We will involve students in the decision-making process to identify their learning goals and areas of interest.

- Community partnerships

We will work with families and community partners to identify community connections that can be helpful in developing ELOs.

- Student needs

We will assess the academic, emotional, and social needs of students to ensure that ELOs address these needs.

- Program alignment

We will ensure that ELOs complement the school's existing curriculum and align with broader educational goals.

- Program structure

We will design the structure of the program, including the schedule, activities, staffing, and desired outcomes.

- Program funding

We will identify funding sources for ELOs, such as grants, local businesses, and school budgets.

- Program evaluation

We will set up mechanisms for ongoing evaluation and feedback from participants and stakeholders

The school will adopt the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) in making reading/literacy a primary school-wide focus (k-5) as well as Success for All-Whole class evidence-based reading program (k-5).

Success for All (SFA) is a school reform program that is used to help children learn to read:

- Research-based

SFA is based on research from Johns Hopkins University and has been validated through

multiple studies.

- Comprehensive

SFA is a schoolwide initiative that includes curriculum, instruction, and support resources.

- Focuses on reading

SFA's K-5 curriculum focuses on phonemic awareness, phonics, comprehension, and vocabulary.

- Uses cooperative learning

SFA uses cooperative learning at all grade levels.

- Groups students by reading level

SFA frequently assesses students and groups them into reading groups based on their current reading level.

- Provides interventions

SFA offers student-level and school-level interventions, including one-to-one and small group tutoring for struggling students.

- Works with parents

SFA has a Solutions Team that works with parents to help them support their children's learning and development.

- Can be implemented with existing resources

SFA can be implemented using funds such as Title I, school-improvement grants, and professional development budgets

The Success for All Foundation has used a variety of approaches to help schools implement the Success for All program, including:

- Implementation grants

The Success for All Foundation has made grants to schools that receive Title I grants to help reduce the cost of professional development in the first year.

- Training district personnel

The Foundation has trained district personnel to act as Success for All coaches, providing local support.

- Computer-assisted tutoring

The Foundation has developed a computer-assisted small-group tutoring model that can be used by teaching assistants.

- Professional development

The Foundation provides staff with three days of intensive training at the beginning of the first year of implementation, and about 15 days of additional training each year after that

How we will monitor the fidelity of implementation of programs in several ways, including:

- Observation

Observe the program implementation and staff training sessions. A fresh set of eyes can sometimes notice things that the teacher or interventionist may not.

- Fidelity logs

Use facilitator fidelity logs to record how well the implementation adhered to the planned program.

- Self-reporting

Ask teachers to rate how well they think they are implementing the program and where they could use more support.

- Surveys

Use surveys to measure how well the school is implementing systems to improve student behavior.

- Rubrics

Use a fidelity of implementation rubric for academic, behavior, and social-emotional learning.

- Data collection

Establish a data collection plan and collect weekly data.

- Training

Provide effective training and follow-up to ensure that interventions and assessments are used as intended.

- Feedback

Provide supportive feedback to teachers that informs them about the observed lesson or instructional technique

A good professional development plan for state adopted curriculum material will include:

- Ongoing learning

A plan that includes continuous learning about the materials and how to teach with them.

- Short-term and long-term activities

Plans for activities to support implementation, such as teacher training, classroom walkthroughs, and adjustments to district assessments.

- Feedback systems

A system to provide feedback to teachers so that professional learning can be responsive to their needs.

- Time for training

Adequate time for district staff to train teachers on the materials.

- Opportunities for internalization and practice

Opportunities for teachers to practice lesson delivery in a safe space and internalize the materials they will be using.

- Consistent messaging

Consistent messaging to teachers to help ensure curriculum implementation is consistent and coherent.

- Collaborative learning

Structures for ongoing, collaborative professional learning at the school level.

- SMART goals

Goals that are specific, measurable, achievable, relevant, and timely

The effectiveness of implementation will be measured in a variety of ways, including:

- Implementation outcomes

These can include acceptability, appropriateness, feasibility, adoption, fidelity, cost, penetration, and sustainability. These outcomes can be indicators of the effects of implementation processes, and can also be preconditions for desired outcomes.

- Ratio-based indicators

These measure different endpoints in the numerator and denominator. For example, the number of patients who request a service compared to the number of patients who are offered it.

- Indices

These contain several indicators that measure a single phenomenon of interest depending on the subject.

When developing a measure of implementation strength, we will use a five-step approach:

1. Develop a logic model
2. Identify the aspects of implementation to be assessed
3. Design and implement data collection
4. Decide whether and how to use a single measure
5. Plan whether and how to use the measure in statistical analysis

i-Ready offers a variety of assessments for students in different grades and subjects, including:

- i-Ready Diagnostic

A web-based assessment for students in grades K–5 that evaluates reading and math performance. The assessment adjusts the difficulty of questions based on the student's responses, providing a customized learning path.

- i-Ready Standards Mastery

A digital assessment for grades 2–5 that measures student progress in reading and math. It uses technology-enhanced items to focus on critical thinking and process skills.

- Spanish reading assessment

A fixed-form, digital assessment for grades K–5 that measures students' grade-level reading performance in Spanish.

- Educator-administered assessments

Assessments for grades K–5 that measure foundational literacy skills.

i-Ready assessments can help teachers identify students' strengths and weaknesses, and tailor instruction to meet their needs. The assessments can also help schools and districts monitor student progress over time.

The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level. Thus, for reading we will use interventions/strategies based on the student's specific learning level. MTSS interventions will not only be implemented for students who are struggling with reading or who have clear academic needs. We will use MTSS as a way of identifying students needs in the following areas: academic, behavioral, and social-emotional because research has proven that all three areas affect students' academic achievement. From the information gathered, we will implement interventions for students who are struggling or who need more of a challenge.

We will include the following components to ensure that our students are successful: universal screening of all students early in the school year and again halfway through, tiers of intervention implemented based on levels of need, ongoing data collection and continual assessments, schoolwide initiatives to expectations and supports, and parent and family involvement.

A primary focus of interventions will be on reading achievement. We will major in reading achievement and minor in all other core subject areas as reading is the foundation for all subjects matters.

The three MTSS tiers will help our school organize levels of support based on intensity so that students receive necessary instruction, support, and interventions based on need. Students may be in different MTSS tiers for different needs at the same time. For example, we might have a student in Tier 2 struggling with social-emotional behavior needs while succeeding in Tier 1 for reading, but in Tier 3 for math.

We will primarily focus on the largest tier which is MTSS Tier 1: Universal instruction because it is the foundation for the entire framework of MTSS interventions. Tier 1 consists of high-quality instruction all students receive. This approach seeks to accommodate the needs and abilities of all students and eliminates unnecessary hurdles in the process. The focus of tier 1 instruction

provides a proactive classroom management strategy approach to create a classroom conducive to learning.

Once students are identified as struggling, targeted and group interventions- or evidence-based support- are provided to assist them. The students in Tier 2 require a little extra assistance in meeting academic and/or behavioral goals, which happens here. Our Tier 2 interventions will be implemented in small group settings for students who identify similar needs through their assessments. The support provided to students in Tier 2 will allow them to catch up with their peers. We will use reading groups to implement group intervention based on their reading needs as identified through a technology-based and research-proven phonics diagnostic assessment called Renaissance. Science of Reading research proves that mastering phonics skills is critical for students learning to read. Teachers who are aware of their student's development in phonic skills give them the insight they need to guide phonics instruction in grades 1-5, and for students who are struggling at any grade level.

Furthermore, different measures for all grade levels K-6 will provide distinct information for teacher lesson preparation. Therefore, teachers need to implement assessments that will provide information about the skills their students have on the content and strategies they are teaching. Students with disabilities who are receiving special education services have an Individualized Education Program (IEP).

Kindergarten–Grade 2 Star Early Literacy, Star Reading, and Star Mathematics Overview

FAST for students in grades K–2 will be administered three times a year using Renaissance Learning's Star assessments. Per state statute, K–2 assessments must be administered in the first 30 instructional days of the school year (PM1), midyear (PM2), and within the last 30 days of the school year (PM3).

For Response to Intervention, the following STAR reports will be used:

- Progress Monitoring, grades 1-12: STAR Reading/STAR Math, Student Progress Monitoring Report
- Progress Monitoring, grades K-3: STAR Early Literacy, Student Progress Monitoring Report
- Informing instruction, grades 1-12: STAR Reading/STAR Math, Instructional Planning Report; record book
- Informing instruction, Pre-K-1 (also, students in higher grades still working on foundational skills): STAR Early Literacy, Diagnostic Report

The IEP will contain documentation on measures that have been carried out and the information they provided. It is imperative that teachers read this information to determine what assessments are needed to supplement the measures that have been administered. Assessments must be instructionally relevant and focused on essential skills. Therefore, assessments should always be culturally and linguistically appropriate.

Evidenced Based Support Program:

Success for All (SFA) is a comprehensive school reform program designed to ensure success in reading for children in high-poverty schools. It provides schools with a K-5 reading curriculum that focuses on phonemic awareness, phonics, comprehension, and vocabulary development, beginning with phonetically controlled mini-books in grades K-1.

Cooperative learning is extensively used at all grade levels. Struggling students, especially first graders, receive one-to-one or small group tutoring. Students will be frequently assessed on curriculum-based measures, and these are used to regroup children into reading groups according to current reading level, across grade lines. Extensive professional development and a full-time facilitator will help teachers effectively apply all program elements. A Solutions Team works with parents to help them support their children's achievement and social-emotional development and to deal with issues such as attendance and behavior problems.

Program Outcomes

Eleven qualifying studies have evaluated Success for All across grades K to 5, in many parts of the U.S. Compared to control groups, the average effect size was +0.29, qualifying Success for All for the ESSA "Strong" category and for the "Solid Outcomes" rating (at least two studies with effect sizes of at least +0.20). One follow-up study in Baltimore found enduring effects of Success for All experience in grades K-5 lasting into grade 8.

Reading Groups as Response to Intervention

We will utilize reading groups to implement group interventions based on their reading needs identified through the diagnostic assessments, with a focus on Florida's B.E.S.T Standards in reading and language arts that students need to develop. This could involve reading a lower-level book that follows the same theme as a book the rest of the class is reading. For higher-level achievers this could be reading a higher-level book that follows the same theme as a book the rest of the class is reading.

If students do not respond well to Tier 2 support or demonstrate a more intense need, Tier 3 support provides more frequent, intense, and individualized interventions. Tier 3 interventions include strategies for maximizing student outcomes during core instruction, as well as supports that can be used at home. Individualized support in Tier 3 can also include assistance from outside professionals such as behavioral counselors or family therapists.

For example, a student with Tier 3 needs in reading may be pulled out of the classroom for extra help with the goal of supporting the reading skills being taught. During this one-on-one time, teachers may use different approaches to learning or incorporate different tools to help students understand the reading skills being taught. For example, using graphic organizers (visual vocabulary) to improve reading comprehension. This could also help with differentiating instruction to meet the students' needs at the level they are at. For example, while the rest of the class is reading a text and answering questions to gauge reading comprehension, a Tier 3 student might be utilizing a graphic organizer to build reading comprehension.

The process we will put into the place to address students who are not meeting academic requirements and students who are chronically absent, include the following:

- Establish attendance expectations: Communicate the importance of attendance to students and their families through handbooks, announcements, meetings, and school media.
- Create a positive school culture: Make the school a welcoming and engaging place for students.
- Connect with at-risk students: When a student is absent, call home to check in with them. When they return, welcome them back.
- Take a team approach to attendance: Students experiencing homelessness may face many barriers to attendance, so a team of professionals may be needed to help them get to school.
- Monitor attendance data: Use data to understand trends and monitor student attendance.
- Create connections with students: Students are more motivated to attend school when they

feel a sense of connection and belonging.

- Identify barriers: Teachers can identify barriers that students are facing, such as lack of transportation or difficulties at home.
- Provide wraparound supports: Provide basic needs and address mental and physical health challenges.

There will be several acceleration options for gifted or high-performing students, including:

- Grade skipping: Students skip one or more grade levels.
- Curriculum compacting: The curriculum is tailored to the student's strengths and weaknesses, and material they've already mastered is skipped.
- Subject acceleration: Students advance in a single subject at a faster pace than usual.
- Early entrance to school: Gifted students who are ready to do schoolwork may start kindergarten or first grade a year or two earlier than normal.
- Nongraded classrooms: Students of different ages work together in a classroom where the curriculum is based on individual ability.
- Grade telescoping: Students complete a program in less time than usual.
- Concurrent enrollment: Students attend classes at more than one school level during the school year.
- Advanced placement classes: Students take classes at a higher level of difficulty or at an accelerated rate.
- Mentorship: Students receive individual instruction at an advanced level in a single subject from an expert.
- Distance learning: Students enroll in courses offered by an organization outside of their school, such as a community college or university.
- Cluster groups: Gifted students are placed in small groups within a regular education classroom to work on accelerated materials.
- International Baccalaureate program: Students who complete the IB high school diploma and perform well on the IB exams may receive advanced standing at some universities

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

Home Economics Standards for 3rd-5th Grade Instruction

"Home Economics stands for the ideal home life for today unhampered by the traditions of the past [and] the utilization of all the resources of modern science to improve home life."

Ellen Swallow Richards (1904)

Instructor in Sanitary Chemistry at Massachusetts Institute of Technology and Founder of the Home Economics Movement

Introduction

Home economics is an essential component to daily living. Students learn valuable skills that will

allow them to cook and handle food safely. They will learn where food came from and how food consumption is connected to the environment. For example, students will learn why going green is important such as lower healthcare costs for business, employees and public agencies, more productive employees, and students better prepared to learn. Going green will also help residents and businesses save through reduced expenditures on water, energy, gas, and increasing the efficiency of natural resources. They can learn personal management skills such as budgeting and personal credit to prepare them for life such as saving and searching for a suitable car and home to purchase. They will also learn how to keep their home safe as well as the environment. Some skills such as child development and cooking are included as ways to discover possible careers in culinary arts, interior design, and childcare careers. Students will also learn how to take care of a small child of their own.

The following standards will teach our students essential skills that are deemed necessary to prepare them to handle real world situations. Students will have a choice to elect home economics as an elective in third through sixth grade. After completing all components, students will receive a certificate of completion as well as any credits earned.

The mastery skills identified will represent what students should know by the end of the 6th grade and are divided into four strands: Family Economics, Child Development, and Family Relations; Nutrition, Food, and Hospitality; Consumer Education, and Interior design.

- *Family Economics, Child Development, and Family Relations*

The Family Economics, Child Development, and Family Relations strand introduces Home Economics as a pivotal component in orienting students with family and lays the foundation for handling personal expenses. Students in 3rd grade will be introduced to essential skills needed to establish and accomplish financial goals. This strand is divided up into two standards.

- *Nutrition, Food, and Hospitality*

The Nutrition, Food, and Hospitality strand comprises two standards and will be the driving force behind peeking into what it would be like to prep and prepare meals. This is a progressive standard where the basics such as menu preparation, measuring, reading a recipe, food safety, and learning how to use spices will be taught in the lower grades while more complex topics such as

- *Consumer Education*

The Consumer Education strand consists of 4 standards: personal and family resources, consumer rights and responsibilities, economic systems, and personal finance. This strand consists of key topics that are essential for budgeting and building a systematic wealth management system to maintain a sustainable living situation.

- *Interior Design*

The Interior Design strand consists of 15 standards and is a progressive standard in which students are introduced to the concept of decorating their personal space to reflect who they are as a person and go into depth as far as fashion and textiles. This part of home economics will take an entire semester to complete.

Strands:

Family Economics, Child Development, and Family Relations

Nutrition, Food, and Hospitality

Consumer Education

Interior Design

Standards of Quality and Effectiveness for the Subject Matter Program in Home Economics

Family economics; child development; family relations; food and nutrition; home equipment, consumer education, and home management.

Standard 1. Family Economics, Child Development, and Family Relations

1.1 Family Economics

- a. Analyze ways to save money based on grade level and maturity.
- b. Demonstrate knowledge about financial planning and ways in which individuals can prepare for the responsibilities of living independently.
- c. Analyze the number of children you want to have and how your decision affects the skills of future labor force and its productivity.
- d. Demonstrate an understanding of budgeting and spending money using play money (Sparrow Hawk Bucks)
- e. Demonstrate an understanding of how to build a financial plan or budget to accomplish your financial goals.
- f. Identify careers that are tailored to your interests and financial goals.
- g. Demonstrate an understanding of the factors that contribute to financial stress and how to cope with those stressors.

1.2 Child Development and Education

- a. Demonstrate knowledge of the stages and characteristics of child development, from infancy through adolescence, and the various hereditary and environmental factors that can affect child development.
- b. Demonstrate knowledge of the study of children, including major child developmental theories (e.g., Piaget's theory of cognitive development, Erikson's theory of psychosocial development, Kohlberg's theory of moral development), research methods, and observation techniques.
- c. Identify developmentally appropriate activities for children of various ages and stages, such as learning, playing, and other recreational activities that can be used to promote cognitive, physical, emotional, and social development.
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in child development and education.

Standard 2. Nutrition, Foods, and Hospitality

2.1 Food and Nutritional Science

- a. Demonstrate how to prepare a menu.
- b. Demonstrate how to measure foods properly for baking.
- c. Demonstrate how to read a recipe.
- d. Demonstrate how to properly use a knife.

- e. Demonstrate how to properly prep meals using herbs and seasonings.
- b. Demonstrate an understanding of the components of a balanced diet according to the balanced diet nutrition chart, including current government-approved dietary guidelines; calorie intake, dietary needs throughout the life cycle; and the relationship between nutrition and health. – all grades
- a. Identify the components of a healthy meal: breakfast, lunch, and dinner.
- b. Identify the importance of eating patterns in Health and Disease
- c. Demonstrate an understanding of current research and its impact on the quality, safety, availability, and affordability of food and to the environment.
- d. Demonstrate knowledge of food-related diseases and disorders of the diet.
- e. Analyze cultural, environmental, and socioeconomic factors that affect diet, nutrition, and health.

2.2 Food Preparation and Hospitality

- a. Demonstrate how to select appropriate foods during the seasons.
- b. Demonstrate knowledge of the principles of food safety and sanitation, including food-borne illnesses, their causes, and prevention.
- c. Demonstrate an understanding of how to select, care for, and safely use food preparation equipment.
- d. Identify kitchen safety hazards, safety precautions, and emergency procedures.
- e. Demonstrate knowledge about food safety regulations and inspections, as well as the role of state and federal agencies (e.g., Florida Department of Health Services, U.S. Food and Drug Administration, U.S. Department of Agriculture) in regulating food product safety.
- f. Demonstrate an understanding of the factors that affect meal management (e.g., time, energy, resources), as well as the methods and skills necessary to effectively manage meal planning, preparation, and presentation.
- g. Demonstrate an understanding of the principles, techniques, and terminology of food preparation (e.g., measuring and substituting ingredients, following, interpreting, converting, and modifying recipes/formulas).
- h. Recognize the variety of differences in food preparation, dining etiquette, table settings, and meal service styles within the United States, as well as those of other cultures and geographical regions of the world.

Standard 3: Consumer Education

Standard 4: Interior Design

3.1 Personal and Family Resources

- a. Demonstrate an understanding of how needs, wants, goals, and values shape personal and family in building relationships.
1. Demonstrate leadership skills. The student will be able to:
- b. Analyze factors that influence personal and family consumer decisions (e.g., advertising, product costs, socioeconomic factors, financial resources, culture, local and national economies).
1. Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
- c. Describe how goods and services can be researched, identified, compared, and evaluated to make good consumer decisions and purchases.
1. Work cooperatively as a group member to achieve organizational goals.
- d. Demonstrate an understanding of consumer fraud and deception and the organizations, resources, and services available to assist consumers in researching, reporting, and taking legal action against perpetrators of fraud and deception.
1. Demonstrate leadership roles and organizational responsibilities.
- e. Demonstrate an understanding of management in balancing home, work, and life.
- d. Identify and utilize the planning process.

3.2 Consumer Rights and Responsibilities

- e. Develop a personal growth project.
 1. Demonstrate knowledge of state and federal laws pertaining to consumer protection and responsibilities and how they relate to consumerism in areas such as advertising, credit contracts, safety standards, and guarantees/warranties.
 - 1. Demonstrate employability skills as they relate to the design industry. The student will be able to:**
 2. Demonstrate an understanding of how to utilize communication skills in negotiating and solving problems related to the purchasing of goods and services.
 3. Identify local, state, federal, and private agencies that advocate for and protect the consumer, as well as the services that they provide (e.g., consumer redress, mediation and arbitration services, investigations).
 - 1. Identify personal talents and abilities that can contribute to positive self-esteem and success in the workplace.**
 4. Demonstrate an understanding of environmental stewardship in relation to responsible resource consumption and conservation practices.
 5. Students will demonstrate an understanding of why going green is important to the environment, businesses, and themselves.
 - 1. Practice teamwork skills.**

3.3 Economic Systems

- 1. Practice employability skills.**
- a. Demonstrate knowledge of the basic principles, components, and features of the U.S. economic system, as well as the role of the government in the U.S. economy.
- d. Practice positive work ethics and identify negative work ethics.
- b. Recognize factors that affect and are affected by local, state, regional, national, and international economies (e.g., economic growth and decline, employment, inflation).
- e. Exhibit work expectations of an employer in the design industry.
- c. Analyze the various factors (e.g., supply and demand, productivity) that affect relationships in economic systems.
- f. Apply math, reading, science, and critical thinking skills as they relate to the design industry.

3.4 Personal Finances

- a. **Demonstrate effective communication skills. The student will be able to:**
1. Demonstrate effective communication skills. The student will be able to budget, investment plans, banking, credit, credit cards, loans, taxes, insurance).
 - b. Analyze factors that affect financial management (e.g., career choices, goals, resources, cultural and socioeconomic factors).
1. Describe why communication is the basis for all relationships.
 - c. Demonstrate knowledge of the various factors in determining major purchases (e.g., transportation, clothing, appliances, cell phones, entertainment systems).
1. Distinguish between non-assertive, assertive, and aggressive communication.
 - d. Demonstrate knowledge of the various factors involved in searching for and securing suitable housing (e.g., cost of living estimations, rental and sales contracts, insurance, interest rates) and resources available to help consumers search for and secure suitable housing.
1. Demonstrate communication skills that promote positive relationships in the workplace.
 - e. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to consumer services.
1. Practice active listening skills.
1. Utilize conflict resolution skills.
 1. Analyze careers in the design industry. The student will be able to:
 1. Describe careers in the design industry.
 1. Classify careers from entry level to professional level.
 1. Explore entrepreneurship opportunities in the design industry
 1. Research and present information on a design career to include roles and responsibilities, employment opportunities and requirements for education and training.
 1. **Select and use tools and equipment. The student will be able to:**
 1. Identify and select the appropriate tool for an assignment.
 1. Demonstrate the proper and safe use of tools and equipment.
 1. Practice care and maintenance of tools and equipment.
 1. Identify characteristics and care of textiles. The student will be able to:

1. Identify a variety of fabrics through tactile activities.

b. Compare and contrast natural and synthetic fabrics.

c. Recognize types of fabric construction.

d. Identify fabrics appropriate for various purposes.

1. Explain the elements and principles of design. The student will be able to:

1. Define and illustrate the elements of design.

1. Create a color wheel.

c. Recognize basic color schemes.

d. Research the psychology of color.

e. Define and illustrate the principles of design.

1. Explain how environmental factors impact design. The student will be able to:

1. Define green design.

1. Research eco-friendly design products.

1. Examine the positive and negative impact that a design product has on the environment.

1. Redesign an item into another useful product.

1. Demonstrate basic sewing skills. The student will be able to:

1. Identify and give the purpose of sewing machine parts.

1. Demonstrate math skills as they relate to sewing.

1. Demonstrate the threading of a sewing machine.

d. Demonstrate straight stitching.

e. Identify and demonstrate various stitch length and width selections.

f. Interpret written instructions and construct a basic sewing project.

1. Analyze clothing choices. The student will be able to:

1. Explain the impact of trends and social climates on fashion styles.

1. Identify appropriate clothing styles for various events.

1. Identify factors that impact clothing costs.

1. Demonstrate the procedure for recording accurate body measurements.

1. Analyze proper fit.

5.1 Develop a project related to fashion. The student will be able to:

1. Select materials and supplies for a fashion project.

1. Calculate the costs of a given fashion project.

1. Interpret written directions for constructing a fashion project.

1. Apply math skills and construct a fashion project.

1. Analyze interior design choices. The student will be able to:

a. Explain the impact of political and social climates on decorating styles.

b. Identify characteristics of furnishing styles.

c. Identify factors that impact furnishing choices.

1. Develop a project related to interior design. The student will be able to:

1. Apply the principals and elements of design in selecting an interior design project.

b. Interpret written directions for assembling/constructing an interior design project.

c. Apply math skills and construct an interior design project.

1. Utilize technology as it relates to the design industry. The student will be able to:

1. Identify technology utilized in the design industry.

b. Analyze technology trends impacting the design industry.

c. Utilize technology.

1. Demonstrate the skills involved in effective resource management. The student will be able to:

1. Identify steps of the decision-making process.

1. Distinguish between a need and a want.

1. Explain how values and goals affect decisions.

d. Develop a budget and savings plan.

e. Analyze the relationship between resources and the attainment of lifestyle goals.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes-- The student will be able to:

f. Describe the influences that societal, economic, and technological changes have on employment trends and future training.

g. Develop skills to locate, evaluate, and interpret career information.

h. Identify and demonstrate processes for making short- and long-term goals.

i. Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

j. Understand the relationship between educational achievement and career choices/post-secondary options.

k. Identify a career cluster and related pathways that match career and education goals.

l. Develop a career and education plan that includes short- and long-term goals, a secondary-level program of study, and post-secondary/career goals.

m. Demonstrate knowledge of technology and its application in career fields/clusters.

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

Innovation Preparatory Charter Inc. used research-based programs such as the BCPS Research-Based Reading Plan (CRRP) and Success for All-Whole class evidenced based reading program as well as state adopted textbooks to develop the curriculum. See Attachment C -Sample Adopted Course Scope and Sequence for each core subject. These resources and instructional materials will be used in our school once it opens. These materials have been approved by the FLDOE for use as applicable to each course and grade level. The District Pacing Guides also contain approved instructional resources and technology that assist students in mastering the B.E.S.T Standards. Innovation Preparatory Charter Inc. ensures that all courses are delivered with integrity to course content outline and that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of the standards.

Additional Science foundation materials using the following resources: Florida Association of Science Teachers; National Institute for Science Education; National Science Teachers Association.

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

Physical Education/Health-The P.E. program will consist of a standard based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. This course also focuses on Health. Students are taught essential skills for living a healthy well-balanced life. The school will be designated a "Drug Free School Zone" and a smoke-free worksite. The educational components of this program consist of substance abuse across grade levels.

1.Human growth and development (including HIV/AIDS education)

2. Gun safety

3.Water safety, W.H.A.L.E. Tales

4.Pedestrian/bicycle safety

5.Prevention Education: Students will receive instruction in substance abuse prevention and violence/child abuse prevention following District adopted program/curriculum.

In grades K-5, 45 minutes of daily instruction of physical education provided by a teacher.

The following are elective choices on a first-come first serve basis: Foreign Languages -In grades K-5th, student will receive 45 minutes of Foreign Languages -Spanish instruction. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as the language program.

Other Electives /Special Areas Art–The primary goal in art education electives is to provide students an opportunity to develop and explore their creative potentials. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community-based art experiences, festivals and art exhibitions.

Music -The music curriculum includes both vocal and instrumental music. Following the Next

Generation Sunshine State Standards for Music, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed and focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. The music education teacher will provide 45 minutes of music instruction every day.

Dance-The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas. The content should include, but not be limited to, the following: - dance styles, skills, and techniques - movement terminology - connections between music accompaniment and movement - choreographic structures and rhythm patterns - meaning in movement - influence of time and place on dance from varied cultures - critical observation and analysis - connections between dance and healthful living - connections between dance and other subject areas This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Homeeconomics- The purpose of this course is to assist students in making informed decisions regarding daily living. Students learn valuable skills that will allow them to cook and handle food safely as well as develop skills such as child development and cooking as ways to discover possible careers in culinary arts, interior design, and childcare careers. Students will also learn how to take care of a small child of their own.

Information Technology- The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. We will use the Florida Department of Education Curriculum Framework as a premises for our curriculum.

CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).

i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:

- a) Word processing;
- b) Spreadsheets;
- c) Presentations, including sound, motion, and color presentations;
- d) Digital arts;
- e) Cybersecurity; and
- f) Coding consistent with industry certifications that are listed on the Industry Certification Funding List, Revised 08/08/17 Policy 6000.1 - Student Progression Plan 21 pursuant to F.S. 1003.492 and F.S. 1008.44.

F.

Credit Recovery courses are credit bearing courses with specific content requirements. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course. Credit Recovery courses should only be used for credit recovery and grade forgiveness

Innovation Preparatory Charter will offer a Middle School Course Recovery (MSCR) program as a way for students to remediate middle school courses they have failed. It is not to be used as a primary course.

- Middle school students who have failed one, or more of the core courses (Mathematics, Language Arts, Science, and Social Studies), or conditionally promoted students may attend the MSCR program at our school.
- The school program may occur during school, before school, after school and/or Saturdays. Up to 50% of the coursework (excluding pre-test and final exam) may be completed at home.
- We may offer a summer school program for students to remediate failing grades.
- The grade the student earns in the course replaces the student's previous failing grade, as stated in the Student Progression Plan. Students attend until they have successfully completed their assigned coursework.
- Students with disabilities may participate in the MSCR program if they are working on Florida B.E.S.T. Standards. This program is not appropriate for students with disabilities who are working on Florida B.E.S.T. Standards with Access Point. English Language Learners who are proficient on the listening and speaking portion of CELLA are best suited for this program.

IMPORTANT: Students who take credit recovery courses cannot use those courses for eligibility in the National Collegiate Athletic Association (NCAA) Clearinghouse.

Attachments

Section 4: Curriculum and Instructional Design

4.1	Star Assessment Tool Kit	Collins, Wanda Jean, 9/19/24, 10:49PM	PDF / 721.729 KB
4.2	Star Progress Monitoring	Collins, Wanda Jean, 9/19/24, 10:48PM	PDF / 506.705 KB
4.3	Attachment C	Collins, Wanda Jean, 9/19/24, 10:47PM	PDF / 3.487 MB
4.4	Reading Strategies	Collins, Wanda Jean, 9/19/24, 10:45PM	PDF / 220.142 KB

Notes

Terri Coyle, 11/15/24, 1:03PM:

-----Application Reviewed by Melissa Miller, Curriculum Supervisor - Elementary Learning, and Terri Coyle, Curriculum Supervisor, Choice/Charter Schools Management Support: -----Literacy: ---The application fails to clearly identify state-adopted curriculum materials for ELA, Reading, Reading Interventions, and Writing at each grade level/band. Success for All is identified for K-5 but is not state-adopted. What will be used for 6th grade? Please clarify. -----MTSS: ---The application failed to provide adequate evidence of a state-aligned MTSS/RtI Process to meet the needs of students. No state-adopted curriculum programs were identified for Tier 2 and Tier 3 interventions, nor was a plan of implementation provided. Please describe the MTSS

process for reading interventions at the school: process, data analysis, person(s) responsible, documentation, and curriculum. ----How will student placement in Tier 2 and Tier 3 interventions be determined? What is the frequency of the interventions? Who will provide the instruction? What data will be used for decision-making?

Tanya Hutkowski, 11/8/24, 2:41PM:

The plan references using the B.E.S.T. standards for math, but also includes the 8 Standards for Mathematical Practice Are you considering utilizing the Mathematical Thinking and Reasoning Standards that are part of the B.E.S.T. standards? In addition, the plan includes the textbooks the school will be utilizing for math instruction. However, all grade levels will be utilizing different instructional materials. Does the school have a rationale for this choice?

5.Student Performance

Section Evaluation

Final Rating

Partially Meets the Standard Adrienne Reynolds,
10/30/24

Partially Meets the Standard

Performance Goals

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

The school used the district average performance of students in Broward County for the most current available assessment year (2023) as the expected incoming baseline for Year 1 (below). The rationale for this is that the school's incoming students are presumed to be representative of the demographics of Broward County schools in grades K-5. The following performance goals are based on the rationale of reaching the current district proficiency levels averages. Most of the Broward Schools outperformed other districts while still serving similar demographics. Thus, Innovation Preparatory Charter expects to have a similar growth towards achieving a higher performing score. Innovation Preparatory Charter is a new school and if our students don't perform well as expected when we collect actual baseline data after the first year of operation, we will realign our goals to improve academic performance on the test. We will establish educational goals to improve performance every year through Annual Measurable Objectives (AMO) in the School Improvement Plan that aim to increase student proficiency from year to year and are competitive with district/state achievement targets.

Reading/ELA: At least 80% of students in grades K-5, will score high standards in ELA, as evidenced by scoring proficient or higher on the FAST ELA within the first year of operation.

GROWTH:

The School aims to increase by 5 percentage points from the Baseline within the first year of operation and grow by 5% percentage points annually because of our rigorous curriculum, response to intervention (Multi-tiered system), progress monitoring through mini-assessments, and professional development.

Mathematics: At least 80% of students in K-5 will meet high standards in Mathematics, as evidenced by scoring proficient or higher on the FAST in Mathematics in the first year of operation.

GROWTH: The School aims to increase 5 percentage points from the Baseline within the first year of operation and grow 5 percentage points annually. Learning Gains At least 50% of students in grades 6-8 will make learning gains on FSA ELA and 54% Mathematics by: -Improving one or more achievement levels from one year to the next; or -Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or -Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or -Level 5 students: Maintaining a level 5 from one year to the next.

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

GOAL: Our goal is to have at least 85% of parents/guardians from our school to indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2026 school year. The school also plans to implement a reading at home improvement plan as suggested by the district to improve ELA scores.

The school plans to use the following assessments to monitor student progress frequently throughout the school year: **STAR CBM, Lexia Core, STAR Assessments, STAR Early Literacy Assessments, FAST Progress Monitoring, I-Ready**

The following assessments will be used to determine baseline data for student academic performance outlined in detail:

Florida Benchmark for Excellent Student Thinking (B.E.S.T.) content standards will be measured using Florida Assessment of Student Thinking (FAST) for Grades 3–6 ELA Reading and Grades 3–6 Mathematics.

There will be three progress monitoring (PM) windows for FAST:

- PM1 – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM2.
- PM2 – this administration will provide a mid-year score to compare to the baseline score from PM1.
- PM3 – this last administration will provide a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year. We will retrieve the dates for each PM window in the Statewide Assessment Schedule found . Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in FAST test administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans

There are several types of evidence that teachers will use to assess student performance in K-2, including:

- Baseline data

This evidence shows what students already know and what they still need to learn. Baseline data can be collected in a variety of ways, such as by measuring percent accuracy, frequency, duration, rate, or interval data.

- Progress monitoring assessments

These assessments can include curriculum-based measures (CBM), situational assessments, and job tryouts. CBM is a common type of progress monitoring that assesses a student's performance throughout the year.

- Interim or benchmark assessments

These assessments can be used to inform instructional decisions and track progress toward summative assessments.

- Summative assessments

These assessments are given near the end of the year to measure a student's overall achievement and growth.

- Direct measures

These include homework, quizzes, exams, reports, essays, research projects, and case study analysis.

- Letter knowledge assessments

These assessments can include asking students to identify letters, separate letters from other letters, numbers, and symbols, and categorize letters by uppercase and lowercase.

The required assessment for grades K–2 in Florida is the Florida Assessment of Student Thinking (FAST), which is administered three times a year:

Assessment window	When it takes place
PM1	Within the first 30 days of school
PM2	In the middle of the school year
PM3	At the end of the school year

The FAST assessment for grades K–2 is made up of the following Renaissance Learning Star assessments: Star Early Literacy, Star Reading, and Star Mathematics.

The FAST assessment is computer-adaptive and administered through a secure web browser. Headphones are required for students in grades K–2, and it's recommended that the audio output has a splitter so that both the student and teacher have headphones.

The FAST assessment measures whether students have progressed on the B.E.S.T. standards

Placement and Progression

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

The school will follow the Broward County's Student Progression Plan (SPP) with regard to placement and promotion requirements. Below is an overview of the policies as reflected in the most current Student Progression Plan (SPP) available at the time of application submission. The school will adhere to the Broward County's minimum promotion criteria as required for each year upon opening in the 2024-2025 school year and annually thereafter.

Grades K-5 Placement: Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering in Innovative Preparatory Charter from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school.

Placement Decisions for SWD: The information we obtain from the IEP for each student will form the basis for the placement decision. Placement decisions will be made based on each student's abilities and needs. The general education setting will be the first consideration when determining placement for SWD.

Placement for ELLs: Instructional time for ELLs will equal the time non-ELLs are required to participate in the regular English language arts/reading program.

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

The school intends to use the local school district's pupil progression plan.

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

The school does not intend on serving high school students.

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

There are a variety of ways we will communicate graduation criteria to parents and students:

in writing to parents through the school's curriculum bulletin that will be published at the beginning of the school year; the parent/student handbook given to parents upon registration; through multiple parent orientation workshops; and at open house at beginning of the school year. The school will notify parents in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment.

Assessment and Evaluation

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

Florida Benchmark for Excellent Student Thinking (B.E.S.T.) content standards will be measured using Florida Assessment of Student Thinking (FAST) for Grades 3–6 ELA Reading and Grades 3–5 Mathematics.

As a public charter school, the school is also accountable to students, parents, the community, and all stakeholders in its responsibility to provide an adequate and relevant education for all

students. Thus, the school will participate in Florida's statewide assessment program: Florida Assessment of Student Thinking (FAST) and will use these state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of Florida Benchmark for Excellent Student Thinking (B.E.S.T) content standards across all grade levels.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply with all applicable requirements under 1003.43, F.S. The school will adopt the School Districts Assessments calendar annually (See Attachment F) which directly aligns with the school's standards-based curriculum and all state and federal requirements. The school will thereby administer and use state standardized assessments and district-adopted assessments in each course offered (as required) to measure mastery of B.E.S.T Standards across all grade levels and monitor student performance. These assessments align with the school's curriculum, performance goals, and state standards in that they specifically assess those benchmarks being taught as well as how individual students are progressing toward mastery of the standards.

They also allow the school to assess, from a school-wide perspective, how the school is progressing towards meeting target goals and if their child is progressing towards their expected goal. Baseline and Intermediate Assessments include a school-based assessment for K-5 upon registration:

- PM1 – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM2.
- PM2 – this administration will provide a mid-year score to compare to the baseline score from PM1.
- PM3 – this last administration will provide a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year.

Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in FAST test administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

PM1, PM2, and PM3 will help to determine students' strengths and weaknesses on B.E.S.T standards. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results, etc. will assist in determining placement including advanced/gifted classes.

The above-mentioned baseline assessments will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. They will also be used to target instruction in ELA, Mathematics, Science, Civics, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for

differentiation of instruction, progress reporting, and as a measure for School Improvement Plan. The school will use the reports as a method of communicating with parents on whether their child is reading at grade level.

Additional evaluation methods to monitor student progress throughout the school year include: Teacher-generated quizzes and Assessments Rubric (FSA writing rubrics); Text-book adopted assessments; Quarterly Examinations, projects/investigations; Portfolios and presentations and PBL rubrics; UDL Design Framework (adaptations for ELL and SWD students), as well as Star Renaissance assessments for reading progress monitoring and I-Ready.

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

Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. The school is committed to continuous improvement and will ensure that responsibility is aligned with accountability and that all stakeholders are involved in achieving the school's mission and vision for our students. The school's comprehensive assessment program (described above) will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to:

- 1) guide administrators in instructional focus areas and which teachers may need additional PD and support.
- 2) Guide teachers in lesson planning and individualizing instruction.
- 3) Guide students in understanding how they want to progress towards a particular standard and
- 4.) Keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). Baseline data assessments such as PM1, PM2, PM3, Renaissance Star Assessments, I-Ready, STAR CBM, STAR Early Literacy Assessments and other data tracking reports generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make changes as necessary.
- Teachers are trained on how to properly analyze the data and log the data in the individual student data folder.

- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically, during course classroom instruction, students will be moved between groups to ensure their learning needs are met and they are making progress.
- Data Tracking: students will use personal data trackers to track their growth data by benchmark. Data folders will be sent home for parents to review, sign, and return to the teacher.
- Data chats: the administrative team manages the process by conducting data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. As necessary, teachers will communicate with parents via phone or in person conference. This process, proven highly effective, gives students, parents and teachers a clear understanding of how students are performing in each content area and facilitates open communication and understanding by all parties as how to best support our students.

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

The district has a District Leadership Support Program. The program provides coaching and support to newly appointed District Leaders to ensure they have the essentials skills to serve the entire school system effectively. All teachers will receive specific training on data-driven decision-making processes and procedures as well as Professional Development on how to interpret and use data to improve student learning. Please see Section 13 for a detailed outline of the PLST.

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

Targeted Interventions - The school will use MTSS framework as a prevention approach linking assessment and instruction. Using real-time data from frequent assessment results, the school will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and afterschool; providing for supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FAST in ELA and the FAST in Mathematics will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school will inform instruction and adjust interventions through the MTSS process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards.

Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using:

- K-5 Baseline Assessment: PM1, I-Ready, and Renaissance STAR Assessments (Reading and Mathematics)

- K-5: Midyear Assessments: PM2, I-Ready, and Renaissance STAR Assessments (ELA, Mathematics, Science). All students who exhibit significant risk will be given intensive intervention as soon as that risk is identified, to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted in K-5, or through teacher observation, will have a progress-monitoring plan through MTSSS and be given intensive intervention, immediately following the identification of the deficiency.

The School will thereby implement the School Board's state-adopted CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies in order to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

If the school falls short of student academic achievement expectations or goals, the School will implement a corrective action plan under the direction of the administration (Principal) and the Instructional Leadership team described above. The corrective actions would be aligned specifically to the areas of weakness identified and implemented as part of the School Improvement Plan.

At the school-wide level: The Instructional Leadership team will review school-wide data to determine school-wide areas of weakness and in need of improvement. Faculty and Staff will work collaborative through PLCs (by content area and grade level) to create the action plan as part of the SIP, including which strategies were successful and which strategies/curriculum/intervention processes need to be revisited.

At the Classroom Level: The administration would determine (based on classroom/teacher data reports, observations, and classroom walk-throughs) which teachers need additional support and provide professional development, mentoring and support accordingly. A plan for the teacher/class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration.

At the Sub-group, or individual student level: The students' teachers and administrative team

would review data (individual assessments/IEP or ELL Plans) and interventions to determine where instruction or interventions needs to be modified. These would be realigned and communicated to the parents and documented by the teacher and in the student's ELL or IEP plan if applicable (changes in intervention, classroom environment, behavioral support/services to individual students).

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

The school will use various methods to share information with students and parents including the parent and student data chats (as described in the section above). Ongoing communication between the school parents will be maintained through on-line reporting systems such, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary. The school will make every effort to communicate with parents even if the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents via the following:

- Parents and students will be notified of student performance and progress through data reports (PM Tracking logs) Quarterly Mini-Assessments and MYA Reports of student individual performance and progress.
- Parent phone and in-person conferences by the individual teacher for communicating student progress and achievement and or other concerns
- Interim Progress Reports: students and parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data
- Written Notices: Parents will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses. A copy of this notification will be placed in the cumulative record folder.
- The school will provide parents with assessment results on a yearly basis for each year their child participates in the state-mandated assessments. Following the release of assessment results, school personnel will disseminate the information to parents individually and following all student confidentiality procedures (referenced below).
- School Grades (School Accountability Reports) will also be made available to stakeholders and the community at-large. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary.

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

The school will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. The school will keep both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records will be kept confidential as required by applicable law. All student records (including IEP/504 and ELL plans) will be kept in locked, fireproof cabinets in the school's administrative office.

School personnel must be authorized by an administrator to review any student records and a sign-in log is kept. All permanent records of students leaving the school will be transferred to the district school in which the student is enrolled. All students leaving the school to attend an out of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

Individual Student Academic Performance Data

– Students' data is protected and can only be retrieved by the principal on a secure website. The data is presented by First and last Name and a partial state ID number (which could be the student's SS#). The individual data score sheet for each student is delivered in copies of 2: one is for the parent and the other is for the student's cumulative record. Teachers can access each of their own student's data by SPI, a program that contains only the teacher's student's scores via a secure website. Teachers will undergo an ethical training session as part of opening of school procedures, describing the information (including student's name and ID number) which cannot be shared with others; Teachers shall comply with State and Federal laws and regulations, and board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.

Attachments

Section 5: Student Performance

5.1	Broward Progression Plan	Collins, Wanda Jean, 9/20/24, 2:38AM	PDF / 1.109 MB
5.2	Attachment E	Collins, Wanda Jean, 9/20/24, 2:36AM	DOCX / 82.364 KB

Notes

Adrienne Reynolds, 10/30/24, 6:43PM:

The school's application is nearly identical to the application that was withdrawn in May 2024. The submitted progression plan document is outdated. The application fails to include evidence of assessments to determine baseline data, progress monitoring, and student academic performance for students in grades K, 1, and 2. (1008.22 F.S.)

6.Exceptional Students

Section Evaluation

Final Rating

Partially Meets the Standard Kristin Andujar, 11/15/24

Partially Meets the Standard

Partially Meets the Standard Maribel Lauzurique,
11/15/24

Partially Meets the Standard Paley Munn, 11/15/24

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

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore, the school expects that 2% of the student population to be served will represent students with disabilities. The school has based its projections on the average current enrollment in the district, which currently estimates an average of 15% of the student population. The data was derived from the following link:
https://nces.ed.gov/programs/coe/pdf/Indicator_CGG/coe_cgg_2016_05.pdf

"In 2021–22, the number of students ages 3–21 who received special education and/or related services under the Individuals with Disabilities Education Act (IDEA) was 7.3 million, or the equivalent of 15 percent of all public school students."

Therefore in year 1, we project a total budgeted enrollment with 95% (399 students) of seats full in which 2%(4) of 228 students enrolled in K through 3rd grade will have a disability; 2%(3) of 171 students enrolled in 4 through 8th grade will have a disability. In year 2, we project 2% (4) of 304 students enrolled in K through 3rd grade will have a disability; 2%(3) of 228 students enrolled in 3rd through 8th grade will have a disability. In year 3, we project 2%(4) of 380 students enrolled in K through 3rd grade will have a disability; 2%(3) of 285 students in grades 4th through 8th grade will have a disability. In year 4, we project 2% (8) of 456 students enrolled in grades K through 3rd grade will have a disability; 2%(6) of 342 students enrolled in 6 through 8th grade will have a disability. In year 5, we project 2% (8) of 532 students enrolled in K through 3rd grade will have a disability; 2%(6) of 399 students enrolled in 6 through 8th grade will have a disability.

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.

The school will not discriminate based on race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The school will be open to any student residing in Broward County. The school will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such a case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation. This process doesn't consider a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state, and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4)(l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to the following:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection. The school will not discriminate against students with disabilities in placement, assessment, identification, and admission.
2. The school will provide all students with a Free Appropriate Public Education (FAPE) in the least restrictive environment possible.
3. The school will comply with the requirements of the IDEA as it relates to Individual Educational Plans (IEP's), which will include an annual IEP meeting with the student's family

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

To ensure students with disabilities receive FAPE in the LRE, the School will work with the Sponsor to assure that FAPE is available to all students with disabilities attending this public charter school residing in the district. Innovation Preparatory Charter will ensure our school meets the three components of FAPE: Free (at no cost to the parent); Appropriate (IEPs outline a program for students to meet their unique needs); Public (students have the same rights to attend public schools as all children). Thus, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. In addition, ADA also requires public school districts provide students with a free education and integrate students with disabilities into the regular classroom and make accommodations for their individual educational needs. In addition, we know we may need to adjust test-taking rules or absence policies to accommodate the needs of a student with a disability. Title II of the ADA also gives students the right not to be harassed or discriminated against because of their disability.

A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school

community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research. The school will follow guidelines and procedures detailed in the Broward County Public Schools Policies and Procedures for Students with Disabilities Manual (SP&P) Developing Individualized Education Plans Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP. School officials must hold an IEP meeting within 30 days of the date your child was determined to be eligible for special education. The IEP must be updated at least once every 12 months. However, you may ask for an IEP meeting at any time if you believe it is important to consider changes in your student's IEP.

The IEP procedures will include Role of Parents The role of the parents in developing IEPs includes, but is not limited to:

- a) Providing critical information regarding the strengths of their student
- b) Expressing their concerns for enhancing the education of their student so that their student can receive FAPE
- c) Participating in discussions about the student's need for special education and related services
- d) Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments

The IEP must and will contain the following information:

- Present levels of educational performance
- Goals
- Special education and related services

Again, the school district is obligated to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE), therefore, our IEP team will consider the maximum extent appropriate for both to educate our students with disabilities alongside kids without a disability. Special education is a set of services, rather than a specific place for our students with disabilities to go. The services our students with disabilities need to reach the goals and objectives and how they'll be delivered are identified. For most students with disabilities, the general education classroom will be the preferred setting, but a range of options will be available, including special day classes. In addition to the above, the following are part of the IEP:

- The extent, if any, to which our students with disabilities will not participate with nondisabled kids in the regular class and other school activities.
- When services will begin, where and how often they'll be provided, and how long they'll last.
- Necessary transition services (age 16 or the first IEP that will be in effect when the child turns 16)

These special factors will be considered and addressed in the IEP, depending on our students with disabilities needs:

- Supports and strategies for behavior management, if behavior interferes with his/her learning or the learning of others.
- Language needs as related to the IEP as outlined in the communication plan.
- Communication needs as outlined in the communication plan.

- Assistive technology devices or s services required to receive FAPE.
- Necessary accommodation in the general education classroom.

Response to Intervention (RtI) is a process used in Broward County Schools to identify and address student needs through a multi-tiered system of support (MTSS) which we will implement at our school:

Tier	Description
Tier 1	Core curriculum All students receive instruction, including those who need curricular enhancements
Tier 2	Strategic interventions Students receive more support than the core curriculum
Tier 3	Intensive interventions Students receive individualized interventions

The RtI process in Innovation Preparatory Charter includes:

- Screening: Educators use information like grades, attendance, and behavior records to identify students who may be at risk.
- Monitoring: The school tracks student progress.
- Intervention: The school provides evidence-based interventions that are adjusted based on student response.
- Decision making: The school uses data to make important educational decisions.

The RtI process is intended to help struggling students succeed in the classroom without the need for an exceptional student education (ESE) label.

Some RTI interventions we will use include: research-based programming, high quality instruction, small group instruction, and collaboration with specialists.

The Response to Intervention (RtI) referral process in our school is as follows:

1. Tier 1: Teachers complete Teacher Strategies on BASIS to document their initial strategies for a student.
2. Referral: If the student needs more intensive strategies, a referral can be made to the MTSS/RtI team.
3. Create a referral: On BASIS, open the Referrals drop-down menu, click RTI, and then open the Create a New Referral drop-down menu.
4. Select a referral type: Choose Academic or Behavioral.
5. Enter student information: Enter the student's last name and click Save and Close.

The RtI process is a school-wide model that helps teachers respond to student needs and provide interventions to help students succeed. The process uses a team approach to develop individual plans for students, and it can help identify students who may need more intensive instruction or be

eligible for an exceptional student education program.

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

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

The school will use Response to Intervention (RtI) procedures as outlined in the SP&P and that follow the Florida Multi-Tiered System of Supports (MTSS) - <http://www.florida-rti.org/index.htm>. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. The JCPS MTSS implementation is comprised of six essential components which form the foundation of creating a sustainable system of supports.

The MTSS Essential Components are:

- Shared Leadership
- Data-Based Problem-solving and Decision Making
- Tiered Layer of Supports • Research Based Interventions

- Universal Screening and Progress Monitoring, and
- Family, School, and Community Partnering. In order to meet the requirements of the RtI/MTSS framework, the school will identify key administrative, instructional and support staff members to serve as the School's RtI/MTSS team and participate in School Support Team (SST) meetings. School based teams are comprised of a school administrator, teachers, guidance counselor and other staff as appropriate.

They will possess the following characteristics: a focused vision and the knowledge and skill set of MTSS implementation. The purpose of this team will be to build capacity to establish hospitable environments that effectively align systems, policies, and implementation infrastructure across all levels (state, district, school/community, classroom, students/families). Establishing an aligned teaming infrastructure will help integrate and "scale-up" MTSS with fidelity over time, and will build on existing strengths, as well as anticipate and respond to the multiple challenges faced by the scale-up effort.

The process/documentation the school will use to identify students with disabilities, includes the following:

- Child Find
A system that operates in each state to identify, locate, and evaluate children who may need special education. Child Find applies to children from birth to age 21.
- Response to Intervention (RTI)
A pre-referral process that provides additional academic support to students who are having difficulty learning. RTI can be used as part of the process to determine if a child has a specific learning disability.
- Special education assessments
These assessments can include screening tests, adaptive behavioral assessments, and behavior rating scales. The assessment process may also include interviews, observations, and curriculum-based assessments.
- Individualized Education Program (IEP)
A written document and process that describes the support a child needs once they are found eligible for special education

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. To accomplish this, the school will commit to instruction that incorporates specialized instruction. Specialized instruction adapts as appropriate to the student's needs the content, methodology, or delivery of instruction which ensures access to the LRE. The school will

determine what makes this student different from typical learners and how the school will teach this student to meet his needs. An IEP, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards. Teachers who maintain a culture of rigor and high expectations in alignment with the Florida B.E.S.T Standards. Instructional accommodation in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida B.E.S.T Standards.

Accommodations include but are not limited to the following: the use of visual cues, visual schedules, Graphic organizers, preferential seating, more time to complete tasks, breaking tasks into subtasks with clear deadlines, use of a timer, and color coding. Assistive technology devices and services. Instructional strategies are used to present information in a manner that helps learning. Strategies include but are not limited to the following: direct instruction, teaching social skills, self-monitoring strategies, organizational strategies, time management strategies, and the use of metacognitive modeling. Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Other services such as transportation, psychological services, speech-language therapy, occupational therapy, physical therapy, counseling, social work services, and school health services will be provided to the student as necessary per week.

- Other types of direct services and supports to the student (e.g., health care assistant for a student with significant health needs)
- Support and training for relevant school staff (e.g., collaborative planning time for teachers)
- Training on special equipment, adaptations to the general education classroom, or specialized training for the general education teacher

Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida B.E.S.T Standard as applicable will be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.
- Morning, Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.
- For all students showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP and modify the goals, accommodations to remediate the student and provide the most appropriate educational plan of action. Supplementary aids and services will be provided on as needed basis as stated on a student's IEP.

Contracted SLP, OT, PT, and itinerant personnel will be hired by the school to service the needs of each student.

Consultation and collaboration in special education are processes that involve multiple people working together to plan, implement, or evaluate a student's education:

- Consultation

A professional may consult with another professional for information or suggestions that can help a student learn. For example, a teacher may consult with a teacher of students with visual impairments to learn how to present a math concept to a student who is having difficulty.

- Collaboration

Multiple people work together to share expertise and perspectives to create a comprehensive understanding of a student's needs. This understanding can then be used to plan and implement instruction and services. Collaboration can involve a wide range of professionals, families, and caregivers.

Collaboration and consultation can help develop communication skills and teamwork. They can also help ensure that educational programs and services are effectively designed and implemented to meet each student's needs.

Exceptional Student Education (ESE) services in our school include:

- Special instruction: Designed to meet the unique needs of each child
- Technology devices: Such as assistive technology
- Therapy: Such as occupational, speech, or physical therapy
- Special transportation: If needed for the child to receive an appropriate education
- Other supports: Such as more time on tests or other changes to the typical school day

ESE services are free and are provided to help children with disabilities progress in school and prepare for life after school.

The services a child receives depend on their needs and may include instruction in different settings, such as a regular class, special class, or special day school.

The process for determining a child's eligibility for ESE services includes:

- Referral for individual evaluation: A request for a formal review of the child's learning needs, strengths, problems, and interests
- Individual evaluation: May include tests, observations, and interviews
- Determination of eligibility: Based on whether the child has a recognized disability that causes the need for special educational services

Our school will offer a variety of programs for Exceptional Student Education (ESE) students, including:

- Assistive technology
- Behavior specialists and technicians
- Mental health counseling
- Occupational and physical therapy
- Speech and language impairments
- Transition services

ESE programs will be available for students with a range of conditions, including:

- Autism spectrum disorder (ASD)
- Deaf or hard of hearing (DHH)
- Developmentally delayed (DD)
- Dual-sensory impairment (DSI)

- Emotional or behavioral disability (E/BD)
- Gifted
- Homebound or hospitalized (HH)
- Intellectual disability (InD)
- Language impairment (LI)
- Other health impairment (OHI)
- Orthopedic impairment (OI)
- Specific learning disability (SLD)
- Speech impairment (SI)
- Traumatic brain injury (TBI)
- Visual impairment (VI)

ESE programs provide instruction and related services to adapt curriculum, materials, and more to meet students' individual learning needs. Students may receive instruction in a variety of settings, including regular class, special class, special day school, and more.

Related services may include transportation, speech-language pathology, audiology, interpreting, and psychological services.

There are many extracurricular activities that can be beneficial for children with special needs at our school:

- Sports

Helps children with special education feel connected to life, socialize, and learn that disability is not an obstacle

- Art classes

Helps children develop fine motor skills, express themselves creatively, and build confidence and self-esteem

- Dance

Helps children with special needs be actively involved in their learning, which can boost their self-esteem and improve interpersonal skills

Here are some ways we will ensure students with disabilities have access to school activities:

- Provide accessibility accommodations

Make sure our school has assistive technology like screen readers, Braille displays, and audio books. Also, ensure that physical facilities are accessible to students with mobility issues, such as by providing ramps, wheelchair access, and elevators.

- Communicate about student needs

Regularly communicate with students and parents about available activities and opportunities.

- Collaborate with education services

Ensure students with disabilities receive tailored support by collaborating with education services.

- Create a support network

Work with students' general education teachers, therapists, and parents.

- Encourage peer support

Provide peer role models and peer mentoring to help students navigate the social environment of the school.

- Ensure all students can read

Reading difficulties are a root cause of many special education referrals.

- Create flexible learning paths

Create accessible learning environments that allow children to build and maintain friendships.

- Prioritize live teacher and peer interaction

Provide daily live interaction between students and their teachers and peers.

A Local Education Agency (LEA) Exceptional Student Education (ESE) Specialist will be responsible for many tasks related to staffing and educational planning, including:

- Staffing

The LEA/ESE Specialist may help develop staffing models and recommend service delivery.

- Educational planning

The LEA/ESE Specialist may help develop and implement the ESE Strategic Action Plan, which is aligned with the District Strategic Plan and the State Performance Plan.

- ESE meetings

The LEA/ESE Specialist may serve as the Principal's designee in ESE meetings, where decisions are made about special education eligibility, placement, dismissal, and program changes.

- IEPs

The LEA/ESE Specialist may assist with developing IEPs and ensure that parents receive draft IEPs for annual reviews.

- IDEA compliance

The LEA/ESE Specialist may help identify, report, and correct IDEA compliance concerns.

- Communication

The LEA/ESE Specialist may communicate with school-based personnel, parents, and students to update on policy changes and promote community engagement.

The ESE Specialist in our school, will need:

- A master's degree from an accredited college or university
- State Certification in Exceptional Student Education or a related field
- Educational Leadership certification
- Five years of related professional experience

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

The school will request a student's IEP and/or other information regarding a student's special needs during the application and/or lottery process. In order to ensure that all students with disabilities are provided a free and appropriate public education, and that the needs of the school's ESE students are met, after the application and lottery process, and prior to a student's registration in the school, the school and Sponsor will jointly review the IEP's of students who have applied and been accepted to determine whether the IEP's can be implemented at the School, or whether the student must attend another school within the District that has the resources to implement the IEP. Those students whose needs cannot be adequately addressed at the school, as determined by the IEP team, will be referred to an appropriate placement within the District. Parents of students with disabilities will be afforded 49 procedural safeguards in their native language, consistent with the manner the safeguards are provided in Sponsor's traditional schools or using Sponsor's materials. Under the auspices of the Sponsor as LEA, School will fully implement the IEP's of enrolled students, and will assume responsibility for programming and delivering related services to exceptional students, unless the IEP team determines the student's needs cannot be met at the School and placement at another school within the district that has the resources to implement the IEP constitutes the least restrictive environment on the continuum of alternative placements.

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

For students requiring a more restrictive learning environment to support their educational needs (less than 40% of instruction occurring with non-disabled peers), an IEP team meeting will be held with the district's placement specialist, a representative from the student's home school, a general education teacher, and the child's parents to discuss the appropriate educational setting.

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

I. Identify the staffing plan, based on the above projection, for the school's special

education Application program, including the number and qualification of staff.

The school will employ teachers with proper certifications available to serve students with disabilities as projected by an estimated 13% of SWDs currently attending the charter schools in the district. The school teaching staff will include a certified ESE Teacher with demonstrated experience in providing support and services to children with disabilities. The ESE Teacher will be an employee of the school and will at a minimum possess full certification in special education. The school will increase the number of staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on the IEP. The ESE Teacher will ensure the implementation of all IEPs and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE Teachers. The ESE teacher will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE records in compliance. If the needs of the SWDs include consultative and collaborative services, the ESE teacher can arrange his/her schedule to meet the needs of the students and maintain compliance of records. Consultation provided by the ESE Teacher may include modifications of instructional methods, adjustments to the learning environment, and/or adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. However, if the need arises to hire additional ESE teacher(s), that decision will be made based on the needs of the population of students with disabilities.

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

The School's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district, and school-based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the ESE and General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Accommodation may involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to handicapping conditions. Similarly, to these goals, data from interim assessments, districts, state assessments will be used to determine whether students' needs are being met.

Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, participation in the Sponsor's ESE Charter School meetings to obtain current best practices on student evaluations and feedback from the Sponsor's ESE compliance review(s) will also help the school to measure its effectiveness in delivering a quality instructional program to their exceptional student education population.

- [300.106](#) Extended school year services.

We will ensure that extended school year services are available as necessary to provide FAPE only if a child's IEP team determines, on an individual basis, in accordance with 300.340 through 300.324, that the services are necessary for the provision of FAPE to the child. We will not limit extended school year services to a particular category of disability. We will provide these services beyond the normal 180- day school calendar, if necessary, in accordance with the child's IEP at no cost to the parents or the child. The services provided meet the standards of the SEA. For

example, ESY services will be determined for each student by the IEP or FSP team and may be different than those services provided during the regular school year. The school district, the IEP or FSP team determines initiation, duration, and frequency of ESY services. Please see attachment for additional information on ESY services.

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

The school will serve the needs of Gifted students in accordance with State Board Rule 6A-6.03019, FAC, Special Instructional Programs for Students Who Are Gifted, and Broward County's Exceptional Student Education Policies and Procedures (SP&P) for Gifted Students. The school will adopt the Sponsor's Gifted instructional program philosophy which states:

- a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
- b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.
- c. A range of service delivery options is available to meet the students' special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to ensure reasonable class size, adequate funds for materials and in-service training. Thus, teachers must be gifted and endorsed to teach gifted students: Gifted Education Specialist.

The school will adopt the Sponsor's Gifted curriculum which states:

- a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
- b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
- c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
- d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
- e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

To implement the curriculum for gifted students, the following curriculum differentiation strategies are in place to ensure that each individual student progresses in the curriculum to the maximum

extent appropriate.

- Curriculum Compacting – involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- Independent Study – opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters – learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- Flexible Grouping – grouping of students according to their learning needs, strengths, and preferences. Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:
 - Providing critical information regarding the strengths of their child.
 - Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education.
 - Participating in discussions about the child's need for specially designed instruction.
 - Participating in deciding how the child will be involved and progress in the general curriculum.
 - Participating in the determination of what services the school will provide to the child and in what setting. The EP team considers the following during development, review, and revision of the EP:
 - The strengths of the student and the needs resulting from the student's giftedness
 - The results of recent evaluations, including class work and state or district assessments
 - In the case of an ELL student the language needs of the student in relation to the EP. The Educational Plan (EP) for each student will be individualized, measurable, and observable.

The plan will include:

- A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results.
- A statement of goals, including benchmarks or short-term objectives.
- A statement of the specially designed instruction to be provided to the student.
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

The specific measures to be used in the quarterly progress monitoring of Gifted Students as required by Rule 6A-6.030191(4)(d), are as follows:

- Use of performance-based tools to assess learning should be employed in classrooms. Pre-testing enables the teacher to implement curriculum compacting, subject acceleration, flexible pacing, and other strategies to meet the needs of the student.
- Collection of portfolio artifacts may represent the accumulation of long-term high-level skills.
- Standardized testing in core areas of the curriculum attests to gifted student growth (e.g. Critical thinking).
- Above-level testing allows students to demonstrate what they know, as well as what they are ready to learn. Above-level testing is the most accurate assessment to prescribe appropriate

curriculum for gifted students.

Counseling and guidance services should be offered to gifted learners at all levels of programming.

- Teachers, parents, administrators and services personnel should be provided with information and training regarding the characteristics of gifted students and their related social-emotional development.
- Gifted teachers should incorporate strategies to support affective learning in their classrooms.
- Counselors and others with specific training in the social-emotional needs of gifted students should provide counseling and guidance services at all levels of schooling.
- Guidance and counseling services to meet the social-emotional needs of gifted students should be ongoing, K-6. Gifted children are aware that they are not like their age peers and may struggle with social adjustment.
- All educators, administrators, counselors, psychologists and other professionals in the school system should be trained in identifying gifted characteristics and needs so that unidentified gifted students may be referred for gifted evaluation as part of the behavioral or academic planning processes. These professionals should also be knowledgeable about special populations, including gifted identification of ELLs.
- Referrals should be made to community resources/professionals for special needs as necessary

6A-4.01791 outlines the requirements for teachers who provide gifted services and the specialization requirements for the Gifted Endorsement. These requirements include:

- A bachelor's degree or higher with certification in an academic class coverage
- 15 semester hours in gifted education, including:
 - 3 semester hours on the nature and needs of gifted students
 - 3 semester hours on curriculum and instructional strategies for gifted students
 - 3 semester hours on guidance and counseling for gifted students
 - 3 semester hours on educating special populations of gifted students
 - 3 semester hours on the theory and development of creativity

Attachments

Section 6: Exceptional Students

– No Attachments –

Notes

Paley Munn, 11/22/24, 4:21PM:

Reviewed by Paley Munn, C/CSMSD; Maribel Lauzurique, ESE Dept; Kristin Andujar, ESE Dept This application failed to provide a clear plan to assure the participation in standardized testing with allowable accommodations for SWD as Section 1008.22, F.S., Rule 6A-1.0943 (3), F.A.C., and Rule 6A-1.09401, F.A.C. require. What is the testing plan to include SWD in standardized testing with allowable accommodations? The application failed to identify the specific measures to be used in the quarterly progress monitoring of SWD/Gifted Students as required by Rule 6A-6.03028(3)(h)(7), F.A.C./ Rule 6A-6.030191(4)(d), F.A.C. What is the school's plan for quarterly progress monitoring of academic achievement and IEP/EP goal attainment for SWD/Gifted Students? The application failed to provide for the opportunity for parent to fully participate in the Gifted EP meeting as required by Rule 6A-6.030191(2)(a), F.A.C., which states, Each district shall take the following steps to ensure that one (1) or both of the parents of a student who is gifted is present or is afforded the opportunity to participate at each EP meeting: 1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and, 2. Scheduling the meeting at a mutually agreed on time and place. What is the school's procedure to ensure parent participation/involvement? The application failed to provide for clear, concise, and timely communication regarding procedural safeguards to parents of gifted students as is required by Rule 6A-6.03311(2)(a), F.A.C., states, "Parents must be provided a copy of their procedural safeguards." How does the school plan to ensure appropriate and timely provision Gifted Procedural Safeguards to the parent(s) of gifted students?

7.English Language Learners

Section Evaluation

Partially Meets the Standard Yolanda Martinez, 11/8/24

Final Rating

Partially Meets the Standard

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

Innovation Preparatory Charter has several procedures for classifying English Language Learners (ELLs), including:

- Home Language Survey

All students entering a Broward County Public School for the first time must complete the Home Language Survey. The survey asks if the student's first language is not English, if the student speaks a language other than English most often, and if a language other than English is used in the home.

- Informal interviews

The school registrar may informally interview the student to better understand their language proficiency.

- ACCESS for ELLs

Students in grades 1–12 take the ACCESS for ELLs assessment, which is based on the

WIDA English Language Development (ELD) Standards.

- Initial Language Classification Assessment Form

The Initial Language Classification Assessment Form, along with interview and background data, helps determine D and E language classifications.

- Re-evaluation of ELLs

ELLs who withdraw from the LEA and re-enroll may need to be re-evaluated for English language proficiency.

- Post Reclassification Dates

A student's performance is reviewed after they have been classified as fully English proficient.

The Bilingual/ESOL Department at Broward Schools provides support services, including interpreters and translators, to help students and families.

6A-6.0902 of the Florida Administrative Code (F.A.C.) is a rule that covers the requirements for identifying, assessing, and providing programmatic services to English Language Learners (ELLs) in Florida public schools. The rule includes requirements for:

- Identification

The Home Language Survey (HLS) is used to identify students who may be eligible for ESOL services. The HLS is part of the student's registration packet and is completed by the parent or guardian.

- Assessment

The ACCESS for ELLs 2.0 test measures students' abilities to understand and produce English in school settings. The test has four sections: Listening, Reading, Speaking, and Writing.

- Programmatic services

ELL students are entitled to programming that is appropriate to their level of English proficiency, academic achievement, and any special needs. They also have equal access to English language instruction and basic subject areas.

The Every Student Succeeds Act (ESSA) requires annual measurement of English proficiency for limited English proficient students.

Innovation Preparatory Charter has several policies and procedures for placing students in the English Language Learner (ELL) program, including:

- ELL Committee

An ELL Committee is convened to determine if a student should be placed in the ESOL program for grades K-12. The committee considers a variety of factors, including:

- Student interviews
- Prior educational and social experiences

- Written recommendations from staff
 - Student's mastery of English and home language skills
 - Grades from previous years
 - Test results
- Placement decisions

Placement decisions are based on a number of factors, including:

- Age appropriateness
- Prior educational services
- ELL Committee recommendation
- Assessment results

- Documentation

All decisions regarding placement are documented in the ELL folder.

- Home Language Survey

A Home Language Survey (HLS) is included in the student's registration packet. The parent or guardian completes the form to identify students who may be eligible for ESOL services.

The goal of the ESOL program is to ensure that all students receive comparable instruction, regardless of their level of English proficiency

Innovation Preparatory Charter will use a variety of assessments to measure English language learners' (ELLs) proficiency and placement, including:

- ACCESS for ELLs

A suite of assessments that helps determine a student's English language proficiency, and is used to make decisions about whether to exit the English for Speakers of Other Languages (ESOL) program. ACCESS for ELLs is administered to all ELLs during a yearly testing window, typically from late January to late March.

- WIDA Screener

An assessment that evaluates a student's language skills in listening, speaking, reading, and writing. The WIDA Screener produces score reports for each student, including proficiency levels and composite scores.

- Comprehensive English Language Learner Assessment (CELLA)

An assessment that measures ELLs' English proficiency in listening, speaking, reading, and writing.

- Postsecondary Education Readiness Test (PERT)

A placement test that assesses a student's skills in English, mathematics, and reading. The PERT is not a pass or fail test, but instead the scores are used to determine the most appropriate courses for a student to take

Innovation Preparatory Charter will use The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) joint guidance when identifying and assessing all potential EL students. According to The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) we must have procedures in place to accurately and timely identify potential EL students. Upon registering as Broward County Public School student, a Home Language Survey (HLS) is completed for all K through grade 5th students as the first step in identifying a potential English Language Learner (ELL). Broward County Public School System has requirements we will use:

1. Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. The Home Language Survey is part of the district's registration form used by all schools. It is available in the top four languages represented in the District: English, Spanish, Haitian Creole and Portuguese. These forms have been included in the ESOL Department Handbook, Appendix A and posted on the Department website www.broward.k12.fl.us/esol/Eng/ESOL/Handbook.htm. Information on registration and identification of English Language Learners (ELLs) is shared at ESOL Contact Meetings and included in the ESOL Department Handbook.

1. Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. All students register at our school and comply with the requirements outlined in the Checklist for Enrollment of Students K-12 (as per School Board Policy 5.1). This checklist is available at www.browardschools.com/info/register.htm. The registration form, which includes the three Home Language Survey questions, is available in English, Spanish, Haitian Creole, and Portuguese.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS.

Parents of students who answer "yes" to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district's ESOL Program. The parents are informed orally of the need for a language assessment by the school registrar or ESOL contact/designee or by the guidance counselor. The student is then referred to a trained language assessor at the school. If the assistance of a language assessor from the Multicultural, ESOL and Program Services Department is needed, these services are requested by completing the form Request for Assessment Form found at www.broward.k12.fl.us/esol/Eng/Forms.htm.

Identify the title of the personnel responsible for processing all affirmative responses to HLS:

Registrar and Other (Specify) In addition to the registrar, the ESOL Contact/Designee or Guidance Counselor, as designated by the school administration, is responsible for processing all affirmative responses to the Home Language Survey.

1. Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. From the time of students' registration, every effort is made to inform and orient parents to the Broward County Public Schools System using materials translated into the district's three predominant non-English languages: Haitian- Creole, Portuguese, and Spanish. Newcomers Packets and Code of Student Conduct Books are made available to parents in the major languages as well. If we have 15 or more students who speak the same language, we will have available bilingual staff to assist with registration.

Upon registration in a Broward County Public School, a Home Language Survey (HLS) is completed for all Pre-K through grade 12 students as the first step in identifying a potential English Language Learner (ELL). Therefore, students who register at our school K through 6 grade students will complete the Home Language Survey (HLS).

1. Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. Upon registration and assessment, the registrar, guidance counselor or ESOL contact/designee collects student demographic data and provides this information to the school Data Processing Clerk (DPC). The school DPC then inputs pertinent information in the TERMS database and panels required for ELLs.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar, Data Entry Clerk, and Other (Specify) Guidance Counselor or ESOL contact/designee.

· School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading, and writing as follows:

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA?

ESOL Coordinator/Administrator and Other (Specify) Guidance Counselor or District or School-based trained language assessor

1. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-6 student is an ELL.

- IDEA Language Proficiency Test I Form G (grades K-5)
- IDEA Language Proficiency Test II Form E (grades 6)
- WIDA MODEL (kindergarten)
- WIDA Online Screener (grades 1-6)

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

If a parent answers "yes" to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency using the approved listening and speaking proficiency assessment listed above.

The school's ESOL contact/designee keeps a record of all students whose parents answer "yes" to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District-trained school-based language proficiency assessors are available to test at school sites. In addition, schools may request language assessors from the district's Bilingual/ESOL Department.

If a parent answers "yes" to ANY of the three questions on the HLS, then the student is assessed for aural/oral language proficiency in English, within 20 days of registration. If the student is not assessed within the 20 days, this period is extended an additional 20 days if parents are notified in writing in their native language. The Parent Notification of a 20- day Oral Language Assessment Expiration is available at <http://esol.browardschools.com> (Department Handbook)

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-6?

K-6 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-6, we will request a Reading and Writing assessment from the district to determine if a student needs ESOL services. The Request for Assessment Form is available at <http://esol.browardschools.com>. (Department Handbook).

Any students in grade 3 or above, who scores at or below 32nd percentile on reading comprehension and writing or language usage subtests of the approved test or scores below the English proficient level on an approved assessment in reading and writing shall be classified as ELL and provided ESOL services.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-6.

- WIDA Online Screener

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

To ensure that the Reading/Writing test is administered within 20 days of the aural/oral test, the following procedures are implemented. If a student is not assessed within the 20 days, the period

is extended to an additional 20 days, if parents are notified in writing in their native language.

- Reading and Writing subtests of the Kaufman Test of Educational Achievement-II Brief Form (K-TEA-II) are administered by district ESOL Program staff to grades 3-6 students identified as Fluent English Speakers (FES).
- This testing is completed within 20 days of the identification of the student as FES.
- District ESOL Program staff informs the school ESOL Contact/designee of the results so appropriate student placement is made, and information can be entered in TERMS database.

1. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

For students in grades K-6 with inconsistent test data, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting.

The ELL Committee may determine whether a student to be an ELL or not to be an ELL according to consideration of at least two of the following criteria in addition to the results of the assessments used for placement.

Two of the state approved criteria must be documented on the ELL plan:

- a. extent and nature of prior educational and social experiences; and student interview.
- b. written recommendations and observations by current and previous instructional and supportive services staff.
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards
- d. grades from the current or previous years
- e. test results other than those from the district assessments of listening/speaking/reading/writing.

ELL Committee decisions are documented in the English Language Learner Plan (ELL) under ELL Committee recommendations. ELL Committee members must be present at the meeting and sign for documentation purposes. For a copy of the ELL folder, go to <http://esol.browardschools.com> (Department Handbook)

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

The goal of the ESOL Program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible

instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

Since our school will have students classified as English Language Learners (ELL) we must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Sunshine State Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL.

We will adhere to [School Board Policy 6000.1 - Student Progression Plan](#)

We will also use the District Comprehensive Instructional plan:

Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>.

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Dual Language (Two-Way Developmental Bilingual Education)

Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

There are multiple types of documentation related to English learners (ELs), including:

- Home language survey

A survey that parents or legal guardians complete to help determine if a student is an EL. The survey should be completed in a language and format that the family understands.

- English language proficiency (ELP) screener

A test that determines if a student is eligible for EL status.

- Academic records

These can include scores from standardized tests, grades in English classes, and work samples.

- Communication with parents

This can include information about the EL identification process, the student's English proficiency level, and the criteria for reclassification.

- Notification to parents

Districts must notify parents of ELs and potential ELs about the available English language education (ELE) programs in the district.

- Program evaluation

Federal law requires that programs for ELs are based on a sound educational theory, adequately supported, and periodically evaluated

Innovative Preparatory Charter with ESOL self-contained classes (Sheltered English), ELLs are grouped by grade levels and receive comprehensible instruction from teachers in language arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education. Basic Program using ESOL Strategies (Inclusion) is another approach used to provide comprehensible instruction to ELLs. Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. Native Language Instruction in Content Area (Dual Language Program) is an approach offered at two elementary schools. The Dual Language program provides native English speakers and native Spanish-speaking students with integrated academic instruction delivered in English and Spanish. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Florida Administrative Code (FAC) Rule 6A-6.09022, also known as Section 11, covers the extension of services in the English for Speakers of Other Languages (ESOL) program for English Language Learners (ELLs):

Detail	Explanation
Eligibility	Students may receive additional years of ESOL instruction and services beyond the initial three years of funding, based on their needs as determined by annual evaluations.
Assessment	If a student's date falls between the administration of the ACCESS for ELLs and October 1 of the following school year, the ACCESS for ELLs and FSA scores are sufficient. If the student's date falls after October 1, an assessment must be administered at least 30 school days before the student's anniversary date.

Procedures	The LEA procedures for determining extension of services should include the timeline based on DEUSS, the role of the ELL Committee, and the supporting documentation used to determine if continued ESOL services are necessary.

The ESOL program is a state-funded program for eligible ELLs in grades K-12. It's designed to meet the needs of ELLs who come from homes where the native language is not English

To ensure Equal Access for English Language Learners (ELLs), we will implement programs and services that include: comprehensive language assessments to identify individual needs, differentiated instruction tailored to their English proficiency level, dedicated ESL support, access to bilingual staff and materials, parent engagement strategies in their native language, and ongoing monitoring of progress to adjust interventions as needed; all while integrating ELLs into mainstream classrooms with appropriate accommodations to fully participate in the curriculum.

Key components of an Equal Access plan for ELLs:

- Student Identification and Assessment:
 - Utilize standardized language proficiency tests (like ACCESS) to identify ELLs upon enrollment.
 - Conduct comprehensive needs assessments to determine individual language strengths and weaknesses.
- Instructional Strategies:
 - Provide dedicated ESL classes or pull-out support for focused language development.
 - Incorporate differentiated instruction in mainstream classrooms, including visual aids, simplified language, and hands-on activities.
 - Utilize bilingual materials and resources when appropriate.
 - Teach vocabulary and academic language explicitly.
 - Foster a culturally responsive classroom environment.
- Teacher Training:
 - Mandatory professional development for all teachers on effective strategies for teaching ELLs.
 - Training on culturally sensitive practices and understanding language acquisition stages.
- Parent Engagement:
 - Regular communication with parents in their preferred language through translated materials, conferences, and phone calls.
 - Provide opportunities for parents to learn about the school's ELL program and how to support their child's language development.
- Program Monitoring and Evaluation:
 - Regularly assess student progress in English language development using formative and summative assessments.
 - Analyze data to identify areas of strength and need for program adjustments.

- Collaborate with specialists and administrators to evaluate the effectiveness of ELL interventions.

Important Considerations:

- Placement Decisions:

Place ELLs in grade-appropriate classrooms with appropriate language support, considering their individual needs.

- Exit Criteria:

Establish clear criteria for when an ELL student is ready to exit the ESL program and transition fully into mainstream classes.

- Collaboration:

Foster collaboration between ESL teachers, mainstream teachers, administrators, and specialists to ensure coordinated support for ELLs.

By implementing these strategies, we can create an inclusive learning environment that allows ELLs to access the same quality education as their peers, promoting their academic achievement and language development.

Regardless of the approach implemented, ELLs receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate B.E.S.T Sunshine State Standard, benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry, prior to placement into the ESOL program. District ESOL administrators and ESOL Resource Teachers are available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses. Information addressing instruction of ELLs is also provided through scheduled ESOL contact meetings and training. All information is available on the department website at www.broward.k12.fl.us/esol. On-going classroom visitations and walk-throughs are conducted by school administrators.

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. They must meet the B.E.S.T Sunshine State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject

areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. This is accomplished by following the curricula frameworks and by the utilization of the following materials:

- Grade level State/District adopted materials.
- District-recommended supplementary ESOL materials
- The state adopted Language Arts ESOL textbooks.
- Content area textbooks in the student's native language may be used.
- Implementation of ESOL Strategies (students are assessed and monitored on an ongoing basis).
- Developmental Language Arts through ESOL Instructional Frameworks

Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics, and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes. Teachers of language arts/reading and elementary grades are also certified in their areas and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

ELLs receive instruction using ESOL Instructional Strategies. School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations, and classroom walk-throughs. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book using the codes from the District's ESOL Instructional Strategies Matrix in which consists of numerous ways a teacher can reach an ELL student. It is also attached for reference.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELL student:

- teacher/paraprofessional-student interaction is in both languages when possible;
- the curriculum is structured so that prior knowledge is considered;
- methods and materials used in the program reflect second language acquisition strategies and needs;
- all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL student.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with

comprehensible instruction in your district. (Check all that apply)

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) ESOL Contact/Designee and ESOL Resource Teacher

Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. (Check all that apply)

- Student Portfolios
- PM Practice Tests
- FAST Test

14) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

Yes No

If yes, indicate where in the Student Progression Plan these are described.

www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf

Describe the district's Good Cause Policy (ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

The district's Good Cause options are described in detail in School Board Policy 6000.1. Go to www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf. ELLs who have had less than 2 years of instruction in an ESOL program are exempt from mandatory retention. Retention requires the recommendation of an ELL Committee.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL.

When an ELL student is considered for retention, an individual ELL Committee is convened to evaluate the student's educational progress. ELL Committee members assist in reviewing the student's current educational needs. If retention is in the best interest of the child, the ELL Committee ensures that the decision to retain a ELL student is not "solely based" on a student's lack of English language proficiency. The ELL committee must also analyze all available academic information and determine the most appropriate educational placement. ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign and date the folder for documentation purposes. Go to www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

The parents are invited to attend the meeting of the ELL Committee with a translated letter of invitation. Schools keep a record of parent contacts in the ELLSEP folder. The school principal takes whatever action is necessary to ensure that the parents understand the proceedings of the meeting, which may include arranging for an interpreter through the Multicultural, ESOL and Program Services Department for parents whose home language is other than English.

Allowable accommodations for state, district, and classroom assessments in Broward County, Florida include:

- Extended testing time: Students may be given more time to complete the test
- Reduced distractions: Students may be tested in an environment with fewer distractions
- Assistive technology: Students may use devices to help them participate in the assessment
- Magnification devices: Students may use devices like reading loupes, handheld magnifiers, or CCTV/video magnifiers
- Dictionary access: English Language Learners (ELLs) may have access to dictionaries that translate English to their heritage language or vice versa
- Testing over multiple days: ELLs may be able to take the test in multiple sessions over the course of a school day
- Document accommodations: Accommodations must be documented in a student's IEP or Section 504 plan

Accommodations that would make a test invalid are not allowed. For example, students cannot leave campus during a test session and then return to finish it.

Rule 6A-6.09091 of the Florida Administrative Code (FAC) outlines the accommodations that are available for English Language Learners (ELLs) to take part in the statewide standardized assessment program. These accommodations include:

- Dictionaries and glossaries: ELLs can use dictionaries or glossaries that translate from English to their heritage language or vice versa. These resources can be in print, electronic, or digital formats. They can only provide word-to-word translations and cannot include definitions or other information.
- Bilingual content glossaries: These resources are useful for academic terms specific to a content area.
- Bilingual dictionaries: These resources are useful for general vocabulary that cannot be determined through context clues.

Other accommodations that may be available include:

- Providing extra time for students to think before answering questions or completing assignments
- Slowing down and pronouncing words clearly

The accommodations that are provided to a student depend on their individual needs and can be a combination of any of the authorized accommodations.

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

In Florida, the English for Speakers of Other Languages (ESOL) Program has specific policies and procedures for exiting English Language Learners (ELLs):

- Exit criteria

Students must score at or above the 33rd percentile on a norm-referenced reading and writing assessment to exit the program.

- Exit timing

Students must be exited by the last day of the school year, or within two weeks of the start of the next school year if scores are received after the school year ends.

- Monitoring

After exiting the program, schools must monitor students' academic progress for at least two years.

- Re-testing

If a student's academic progress is not as expected, schools can re-test them to determine if they need additional language assistance.

- Re-entry

If a student is re-entered into the program, schools must document the reasons and obtain parental consent.

- Training

Schools must provide teachers and staff with training if they need to change exit criteria or procedures.

- Parent involvement

Parents are included in the decision to reassign a student, and they can opt out of the reassignment

Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

- Student Portfolios
- PM Practice Tests
- FAST Test

MONITORING PROCEDURES

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School ESOL contact/designee with input from classroom teacher(s), and any other applicable staff.

What are the requirements for exit ESOL in Florida?

The school ESOL contact person, in coordination with the teachers, follows the procedures below to exit students from the ESOL program:

Identifies students who are eligible to exit the ESOL program based on the exit criteria.

Updates the exit information on the ELLSEP folder for exiting students.

Completes the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date, and signature. If the ELL Committee needs to be convened, parents must be invited, and all members of the committee must sign.

Provides the school data processor with required exit data. The required information is entered in the State Database (TERMS).

Parents must be notified by the school that the student is exiting the ESOL program.

The student is then monitored for two years from the exit date to ensure success in the mainstream classroom.

According to Florida Administrative Code Rule 6A-6.0903, English Language Learners (ELLs) must meet the following requirements to exit the English for Speakers of Other Languages (ESOL) Program:

- Receive appropriate instruction until they are reclassified as English proficient
- Meet the following standards for exit:
 - K-2: Score at FES level on the IPT-I
 - 3-12: Score an achievement level of three (3) or greater on the Reading portion of the Florida Comprehensive Assessment Test (FCAT)
 - 10-12: Earn a passing score on the 10th grade 10 statewide FSA in ELA/Reading assessment

Schools must exit students no later than the last school day of the school year after receiving the statewide English Language Proficiency Assessment and statewide FSA in ELA/Reading assessment scores.

Listening and Speaking Proficiency Assessment

The below is the Listening and Speaking (Aural-Oral) assessment instrument used in the Broward County district for determining whether a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit as indicated on the below table:

Name of Listening and Speaking Instruments	INDICATE THE CUT SCORE USED FOR EXIT			
	Determination by Type of Score			
	Grade Level	Raw Score	Scale Score	National Percentile
IDEA Language Proficiency Test I	K-2		E(FES)	

Comprehensive English Language Learning Assessment (CELLA)	3-5		720		q o a te
CELLA	6		733		(A S S is a r:
CELLA			739		

score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

Reading and Writing Proficiency Assessment

The Reading and Writing assessment instrument(s) used in the Broward County district to determine whether or not a student is English proficient and ready for exit is a norm-referenced test that may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit.

Name of Reading and Writing Instrument(s):

FAST Level 3 or greater or equivalent development scale score on the Reading Test

A score of proficiency on the Writing section of the CELLA.

Identify the title of the personnel responsible for conducting the exit assessments described above:

ESOL Teacher/Coordinator and District Level Assessors.

Describe the process by which the ELL Committee makes exit decisions.

For students in Grades K-2 that score FES on the IPT-I, a classification code of C1 (continues ESOL services) may be given if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation. If a 3rd -6th grade student

scores inconsistent assessment information or discrepancies between scores, the ELL Committee determines if the student should remain in or exit from the ESOL Program after considering the criteria set forth in the Consent Decree. This decision is documented on the ELLSEP Folder. The ELL Committee could recommend the following:

Student remains in ESOL (student may also be recommended for placement in an additional program)

Student exits ESOL (may also be recommended for placement in a categorical or a basic program)

When a student exits the ESOL program, parents are notified via Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program letter.

Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The school ESOL contact/designee at the school site is responsible for updating the ELLs exit data in the ELLSEP Folder. The school principal/designee is responsible for ensuring this process is completed.

Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The same procedures apply for students who meet the exit criteria at the end of the school year. When a student exits the ESOL program, parents are notified via Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program

Explain how the ELLs' progress is documented in the Student ELL Plan.

The ELLSEP folder includes a section for documenting the exited ELL progress. An exited student's academic performance is monitored on an on-going basis and is documented on the ELLSEP folder at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

Indicate what documentation is used to monitor the student's progress. Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance

Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

If the student's performance is unsatisfactory, the ESOL contact or designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program.

When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the

Responsible staff includes school ESOL contact and or Guidance Counselor/ designee. The school ESOL contact initiates a new ELLSEP folder. Appropriate placement is made based on the recommendations of the ELL Committee. All post- reclassification information is documented on the student's ELLSEP folder.

Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

The recommended program delivery model is based on the student's instructional needs and previous academic placement as discussed at the ELL Committee meeting. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student's difficulty and areas of academic needs.

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

EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.

· School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

- English Language Learners classified as A1-A2 B1 (if necessary) -Schools that have 18 or more K-3rd ELLs, or 22 or more 4th -5th grade ELLs, classified as A1-A2, in the same grade level must provide instruction through a Sheltered Instruction Program using identified curriculum and materials.
- Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th -5th grade ELLs, classified as A1-A2, in the same grade level must provide instruction in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended.
- English Language Learners classified as B1-B2-C1- Students may receive instruction in the basic mainstream using differentiated instruction or in a Sheltered Instruction Program using identified curriculum and materials. (School-based decision)

If the program requires Spanish-speaking bilingual assistants, how will the district ensure that the assistants are fluent in Spanish?

We will test our candidate's Spanish fluency with a language proficiency test to make sure they can communicate efficiently on the job.

What are the training needs (i.e., in-service training and formal college course work) of current staff?

All ESL teachers are required to hold a minimum of a bachelor's degree, preferably in education, writing, English, or teaching English as a foreign language.

In addition to education, candidates must pass specific tests to begin teaching ESL. There are three separate tests available for ESL teachers, the Florida Teacher Certification Examination (FTCE) General Knowledge Test, the FTCE Professional Education Test, and the FTCE ESOL K-12 subject area exam.

Professional Development/Training

Sheltered Instruction Observation Protocol (SIOP): A proven, research-based model of instruction specifically designed to meet the needs of ELLs is the *Sheltered Instruction Observation Protocol (SIOP)*. *SIOP* provides teachers with an observation instrument that also serves as a tool for planning, implementing, and reflecting on lesson delivery. This model gives teachers a structure for how to teach what students need to learn in terms of both the language skills in English and the specific content students need to learn, along with their grade-level English speaking peers. *SIOP* is an approach that stresses student engagement through activities that utilize content and language knowledge. Ongoing assessment and specific feedback are provided to students, enabling teachers to adjust instruction and ensure achievement of objectives. Professional development will be offered for teachers by the district via face-to-face sessions and online coursework. District ESOL staff are assigned as facilitators to assist schools with effective implementation of *SIOP*.

Building Blocks for Teaching English Language Learners: Elementary teachers and Reading Coaches participate in a 3-day professional development opportunity that assists teachers in integrating listening, speaking, reading, and writing skills into the instruction. The workshop focuses on teaching reading comprehension strategies, vocabulary development, building and activating background knowledge, assessment for ELLs, and the effective use of Marzano's instructional strategies coupled with the ESOL instructional strategies. Participants receive a professional book that contains practical information on teaching reading to culturally and linguistically diverse students who enter the classroom with a broad range of experiences.

Developmental Language Arts through ESOL: Secondary teachers and Reading Coaches participate in a 3-day professional development opportunity offered to assist them in the delivery of instruction for the Developmental Language Arts through ESOL course. At this workshop, participants receive an overview of the supplementary materials purchased by the ESOL Department. A yearlong Instructional Framework is disseminated, and participants have an opportunity to plan lessons and learn about effective ESOL strategies for ELLs. Participants also receive a professional book, *Meeting the Needs of Second Language Learners: An Educator's Guide*, to enhance their knowledge and understanding when meeting the needs of English language learners.

Describe strategies that will be used to attract high-quality, highly qualified teachers.

Our Human resources and Staff development departments work collaboratively to retain and recruit highly qualified, certificated in the field, effective ESL teachers. We will collaborate with the district, which will be evidenced by participation in Broward County Recruitment Fairs. Vacancies are filled with candidates interviewed at the recruitment fair and refereed by the district's instructional staffing department. Retention of teachers is a top priority of our school. Teachers are

cultivated and nurtured at Innovation Preparatory Charter to grow professionally. We will retain highly qualified, certified in field, effective teachers in our school by utilizing New Educations Support System (TIER), Professional Learning Communities (PLC), District Training, School-Based Professional Development, Teacher recognition, and Incentives.

Attachments

Section 7: English Language Learners

7.1	ESOL Instructional Strategies	Collins, Wanda Jean, 9/22/24, 4:44AM	PDF / 185.03 KB
7.2	K-12 ESOL Program	Collins, Wanda Jean, 9/22/24, 4:44AM	PDF / 272.203 KB

Notes

Yolanda Martinez, 11/8/24, 3:18PM:

Reviewed by Yolanda V. Martinez, C/CSMSD; Leyda Sotolongo, Bilingual/ESOL Department. The application document fails to identify the assessments (IPT initial assessments) used for placement and the 20-days timeline to access from registration date. (6A-6.0902 Requirements for Identification, Eligibility, and Programmatic Assessments of ELLs. (IPT: Oral/Aural assess., Reading/Writing assess., ELL folder) The application fails to identify supplemental materials used to support ELL students. (6A-6.0902). The application document fails to demonstrate an understanding of the requirements to provide extension of services. Rule 6A-6.09022 The application document fails to provide a clear understanding of district policies and procedures for exiting ELLs from the English for Speakers of Other Languages Program. Rule 6A-6.0903 Questions: 1. In the new application it states the Bilingual/ESOL Department provides support services, including interpreters and translators to helps students and families. For clarification purposes, Charter schools can access those services through Venture Design at a specific rate. 2. Please describe the supplemental materials are utilized to make content comprehensible for ELLs? 3. How is ACCESS data used to inform instruction? 4. What is the electronic platform Broward County uses to keep records of ESOL students? 5. What are the exit criteria?

8.School Culture and Discipline

Section Evaluation

Partially Meets the Standard Debra Kearns, 2/6/25

Final Rating

Partially Meets the Standard

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

The school's approach to classroom management and student discipline is derived from our mission, which is to inspire all children to reach their full potential. The school's belief systems include:

Set high expectations; foster a love of learning through recognition and encouragement; Meaningful curriculum; effective; build long lasting relationships with students; be respectful and responsible. Evaluate when necessary and hire qualified teachers.

The School Board of Broward County, Florida, is committed to the teaching of Character Education and has adopted eight core character traits as part of the Standards of Service Policy. The core character traits are *Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, and Cooperation*. Through the promotion of cross-cultural understanding and core character traits, youth are equipped with the tools to succeed in the global community in which they live. Multicultural practices that spell success mean providing curriculum and activities that promote the eight core character traits adopted by the Board.

Definitions of the core character traits are:

<i>Citizenship:</i>	Knowing, understanding, and displaying high regard for rules, laws, government, heritage, and those who have served and sacrificed for community and country.
<i>Cooperation:</i>	Working with others to accomplish a common purpose.
<i>Honesty:</i>	Being truthful, trustworthy, and sincere.
<i>Kindness:</i>	Being helpful, thoughtful, caring, compassionate, and considerate.
<i>Respect:</i>	Showing consideration, understanding, and regard for people, places, and things.
<i>Responsibility:</i>	Meeting obligations by being reliable, accountable, and dependable to self and others.
<i>Self-Control:</i>	Having discipline over one's behavior or actions.
<i>Tolerance:</i>	Recognizing and respecting differences, values, and beliefs of other people.

The governing board members of Innovation Preparatory Charter, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Innovation Preparatory Charter, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is an intrinsic part of our being. Students will be taught the school's values and beliefs along with character education throughout the school year, as a vehicle for reinforcing a sense of responsibility in their actions and deeds, molding them to be self-aware, caring, and responsible citizens.

All stakeholders will reinforce student intellectual success as well as positive social development by actively participating in fostering a disciplined and structured learning environment. It is in students' best interest that parents and staff work together to ensure a happy, safe and productive learning experience. The Innovation Preparatory Charter family will promote this culture through communication and upholding a common philosophy of high expectations for all, a commitment to educational excellence, an expectation of parental involvement, and a collaborative infrastructure.

Thus, in addition to promoting the eight core character traits, we will implement a research based social emotional learning program called Second Step to teach life skills to our students.

The Second Step program is comprised of comprehensive units that are based on up-to-date research and are split up into age-appropriate lessons that engage and inform both students and staff.

The focus of the program is to help students develop social and emotional skills necessary for life. Students and teachers will develop proficiency in vital social and emotional learning skills through well-designed, interactive learning modules.

RtIB -The school will use the Response to Intervention for Behavior /Multi-Tiered System of Supports model (RtIB/MTSS) as the school-wide model in creating a safe and positive school climate.

RtIB/MTSS is a researched-based, problem solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

Tier I consist of school-wide behavioral policies (rules, routines, and physical arrangements), which will be created by school staff and taught to students to prevent initial occurrences of problem behavior. Interventions may include: Increasing Positive Reinforcements, Safety, Alternative to Suspension Program (ASP) or Crisis Prevention Planning, Positive Behavior Support (PBS).

·Tier II provides services for students whose behaviors require supplemental group intervention matched to the function of the students' behavior. Interventions may involve small group counseling sessions for specific topics such as anger management, problem-solving and conflict resolution, violence prevention, grief, assertiveness, developmental issues and social skills; Alternatives to Suspension such as detention after school, Saturday school, etc.

·If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require

intensive/Tier III interventions through the SST process. RtI/Tier III increases the individual student's rate of progress through intensive individualized interventions derived from the results of the functional assessment of behavior (FAB), used to create the behavior intervention plan (BIP).

B. State whether the applicant intends to use the local school district's code of conduct policy.

The school will follow the BCPS Student Code of Student Conduct.

Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior.

The School will adopt and follow the most recent version of the BCPS Student Code of Conduct incorporating the district's policies and expectations for students related to discipline including the right to appeal and grievance procedures. A culture of respect for teachers, staff, and students will be developed, reinforced, and maintained throughout the school year to provide a disciplined learning environment.

The school will also accept the Sponsor's system of Positive **Behavioral Interventions and Supports (PBIS)** which is an evidenced based tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS supports social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. We use 'students' to refer to all children and youth in any educational or therapeutic setting (e.g., K-12 school, early childhood program, treatment program, juvenile justice program). Learn more about PBIS in schools, classrooms, and juvenile justice programs. Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. Thus, we place an emphasis on promoting character traits.

Incentives for Positive Behavior (proactive behavior program)

School Store

We will establish a school store in which students can earn points in the classroom and whenever they are caught displaying positive behaviors. They can redeem the points for items in the store such as snacks, school supplies, sports tickets, technology items, backpacks, memorabilia, etc. We will implement the store with fidelity in order to integrate the PBIS dynamics of our school culture as well as providing real-world financial literacy.

The school expects each parent to take an active role in supporting this plan. Some school-wide incentives for positive behaviors may include extra-curricular activities, award ceremonies, Monthly Drawings (gift cards; tablets; etc.); class field trip, pep rallies, recognition from the principal, and school assemblies.

Teachers will create Classroom Discipline Plans approved by the administration, which all students will be expected to follow. These plans will be posted in the classroom and will contain positive reinforcements (rewards) and teacher-enforced consequences such as warnings, telephone call home, removal of privileges, parent-teacher conference and detention. Parents and

students will receive, sign, and return each teacher's discipline plan at the beginning of the school year. Full compliance of the classroom plan will be expected.

The school will address the level of behavior as indicated in the Student Code of Conduct and use the appropriate corrective strategies. As the school is a learning environment, emphasis will be placed on corrective behavior strategies rather than punishment.

List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion.

Behaviors requiring modification, as noted in the Code of Conduct (Please see attached), are ranked in levels ranging from I-V. The behaviors requiring disciplinary action may include cheating, cutting class, violating the dress code, bullying, sexting, vandalism, theft, and disrupted behavior, to name a few.

Some of the disciplinary actions in accordance with the district's Code of Student Conduct) include removal from class, student work assignment, peer-mediation, counseling session, revocation of the right to participate in social and/or extracurricular activities, referral to outside agency for service, other alternatives (e.g. after-school detention, parent/teacher conference, etc.).

Following the Code of Conduct, offenses for suspension and/or recommendation for expulsion include:

-Level III–Major Acts of Misconduct

-Level IV–Serious Acts of Misconduct/Most Serious

The school will hold a zero-tolerance policy for the following infractions of the Code of Student Conduct as listed in the severe clause below. Please note that this list is NOT all-inclusive, and the school administration will reserves the right and discretionary authority to enforce consequences accordingly.

Describe the roles of administrators, teachers, staff, and the governing board regarding discipline policy.

With direction from the Code of Student Conduct, the principal and staff have the responsibility and authority for upholding a proper discipline policy thus ensuring an orderly educational system. Stakeholders of the school will share the responsibility of uphold and implementing the Code of Student Conduct to ensure a safe and productive school environment. Examples of roles include, but are not limited to:

Administrators

- Implement the Code of Student Conduct and all board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention/intervention strategies
- Use professional judgment to prevent minor behavioral incidents from escalating
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner

Teachers

- Teach and review the Student Code of Conduct
- Set expectations, teach, model, and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that support academic success
- Refer students in need of additional support to Problem Solving/School Based Team
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrated misconduct
- Use well planned, creative, and engaging instructional plans daily

Staff

- Provide students with meaningful & relevant positive feedback on their behavioral progress
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor behavioral incidents from escalating

Governing Board

- Provide appropriate training & resources to implement positive behavior interventions and support at the school
- Assist parents who are unable to resolve issues at the school
- Protect the legal rights of the school staff, principal, students, and parents
- Ensure policies and procedures. Encourage a safe and orderly school for all students, staff, and administrators.

Provide an explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings.

Procedures for Section 504 Disciplinary Considerations

Suspension of a student eligible under Section 504 for more than ten consecutive school days is considered a significant change in placement. Additionally, a series of suspensions within a school year that exceeds 10 cumulative days may create a pattern of exclusions that the OCR would consider to constitute a significant change in placement. These suspensions must be determined on a case-by-case basis when making that determination.

1. If the student is being considered for suspension (and it would result in more than 10 cumulative school days during one academic year) or for expulsion, a Reevaluation Meeting and Manifestation Determination review must be conducted prior to implementing a disciplinary removal.

“Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with a disability, a school district must conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student’s disability and, if so, whether the student’s current educational placement is appropriate.” (OCR Publication – Discipline of Students with Disabilities in Elementary and Secondary Schools)

Given the rights regarding discipline afforded by Section 504/ADA, it is particularly important that the Section 504 Team develop a Positive Behavioral Intervention Plan for students who present significant behavioral problems. This is best accomplished in tandem with a Functional Behavior Assessment (FBA). The Section 504 Team should also identify the types of problem behaviors that might legitimately be considered a manifestation of the student’s disability.

Further information regarding the suspension and/or expulsion of students who are Section 504 eligible is addressed within School Board Policy 5006. This document can be found at:

<https://www.browardschools.com/Page/37754>

The Discipline of IDEA/Section 504 Eligible Students flowchart can be found at (Quick Links): <https://www.browardschools.com/Page/34158>

o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion because of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and

The school will adhere to BCPS Board Policy regarding disciplinary procedures and due process for suspensions and expulsions. The BCPS School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the school will follow the Board's established regulations:

Suspension:

A student must be given both written notice of his/her suspension and the reasons therefore and the opportunity to appear and respond to the charges against him/her prior to the suspension.

Recommendation for Expulsion: In severe cases when the school has exhausted administrative disciplinary action, or when the school has considered those alternatives and rejected them as inappropriate in a given situation, a hearing for due process will be held to determine further appropriate disciplinary action. Once this has transpired, the principal may request Innovation Preparatory Charter's Governing Board to vote whether to make a request to the Superintendent that a student be considered for expulsion by the school district. Only the Sponsor can expel a student from the school, and therefore the decision to expel lies only with the School Board of Broward County.

A student and his/her parent or guardian must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the

Superintendent to answer the charges. A student and/or his/her parent or guardian will also be provided with a brief description of the student's rights and of the hearing procedure. The Board shall act on any appeal to an expulsion. Due process rights will be included in all student handbooks in a manner that will facilitate understanding by students and their parents.

Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

At the start of the school year, the school will distribute the Sponsor's Code of Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement form provided in the handbook within the first few weeks of school. The school will retain the signed form in the office with student records. Parents will be expected to take an active role in supporting this plan. For students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive, and productive learning environment. Upon request, the school administration will be available to discuss the Code of Conduct with parents. When confronted with an act that may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The school will make every effort to inform a parent of disciplinary action prior to the action being taken or at minimum within 24 hours.

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

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·If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require intensive/Tier III interventions through the SST process. RtIBTier III increases the individual student's rate of progress through intensive individualized interventions derived from the results of the functional assessment of behavior (FAB), used to create the behavior intervention plan (BIP).

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Incentives for Positive Behavior (proactive behavior program)

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We will establish a school store in which students can earn points in the classroom and whenever they are caught displaying positive behaviors. They can redeem the points for items in the store such as snacks, school supplies, sports tickets, technology items, backpacks, memorabilia, etc. We will implement the store with fidelity in order to integrate the PBIS dynamics of our school culture as well as providing real-world financial literacy.

The school expects each parent to take an active role in supporting this plan. Some school-wide incentives for positive behaviors may include extra-curricular activities, award ceremonies, Monthly Drawings (gift cards; tablets; etc.); class field trip, pep rallies, recognition from the principal, and school assemblies.

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List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion.

Behaviors requiring modification, as noted in the Code of Conduct (Please see attached), are ranked in levels ranging from I-V. The behaviors requiring disciplinary action may include cheating, cutting class, violating the dress code, bullying, sexting, vandalism, theft, and disrupted behavior, to name a few.

Some of the disciplinary actions in accordance with the district's Code of Student Conduct) include removal from class, student work assignment, peer-mediation, counseling session, revocation of the right to participate in social and/or extracurricular activities, referral to outside agency for service, other alternatives (e.g. after-school detention, parent/teacher conference, etc.).

Following the Code of Conduct, offenses for suspension and/or recommendation for expulsion include:

-Level III–Major Acts of Misconduct

-Level IV–Serious Acts of Misconduct/Most Serious

The school will hold a zero-tolerance policy for the following infractions of the Code of Student Conduct as listed in the severe clause below. Please note that this list is NOT all-inclusive, and the school administration will reserves the right and discretionary authority to enforce consequences accordingly.

Describe the roles of administrators, teachers, staff, and the governing board regarding discipline policy.

With direction from the Code of Student Conduct, the principal and staff have the responsibility and authority for upholding a proper discipline policy thus ensuring an orderly educational system. Stakeholders of the school will share the responsibility of uphold and implementing the Code of Student Conduct to ensure a safe and productive school environment. Examples of roles include, but are not limited to:

Administrators

- Implement the Code of Student Conduct and all board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention/intervention strategies
- Use professional judgment to prevent minor behavioral incidents from escalating
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner

Teachers

- Teach and review the Student Code of Conduct
- Set expectations, teach, model, and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that support academic success
- Refer students in need of additional support to Problem Solving/School Based Team
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrated misconduct
- Use well planned, creative, and engaging instructional plans daily

Staff

- Provide students with meaningful & relevant positive feedback on their behavioral progress

- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor behavioral incidents from escalating

Governing Board

- Provide appropriate training & resources to implement positive behavior interventions and support at the school
- Assist parents who are unable to resolve issues at the school
- Protect the legal rights of the school staff, principal, students, and parents
- Ensure policies and procedures. Encourage a safe and orderly school for all students, staff, and administrators.

Provide an explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings.

Procedures for Section 504 Disciplinary Considerations

Suspension of a student eligible under Section 504 for more than ten consecutive school days is considered a significant change in placement. Additionally, a series of suspensions within a school year that exceeds 10 cumulative days may create a pattern of exclusions that the OCR would consider to constitute a significant change in placement. These suspensions must be determined on a case-by-case basis when making that determination.

1. If the student is being considered for suspension (and it would result in more than 10 cumulative school days during one academic year) or for expulsion, a Reevaluation Meeting and Manifestation Determination review must be conducted prior to implementing a disciplinary removal.

“Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with a disability, a school district must conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student’s disability and, if so, whether the student’s current educational placement is appropriate.” (OCR Publication – Discipline of Students with Disabilities in Elementary and Secondary Schools)

Given the rights regarding discipline afforded by Section 504/ADA, it is particularly important that the Section 504 Team develop a Positive Behavioral Intervention Plan for students who present significant behavioral problems. This is best accomplished in tandem with a Functional Behavior Assessment (FBA). The Section 504 Team should also identify the types of problem behaviors that might legitimately be considered a manifestation of the student’s disability.

Further information regarding the suspension and/or expulsion of students who are Section 504 eligible is addressed within School Board Policy 5006. This document can be found at:
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The Discipline of IDEA/Section 504 Eligible Students flowchart can be found at (Quick Links):
<https://www.browardschools.com/Page/34158>

o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion because of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and

The school will adhere to BCPS Board Policy regarding disciplinary procedures and due process for suspensions and expulsions. The BCPS School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the school will follow the Board's established regulations:

Suspension:

- A student must be given both written notice of his/her suspension and the reasons therefore and the opportunity to appear and respond to the charges against him/her prior to the suspension.
- An appeal may be Superintendent to answer the charges addressed to the principal whose decision will be final.

Recommendation for Expulsion: In severe cases when the school has exhausted administrative disciplinary action, or when the school has considered those alternatives and rejected them as inappropriate in a given situation, a hearing for due process will be held to determine further appropriate disciplinary action. Once this has transpired, the principal may request Innovation Preparatory Charter's Governing Board to vote whether to make a request to the Superintendent that a student be considered for expulsion by the school district. Only the Sponsor can expel a student from the school, and therefore the decision to expel lies only with the School Board of Broward County.

A student and his/her parent or guardian must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the

Superintendent to answer the charges. A student and/or his/her parent or guardian will also be provided with a brief description of the student's rights and of the hearing procedure. The Board shall act on any appeal to an expulsion. Due process rights will be included in all student handbooks in a manner that will facilitate understanding by students and their parents.

Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

At the start of the school year, the school will distribute the Sponsor's Code of Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement

form provided in the handbook within the first few weeks of school. The school will retain the signed form in the office with student records. Parents will be expected to take an active role in supporting this plan. For students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive, and productive learning environment. Upon request, the school administration will be available to discuss the Code of Conduct with parents. When confronted with an act that may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The school will make every effort to inform a parent of disciplinary action prior to the action being taken or at minimum within 24 hours.

Attachments

Section 8: School Culture and Discipline

– No Attachments –

Notes

Debra Kearns, 2/6/25, 4:29PM:

Section 8 of the application states that the applicant charter school "will adopt and follow the most recent version of the BCPS Student Code of Conduct incorporating the district's policies and expectations for students related to discipline including the right to appeal". However, within Section 8 of the application also states with regard to suspension appeal that "an appeal may be Superintendent to answer the charges addressed to the principal whose decision will be final" and that "the Board shall act on any appeal to expulsion". This statement is not aligned with suspension appeal procedures for charter schools of BCPS as outlined within the Student Code of Conduct. Does the applicant intend to align suspension appeal practices and expulsion practices with the procedures outlined within the BCPS Code of Student Conduct? Also, the District's Code of Conduct does not include information about procedures for dismissal from a charter school in accordance with FS 1002.33(7)(a)(7). Where may the sponsor access and review the charter applicants procedures for dismissal in accordance with FS 1002.33(7)(a)(7)

9. Supplemental Programming

Section Evaluation

Included Rhonda Stephanik, 1/30/25

Final Rating

Included

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

With a core philosophy combining high expectations for both students and teachers, the school will stress academic and character/social development. The school will provide students with a rigorous curriculum, as well as an extra-curricular program of activities, including team sports and a range of school clubs. Each student will have the opportunity to get involved and learn important skills such as sportsmanship, hard work, accountability, and teamwork. Students will also have opportunity to compete both athletically or academically through athletic leagues and various Future City and Project Lead the Way Robotics competitions. Students will be able to participate in school-wide productions such as the Holiday Show, a Talent show, End of Year Show, Career Day, Hispanic Heritage Show, Black History Month, and Spring Show. Other Co-curricular and extra-curricular activities may include: Art Club, Spanish, Robotics Club, Environmental Club, Safety Patrol, Guitar Club, Newspaper Club, Future City, Math Club, Science Club and Tech Club.

Students will have opportunities to practice their sport at least three times per week while in season. Co-curricular activities will meet weekly; though, when preparing for a competition, or special event, it may require meeting more often to adequately prepare. The school will give all students an opportunity to participate in an array of sports that will be implemented based student interest. Students are exposed to opportunities for project-based learning. Project-based learning is the nation's leading provider of STEM programs. Students will be exposed to engineering and critical thinking. Project-based learning was developed to work with current standards such as the Common Core Standards for Math and English Language Arts and the Next Generation Standards for Science. We will incorporate modules where students study concepts such as light, sound, motion, algorithms, and nature.

The school is implementing this program in addition to the science curriculum with a certified Elementary School teacher. Fundraising will serve as a catalyst to fund these programs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

The school will also offer parents an After Care Program, which in turn helps to fund the various expenses for co-curricular activities and tutoring that will take place after school and on Saturdays. The school will also participate in various community service projects and fundraisers such as the Scholastic Book Fair, United Way, World's Finest Chocolates, and McDonalds Teacher Night.

Attachments

Section 9: Supplemental Programming

– No Attachments –

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation

Meets the Standard Detra Adams, 11/20/24

Final Rating

Meets the Standard

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

Innovation Preparatory Charter, Inc operating as Innovation Preparatory Charter, a non-profit Florida corporation, is the legal entity that will operate the School as per the Articles of Incorporation, (Attachment H) and Bylaws (Attachment J). Innovation Preparatory Charter, Inc. is exempt from federal income tax as per the 501(c)(3) tax-exempt filing paperwork (Attachment I).

B. Provide the following documents, if available, as attachments:

- o The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
- o 501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I
- o Governing board by-laws – Attachment J
- o Governing board code of ethics and conflict of interest policy – Attachment K

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

Innovation Preparatory Charter, Inc's Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school. Innovation Preparatory Charter Inc. will hire Innovation Preparatory Charter to oversee academic direction, curriculum, and budgetary functions. The school principal, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board.

The school's faculty and staff will report directly to the principal, who shall report to the Governing Board. The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community. The policies and procedures by which the board will operate, including specific board member 72 powers are specifically detailed in the attached Bylaws. A brief overview of those policies and procedures is as follows:

Board Member Powers: Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board.

The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law

§ Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law

§ To conduct, manage and control the affairs and activities of the corporation

§ To adopt, make and use a corporate seal

§ To borrow money and incur indebtedness for the purpose of the corporation

§ To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust

§ To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property

§ To assume any obligations, and enter into any contracts or other instruments

§ To form and be a member or shareholder of a not-for-profit entity organized under the law of any state

§ To carry out such duties as described in the Articles of Incorporation and Charter Contract
Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- • Report progress annually to its sponsor

Advisory Bodies

Innovation Preparatory Charter Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc. All meetings are open to the public and operate in the Sunshine. 73 School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

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

We must comply with the Florida Sunshine Law and Public Records Act, which require that meetings and records are open to the public:

- Meetings: our governing board must hold at least two public meetings per year, which must be open to the public, well-noticed, and accessible. Attendees should be able to provide input and learn about the school.
- Records: Our school records will be available for public inspection and copying upon request.
- Notice: Our Meetings will give proper notice to the public.
- Minutes: Detailed minutes of meetings will be kept.

The public can speak at our school board meeting in a variety of ways, including:

- Speaking

We will reserve time for public speakers at our meetings. Speakers may be called in the order they request to speak or grouped by topic. We will limit the time each speaker can speak depending on the number of speakers, and the total time spent on a topic. Speakers should direct their comments to the board, not to staff or other audience members.

- Written comments

We will accept written comments from the public, which can be emailed to the board.

- Handouts

We request that community members who want to give handouts to board members provide 10 copies to the communications staff before the meeting.

- Electronic devices

Attendees need to silence all electronic devices during the meeting

A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. Please see Attachment J. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

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

When vetting potential governing board members, organizations we will consider the following:

- Job description

Create a job description that outlines the duties and expectations of board members, and incorporate the organization's mission.

- Application

Create an application with questions about the candidate's skills, interests, and experiences.

- Interview

Interview candidates and ask them about their commitment to the organization's goals, and how their skills and experience can support the mission.

- References

Ask for references and follow up to check them.

- Due diligence questions

Ask candidates questions about their ability to fulfill the board's legal and fiduciary responsibilities, their time commitment, and whether they can meet fundraising requirements.

- Warning signs

Ask questions about whether the candidate could exert undue influence over other board members.

A nominating committee may evaluate candidates, and then present their recommendations to the board for acceptance or further review

In Florida, charter school governing board members must undergo background checks and training:

- Background checks

Charter school board members must submit fingerprints to the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI) for criminal records checks. Fingerprints can be taken by an authorized law enforcement agency or a trained school or school district employee.

- Training

Charter school governing board members must participate in governance training approved by the Department of Education. This training includes topics such as government in the sunshine, conflicts of interest, ethics, and financial responsibility.

In Broward County, Fieldprint is the authorized vendor for fingerprinting and badging services for the School Board of Broward County. The online registration and scheduling process can be started at www.fieldprintbrowardschools.com

The Florida State Board of Education's Rule 6A.6.0784, also known as the Governance Training Rule, establishes training requirements for charter school governing board members. The rule includes the following requirements in which we will adhere to:

- Initial training

All governing board members must complete a minimum of four hours of training within 90 days of their appointment. This training covers topics such as conflicts of interest, ethics, financial responsibility, and government in the sunshine.

- Refresher training

After the initial training, board members must complete a two-hour refresher training every three years to maintain their position.

- Additional training

Training plans can include additional topics that are supported by research or practitioners as important for effective governance.

- Approval process

The rule also establishes procedures for the approval of charter school governance training submitted to the Florida Department of Education.

The following is a list of the members of the school's governing board and a brief description of their backgrounds, skills, and experience highlighting their proposed contribution in servicing as a governing board member.

Innovation Preparatory Charter Inc, INC. BOARD MEMBERS

Wanda Collins – Director / Chair/Treasure/President

Ms. Wanda Collins is an accomplished educator with over 15 years of experience in the field of education. Ms. Collins also owned a successful blog for 5 years, which she has decided to close to give this new opportunity all of her attention: MathConcentration. Ms. Collins is a life and health insurance agent focused on the needs of family. Ms. Collins tailors her presentations to meet their specific needs when it comes to sustainability and leaving a legacy. Ms. Collins has experience with management/ownership and budgetary skills. Her background in S.T.E.M initiatives is a valuable asset to Innovation Preparatory Charter Inc.

Camia McDowel – Vice-President

Ms.McDowell is currently enrolled at Broward College to pursue a degree in Psychology. Ms.

McDowell is caring, passionate, responsible, mobilized, guided, and can navigate and solve many difficult situations. She is professional and exerts professionalism when dealing with others in which makes her a valuable asset to the Innovation Preparatory Charter family.

Ciara McDowell- Secretary

Ms. McDowell has experience working with others as a crewmember for Chipotle. She effectively collaborated with others to ensure customers received their orders in a timely fashion. Thus, providing excellent customer service mitigated foreseeable issues. Surveys revealed that she increased their customer retention rate by 10% due to remembering customers' orders by name. Ms. McDowell's interpersonal skills will come in handy as a secretary at Innovation Preparatory Charter.

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

The Applicant's Bylaws, Attachment J, clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. There will be a Notice of the Governing Board's intentions to elect a Director shall. This should be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. The newly created directorships resulting from an increase in the number of directors that make up the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members. Term Limits: Each member of the Board of Directors shall have a term of life unless they resign.

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

Innovation Preparatory Charter, Inc. is a Florida not-for-profit newly developed educational institution founded on the backing of an experienced teacher. Ms. Collins has over a decade of experience in operations and management and oversight of public funds. As stated, Ms. Collins was the successful owner of a blog for the past 5 years. She also taught economically disadvantaged children for 15 years. Ms. McDowell has experience solving problems and she is caring, passionate, responsible, mobilized, and guided. She is a valuable asset to strategic planning and helping our organization solve difficult problems.

Innovation Preparatory Charter has developed a multi-tier system (management, instruction, assessment and professional development) that will increase performance across all student populations and subgroups as evidenced by their academic performance over the past two decades. Ms. Collins has worked directly with disadvantaged youth for the past 15 years. Year after year her students have made learning gains.

Innovation Preparatory Charter Inc. will implement unique and innovative strategies as Ms. Collins did to reach her students. These strategies will result in student achievement because they are research based and proven strategies to be successful with all student populations, including

ELL and ESE students, as well as those entering schools below grade level. This Board has a proven track record of operating successful, financially sound programs.

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

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Wanda Collins	Current	President/Treasurer	☒ Information Sheet ☒ Resume
Camia McDowell	Current	Vice President	☒ Information Sheet ☒ Resume
Ciara McDowell	Current	Secretary	☒ Information Sheet ☒ Resume
			☐ Information Sheet ☐ Resume
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I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board:

The Governing Board is an existing entity and therefore has already been established. The Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward our school's mission. Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the school as well as participants of the charter school will complete governance training and successfully undergo a background check by the Sponsor, as specified by law. Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida

Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida

Consortium of Charter Schools or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

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

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties.

Conflicts of Interest Disclosure. The Company requires that employees disclose any situations that reasonably would be expected to give rise to a conflict of interest. If you suspect that you have a conflict of interest, or something that others could reasonably perceive as a conflict of interest, you must report it to your supervisor, an on-site Ethics Officer or an Ethics Committee Member. Such person will work with you to determine whether you have a conflict of interest and, if so, how best to address it. Although conflicts of interest are not automatically prohibited, they are not desirable.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity

relative to the school's governing board and leadership.

Innovation Preparatory Charter Inc. currently does not have any advisory bodies. However, we will form the following advisory bodies to provide the school and the school's governing board with knowledge, understanding, and advise on school related matters. Their main purpose will be to become actively involved in fostering the school's vision and mission as well as guiding the school towards continuous improvement.

Advisory Bodies

Innovation Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc.

All meetings are open to the public and operate in the Sunshine. **School Advisory Council (SAC):** SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

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

The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The appointed representative and charter school principal or director, or his equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes. Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

Step 1: Make an appointment to clarify issue with your student's teacher (if applicable).

Step 2: Make appointment to clarify issue with the school administrator.

Step 3: Contact Educational Support Provider

Step 4: Contact Board Appointed Parent Liaison

Step 5: State concerns at a scheduled Governing Board meeting.

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:

N/A

M.Name of the partner organization. N/A

N. Name of the contact person at the partner organization and that person's full contact information. N/A

O.description of the nature and purpose of the school's partnership with the organization. N/A

P.An explanation of how the partner organization will be involved in the governance of the school.N/A

Attachments

Section 10: Governance

10.1	Attachment J	Collins, Wanda Jean, 9/22/24, 6:29AM	DOCX / 19.731 KB
10.2	Attachment I	Collins, Wanda Jean, 9/22/24, 6:26AM	PDF / 1.376 MB
10.3	Articles of Incorporation Ammendment	Collins, Wanda Jean, 9/22/24, 6:24AM	PDF / 402.559 KB
10.4	Attachment H	Collins, Wanda Jean, 9/22/24, 6:23AM	PDF / 60.698 KB
10.5	Statement of Assurances	Collins, Wanda Jean, 9/22/24, 5:58AM	PDF / 747.764 KB
10.6	Attachment L- Camia Resume	Collins, Wanda Jean, 9/22/24, 5:58AM	DOCX / 22.205 KB
10.7	Attachment L - Ciara Resume	Collins, Wanda Jean, 9/22/24, 5:58AM	DOCX / 18.675 KB
10.8	Attachment L - Wanda Resume	Collins, Wanda Jean, 9/22/24, 5:58AM	DOCX / 19.087 KB

Notes

Detra Adams, 11/20/24, 7:31PM:

This application was reviewed by Donte F. Collins and Detra Adams (C/CSMSD) for governance. This section meets the standard.

11.Management and Staffing

Section Evaluation

Final Rating

Partially Meets the Standard Sherry Richmond, 1/28/25

Partially Meets the Standard

1. A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
 1. The pre-operational year; The first year of school operations; At the end of the charter term; and
 2. When the school reaches full capacity, if in a year beyond the first charter term. Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

See Attachment M – Organizational Charts

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

At the time of application and charter contract approval with the Sponsor, the Innovation Preparatory Charter Governing board alongside support personnel, will begin the process of identifying the school leader. The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. In order to recruit the most qualified individual who will carry out the mission and vision of the school, the Innovation Preparatory Charter, Inc Board will evaluate administrators/assistant principals within the network to identify any possible candidates who are prepared and qualified for a principal position at the new school and who have expressed an interest in such a position.

When recruiting, selecting, and hiring a principal, the board will consider the following:

- Start early

We will start the hiring process as early as winter or spring to attract and retain qualified candidates.

- Estimate staffing needs

We will estimate our staffing needs for the upcoming year by considering incoming and outgoing students (other schools within the scope of our school) as well as anticipated program enrollments.

- Create an interview team

The governing board will create an interview team that will include themselves and representation from the school and teacher leaders, and additional staff.

- Review job description

The hiring team can review the job description to establish the priorities of principal candidates.

- Consider search services

Search services can be a tool to find and hire the best leaders such as Indeed, Monster, and Zip Recruiter.

The time it takes to complete the application review process, interviewing, and assessment, and final selection for one of our jobs can vary depending on the role:

- Resume review: This can take around one week.
- Technical assessments: These can take one to two weeks, and are often required for positions that require technical skills.
- Interviews: These can take three to four weeks, and may include technical and behavioral interviews.
- Offer and negotiation: This can take one to two weeks, and includes final checks and offer negotiations.
- Response time after an interview: 24 business days.
- Time to hire: The average hiring process is three to six weeks

- The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes. At minimum, the Governing Board will seek an individual who has: extensive administrative and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; letters of recommendation; excellent communication skills; and demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards. See Attachment O. School Leader Qualifications. The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. More details on the evaluation of the school leader may be found in Section 12B of this application

B. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability. The management structure for the school's day-to-day operations will be as follows:

- Governing board

Our school will be governed by an independent board that is responsible for the school's mission, vision, and values. The board will also develop policies to ensure these fundamentals are maintained.

A school's management structure typically includes a hierarchy of positions with well-defined roles and responsibilities:

- President of Governing Board: Responsible for the school's management and objectives
- Principal: Assists the president in achieving the school's vision and mission
- Assistant Principal: An administrative officer appointed by the president
- Treasurer: Responsible for the school's financial resources
- Cashier: Assists the treasurer with routine financial transactions
- Secretary: The secretary ensures the board complies with local, state, and federal requirements for board information. This helps the board and district succeed and promotes transparency and trust.

The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members for school's operational needs to be met.

The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school. The duties and key roles for these key personnel are detailed in the job descriptions. The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in Section 10 Governance, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances.

The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The board has also established financial policies and internal controls for the school's operational and internal accounts. These policies and controls are detailed in Section 21, Financial Management and Oversight, of this application.

C. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers. Refer to Staffing plan provided in Attachment X (Operating Budget/Staffing Plan) Refer to Attachment Q for Job Descriptions for the school's teachers

D. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design. Note: Innovation Preparatory Charter Inc. is committed to interviewing any and all staff members currently employed with BCPS. An orientation will be conducted for staff members interested in working in our School.

This process will include an observation of the teacher by subject area specialists prior to the end of the 2029-2030 school year. In addition to the observation, a verbal interview will be conducted with a panel of Innovation Preparatory Charter Inc. educators.

Recruitment – The School will ensure that faculty members are certified, highly qualified professional personnel.

Accordingly, the School will: Recruit teachers through various local and national job fairs and teacher fairs, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities and via word of mouth.

Selection Process- The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; State Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation.

Hiring Process - The Principal, once hired, recruits teachers and may appoint a committee to screen highly-qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board. The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high-quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings. Detailed information on the School's plan for professional development may be found in Section 13. Professional Development of this application.

Retention of Staff: The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive.

We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns. The school's plan for professional development also serves to enhance each employee's experience at the school. Innovation Preparatory Inc. offers teachers and staff opportunities for growth and advancement within the Innovation Preparatory Charter Inc. family through participation in an Aspiring Assistant Principal and Aspiring Principal program. The school will provide a wide range of benefits such as Flexible Benefits Plan; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial

Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See Attachment X.

Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses for predictable non-reimbursed health care expenses and dependent care expenses during the plan year.

Support for Beginning and Struggling Teachers: Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. Additional information on staff retention may be found in Section 12.B and 12.C.

Attachments

Section 11: Management and Staffing

11.1	Attachment P	Collins, Wanda Jean, 9/22/24, 4:02AM	DOCX / 5.659 KB
11.2	Attachment M	Collins, Wanda Jean, 9/22/24, 3:42AM	PDF / 300.313 KB
11.3	Attachment O	Collins, Wanda Jean, 9/22/24, 3:41AM	DOCX / 13.638 KB
11.4	Attachment N	Collins, Wanda Jean, 9/22/24, 3:41AM	DOCX / 3.592 KB
11.5	Attachment Q	Collins, Wanda Jean, 9/22/24, 3:40AM	DOCX / 27.325 KB

Notes

Sherry Richmond, 1/28/25, 9:29PM:

School provided a response in Section B to initial concerns regarding the timeline for recruiting, selecting and hiring a principal or head of school and where positions being advertised and for how long, application review process, interviewing and assessment and final selection. Attachment N has been corrected to reflect charter school principal reporting to Governing Board. No description of management structure of the school in Section C, however, attachment X shows projected staff positions on budget and attachment M shows organizational charts. School provided in attachment P the job responsibilities of the executive director, principal, assistant principal and any other administrative/leader (identified in attachment X being hired the 1st year-Director of Operations, Guidance Counselor, Curriculum Specialist, Media Center Specialist and IT Specialist). Attachment Q is an old BCPS teacher job description and certification information included it is outdated referring to a 3-year FLDOE non-renewable temporary which is now a 5-year non-renewable temporary and old guidelines for upgrading to a professional certificate.

12.Human Resources and Employment

Section Evaluation

Meets the Standard Debbie-Ann Scott, 11/1/24

Final Rating

Meets the Standard

Meets the Standard	Heather Binns, 11/20/24

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

The relationship between the school and its employees is that of an employment-at-will and will be entered voluntarily in accordance with §1002.33(16)(c)(3), Florida Statutes.

Although employment is based on mutual consent and both the employee and the school have the right to terminate employment at will, with or without cause or advance notice, the school may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps 1) verbal warning 2) written warning 3) suspension with or without pay, or 4) termination of employment, depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

- **Contracts** - Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The nature and purpose of these contracts is to clearly provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

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

A value-added model (VAM) method will be used to measure the impact of a teacher and principal on student learning and evaluation requirements. VAMs are often used in education.

Here's how VAMs work:.

- **Predict scores:** VAMs use a variety of measures to predict how each student will score on a test.
- **Compare scores:** VAMs compare the predicted scores to the actual scores of the students.
- **Isolate teacher contribution:** VAMs isolate the impact of each teacher by comparing their students' scores to the scores of other students in the same grade and to the scores of those same students in previous years.

VAMs are considered fairer than simply comparing student achievement scores because they account for factors like past performance and income. However, some critics say that VAMs are biased and that much of the results are due to chance or conditions beyond the teacher's control.

Here are the ways we will use the VAMs tool to evaluate principal performance:

- Measure school improvement: Principals can use VAMs to measure school improvement and determine the effectiveness of programs and instructional methods.
- Target professional development: Principals can use VAMs to target professional development initiatives.
- Evaluate the impact of a principal: Research in Texas has shown that principals have a large impact on student achievement, and that an effective principal can improve student performance by two months or more per year.

The Florida Statutes for Evaluations

• Administrator Evaluations - In compliance with s. 1012.34, F.S., the administrator's evaluation must be based on the following components:

1. Performance of students - At least one-third of a performance evaluation will be based upon data and indicators of student performance* This portion of the evaluation will include growth or achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used.
*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some, or none of the results of statewide assessments in the performance of student's component. (s. 1012.34, F.S.)
2. Instructional Leadership - At least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
3. Professional & Job Responsibilities - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

The principal will be governed by The Florida Principal Leadership Standards (FPLS) as set forth in rule as Florida's core expectations for effective school administrators. The FPLS matrix provides a means for Level I educational leadership programs to describe the program's alignment to each FPLS.

The Governing Board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. The evaluation systems for school administrators must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement

plans.

- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:

1. Highly effective;
2. Effective.
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or
4. Unsatisfactory.

- Provide training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

• Employee Evaluations - In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

1. Performance of Students – in accordance with s. 1012.34, F.S., at least one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16.

For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of student's component. (s. 1012.34, F.S.) 2.

1. Instructional Practice - At least one-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

Accordingly, the School will implement the Instructional Performance Evaluation and Growth System (IPEGS). In alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s. 1012.34, F.S.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.)

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, appropriate higher-level thinking strategies and appropriate use of texts and Materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated to inform instruction and provide professional growth opportunities.

- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Differentiate among four levels of performance as follows:
 1. Highly effective;
 2. Effective;
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or
 4. Unsatisfactory. - Provide training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

C. The School will be a not-for-profit, public employer, and will participate in the Florida Retirement System. Full-time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. For employee insurance and benefits selection, the Governing Board has engaged the services of AvMed.

Compensation structure Note: Innovation Preparatory Charter Inc. intends to create a salary scale that is substantially higher than that of neighboring counties to recruit and retain the best teachers possible.

Innovation Preparatory Charter Inc. has studied the salary scale of counties adjacent to

Broward County and those in the southern part of the state due to its proximity to Broward County. Teachers with verified teaching experience will be placed on the appropriate step and have 7K added to their salaries. Future raises for teachers will take place in accordance with the Florida Performance Pay system.

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to Compensation and Salary Schedules. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "highly effective," as determined by his or her evaluation, would receive a salary increase of 5.00% of the annual salary.
- An employee who is "effective," as determined by his or her evaluation, would receive a salary increase of 3.75% of the annual salary.
- An employee who is in "need of improvement (or developing)" or is "unsatisfactory," as determined by his or her evaluation would not be eligible for a salary increase.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations but may be used for supplements. Supplements will be annual additions to the base pay but will not be part of the continuing base salary.

Employee Benefits

The compensation and benefits structure mentioned above offers teachers and staff an attractive program, which Innovation Preparatory Charter believes will help us gain a high teacher/staff retention rate. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Innovation Preparatory Charter Inc. benefits offer their employees a comprehensive health insurance plan with \$0 co-pays, lower family plan rates, low out of pocket maximum and \$0 coinsurance plans: Surest is a no deductible health plan where our employees can see prices in advance of seeking care. Our employees will know what they will owe in advance. Even better, prices are low for what is usually considered higher-value options, such as those based on quality, efficiency and overall effectiveness of care. With the Surest plan, our employees have option, flexibility, and they have more control.

What does the Surest plan cost?

Our employees will pay for the Surest plan through regular payroll deductions, or premiums. Their premium is the monthly amount they pay to have health insurance coverage, just as they would pay any monthly bill or subscription. We will pay \$300 towards their premium. Dependents can be added at group rates.

Employees will be provided with a group code in which they will be able to find the actual deductions on our company's benefits site.

When our employees receive care, there will also be a copayment associated with the service they receive. With Surest, our employees can look up those prices in advance and find more opportunities to save.

What is a copayment?

Copayments, often known as “copays,” for short, are specific dollar amounts our employees pay for using routine services—like a doctor’s visit or picking up a prescription—defined by their health plan. They will pay these prices until they hit a specified amount in health care spending. This specified amount is factored into their out-of-pocket limit.

Will I owe more than the copay?

No, the copay is the full amount our employees owe for care received from an in-network provider. The Surest plan pays the amount above the copay directly to the provider.

Is there an out-of-pocket limit?

Yes. There's an OOP limit, or the most our employees pay in copays—a cap—during a given year. Once they hit this number, they will not owe for covered services the remainder of the year, presuming they stay in-network. (Monthly premiums and out-of-network expenses don't count toward out-of-pocket limits.)

With Surest, 7 out of 10 members spend less than \$500 out-of-pocket annually!

What does the Surest plan cover?

The Surest plan covers:

- Preventive care (your annual checkup, some health screenings, vaccinations)
- Primary and specialty care
- [Maternity care](#)
- Mental and behavioral health services
- Hospital services
- Urgent and emergency services
- [Cancer care](#)
- Treatment for chronic conditions
- Substance use disorders
- Most diagnostic testing (ultrasounds and bloodwork)
- Durable medical equipment
- Prescription drugs
- And more

How does Surest work when it comes to accidents, catastrophic events and/or unexpected illnesses?

The Surest plan includes coverage for emergency care. If the emergency room visit results in a hospital stay, our employees will be covered for the hospital stay as well.

Is preventive care covered?

Yes, the Surest plan covers preventive care. Preventive services include vaccinations, routine screening tests and provider visits. If our employees also receive non-preventive services during the same visit, they might pay for that service separately.

What types of services are *not* covered under the Surest plan?

Services that are not medically necessary or considered cosmetic might not be covered under the

Surest plan.

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

The School will adhere to all antidiscrimination provisions of section 1000.05, F.S. The School will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the School. The definition of a highly qualified teacher includes meeting at least the following three criteria: - Having a bachelor's degree; - Having State credentials or certificate; and - Demonstrated core academic subject matter competence. All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S.

The School will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, School employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

All **charter school personnel** will now use Fieldprint, Inc. for fingerprinting and badging. For more information, go to: <http://www.broward.k12.fl.us/police/secclear.html>.

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

Please see Attachment R - Leave of absences policies.

All other policies will be developed and approved by governing board before the start of the school year.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover. As stated above, the Governing Board will evaluate the school leader and handle “Unsatisfactory leadership” by taking measures that are in the best interest of the students at the School (e.g. Professional development opportunities, additional mentorship or support, or removal/dismissal.)

The school principal and school leadership will conduct evaluations of faculty and staff in accordance with 1012.34, F.S. and take necessary actions also in the best interest of the students. The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

- Probation Period - Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.
- Voluntary Termination - The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:
 - Elects to resign from the school.
 - Fails to return from an approved leave of absence on the date specified by the school. - Fails to return to work without notice to the school for three (3) consecutive days.
- Involuntary Termination - The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The school assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay for the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence more than 180 days, incompetency, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Attachments

Section 12: Human Resources and Employment

12.1 [Attachment R](#)

Collins, Wanda Jean, 9/22/24, 6:41AM

PDF / 22.983 KB

13. Professional Development

Section Evaluation

Complete Dorina Varsamis, 10/4/24

Final Rating

Complete

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. *Identify the person or position responsible for overseeing professional development activities.*

The School Principal will appoint a PD Liaison to lead the School's Professional Learning Support Team (PLST) as well as the School's Professional Learning Community. The PLST and PLC will include: the School's Principal, PD Liaison, Department Heads, and all persons who share the responsibilities of researching, developing, and providing professional learning opportunities for faculty and the School.

1. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

The School's Professional Learning Support Team (PLST) and Professional Learning Community (PLC) will create a professional development plan that will: be related to specific performance data for the students (to whom the teacher or administrator is assigned); define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity; and include an evaluation component that determines the effectiveness of the PD Plan. As part of the continuous improvement model at the School, the goal of the PLST will be to discuss, plan and implement a comprehensive PD Plan that aims to deliver professional development activities that are timely, relevant, research based and aim to 'increase student

achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum', improve teacher effectiveness and prepare students to be college and career ready. Research has found the following components are necessary to make professional development effective:

Components include:

- Focus on Student Learning and School Improvement Goals;
- A Systemic Approach;
- Supportive Leadership;
- Data-Based Planning;
- Research-Based Content;
- Collaborative Learning; and
- Follow-up to Facilitate Implementation;

-Evaluation.

The core components of the school's professional development plan are aligned with the continuous improvement model to support effective implementation of: - Targeted instruction based on data analysis of summative and formative assessments; - Differentiated Instruction to meet the needs of all learners; and

- The school's adopted curriculum and program design.

The School will address PD needs of staff through both school-wide and individualized PDs that may be employee initiated or administratively recommended and/or mandated. Some mandated

courses may include but are not limited to: state mandated coursework in exceptional student education; specific endorsements such as reading, gifted or ESOL; and the like. The professional learning communities at the school for the entire staff, will seek to augment institutional capacity of the staff for the benefit of increased student learning and encouraging reflective practices. Additionally, the School will benefit from being part of a larger network as Somerset shares professional development opportunities amongst all Somerset Schools within the System (e.g. gifted endorsement, CRISS training, CollegeBoard – SpringBoard Curriculum Training, to name a few). Schoolwide professional learning communities also implement certain school wide PD as well as the School's projected plan for their site (as a means to address their learner's and teacher's needs), teachers and staff will also have the opportunity to pursue additional courses and resources offered by the Sponsor in order to pursue PD that will address their pedagogical needs, improving teacher effectiveness and as a result student performance and achievement (and it should be noted – that is the goal, not merely earning requisite in-service points needed for recertification).

The PLST and PLC will support the faculty and staff throughout the year by leading and directing professional learning on-site, while documenting all on-site activities through MyLearningPlan, or any approved process the Sponsor has dedicated.

The effectiveness of the School's professional development plan will be assessed utilizing both the appraisal system within the MyLearningPlan platform and the end of year climate surveys submitted by the staff. The results of these systems will be evaluated by the members of the PLST and PLC used to project learning objectives for the following school year

1. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?
 - Prior to school opening, there are two phases of teacher preparation, one addressing the entire faculty and staff, and the other addressing the unique needs of new teachers- New Teacher Orientation. New teachers will have the opportunity to participate in the Innovation Preparatory New Educator Support Training, which provides new educators with tools for entering the field such as classroom management techniques, strategies for effective communication with parents and how to access student data and gradebooks.
 - Professional Learning Communities- A Professional Learning Community (PLC) is a process where teachers work together to improve their teaching skills. Teachers work in teams and use student information to develop strategies to improve their classroom practices. We will allow teachers to participate in an "Early Bird Training" two weeks before teacher planning at the start of the school year. During this time, teachers will be able to disaggregate student data at the start of the school year.
 - School Mission and Vision Training - All personnel will participate in schoolwide Vision/Mission discussion and learn the School's program and philosophy
 - Curriculum Implementation by Subject/Specialty – Teachers will participate in individual department trainings related to curriculum implementation
 - School Literacy Plan – Teachers will be exposed to the School's literacy plan on how to differentiate and individualize instruction in order to create effective targeted instructional lessons
 - Data-Driven Decision-Making – Administrators and staff collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create

effective school improvement plans and increase student achievement..

1. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning. All teachers will receive a 50-minute individual planning time each day. The School-wide professional development plan will be ongoing, sustained, inquiry-based learning that occurs weekly throughout the school year. In-Service -Professional Development Calendar:

K-6 Teacher Planning Days: 8:00 - 11:00 All Sessions

K-6 Early Release Days (3 hours) Professional Learning Community(PLC)/Centers to Maximize Learning

Professional Learning Community Rotations According to Groups:

(3 hours) Innovative Projects-Based Learning

(3 hours) Cross-Curricular Writing Strategies

(3 hours) Differentiated Instruction to Increase Student Achievement

(3 hours) Project-Based Learning

Attachments

Section 13: Professional Development

– No Attachments –

14.Student Recruitment and Enrollment

Section Evaluation

Meets the Standard Marion Williams, 11/21/24

Meets the Standard Joe Beck, 12/12/24

Final Rating

Meets the Standard

- A 1. Describe the plan for recruiting students that will result in the school meeting its projected

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

Applying at Our School

Applications are continuously accepted by our school through our online enrollment system or in person.

Parents/Guardians will be able to use their computer, smartphone, or tablet to enroll their child. If they do not have access to the internet or they need assistance, they will be advised to contact the school.

The parent/guardian will be directed to bring with them valid documentation such as proof of residency, proof of age, proof of medical exam, proof of immunization, and school records: submit the most recent report card and/or transcript needed for appropriate grade level placement; or, complete a Release of Information Form and our school will request the appropriate educational records from all previous educational programs. Please note: Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes the registration form) Attachment S.

A comprehensive advertising and promotional plan will include the use print and online media to disseminate information about the School's educational program and open enrollment period. The School will utilize a variety of media and prepare a plethora of promotional materials to promote the School and recruit students from the community. The School will make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and ELL students. The School will use traditional venues, such as preparing promotional flyers and/or brochures and postcards and sending via direct mail, posting in minority and community periodicals as well as sending Materials to community groups, placing at a variety of churches throughout the community and other places of worship, and local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. Promotional items and announcements will be prepared in multiple languages, as needed to best reach out to the county's growing diverse population, and ensure all families feel welcomed and are encouraged to apply. The advertising and promotional effort will attempt to attract diversity of the student body, making certain that harder-to-reach families are not only aware of the School, but also informed of their eligibility for their children to attend this free, public, high-quality charter school option. By publicizing the availability of the School throughout Broward County, the racial/ethnic balance of the School should reflect the diversity of the community.

Digital and social media marketing/advertising will also be used in order to reach out to a broad audience through ads which direct parents to click on the School's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, Google Ads. The School will also capitalize upon the success and presence of the Innovation Preparatory Charter brand in the Florida community and tap the "word of mouth" and social media frenzy using existing social media venues (e.g. twitter and Facebook) making "friends" and friends of friends... aware of a new School option that will replicate a quality program in a new geographic location that may be more advantageous to them.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information, including

the school's website information. Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings. As a charter school, our marketing campaign, alongside the lack of zoning boundaries, allows for a more diverse student population. The School will make great efforts to reach families reflective of the demographic of the community it serves and of the traditional public schools in surrounding areas. Costs for advertising and promotion of the school are listed in the school's start-up and operating budget, Attachment X.

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

Discrimination Policy Statement:

Innovation Preparatory Charter does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S. Innovation Preparatory Charter will enroll all students who are eligible to attend Broward County Public Schools.

Open Enrollment and Lottery

Open Enrollment for the 2025-2026 school year is June 1- July 31, 2025. Lottery day is 08/01/25 with results on the 2nd. All applications submitted within the Open Enrollment period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment.

When Innovation Preparatory Charter has reached the point where we have a waiting list, we will use [Unified Solutions for School Districts & Charters - SchoolMint](#) lottery component that offers blind lottery to enroll students.

School Mint is a system-generated, random lottery, that will be processed to determine who is offered a seat at the school. Lottery results will be emailed to the address entered into the application as well as posted on their SchoolMint Dashboard. For more information regarding lottery preferences, enrollment, and registration, please do not hesitate to call.

Enrolling with our Online Registration

When their child has been offered a seat at our school, they will go to their SchoolMint Dashboard to continue with the registration process. In order to enroll their child, they will need to accept the offer within 10 calendar days. Next, they will need to complete the registration process online

using their School Mint account within 20 calendar days of accepting their offer. Lastly, but not least, our enrollee must upload the required documents within 20 business days of accepting their offer. If they have trouble uploading their documents, they can call our enrollment department at the school for further assistance or bring them in. Someone will be happy to assist them when they arrive on our campus.

Attachments

Section 14: Student Recruitment and Enrollment

14.1	Attachment S	Collins, Wanda Jean, 9/22/24, 6:45AM	PDF / 925.834 KB

15. Parent and Community Involvement

Section Evaluation

Complete		Final Rating
Sophie Cariveau, 11/15/24		Complete

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

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education and give the community ownership of a high-quality educational program and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, PTSA -), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process.

Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Volunteers – parents will be welcomed to volunteer at the School during various

school activities, e.g. assemblies and meetings, student activities, etc. Volunteer opportunities to complete parent participation hours will also be communicated through newsletters, the School website, schoolnotes.com, email and calls home. Volunteer opportunities will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store. Volunteerism will also include completing climate and other on-line surveys, attending open house and/or parent to teacher conferences; serving as a mentor family to a new family, etc.

Parent Teacher Student Association. **PTSA** is a volunteer association where parents, educators, students, and other citizens can be active in their **schools** and communities.

- Quarterly Parent/Teacher Conferences – hosted in the mornings at the School where parents can discuss topics that affect their children’s educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- Parent Club- dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.
- Parent-Link Phone calls – to broadcast messages pertinent to the families (these calls may include upcoming testing info reminders, emergency updates, and/or scheduled early release reminders).
- Parent Workshops on education-related topics, (e.g. navigating the parent portal and electronic gradebook, decision-making regarding school performance, how to apply for financial aid for college, student assessment needs, to name a few) will be offered.

Before the start of school, the governing board will appoint a non-partial representative to facilitate parental involvement, provide access to information, assist parents and others with questions and

concerns, and resolve disputes. The information for this individual will be found on the school's website and will also be accessible through staff at the school. Please refer to Section 10 - Governance for specific procedures for resolving disputes.

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

The School will also partner with all other schools within the district, and benefit from numerous partnerships that the district has already solidified. Additionally, the School will look to work to partner with the local municipality, for a variety of community projects in an effort to be a good neighbor and have the local area embrace the School, thereby forging a mutually beneficial relationship.

Additionally, the School will work to form partnerships with local businesses, including the uniform supply store, local grocery stores, local banks and other area vendors who may elect to assist with beautification projects and school fundraisers. The School will also invite in-kind donations. The School will also seek to partner with various non-profit organizations and mentoring programs to assist in the holistic educational experience for the student.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts). The school will enroll all students eligible to be enrolled in Broward County.

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information , and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20, and 1014.04, F.S.

In accordance with the rights of parents enumerated in ss. [1002.20](#) and [1014.04](#), adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent. The procedures may not prohibit parents from accessing any of their student's education and health records created, maintained, or used by the school district, as required by s. [1002.22](#)(2).

2.A school district may not adopt procedures or student support forms that prohibit school district personnel from notifying a parent about his or her student's mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage or have the effect of encouraging a student to withhold from a parent such information. School district personnel may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being. This subparagraph does not prohibit a school district from adopting procedures that permit school personnel to withhold such

information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. [39.01](#).

Attachments

Section 15: Parent and Community Involvement

15.1	Attachment T	Collins, Wanda Jean, 9/22/24, 6:49AM	DOCX / 16.027 KB

BUSINESS PLAN AND ADDENDUMS

16.Facilities

Section Evaluation	
Meets the Standard Perla Tarrau-Ayala, 11/22/24	Final Rating Meets the Standard

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

Based on our enrollment assumptions, we would need about 58,800 square feet and this is without a playing field. We desire a location that is available and meets the size, and layout of space needed in any area in Broward County. We will need about 53 classrooms, 2 offices; a gym, cafeteria space; library; computer and science lab.

As far as classrooms are concerned, 60% is the minimum occupancy rate for student stations required by Florida Statutes.

- Space per student

Our school will typically allocate 60 square feet of space per student.

- Space division

Two-thirds of the space will be allocated to classrooms, and one-third will be allocated to office and support areas.

- Flexibility

Our school is designed to be flexible, with modular partitions that can be adapted to the needs of students and teachers.

We will choose a school location accessible to the target student demographics, and it should be close to public transportation, parking, and school buses. It can also be beneficial to be close to other educational or cultural institutions.

We will utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. We will also use a facility that complies with the Florida Fire Prevention Code, pursuant to s. 633.208, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a).

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

If we reach capacity of 840 students, we will need a facility that is at least 50,400 square feet to

accommodate 53 classrooms, 2 offices, a gym, cafeteria space, library, computer and science lab because Florida mandated class sizes are as follows:

18 students in prekindergarten through grade 3; 22 students in grades 4 through 8; and. 25 students in grades 9 through 12. Thus, we will need about 46 classroom teachers by year 5 as well as 4 Physical Education teachers, 1 art teacher, 1 music teacher, 1 world language arts teacher, 2 reading specialists, 1 ESL teacher, 1 gifted teacher, and 1 ESOL teacher.

The estimated costs is based on an assumption of 840 students by year 5. We estimate, 60 square feet per student with a need of about 50,400 square feet. We will assume a facilities allowance of \$1020 per student. We will multiply the number of projected students x our facilities allowance: $840 \times \$1,020 = \$856,800$. Thus, the total estimated annual cost for lease would be \$856,800. We anticipate electricity to reach to \$57,282 in year 5. Please see attachment X for years 1-5 utilities projections. We project water and utilities to reach to \$13,820 in year 5. Please see attachment X for years 1-5 water and utilities projections. We anticipate other services such as fire alarm, pest control, etc to reach a cost of \$10,365. Please see attachment X for years 1-5. We anticipate inspection costs to reach \$2706 in year 5. Please see attachment X for years 1-5. We anticipate repairs and maintenance of facility to reach \$2706. Please see attachment X for years 1-5. We do not anticipate renovation costs during the first 5 years of operation. We anticipate maintenance supply costs to reach \$21,595 by year 5. Please see attachment X for years 1-5.

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

There are a number of strategies that we will use to secure a facility, including:

- Leasing: Leasing can be a good option because it has lower upfront costs, fewer property management responsibilities, and provides flexibility. However, management and other fees may be higher in the long run, and we may not build financial assets.
- Incubator sites: Using a leased public or private facility as an incubator site can help control costs in the short term.
- Bond financing: Bonds are a common way to finance public development projects, and can also be used as a way for us to secure a facility.
- Public funding programs: We will explore public funding programs as a way to secure a facility as well.
- Fundraising: We can raise funds to help secure a facility.

I. Describe the back-up facilities plan

We will buy land and build modular classroom and offices as a temporary solution or we could transform a warehouse into our school if the warehouse meets building code requirements.

Attachments

Section 16: Facilities

– No Attachments –

17. Transportation Service

Section Evaluation

Does Not Meet the Standard Simone Clowers, 2/7/25

Final Rating

Does Not Meet the Standard

Transportation is the responsibility of the school and and therefore we **must provide it according to the district, state and federal rules and regulations**. The school agrees to provide transportation for the school's students in accordance with the requirements of Chapter 1006, Florida Statutes so there is not a barrier to equal access for all students residing within a reasonable distance of the charter school.

Therefore, we will provide free bus transportation to registered students who live within 2–4 miles of the school.

Attachments

Section 17: Transportation Service

– No Attachments –

Notes

Simone Clowers, 2/7/25, 9:14PM:

Charter schools are not required to provide transportation. However if you do decide to transport students with in Broward County, the District has Transportation Vendors available to assist. You can find their information at www.browardschools.com/transportation and then select "Resources". At this time the school has not indicated the plan for transporting students.

18.Food Service

Section Evaluation

Meets the Standard Casie Maggio, 1/27/25

Final Rating

Meets the Standard

Section 18: Food Service Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Note: It is the intent of Innovation Preparatory Charter to contract with the school district to provide a breakfast and lunch program for students. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary

Guidelines of meal component and portion size requirements. Innovation Preparatory Charter Inc. will be an approved Sponsor of the National School Lunch Program (NSLP) once I receive my signed Charter school agreement and therefore the School will participate in the free/reduced priced meal program.

We will have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR).

Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits. The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS).

The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment;
- Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into student information system;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.
- Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and

Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

- Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Attachments

Section 18: Food Service

– No Attachments –

19.School Safety and Security

Section Evaluation

Partially Meets the Standard Morgan Nykiel, 11/25/24

Final Rating

Partially Meets the Standard

A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

To ensure a safe-school officer is present while school is in session, we will take the following steps:

- Partner with law enforcement or security agencies

We will work with these agencies to assign safe-school officers to our school facility.

- Collaborate with charter schools

Our charter school governing board will work with district school boards to ensure we have access to safe-school officer options.

- Respond to notices of deficiency

Our school safety specialists will respond to notices of deficiency in writing and verify that a safe-school officer is present by the next school day.

- Submit a written plan

If a deficiency is not corrected within the specified time, a written plan must be submitted to describe how the district will bring the school into compliance. The plan must include an

estimated completion date and alternate security measures.

- Notify the Commissioner of Education

If a deficiency is not resolved in a timely manner, the Office will notify the Commissioner of Education.

Safe-school officers are responsible for protecting the safety of students, faculty, and visitors at Innovation Preparatory Charter. They may be police officers, deputy sheriffs, or Guardians. We will be open to any of the safe-school officers willing to protect the safety of our students.

1. Alyssa's Alert. A charter school is authorized to select any mobile panic alert system that meets all

requirements of Section 1006.07(4), F.S., including a system that is not the same one selected by the charter's

sponsor. Prior to contracting for a system that differs from that used by the charter's sponsor, a charter school

must consult with the sponsor on any potential safety impact of using a different system.

Alyssa's Alert Vendor:

Raptor Technologies

A K-12 safety software provider with a presence in Florida. Raptor offers a suite of school safety software and services, including automated attendance and dismissal products.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

- Adoption

Our charter school governing board will adopt an active assailant response plan.

- Training

All school personnel will receive annual training on the plan's procedures during teacher/staff planning such as mock training exercises which will be conducted regularly to ensure preparedness and familiarity with response strategies. Training will be conducted by qualified instructors with experience in law enforcement or military operations.

- Emergency Drills

- Emergency Drills. Drills conducted at our school must be coordinated with the district's school safety specialist and documentation required by subsection (15) must be provided by our school to the sponsoring district's school safety specialist, by the method and time, as established by the district's school safety specialist.
- Certification: By October 1 of each year, the charter school principal must certify that all school personnel have received training.

- Documentation

The training completion must be documented in the Florida Safe Schools Assessment Tool (FSSAT).

- Training participation

The training should include participation from the district school safety specialist, threat assessment team members, faculty, staff, and students.

- Training provider

The training should be conducted by the law enforcement agencies designated as first responders to the school's campus.

The School Safety Specialist Training Program will be developed and implemented by the office. This program will be based on national and state best practices and include active shooter training.

C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.

Our threat assessment team will include people with expertise in counseling, instruction, school administration, and law enforcement. We will also have a designated leader, such as a principal or administrative designee.

The following are components we have established for our threat assessment team in Innovation Preparatory Charter:

- Training: All team members must complete mandatory annual threat assessment training.
- Protocols: The team should have clear protocols and procedures.
- Meetings: The team should meet regularly to collaborate (At least once a month).
- Guidance: The team should provide annual training and guidance to students, staff, and parents. (Preferably at the beginning of the school year).
- Reporting: The team should have a process for receiving and responding to reports that raise safety concerns.
- Guidelines: The team should follow established guidelines and best practices, such as the Florida Student Threat Assessment Guidelines (FSTAG).
- Core team members: The principal should identify core team members and alternate core team members before the start of each school year.
- Purpose: The primary purpose of the team is to determine if someone poses a threat, mitigate risks, and ensure safety

Law enforcement and mental health professionals are both important members of our threat assessment team, whom are apart of our multidisciplinary threat assessmet team that aims to prevent potential threats:

- Law enforcement

A sworn law enforcement officer is essential to a threat assessment team because they have access to law enforcement databases and resources. Law enforcement is also important for intervening if a threat escalates.

- Mental health professionals

Mental health professionals can provide insight into the state of mind of the person being

assessed, and whether they need help such as hospitalization or crisis treatment.

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

According to Florida Statute 1006.07, we are required to report the following events:

- Threats: We must notify parents of threats to students in a timely manner.
- Unlawful acts: We must report unlawful acts that occur on school grounds, during school transportation, or at school-sponsored events. These include:
 - Weapons possession or use
 - Murder, homicide, or manslaughter
 - Sex offenses
 - Natural emergencies
 - Exposure as a result of a manmade emergency

We are to report incidents through the School Environmental Safety Incident Reporting (SESIR) System. SESIR collects data on incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events.

Parents of public-school students have the right to access school safety and discipline incidents as reported pursuant to s. 1006.07(9)

Attachments

Section 19: School Safety and Security

– No Attachments –

Notes

Morgan Nykiel, 11/25/24, 3:50PM:

Questions for school location: Safe School Officer option plan and how will they school document daily coverage. Active Assailant Response plan model adoption and plain language. Familiarity with Rules : 6A-1.0017 (SESIR) 6A-1.0018 (School Safety Requirements), 6A-1.0019 (Threat Management) - SESIR training and reporting requirements; FortifyFL requirements; HB 1473 requirements for physical security and progressive discipline; Familiarity with the Florida Model for Threat Management, ensuring mental health and law enforcement participation in threat management process; Process for notification to parents;

20.Budget

Section Evaluation

Partially Meets the Standard Marlem Aleman, 11/1/24

Final Rating

Partially Meets the Standard

A. Please see attachment X contains an operating budget covering each year of the requested charter term that contains revenue projections as well as first year of operation projections such as expenses and anticipated fund balances. The budget is based on the projected student enrollment. I decided to use my own budget template.

B. See Attachment Y

C. N/A

D.

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district. The income is budgeted conservatively, as it is based on the 2024-2025 FEFP second calculation revenue estimator for our income estimates in year one. The school will be eligible for Capital Outlay in year 3. For each of the subsequent years of the budget, there is a slight percentage annual increase of 1.44% in FTE and 3.20% increase pertaining to other funds. Therefore, we must be extremely careful about how we spend our funds.

Transportation Revenue is consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers here reflect the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders and "ESE Student Riders" include only ESE Riders.

Florida Statutes School Meals Reimbursements - Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Florida Statutes Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013.

Staff Salaries: Assumed an average teacher salary according to Broward School district of \$47,500 + benefits towards retirement.

\$90,000 per year for the Principal Salary, \$65,000 for the Assistant Principal.

Academic Supplies \$35,700: Calculated at \$70 per student for academic supplies for year 1.

Academic Supplies \$25,650: Calculated at \$45 per student for academic supplies for year 2.

Academic Supplies: \$28,642: Calculated at \$45.90 per student for academic supplies for year 3.

Academic Supplies: \$32,024: Calculated at \$46.82 per student for academic supplies for year 4.

Academic Supplies: \$38,108 Calculated at \$47.75 per student for academic supplies for year 5.

Estimate Liability and Protection Insurance is about \$20,400: Assumed approximately \$40 per student for corporate insurance policies which would include general liability, directors and officers, student accident insurance, etc. The Florida charter support unit recommends \$40 per student be set aside for this purpose for year 1.

For year 2, we estimate approximately \$42 per student, which will equate to \$23,940. For year 3, we estimate approximately \$44.10 per student, which will equate to \$27,518.40. For year 4, we estimate approximately \$46.31 per student, which will equate to \$31,672.62. For year 5, we estimate approximately \$48.62 per student, which will equate to \$38,798.96.

Estimate Renters Insurance will be per square foot. For the first year, we estimate 0.80 per square foot, which will equate to \$23,920. For year 2, 0.84 per square foot, which will equate to \$30,240.00. For year 3, 0.88 per square foot, which will equate to \$34,927.20. For year 4, 0.93 per square foot, which will equate to \$40,007.52. For year 5, 0.97 Per square foot, which will equate to \$49,009.21.

Textbooks (\$129,600-540): Set aside funds to purchase 3 books per student at \$80 per textbook for the first year. For year two with the anticipation of 60 new students, we would spend \$14,544 at \$80.80 per textbook; year 3 we anticipate 60 new students. Therefore, we would spend \$14,836 at \$81.61 per textbook; year 4 we anticipate 60 new students. Therefore, we would spend \$14,836 at \$82.42 per textbook; year 5 we anticipate 120 new students. Therefore, we would spend \$29,969 at \$83.25 per textbook.

Year 2, we anticipate paying \$6,545 for 81 replacement books. Year 3, we anticipate paying \$7,345 for 90 replacement books. Year 4, we anticipate paying \$8,160 for 99 replacement books. Year 5, we anticipate paying \$2,248 for 27 replacement books.

Year 4 is a new textbook adoption and if we are full, we expect to pay \$59,345 for 720 new books. Year 5, if we are full, we expect to pay \$69,929 for 840 books.

During year 1, we will purchase 1080 consumable books at \$8.00 per book for a total of \$8,640. During year 2, we will purchase 1,200 consumable books at \$8.08 per book for a total of \$9,696. During year 3, we will purchase 1,320 books at \$8.16 per book for a total of \$10,772. During year 4, we will purchase 1,680 books at \$8.24 per book for a total of \$11,869. During year 5, we will purchase 1,680 books at \$8.32 per book for a total of \$13,986.

Furniture: We anticipate 30 classrooms in year 1, thus it will cost about \$2,850 per classroom for leasing furniture, which will equate to \$22,555. We anticipate an additional 4 classrooms in year 2, thus it will cost \$25,592 to lease furniture. We anticipate an additional 4 classrooms in year 3, which will equate to a lease amount of \$28,660. We anticipate 2 new classrooms in year 4, which will equate to a lease amount of \$30,209. We anticipate an additional 6 classrooms in year 5, which will equate to a lease amount of \$34,903. We anticipate spending \$5000 the first year for office furniture.

Computers: The school will purchase 189 computers at wholesale price of which will be 41 teacher computers during year 1 and 13 administrative computers during year 1.

\$255/computer for year 1. We will add more computers to our inventory over the five-year period please see attachment W, X, and Y. We will spend approximately \$48,195 in the first year. We will spend \$1600 on technology per classroom for Smartboard equipment with all its supplies as

well as other pertinent technology. During our first year, we will put this technology in 30 classrooms for a total of \$48,000. We will add the technology to the remainder of our classroom over the 5-year period. Please see attachment W, X, and Y.

We will hire our own IT service provider contractor to service in-house needs pertaining to computer infrastructure: year 1 is \$12,000 and year 2 is \$12,600. Year 3 is \$13,230 and year 4 is \$13,891.50. Year 5 is \$14,586.08.

We will start the process of getting a fidelity bond to provide protection for losses we incur because of fraudulent acts by specified individuals once we are approved as a Charter School. Since we are uncertain of the precise number of employees, we are unable to provide a more precise budget. However, an estimated amount is provided in the section for anticipated insurance and bond premium costs.

We will start the process of getting approved with the National School Lunch Program to qualify to receive reimbursements once we are approved as a Charter School. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the Food Services section of the budget for cafeteria expenses.

Operation of Plant (\$270,433): includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 100 successfully charter schools currently operating in Florida; online statistical resources; and Broward County budgets. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. We anticipate spending \$299,527 in year 2; \$328,433 in year 3; \$405,091 in year 4; \$437,587 in year 5 for Operation of Plant. Please see attachments W, X, and Y 5-year budget section.

Facilities Rent: Calculated at \$700/student. This is listed as an expense on our budget, but it has not been designated towards specific expenses. We anticipate that there will be expenses that we have not planned for, and the Board will be able to allocate the reserve funds as necessary, and if they are not spent, they will be used to build an ongoing cash reserve fund. For year 1, we anticipate a maximum enrollment of 540. Thus, the total estimated annual cost would be \$378,000 to lease a facility.

If we reach capacity of 840 students in year 5, we will need a facility that is at least 50,400 square feet to accommodate 54 classrooms, 2 offices, a gym, cafeteria space, library, computer, and science lab because Florida mandated class sizes are as follows:

18 students in prekindergarten through grade 3; 22 students in grades 4 through 8; and. 25 students in grades 9 through 12. Thus, we will need about 46 classroom teachers by year 5 as well as 4 Physical Education teachers, 1 art teacher, 1 music teacher, 1 world language arts teacher, 2 reading specialists, 1 ese teacher, 1 gifted teacher, and 1 esol teacher.

The estimated costs are based on an assumption of 840 students by year 5. We estimate 60 square feet per student with a need of about 50,400 square feet. We will assume a facilities allowance of \$1020 per student. We will multiply the number of projected students x our facilities allowance: $840 \times \$1,020 = \$856,800$. Thus, the total estimated annual cost for rent would be \$856,800. We anticipate electricity to reach \$57, 282 in year 5. Please see attachment X and Y for

years 1-5 utilities projections. We project water and utilities to reach \$13,820 in year 5. Please see attachment X and Y for years 1-5 water and utilities projections. We anticipate other services such as fire alarm, pest control, etc to reach a cost of \$10,365. Please see attachment X and Y for years 1-5. We anticipate inspection costs to reach \$2706 in year 5. Please see attachment X and Y for years 1-5. We anticipate repairs and maintenance of the facility to reach \$2706. Please see attachment X and Y for years 1-5. We do not anticipate renovation costs during the first 5 years of operation. We anticipate maintenance supply costs to reach \$21,595 by year 5. Please see attachment X and Y for years 1-5.

Other facilities' cost and the subsequent years' estimated costs can be found on the facilities section of attachment X and Y.

E.

Contingency Budget Plans to show a modified budget should revenues not materialize as projected.:

- 75% Revenue Projection Budget:
 - Prioritize core instructional programs and staff salaries.
 - Reduce non-essential spending on professional development, equipment upgrades, and extracurricular activities.
 - Explore temporary hiring freezes or reduced work hours for non-teaching staff.
 - Alternative Funding Strategies:
 - Explore additional income streams:
 - Grant applications from private foundations or government agencies.
 - Fundraising initiatives like community events, sponsorships, and donations.
 - Partnering with local businesses for in-kind contributions or revenue sharing agreements.
 - Offering additional fee-based services like tutoring or after-school programs.
 - The governing board will also seek grants for securing charter school money in which falls into three categories: state grants, federal grants, and private foundations if
- 50% Revenue Projection Budget:
 - Implement significant cost-cutting measures across all departments.
 - Consider reducing class sizes or consolidating programs.
 - Actively pursue additional funding sources through grants and fundraising initiatives; offering additional fee-based services like tutoring or after-school programs, fundraising initiatives like community events, sponsorships, and donations.
 - The governing board will also seek grants for securing charter school money in which falls into three categories: state grants, federal grants, and private foundations if

Important Considerations:

- Flexibility:

The contingency plan should be adaptable to changing circumstances and allow for adjustments based on real-time financial data.

- Regular Monitoring:

Continuously monitor revenue and expenditure trends to identify areas for proactive adjustments.

- Collaboration:

Involve key stakeholders (administrators, teachers, parents) in the planning and implementation of contingency measures.

F. See attachment X and Y in the year one cash flow section of the budget.

G. See attachment X and Y in the year one cash flow section of the budget gives you monthly cash flow projections for the start-up period.

Attachments

Section 20: Budget

20.1	Attachment W	Collins, Wanda Jean, 9/22/24, 10:17PM	XLSX / 1.902 MB
20.2	Attachment X	Collins, Wanda Jean, 9/22/24, 10:17PM	XLSX / 1.902 MB
20.3	Attachment Y	Collins, Wanda Jean, 9/22/24, 10:16PM	XLSX / 1.902 MB

Notes

Marlem Aleman, 11/1/24, 6:36PM:

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2. The total FEFP Revenue on the 5 year budget tab is approximately \$63K higher than the total revenue on the FLDOE Revenue Estimate Worksheet. There is no documentation/explanation provided to support the \$40,000 donation for the planning year, other than showing monthly income of \$3,333 on the Planning year cash flow projection.

21. Financial Management and Oversight

Section Evaluation

Meets the Standard Reynaldo Tunnermann, 2/6/25

Partially Meets the Standard Ella Ahgal, 11/20/24

Final Rating

Meets the Standard

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

requirements.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an outside agency which will assist the Board and the School Principal with the preparation and reporting of the School's finances. The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks

and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are reviewed and approved by the Principal. For operating and lunch accounts, disbursements require the Principal's signature for any check in the amount of \$2,500 or above.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Segregation of Duties relating to financial controls – The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The Accounting service contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

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

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing

Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

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

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

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

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities. Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.**
- Open an operating bank account and a school fundraising account with an FDIC insured institution**
- Record transactions managed by these accounts in a QuickBooks (accounting software) or similar program or may hire a personal accountant**
- Reconcile monthly reports and bank statements and keep in monthly binders at the school**

- **Record and log all cash and checks received and deposit daily.**
- **Require dual signatures for all checks over \$2500.00, as established by the Board**
- **Prepare disbursement voucher packages at school-site as authorized by the Principal**
- **Make disbursements only to authorized/approved vendors**
- **Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.**
- **Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed**
- **Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual**
- **Retain documents for a specified amount of time**

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report. Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance.

Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion and submitted to the Sponsor and Auditor General per reporting requirements.

F. Describe any key back-office services to be outsourced via contract, such as business

services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

We will contract with ADP Payroll services and HR that will provide services to the school, including but not limited staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. ADP is ranked #2 as the leader in Payroll services. ADP has provided over 60 years of payroll services.

G. Describe how the school will store financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law. All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled.

All students leaving the school to attend an out of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled. All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

Financial Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

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

The School will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy.

The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL

Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

o General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0

o Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0

o Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible:

\$2,500 Aggregate: \$2,000,000

o Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000

o Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000

o Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$2,500 All other Perils

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Employee Benefits:

Surest

Employee health benefit options are structured as follows:

What does the Surest plan cost?

Our employees will pay for the Surest plan through regular payroll deductions, or premiums. Their premium is the monthly amount they pay to have health insurance coverage, just as they would pay any monthly bill or subscription. We will pay \$300 towards their premium. Dependents can be

added at group rates.

Employees will be provided with a group code in which they will be able to find the actual deductions on our company's benefits site.

When our employees receive care, there will also be a copayment associated with the service they receive. With Surest, our employees can look up those prices in advance and find more opportunities to save.

What is a copayment?

Copayments, often known as “copays,” for short, are specific dollar amounts our employees pay for using routine services—like a doctor’s visit or picking up a prescription—defined by their health plan. They will pay these prices until they hit a specified amount in health care spending. This specified amount is factored into their out-of-pocket limit.

Will I owe more than the copay?

No, the copay is the full amount our employees owe for care received from an in-network provider. The Surest plan pays the amount above the copay directly to the provider.

Is there an out-of-pocket limit?

Yes. There's an OOP limit, or the most our employees pay in copays—a cap—during a given year. Once they hit this number, they will not owe for covered services the remainder of the year, presuming they stay in-network. (Monthly premiums and out-of-network expenses don't count toward out-of-pocket limits.)

With Surest, 7 out of 10 members spend less than \$500 out-of-pocket annually!

What does the Surest plan cover?

The Surest plan covers:

- Preventive care (your annual checkup, some health screenings, vaccinations)
- Primary and specialty care
- [Maternity care](#)
- Mental and behavioral health services
- Hospital services
- Urgent and emergency services
- [Cancer care](#)
- Treatment for chronic conditions
- Substance use disorders
- Most diagnostic testing (ultrasounds and bloodwork)
- Durable medical equipment
- Prescription drugs
- And more

How does Surest work when it comes to accidents, catastrophic events and/or unexpected illnesses?

The Surest plan includes coverage for emergency care. If the emergency room visit results in a hospital stay, our employees will be covered for the hospital stay as well.

Is preventive care covered?

Yes, the Surest plan covers preventive care. Preventive services include vaccinations, routine screening tests and provider visits. If our employees also receive non-preventive services during the same visit, they might pay for that service separately.

What types of services are *not* covered under the Surest plan?

Services that are not medically necessary or considered cosmetic might not be covered under the Surest plan.

Fidelity bond: also known as employee dishonesty insurance will be purchased depending on the number of employees we have- price is contingent upon the number of employees. We will purchase a fidelity bond to cover losses we incur as a result of fraudulent acts by specified individuals.

Attachments

Section 21: Financial Management and Oversight

– No Attachments –

Notes

Ella Ahgal, 11/21/24, 6:13PM:

I agree with Mr. Reynaldo Tunnermann. please advise the policy on compliance precautions and preventative measures for handling cash at the bank.

Reynaldo Tunnermann, 11/14/24, 5:04PM:

The school states that all operating expenditures are subject to the same approval processes as indicated for capital expenditures. However, the approval of capital expenditures is not detailed in the application.

22.Start-Up Plan

Section Evaluation

Meets the Standard Marlem Aleman, 11/1/24

Final Rating

Meets the Standard

A.

1. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
2. Identifying and securing facility
3. Recruiting and hiring staff (leaders, teachers, and other staff)
4. Staff training
5. Finalizing curriculum and other instructional materials
6. Governing board training
7. Policy adoption by Board (if necessary)
8. Recruiting students
9. Enrollment lottery, if necessary
10. Establishing financial procedures
11. Securing contracted services
12. Fundraising, if applicable
13. Finalizing transportation and food service plans
14. Procuring furniture, fixtures, and equipment
15. Procuring instructional materials, 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. A formal timeline may be negotiated in the charter agreement) The school's projected timetable for start-up is as follows:

Attachments

Section 22: Start-Up Plan
1. Applying for and securing appropriate legal status.

– No Attachments – Applying for non-exempt tax status

December 20, 2024

Process takes about 6 months to be approved

1. Identifying and securing facility

Use real estate agent to identify and secure a facility

By February 2025

2 / F

Section Evaluation

1. Recruiting and hiring

Begin the recruitment process of finding leadership who will

Not Required	Staff (leaders, hire teachers or decide to appoint a committee to hire teachers. Rhonda Stephanik, 1/21/25 and other staff)	Final Rating	June 2025
		Not Required	
	Train school personnel on active assailant response plan before school opens.		
Attachments			
1. Staff training	Section 23: Addendum A: Replications		July 2025
– No Attachments –	Begin the process of working with the selected team to plan and execute a two-week teacher-training institute to be conducted in July in relation to professional development weeks before school opens.		
1. Finalizing curriculum and other instructional materials	Purchase the textbooks that will be used in each of the core subject areas K-6 and finalize curriculum and other instructional materials		July 2025
1. Government board training	Section Evaluation		Ongoing
Not Required	Rhonda Stephanik, 1/21/25	Final Rating	
1. Policy adoption by board	We will adopt our policy before school opens	Not Required	July 2025
Attachments			
1. Recruiting students	Section 24: Addendum A1: High Performing Replications		January 2025-July 31, 2025.
2. Enrollment lotter if necessary	Open Enrollment for the 2025-2026 school year is June 1-July 31, 2025. Lottery day is 08/01/25 with results on the 2nd. All applications submitted within the Open Enrollment period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment.		
– No Attachments –			
1. Establishing Financial Procedures	Located within the application. Please see financial management and oversight		
1. Securing contracted services	Section Evaluation		July 2025

		Final Rating
Not Required	Rhonda Stephanik, 1/21/25	
1. Fundraising	Catalog fundraiser initiative starts	Not Required y 2025
1. Finalizing transportation and food service plans	We will finalize transportation and food service plans based on the precise population of enrollments gathered during open enrollment.	July 2025
Attachments		
Section 25: Addendum B: Education Service Providers		
1. Procuring furniture, fixtures, and equipment	We will procure furniture, fixtures, and equipment before school starts.	March -July 2025
1. Procuring Instructional Materials	We will order instructional materials based on the precise population of enrollments and purchase any additional materials on an as needed basis.	July 2025

District Request

Section Evaluation

		Final Rating
Not Complete	Rhonda Stephanik, 1/21/25	
		Not Complete

N/A

Attachments

Section 26: Addendum - Consultant Information * District Request

– No Attachments –

27.Addendum - Review Extension Waiver * District Request

Section Evaluation

		Final Rating
Complete	Rhonda Stephanik, 1/21/25	
		Complete

Attached

Attachments

Section 27: Addendum - Review Extension Waiver * District Request

27.1	Review Extension Waiver	Collins, Wanda Jean, 9/22/24, 11:25PM	DOCX / 3.808 KB

ATTACHMENT TEMPLATES

28.Application Cover Sheet

Section Evaluation		
Complete	Rhonda Stephanik, 1/21/25	Final Rating
		Complete

Attached.

Attachments

Section 28: Application Cover Sheet

28.1	Cover Sheet	Collins, Wanda Jean, 9/22/24, 11:37PM	DOCX / 6.034 KB

29.Statement of Assurances

Section Evaluation		
Complete	Rhonda Stephanik, 3/13/25	Final Rating
		Complete

Attached

Attachments

Section 29: Statement of Assurances

29.1	Statement of Assurances	Collins, Wanda Jean, 9/22/24, 11:38PM	PDF / 747.764 KB

30.Board Member Information Form

Section Evaluation		
Complete	Rhonda Stephanik, 3/13/25	Final Rating

Complete

Attached

Attachments

Section 30: Board Member Information Form

30.1	No Title	Collins, Wanda Jean, 9/22/24, 11:40PM	PDF / 747.764 KB

31.Applicant History Worksheet

Section Evaluation

Not Required Rhonda Stephanik, 1/22/25

Final Rating

Not Required

Not Required

Attachments

Section 31: Applicant History Worksheet

– No Attachments –

CHART OF ATTACHMENTS

1.Chart of Attachments

Section Evaluation	
Attachments Added Rhonda Stephanik, 1/21/25	Final Rating
	Attachments Added

Attached.

Attachments

Section 1: Chart of Attachments

1.1	Extension Waiver	Collins, Wanda Jean, 9/23/24, 12:09AM	DOCX / 3.808 KB
1.2	Attachment T	Collins, Wanda Jean, 9/23/24, 12:08AM	DOCX / 16.027 KB
1.3	Attachment S	Collins, Wanda Jean, 9/23/24, 12:08AM	PDF / 925.834 KB
1.4	Attachment R	Collins, Wanda Jean, 9/23/24, 12:07AM	PDF / 22.983 KB
1.5	Attachment Q	Collins, Wanda Jean, 9/23/24, 12:05AM	DOCX / 27.325 KB
1.6	Attachment N	Collins, Wanda Jean, 9/23/24, 12:05AM	DOCX / 3.592 KB
1.7	Attachment O	Collins, Wanda Jean, 9/23/24, 12:04AM	DOCX / 13.638 KB
1.8	Attachment M	Collins, Wanda Jean, 9/23/24, 12:03AM	PDF / 300.313 KB
1.9	Wanda Resume	Collins, Wanda Jean, 9/23/24, 12:01AM	DOCX / 19.087 KB
1.10	Camia Resume	Collins, Wanda Jean, 9/23/24, 12:01AM	DOCX / 22.205 KB
1.11	CeCe Resume	Collins, Wanda Jean, 9/23/24, 12:01AM	DOCX / 18.675 KB
1.12	Statement of Assurances	Collins, Wanda Jean, 9/23/24, 12:01AM	PDF / 747.764 KB
1.13	Attachment H	Collins, Wanda Jean, 9/23/24, 12:00AM	PDF / 60.698 KB
1.14	Articles of Ammendment	Collins, Wanda Jean, 9/22/24, 11:58PM	PDF / 402.559 KB
1.15	Attachment I	Collins, Wanda Jean, 9/22/24, 11:58PM	PDF / 1.376 MB
1.16	Attachment J	Collins, Wanda Jean, 9/22/24, 11:57PM	DOCX / 19.731 KB
1.17	ESOL Strategies	Collins, Wanda Jean, 9/22/24, 11:56PM	PDF / 185.03 KB
1.18	K-12 Program	Collins, Wanda Jean, 9/22/24, 11:55PM	PDF / 272.203 KB
1.19	Attachment F	Collins, Wanda Jean, 9/22/24, 11:53PM	DOCX / 82.38 KB
1.20	Broward Student Progression	Collins, Wanda Jean, 9/22/24, 11:52PM	PDF / 1.109 MB

1.21	Attachment C	Collins, Wanda Jean, 9/22/24, 11:51PM	PDF / 3.487 MB
1.22	Attachment D	Collins, Wanda Jean, 9/22/24, 11:50PM	DOCX / 125.63 KB
1.23	Attachment B	Collins, Wanda Jean, 9/22/24, 11:48PM	DOCX / 3.326 KB
1.24	Attachment P	Collins, Wanda Jean, 9/22/24, 11:46PM	DOCX / 5.659 KB
1.25	Attachment X	Collins, Wanda Jean, 9/22/24, 11:43PM	XLSX / 1.902 MB
1.26	Attachment W	Collins, Wanda Jean, 9/22/24, 11:43PM	XLSX / 1.902 MB
1.27	Attachment Y	Collins, Wanda Jean, 9/22/24, 11:42PM	XLSX / 1.902 MB

Recommendation

School Name:	Innovation Preparatory Charter
Primary Contact:	Wanda Collins
Submission Date:	September 23, 24
Recommendation Date:	April 9, 25
Recommended By:	Rhonda Stephanik
Charter Status:	Denied

Based on the review of the Model Florida Charter School Application and the Capacity Interview, the Superintendent's Charter Schools Review Committee recommends a denial of this application to the Superintendent. This application will go before The School Board of Broward County as a denial at a future board meeting.

Choice/Charter Schools Management Support

Donté F. Collins, Director

600 SE Third Avenue

Fort Lauderdale, Florida 33301

Phone: 754-321-2135 ● Fax: 754-321-2128

Donte.collins@browardschools.com

**The School Board of
Broward County, Florida**

Lori Alhadeff
Torey Alston
Brenda Fam
Daniel Foganholi
Debra Hixon
Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Vickie L. Cartwright
Superintendent of School

February 1, 2023

Dear Charter School Applicant:

SUBJECT: EXTENSION OF THE APPLICATION REVIEW TIMELINE

Per Section 1002.33, Florida Statutes, "A district school board shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application."

To review your application and provide appropriate feedback, we are requesting an extension of the 90 calendar-day review period. The recommendation of approval or denial of your application will be tentatively placed on The School Board of Broward County, Florida's agenda during the last School Board meeting in **July 2023**.

Please select from one of the options below:

 X I agree to an extension of the 90-day application review period. I understand that by agreeing to the extension that I may have the opportunity for a clarifying interview at the request of the Sponsor. I am also aware that the interview will be audio-recorded.

_____ I DO NOT agree to an extension of the 90-day application review period. I understand that by NOT agreeing to the extension that I am waiving my opportunity for a clarifying interview.

Wanda Collins

Charter School Contact Person (PRINT)

(SIGNATURE)

President
(TITLE/POSITION)

9/22/2024
(DATE)

Innovation Preparatory Charter Inc.

Name of proposed school listed on application

If you would like further information or have questions, please do not hesitate to contact the office at **754-321-2135**.

Professionally,

Donté F. Collins

Donté F. Collins
DFC/RS:ahc

LETTER OF INTENT TO SUBMIT CHARTER SCHOOL APPLICATION

May 3, 2024

Donté F. Collins, Director
Choice/Charter Schools Management Support Department
Broward County Public Schools
600 SE 3rd Ave., 12th Floor
Fort Lauderdale, FL 33301

Dear Mrs. Collins:

Please accept this letter of intent to submit a charter school application to the Broward County Public School District on or before June 1, 2024, no later than 5:00 PM.

The focus/theme of the charter school will be to provide rigorous lessons aligned to Common Core Standards to maximize our student's academic potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains with state mandated tests. In some cases, students will increase their score level tremendously. We will demonstrate an innovative educational plan by incorporating a curriculum infused with advanced technology and project-based lessons that are innovative and engaging to improve academic achievement. We have conducted extensive research and our findings have determined that Project-based learning, methodical approaches, and differentiated instruction are key components to a successful curriculum.

The student enrollment breakdown by year will be as follows:

Year 1:	2025-2026	Grades ___K___ to ___6___ up to ___420___ students
Year 2:	2026-2027	Grades ___K___ to ___6___ up to ___560___ students
Year 3:	2027-2028	Grades ___K___ to ___6___ up to ___700___ students
Year 4:	2028-2029	Grades ___K___ to ___6___ up to ___840___ students
Year 5:	2029-2030	Grades ___K___ to ___6___ up to ___980___ students

The facility/location address is: To be determined. We are considering the Coconut Creek area.
The information for the contact person is as follows:

Wanda Collins
2157 NW 37th Avenue, Coconut Creek, FL 33319
561-399-9371
Wandacollins450@gmail.com

Sincerely,
Wanda Collins

Student #:	School/ Teacher:	Date:	Grade Level:	Entry Code:



BROWARD
County Public Schools

Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes this form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school in writing within 10 school days. The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school and District staff on a need-to-know basis.

Student Registration Form

Student's Last Name (Legal)	First Name (Legal)	Middle Name	Affirmed Name

Student's Primary Home Address	Apt #	City	Zip Code	Gender
				☐ Male ☐ Female

Home Phone #	Student's Cell Phone #	Student's E-mail Address

SSN *Not required for enrollment or graduation. F.S. §1008.386 requires SBBC to request the SSN for its information management system.	Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)

Student Lives With	Ethnicity	Race (Check all that apply)
☐ One Parent ☐ Both Parents (same address) ☐ Both Parents (different address) ☐ Legal Guardian ☐ Independent Student ☐ Other: _____	☐ Non-Hispanic or Non-Latino ☐ Hispanic or Latino	☐ White ☐ Asian ☐ Native American/Native Alaskan ☐ Native Hawaiian/Pacific Islander ☐ Black/African-American

Registering Parent's Last Name (Legal)	First Name (Legal)	Driver License #	Relationship to Student

Registering Parent's Work Phone #	Registering Parent's Cell Phone #	Registering Parent's E-mail Address

Non-Registering Parent's Last Name (Legal)	First Name (Legal)	Driver License #	Relationship to Student

Non-Registering Parent's Work Phone #	Non-Registering Parent's Cell Phone #	Non-Registering Parent's E-mail Address

Non-Registering Parent's Home Address	Apt #	City	State	Zip Code

Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)	
☐ Yes ☐ No Is a language other than English used in the home?	If "yes", which language?
☐ Yes ☐ No Does the student have a first language other than English?	If "yes", which language?
☐ Yes ☐ No Does the student most frequently speak a language other than English?	If "yes", which language?

The student's primary residence is: (Check only one)	
☐ owned by the parent/guardian.	☐ shared with someone by choice (<u>not</u> due to financial hardship) with a valid Affidavit of Shared Residency.
☐ rented with a valid lease agreement. Expiration Date: _____	☐ shared with someone due to loss of housing, economic hardship or similar reason. (McKinney-Vento eligible)

Is the student's primary residence a:	Does the student live <u>or</u> is either parent employed:
☐ Yes ☐ No Public space, vehicle of any kind, bus or train station, abandoned building, substandard housing, or similar setting?	☐ Yes ☐ No In low rent housing (such as Section 8 subsidized housing)?
☐ Yes ☐ No Transitional/emergency shelter?	☐ Yes ☐ No On Indian Lands?
☐ Yes ☐ No Hotel/motel, trailer park, or camping ground due to lack of alternative adequate accommodations?	☐ Yes ☐ No On federal property, a federally owned military installation, or NASA owned property?

Is either parent:
☐ Yes ☐ No An active duty member of the uniformed services, including the National Guard and Reserve? If yes, which division? _____
☐ Yes ☐ No A veteran, medically discharged, or killed while on active duty from the uniformed services? If yes, which division? _____
☐ Yes ☐ No Employed in agriculture or fishing industries anytime in the past three years?

Has the student previously been:	
☐ Yes ☐ No Enrolled in Broward County Public School?	☐ Yes ☐ No Retained (repeated the same grade)?
☐ Yes ☐ No Enrolled in a Charter School in Broward County?	☐ Yes ☐ No In Exceptional Student Education (ESE)?
☐ Yes ☐ No Enrolled in a Home Education program?	☐ Yes ☐ No On a 504 plan?
☐ Yes ☐ No Expelled from school?	☐ Yes ☐ No In an ESOL program?
☐ Yes ☐ No Convicted of a felony?	☐ Yes ☐ No In a Magnet program?
☐ Yes ☐ No Involved in the Juvenile Justice System?	☐ Yes ☐ No In Foster Care?
☐ Yes ☐ No Referred for mental health services?	☐ Yes ☐ No In a Gifted program?

Previous School Name(s)	City/State/Country	Year(s) Attended	Grade(s)	Type
				☐ Public ☐ Private ☐ Charter ☐ Home Ed
				☐ Public ☐ Private ☐ Charter ☐ Home Ed

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office in writing within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand that I must submit appropriate proof of residency documentation, per School Board Policy 5.1. Florida Statutes §837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree. Florida Statutes §92.525 provides that whoever knowingly makes a false declaration under penalties of perjury is guilty of the crime of perjury by false written declaration, a felony of the third degree.

Print Registering Parent Name	Registering Parent Signature	Date

Student Emergency Contact Card

This form shall be updated every year

<i>For Office Use Only:</i>	☐ <i>Medical</i>
<i>School #:</i>	☐ <i>Court Order</i>
<i>Student #:</i>	☐ <i>Special Needs</i>
<i>Date Enrolled:</i>	☐ <i>Other</i>

In the case of an emergency, it is imperative that the school be able to reach the student's parent (as defined below). Please fill in the information on both sides of this card carefully and accurately. Please use ink and print clearly. The names of both parents of a student (as defined in the Section 1000.21(5), Florida Statutes), the registering parent and the non-registering parent, of a student shall be listed on the emergency contact card as persons authorized to pick up the child from school except where a court order has revoked the parental rights and a certified copy of such court order has been provided to the school office. Both parents shall designate on the Emergency Contact Card those persons authorized to pick up their child from school. No parent shall delete or in any way alter the names provided by the other parent on the Emergency Contact Card.

Student:	Grade:	Student Identification Number:	Student Information																				
			<table border="1"> <tr> <td>Last Name:</td> <td>First:</td> <td>Middle:</td> </tr> <tr> <td>Teacher (elementary school only):</td> <td>Gender: ☐ Male ☐ Female</td> <td>Grade Level:</td> </tr> <tr> <td>Home Address:</td> <td>City, State, Zip:</td> <td>Home Phone:</td> </tr> <tr> <td>Mailing Address (If different from above):</td> <td>City, State, Zip:</td> <td>Student Cell Phone:</td> </tr> <tr> <td>Date of Birth: / /</td> <td>Student lives with:</td> <td>Student Email:</td> </tr> <tr> <td>Check any that apply to student residence: ☐ Medical ☐ Court Order ☐ Special needs ☐ Other</td> <td>Has student changed address since last registration? ☐ Yes ☐ No</td> <td>Is there a court order on file that prevents a parent from having contact with the student? ☐ No ☐ Yes, contact school</td> </tr> </table>			Last Name:	First:	Middle:	Teacher (elementary school only):	Gender: ☐ Male ☐ Female	Grade Level:	Home Address:	City, State, Zip:	Home Phone:	Mailing Address (If different from above):	City, State, Zip:	Student Cell Phone:	Date of Birth: / /	Student lives with:	Student Email:	Check any that apply to student residence: ☐ Medical ☐ Court Order ☐ Special needs ☐ Other	Has student changed address since last registration? ☐ Yes ☐ No	Is there a court order on file that prevents a parent from having contact with the student? ☐ No ☐ Yes, contact school
Last Name:	First:	Middle:																					
Teacher (elementary school only):	Gender: ☐ Male ☐ Female	Grade Level:																					
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Student:	Grade:	Student Identification Number:	Registering Parent																				
			<table border="1"> <tr> <td>Last Name:</td> <td>First:</td> <td>Cell Phone:</td> </tr> <tr> <td>Home Address (if different from student):</td> <td>City, State, Zip:</td> <td>Home Phone:</td> </tr> <tr> <td>Employer:</td> <td>Work Phone:</td> <td>Parent email:</td> </tr> </table>			Last Name:	First:	Cell Phone:	Home Address (if different from student):	City, State, Zip:	Home Phone:	Employer:	Work Phone:	Parent email:									
			Last Name:	First:	Cell Phone:																		
			Home Address (if different from student):	City, State, Zip:	Home Phone:																		
			Employer:	Work Phone:	Parent email:																		
			Other Parent																				
			<table border="1"> <tr> <td>Last Name:</td> <td>First:</td> <td>Cell Phone:</td> </tr> <tr> <td>Home Address (if different from student):</td> <td>City, State, Zip:</td> <td>Home Phone:</td> </tr> <tr> <td>Employer:</td> <td>Work Phone:</td> <td>Parent email:</td> </tr> </table>			Last Name:	First:	Cell Phone:	Home Address (if different from student):	City, State, Zip:	Home Phone:	Employer:	Work Phone:	Parent email:									
			Last Name:	First:	Cell Phone:																		
			Home Address (if different from student):	City, State, Zip:	Home Phone:																		
			Employer:	Work Phone:	Parent email:																		
Authorized Release/Contact																							
Please list the names of persons to whom we may release your child or whom we may contact if we cannot reach you. NO STUDENT WILL BE RELEASED TO ANYONE OTHER THAN THE PERSONS LISTED BELOW. In selecting someone to whom you authorize the release of your child, consider whether this person is prepared to handle any special medical needs required by your child. I/We hereby authorize contact with, release of emergency related information, or release of the student to the following persons in the event of illness, evacuation, or other emergency that may occur while the student is in school.																							
<table border="1"> <tr> <td>Name:</td> <td>Relationship:</td> <td>Phone:</td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table>			Name:	Relationship:	Phone:																		
Name:	Relationship:	Phone:																					
I declare that the information on this card is true and correct. I will notify the school office immediately of any changes.																							
Signature: _____ Date: _____ Relationship: _____																							
Student:	Grade:	Student Identification Number:	Non-Registering Parent Authorized Release/Contact																				
			This section may be completed only by the non-registering parent in order to designate additional persons who may pick up the student. The registering parent may not alter this section of this card. The non-registering parent may not alter any other portion of this card.																				
			<table border="1"> <tr> <td>Name:</td> <td>Relationship:</td> <td>Phone:</td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table>			Name:	Relationship:	Phone:															
			Name:	Relationship:	Phone:																		
			I declare that the information on this card is true and correct. I will notify the school office immediately of any changes.																				
Signature: _____ Date: _____ Relationship: _____																							

The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school staff on a need-to-know basis.

Broward County Public Schools Student Emergency Contact Card

Student Last Name:

First:

Middle:

Medication Information	Does your child take medication? ☐ Yes ☐ No		If your child requires medication at school, all medication sent to the school must be in the original prescription container with a current date and the child's name. Also, a "Medication/Treatment Authorization" form, must be completed and signed by the physician and the parent and must be on file at the school.	
	Medication:		Dosage:	
			Hour(s) Given:	
Health Insurance and Providers	Please check appropriate box: ☐ Family Health Insurance ☐ Florida Kid Care ☐ Florida Healthy Kids ☐ None			
	If NONE, do we have your permission to forward the parent's name and phone number to Florida Kid Care Insurance for health insurance screening to see if you may be eligible for health insurance coverage? If Yes, please sign here:			
	Physician:			Phone:
	Dentist:			Phone:
Health Plan/Group name:			Phone:	
Medical Information	Medical Conditions		Please check all that apply:	
	☐ Asthma. If checked, uses inhaler?		☐ Yes ☐ No ☐ On daily medication	
	☐ Seizures. If checked, on medication?		☐ Yes ☐ No	
	☐ Diabetes. If checked, insulin dependent?		☐ Yes ☐ No	
	☐ Movement limitations (specify):			
	☐ Recent illness/hospitalization/surgery (describe):			
	☐ Severe Allergies. If checked, specify Type: ☐ Food/environmental: ☐ Insect stings/bites: ☐ Medicines/Drugs:		Allergies require: ☐ EpiPen ☐ Benadryl ☐ Other:	
	Does your child wear glasses/contacts? ☐ Yes ☐ No		Does your child wear hearing aid(s)? ☐ Yes ☐ No	
Release of Medical Information and Emergency Treatment	I hereby authorize for my child's medical information, parental contact information, and other health information (collected from health services provided at school, including information stored electronically) to be shared with emergency personnel and health department officials to address conditions of public health importance, including information to meet and to prepare for potential or confirmed health conditions. For students receiving health services from school or District staff and/or contracted partners, I also authorize the District to share my child's identifiable health information and related demographics with the Florida Department of Health to conduct monitorings to assure program compliance by the District and schools, and assess the delivery of services.			
	Parent Signature: _____		Date: _____	
	Medical and other information will be disclosed without consent from the parent/eligible student in case of health emergencies, as permissible by the Family Educational Rights and Privacy Act (FERPA). The school will call for emergency medical care as deemed necessary. Emergency transportation to a health care facility, as determined by paramedics, will be authorized.			
Dismissal Information	Regular Dismissals Procedures. On a typical day, how will your child leave school?			
	☐ Ride in Car ☐ Ride School Bus ☐ Ride Public Transportation ☐ Attend ON-site after-care program ☐ Attend OFF-site after-care program ☐ Walk or Bike ride home			
Emergency Dismissals Procedures.	In the event of a severe storm or other unscheduled emergency your child is instructed to:			
	☐ Walk home ☐ Ride School Bus as usual ☐ Ride Public Transportation ☐ Ride home with parent only ☐ Ride home with person indicated on authorized contact list			
Siblings and Home Language	Last Name:		First Name:	
Please list any other languages spoken at home: _____				
Survey Questions	Please assist us in understanding the needs of our school community by answering the following questions. Please check all that apply:			
	Does your child have access to a computer in your home?			☐ Yes ☐ No
	Do you have home internet access?			☐ Yes ☐ No
	Does your child have access to the internet on your home computer?			☐ Yes ☐ No
	Do you have internet access outside your home?			☐ Yes ☐ No
Please indicate the method of contact you prefer: ☐ Phone call ☐ Text ☐ Email				

Policy 5.8, Code of Student Conduct, lists the District's rules for students in Broward County Public Schools. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, **but rather that you have reviewed the electronic copy of these rules** (<http://www.browardschools.com/codeofconduct>). Return this form to school within 3 days from the first day of school or from the date of enrollment. If you would prefer to complete all required forms electronically, please access the Back to School Toolkit (<https://www.browardschools.com/backtoschool-onlineforms>)

Parents need to be involved in the education of their children and have the responsibility to:

- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official closing time (F.S. 1003.31 (2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at: www.Broward.k12.fl.us/sbbcpolicies.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated; or for wireless communication devices or other personal technology that are lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement; therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, Section II), school officials should be notified and will investigate and/or provide assistance and intervention, as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrates legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.
- Parents will continue to maintain responsibility for students who reach the age of majority, (18 years or older), for all educational and discipline purposes, with exceptions as provided by statute.

Note: Parental selection for each form within the Code of Student Conduct will be effective until a new form is submitted.

Student Name (PRINT)

Student Signature

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

Media Release Form 2019/2020 School Year (All Grades)

As a parent of a student in Broward County Public Schools, I understand that my child may be photographed, videotaped or interviewed by the news media or by the School District for informational and/or promotional purposes. I understand that pictures and interviews may be used on the District's website, in School District publications, external publications and electronic media as indicated below.

You Must Mark a Choice in Both Section A and Section B

(If no choice is marked in both sections, then the choice will default to Choice #1)

Section A - External Outlets/Media

Please Check Choice #1 or Choice #2

1. ☐ I **WILL** permit my child to be photographed, videotaped, and/or interviewed by the media when the news media has secured proper authorization from Broward County Public Schools.
2. ☐ I **WILL NOT** permit my student to be photographed, videotaped, and/or interviewed by the media.

Section B - Broward County Public Schools

Please Check Choice #1 or Choice #2

1. ☐ I **WILL** permit my child to be photographed, videotaped, and/or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, school and/or District websites, social media, BECON TV, or for other communication tools by Broward County Public Schools or its approved vendors. I understand the District may be required to release this information if requested by the media or other members of the public (i.e., public records requests). *Note: Your home address, phone number, email address, child's name, teacher's name and room number may be released in order to facilitate school-based publications.*
2. ☐ I **WILL NOT** permit my child to be photographed, videotaped, and/or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, school and/or District websites, social media, BECON TV, or for other communication tools by Broward County Public Schools or its approved vendors.

Student Name (PRINT)

Student Signature

Date

Parent/Guardian Name (PRINT)

Parent/Guardian Signature

Date

Charter School Leave: Instructional

Description: A leave for an employee who accepts a position at a Broward County Charter School.
Eligibility: Instructional Employees
Board Policy #/Contract Article: 4409 & 4410
Leave Contact: Instructional Staffing, (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave does not provide any salary or benefits. Duration Status: This leave lasts for the remainder of the employee's assigned calendar. It may be renewed each year. Concurrency Status: This leave cannot run concurrently with another leave. Working while on leave: The employee may only work in a Broward County charter school.	Employee: The employee completes a Leave Request Form, the administrator signs it and the form is submitted to Instructional Staffing. SAP Coding - Location: Complete PA40 Stop Payment & contact Payroll Create a ZPAF Action Type: S4 (Leave Without Pay) From date: First day of the leave EE group: 3 (Inactive) Action Reason: 14 (Charter School) Position Number: Use your location's leave position number Form: Leave Request Form with the ZPAF number on it is submitted to Instructional Staffing for processing. After Instructional Staffing approves the ZPAF, the form is submitted to Records who executes the ZPAF.	Instructional Staffing mails the employee an Employment Intention Form. Employee returns the form to Instructional Staffing indicating his/her intentions for the following year. Instructional Staffing notifies the location. During the school's spring budget meeting, it is determined if a position exists for the leave employee to return to. If no position exists, Instructional Staffing or the employee finds placement. SAP Coding - Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA). Return Early: An instructional employee may rescind the leave if a position exist for him/her to return to. Employee submits a request to rescind the leave to Instructional Staffing. SAP Coding - Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason 10 (Rescinding Leave).

Child Rearing Leave: Instructional

Description: An employee may request this leave any time between the birth/adoption of the child and up to two years thereafter. It usually is requested after a maternity leave.		
Eligible: Instructional Employees who hold Professional Service Contract (PSC)/Continuing Contract (CC) or Annual Contract (AC) if taken immediately after Maternity Leave.		
Board Policy #/Contract Article: 4409 & 4410/BTU Article 23		
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff		
Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave does not provide any salary or benefits. Duration Status: This leave lasts for the remainder of the employee's assigned calendar and may be renewed for an additional year. Maximum leave time is 2 years. Concurrency Status: This leave can run concurrently with a Family/Medical Leave. Working while on leave: The employee may not work in any capacity unless working in the District as a substitute or temporary part-time teacher. If running concurrently with FMLA, the employee may not work.	Employee: The employee completes a Leave Request Form, the administrator signs it, and the form is submitted to Instructional Staffing with proof of birth/adoption of the child. SAP Coding - Location: Complete PA40 Stop Payment and contact Payroll. Create a ZPAF Action: S4 (Leave Without Pay) From date: First day of the leave EE group: 3 (Inactive) Action Reason: 09 (Child Rearing) Position Number: Use your location's leave position number If the employee is taking a Family/ Medical Leave prior to the leave, create the Child Rearing Leave ZPAF after you have received notification that the Family/Medical Leave has been approved. The start date for the Child Rearing Leave will be the day after the Family Medical Leave has expired. Form: Leave Request Form is submitted to Instructional Staffing with the ZPAF number on it. Instructional Staffing approves the ZPAF and submits the form to Records to execute.	Instructional Staffing mails the employee an Employment Intention Form. Employee returns the form to Instructional Staffing indicating his/her intentions for the following year. Instructional Staffing notifies the location. During the school's spring budget meeting, it is determined if a position exists for the employee on leave to return to. If no position exists, Instructional Staffing and/or the teacher finds placement. SAP Coding - Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA) Return Early: An instructional employee may rescind the leave if position exist for him/her to return to. Employee submits a request to rescind the leave to Instructional Staffing. SAP Coding - Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 10 (Rescinding Leave)

Maternity Leave: Instructional

Description: An employee must request this leave the school year the baby is born/adopted.
Eligible: Instructional Employees
Board Policy #/Contract Article: 4409 & 4410/BTU Article 23
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave does not provide any salary or benefits. Duration Status: This leave lasts for the employee's assigned calendar. Maximum leave time is 1 year. Employee may request a Child Rearing leave for the 2nd and 3rd year. Concurrency Status: This leave can run concurrently with a Family/Medical Leave and/or Disability. Working while on leave: The employee may not work in any capacity unless working in the District as a substitute or temporary part-time teacher.	Employee: The employee completes a Leave Request Form, the administrator signs it, and the form is submitted to Instructional Staffing with a copy of the baby's birth certificate or a doctor's note. SAP Coding – Location: Complete PA40 Stop Payment and contact Payroll Create a ZPAF Action: S4 (Leave Without Pay) From date: First day of the leave EE group: 3 (Inactive) Action Reason: 03 (Maternity) Position Number: Use your location's leave position number If the employee is taking a Family/ Medical Leave prior to the Maternity Leave, create the Maternity Leave ZPAF after you have received notification that the Family/Medical Leave has been approved. The Maternity Leave start date will be the day after the Family Medical Leave has expired. Form: Leave Request Form with the ZPAF number is submitted to Instructional Staffing for processing. Instructional Staffing approves the ZPAF and submits it to Records to execute the ZPAF.	Instructional Staffing mails the employee an Employment Intention Form. Employee returns the form to Instructional Staffing indicating his/her intentions for the following year. Instructional Staffing notifies the location. During the school's spring budget meeting, it is determined if a position exists for the employee on leave to return to. If no position exists, Instructional Staffing or the employee finds a placement. SAP Coding – Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA) Return Early: An instructional employee may rescind the leave if a position exist for him/her to return to. Employee submits a request to rescind the leave to Instructional Staffing. SAP Coding – Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 10 (Rescinding Leave)

Personal Leave: Instructional

Description: An employee may request a personal leave for justifiable reasons.
Eligible: Instructional Employees who hold Professional Service Contract (PSC)/Continuing Contract (CC)
Board Policy #/Contract Article: 4409 & 4410/BTU Article 23
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave does not provide any salary or benefits. Duration Status: This leave lasts for the remainder of the employee's assigned calendar and may be renewed for an additional year. Maximum leave time is 2 years. Concurrency Status: This leave may run concurrently with a Family/Medical Leave and/or Disability. Working while on leave: The employee may not work in any capacity unless working in the District as a substitute or temporary part-time teacher. An employee may be employed in a teaching position if there are unusual circumstances (i.e. spouse relocating, sick family member). The employee must request permission to work in writing, prior to approval of the leave. If running concurrently with FMLA and/or disability, the employee may not work.	Employee: The employee completes a Leave Request Form, the principal signs it, and the form is submitted to Instructional Staffing. SAP Coding – Location: Complete PA40 Stop Payment and contact Payroll Create a ZPAF Action: S4 (Leave Without Pay) From date: First day of the leave EE group: 3 (Inactive) Action Reason: 04 (Personal) Position Number: Use your location's leave position number If the employee is taking a Family/ Medical Leave prior to the Personal Leave, create the Personal Leave ZPAF after you have received notification that the Family/Medical Leave has been approved. The start date for the Personal Leave will be the day after the Family Medical Leave has expired (61st day). Form: Leave Request Form with the ZPAF number is submitted to Instructional Staffing for processing. Instructional Staffing approves the ZPAF and sends to Records to execute.	Instructional Staffing mails the employee an Employment Intention Form. Employee returns the form to Instructional Staffing indicating his/her intentions for the following year. Instructional Staffing notifies the location. During the school's spring budget meeting, it is determined if a position exists for the employee on leave to return to. If no position exists, Instructional Staffing or the employee finds a placement. SAP Coding – Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA) Return Early: An instructional employee may rescind the leave if a position exist for him/her to return to. Employee submits a request to rescind the leave to Instructional Staffing. SAP Coding – Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 10 (Rescinding Leave)

Short Term Leave: Instructional

Description: An employee may request a short term leave for up to 60 days if the employee has exhausted his sick and vacation days and needs additional sick time. The approval of this leave is at the discretion of the supervisor.
Eligible: An employee who has exhausted his sick and vacation time.
Board Policy #/Contract Article: None
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave does not require Board approval. Vacancy Status: Vacated position may not be filled. Hire an interim substitute teacher. Salary/Benefits Status: This leave does not provide any salary or benefits. Duration Status: This leave lasts for 60 work days and can not be renewed. Concurrency Status: This leave cannot run concurrently with another leave. Working while on leave: The employee may not work in any capacity.	Employee: The employee completes a Leave Request Form indicating the reason for the leave and submits it to his supervisor. If the supervisor agrees, he/she signs the form and submits it to Instructional Staffing. If denied, the location notifies the employee. If the employee is not eligible, for any other leave/s, he/she must resign or retire, if eligible. SAP Coding - Location: Complete PA40 Stop Payment Create a ZPAF Action: S1 (Short Term Leave) From date: First day of the leave EE group: 3 (Inactive) Action Reason: 10 (Short Term Leave) Position Number: Not required Form: Leave Request Form with the ZPAF number on it, is submitted to Personnel Records for processing. Personnel Records executes the ZPAF.	Employee notifies the location with the date he/she intends to return to work. SAP Coding - Location: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 07 (Return from Short Term Leave)

Critical Shortage Sabbatical Leave: Instructional

Description: A critical sabbatical leave allows the selected employee to pursue certification in a critical area while receiving benefits and 75% of his/her salary. The employee must provide 3 years of service in the critical area. The employee will be removed from the locations Org Unit and placed on Instructional Staffing's Org Unit. Applications are mailed to each location in February. The employee completes the application and submits it to Instructional Staffing by the deadline date. The employees and schools are notified if approved or denied.
Eligible: Instructional Employees who hold Professional Service Contract/Continuing Contract
Board Policy #/Contract Article: BTU Article 23
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave provides 75% salary plus benefits. This includes retirement and a years' credit on the salary schedule. Duration Status: This leave lasts for one school year. Maximum time is one year. Concurrency Status: This leave cannot run concurrently with another leave. Working while on leave: The employee may not work in any capacity unless working in the District as a substitute or temporary part-time teacher.	Employee: The employee completes a Critical Shortage Sabbatical Leave application, the principal signs it, and the application is submitted to Instructional Staffing along with the required documents. Applications are sent to the schools in February. BTU & SBBC committee review the application and determine recipients. SAP Coding: If your teacher is approved, you will need to: Create a ZPAF Action: S3 (Leave With Pay) From date: First day of the school year EE group: 1 (Active) Action Reason: 01 (Critical Sabbatical) Position Number: 80001554 (TCHR CRIT SHRTAGE SABB LV) This employee will be removed from your Org Unit and placed in Instructional Staffing's Org Unit. Form: Sabbatical Leave Application is submitted to Instructional Staffing.	The employee is either placed by Instructional Staffing or the employee locates a position in his new certification area. SAP Coding: The location the teacher reports to will Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA) Return Early: If the employee returns early and has not completed the certification requirements, the employee will be required to re-pay the District the salary the employee received plus interest. The employee will need to submit a letter indicating that he/she wants to rescind his/her leave. SAP Coding: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 10 (Rescinding Leave)

Professional Sabbatical Leave: Instructional

Description: A professional sabbatical leave allows an employee to take a leave and receive \$500 per month, benefits are continued and the Board pays retirement contributions. The employee must undertake an activity that will be beneficial to him. The employee will be removed from the locations Org Unit and placed on Instructional Staffing's Org Unit. Applications are sent to the locations in March. The deadline is June 14. The leave is irrevocable.
Eligible: Instructional employees on Step 10 or higher and have taught at least 5 years in Broward County.
Board Policy #/Contract Article: BTU Article 23
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave provides a salary of \$500 per month plus benefits. Duration Status: This leave lasts for one school year. Maximum time is one year. This leave may not be renewed. Concurrency Status: This leave cannot run concurrently with another leave. Working while on leave: The employee may not work in any capacity unless working in the District as a substitute or temporary part-time teacher.	Employee: The employee completes a Professional Sabbatical application, the principal signs it, and the form is submitted it to Instructional Staffing. The application is available at web/instructstaff and the deadline to submit the request is June 14. SAP Coding: Create a ZPAF Action: S3 (Leave With Pay) From date: First day of the school year EE group: 1 (Active) Action Reason: 11 (Professional Sabbatical) Position Number: 80009828 (TCHR PROFESS SABB LV) This employee will be removed from your Org Unit and placed on Instructional Staffing's. Form: Professional Sabbatical Leave Application is submitted with the ZPAF number to Instructional Staffing. If approved, Instructional Staffing will forward the ZPAF and application to Records. If denied, Instructional Staffing will reject the ZPAF and return the application to the location.	Instructional Staffing mails the employee an Employment Intention Form. Employee returns the form to Instructional Staffing indicating his intentions for the following year. Instructional Staffing notifies the location. During the school's spring budget meeting, it is determined if a position exists for the employee on leave to return to. If no position exists, Instructional Staffing or the employee finds a placement. SAP Coding: The location the teacher reports to will Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA) Return Early: Not permitted.

Professional Improvement Leave: Instructional

Description: A professional improvement leave allows an employee to take a leave for the purpose of 1) pursuing studies, 2) participating in a volunteer program, 3) teaching in a foreign country, 4) cultural traveling, or 5) participating in an exchange program.
Eligible: Instructional Employees who hold Professional Service Contract/Continuing Contract
Board Policy #/Contract Article: BTU Article 23
Leave Contact: Instructional Staffing (954) 765-6507 or go online at web/instructstaff

Key Points	Process to Initiate Leave	Process to Return Employee to Work
Approval Status: This leave requires Board approval. Vacancy Status: Vacated position may be filled. Complete a Declaration of Vacancy for the position. Salary/Benefits Status: This leave does not provide any salary or benefits. Duration Status: This leave lasts for the remainder of the employee's calendar year and may be renewed for an additional year. Maximum leave time is 2 years. Concurrency Status: This leave cannot run concurrently with another leave. Working while on leave: The employee may not work in any capacity unless working in the District as a substitute or temporary part-time teacher.	Employee: The employee completes a Leave Request Form, the principal signs it, and the form is submitted to Instructional Staffing. SAP Coding: Complete PA40 Stop Payment Create a ZPAF Action: S4 (Leave Without Pay) From date: First day of the leave EE group: 3 (Inactive) Action Reason: 06 (Professional Improvement) Position Number: Use your location's leave position number Form: Leave Request Form is submitted to Instructional Staffing for processing.	Instructional Staffing mails the employee an Employment Intention Form. Employee returns the form to Instructional Staffing indicating his intentions for the following year. Instructional Staffing notifies the location. During the school's spring budget meeting, it is determined if a position exists for the employee on leave to return to. If no position exists, Instructional Staffing or the employee finds a placement. SAP Coding: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 01 (Return from LOA) Return Early: An instructional employee may rescind the leave if position exist for him to return to. Employee submits a request to rescind the leave to Instructional Staffing. SAP Coding: Create a ZPAF Action Type: SB (Return from Leave) Action Reason: 10 (Rescinding Leave)

40084008**A. DUTIES OF INSTRUCTIONAL PERSONNEL**

The members of instructional staff shall perform the following functions:

1. Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
2. Teach efficiently and effectively using the books and materials required by the District or the State following the prescribed courses of study and employ sound teaching practices and methods.
3. Infuse in the classroom, the District's adopted Character Education Traits of Respect, Honesty, Kindness, Self-control, Tolerance, Cooperation, Responsibility and Citizenship.
4. Treat all students with kindness, consideration and humanity, administering discipline in accordance with regulations of the State Board and the School Board; provided that in no case shall cruel or inhuman punishment be administered to any child attending the public schools.
5. Enforce the Broward County Schools Code of Student Conduct.
6. Attend conferences such as ESE staffing and parent conferences related to education of students.

7. Accurately maintain appropriate student records and documentation and prepare and submit such reports as may be required by regulations of the state board of the District. No teacher shall be entitled to receive any salary unless all such records and reports have been properly maintained and submitted according to requests.
8. Conform to all rules and regulations that may be prescribed by the State Board and by the School Board.
9. Work to ensure that the school building and property are not defaced, damaged or destroyed.
10. Under the direction of the school principal, give instructions in and hold such fire and emergency drills as may be prescribed by law, by regulations of the State Board and of the School Board, and as otherwise may be deemed necessary.
11. Deliver, on closing or suspending school, all keys, records and reports, and account for all other school property to the principal of the school or to the Superintendent as may be prescribed by regulations of the State Board and of the School Board.
12. Fulfill the terms of any written contract, unless released from the contract by the School Board.
13. Participate in related staff development opportunities.
14. Serve on committees and other work related groups reflecting the educational purposes and needs of the school.

B. MISCELLANEOUS

Instructional personnel are required to work 196 days, 180 of which must be devoted to working full-time on instructional matters. Instructional personnel must be on duty a minimum of seven and one-half (7 1/2) hours daily.

Class hours shall be regulated by Accreditation Standards for Florida Schools.

The starting and dismissal hours for schools shall allow for maximum instructional efficiency.

For teachers working a full day, the work schedules must include a duty-free lunch period of not less than thirty (30) minutes. During this period a teacher should not leave the school grounds without the permission of the principal.

All members of the instructional staff shall be expected to teach a full schedule of classes, unless prior approval from the Area Superintendent or Superintendent of Schools has been obtained.

AUTHORITY: F. S. 230.22 (1) (2); F.S. 1001.41, 1003.32, 1008.22, 1012.34

Rules Adopted: 4/25/68

Rules Amended: 10/23/69; 9/5/74

Amended Rules Approved: 3/17/83, 9/17/02

Florida Teacher Certification Requirements

STEP 1: Eligibility for Certification

- Hold a bachelor's degree or higher from an accredited college.
- Meet subject content specialization by having:
 - Undergraduate degree major in subject area or
 - Specified number of college credit hours in subject area or
 - A passing score on the Florida teacher certification subject area exam

**Note that some school districts require a Statement of Eligibility from the state Department of Education that reflects completion of subject specialization requirements before obtaining employment in a Florida school system.*

STEP 2: Requirements for a Three Year Nonrenewable Temporary Certificate

- Obtain employment in a Florida public, state-supported, or nonpublic school that has an approved Professional Education Competency Program.
- Complete a fingerprinting report for employer to submit to the State Department.

STEP 3: Requirements for a Five-Year Professional Certificate

- Satisfy requirements of Steps 1 and 2
- Satisfy the educational training requirements of Professional Preparation through a Florida school district Alternative Certification Program (ACP) or completion of fifteen (15) hours in education courses.
- Satisfy **Florida's testing requirements** by presenting a passing score on each of the following tests:
 1. General Knowledge Test (Note: Pass by the end of the first year)
 2. Subject Area Exam (SAE) (Note: Can be completed in Step 1)
 3. *Professional Education Test (Ped)*
- Successfully complete an approved **Florida Professional Education Competency (PEC) Program** by the end of the first year. This is satisfied through the School Board upon being hired.
- Satisfy **Practical Experience in Teaching** - one year of full-time teaching experience in an elementary or secondary school.

RESPONSIBILITIES AND DUTIES **(PRINCIPALS)**

ALL EMPLOYEES OF THE BOARD WHO HAVE BEEN ISSUED CONTRACTS AS PROVIDED BY FLORIDA STATUTES, OR ANNUAL WORK AGREEMENTS AS PROVIDED BY THE BOARD SHALL COMPLY WITH THE PROVISIONS OF THE FLORIDA SCHOOL CODE, STATE BOARD REGULATIONS AND REGULATIONS AND POLICIES OF THE BOARD.

- **DUTIES OF PRINCIPALS**

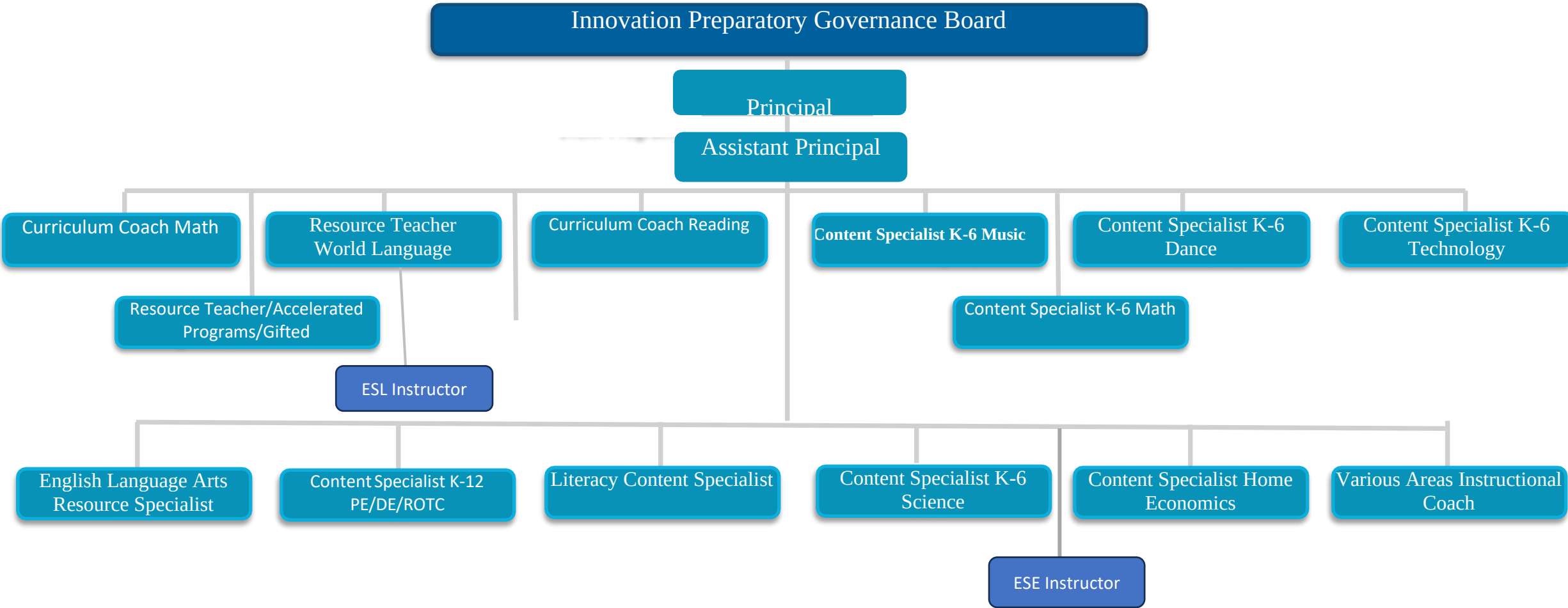
The Principal shall:

- Assume administrative responsibility and instructional leadership, under the supervision of the Governing Board in accordance with rules and regulations of the Governing Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned.
- Submit recommendations to the Governing Board regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school.
- Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils.
- Have the authority to discipline students up to and including the suspension of students from school or from a school bus as provided for in F.S.1003.32.
- Enforce the Broward County Schools Code of Student Conduct.

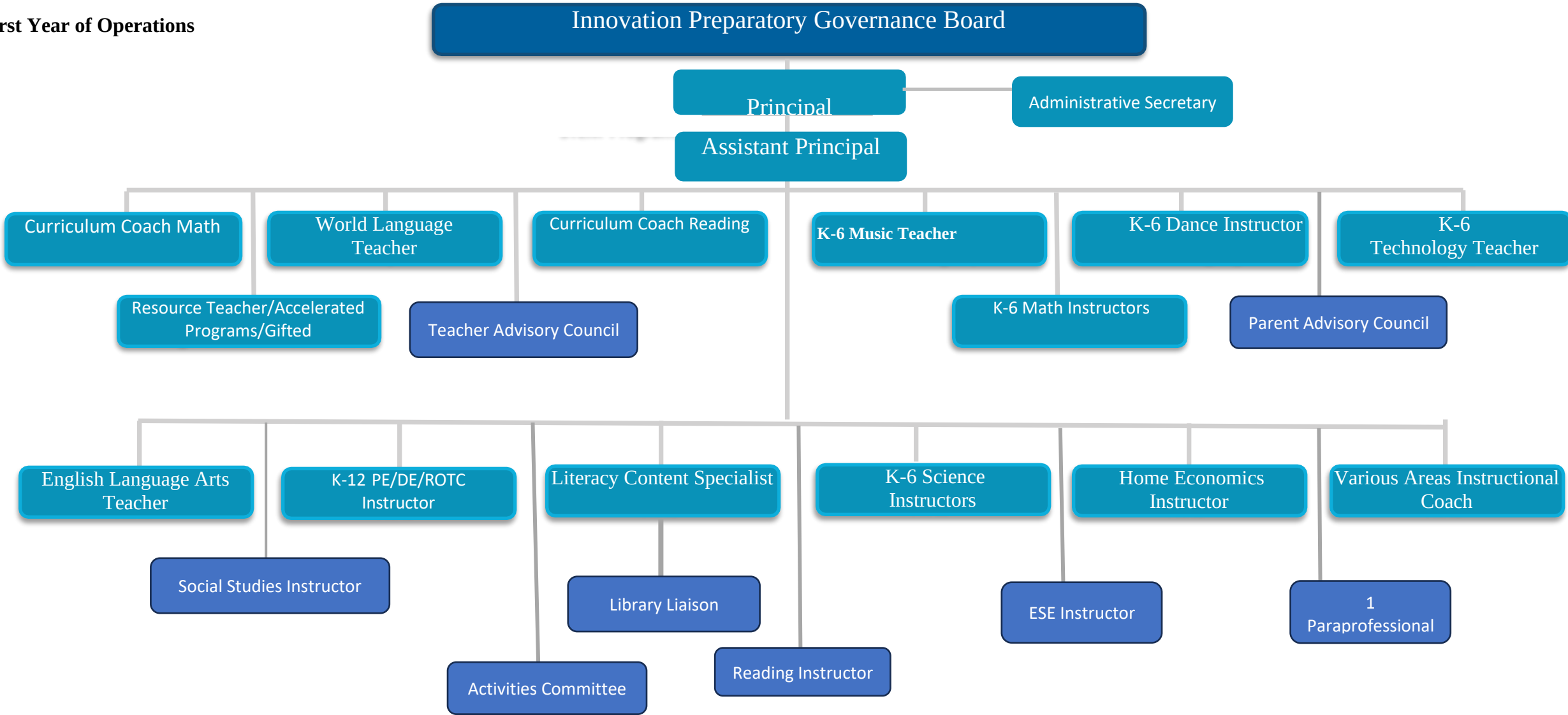
To be eligible to receive certification as a school principal, an individual shall satisfy each of the following requirements:

- (1) Hold a valid professional certificate covering educational leadership, administration, or administration and supervision.
- (2) Document successful performance of the duties of the school principalship. These duties shall be performed in a Department of Education approved district school principal certification program pursuant to Rule 6A-5.081, F.A.C., designed and implemented consistent with the principal leadership standards approved by the State Board of Education. In addition, these duties shall:
 - (a) Be performed as a full-time employee in a Florida public school in a leadership position through which the candidate can fully demonstrate the competencies associated with the Florida Principal Leadership Standards.
 - (b) Be a formally planned professional development program designed and implemented to prepare the individual to effectively perform as a school principal.
 - (c) Be comprehensive of all the duties of the school principalship.
 - (d) Be performed under the direct supervision of a currently practicing school principal or district manager who has been approved by the district school board to serve as the supervising principal or manager for this program.
- (3) Demonstrate successful performance of the competencies of the school principalship standards which shall be documented by the Florida district school superintendent based on a performance appraisal system approved by the district school board and the Department pursuant to Rule 6A-5.081, F.A.C.
- (4) An individual who holds a valid Florida Educator's Certificate covering administration or administration and supervision issued prior to July 1, 1986 and served as a school principal prior to July 1, 1986 for not less than one (1) school year may apply for certification as a school principal under the provisions of Rule 6A-4.0085, F.A.C.

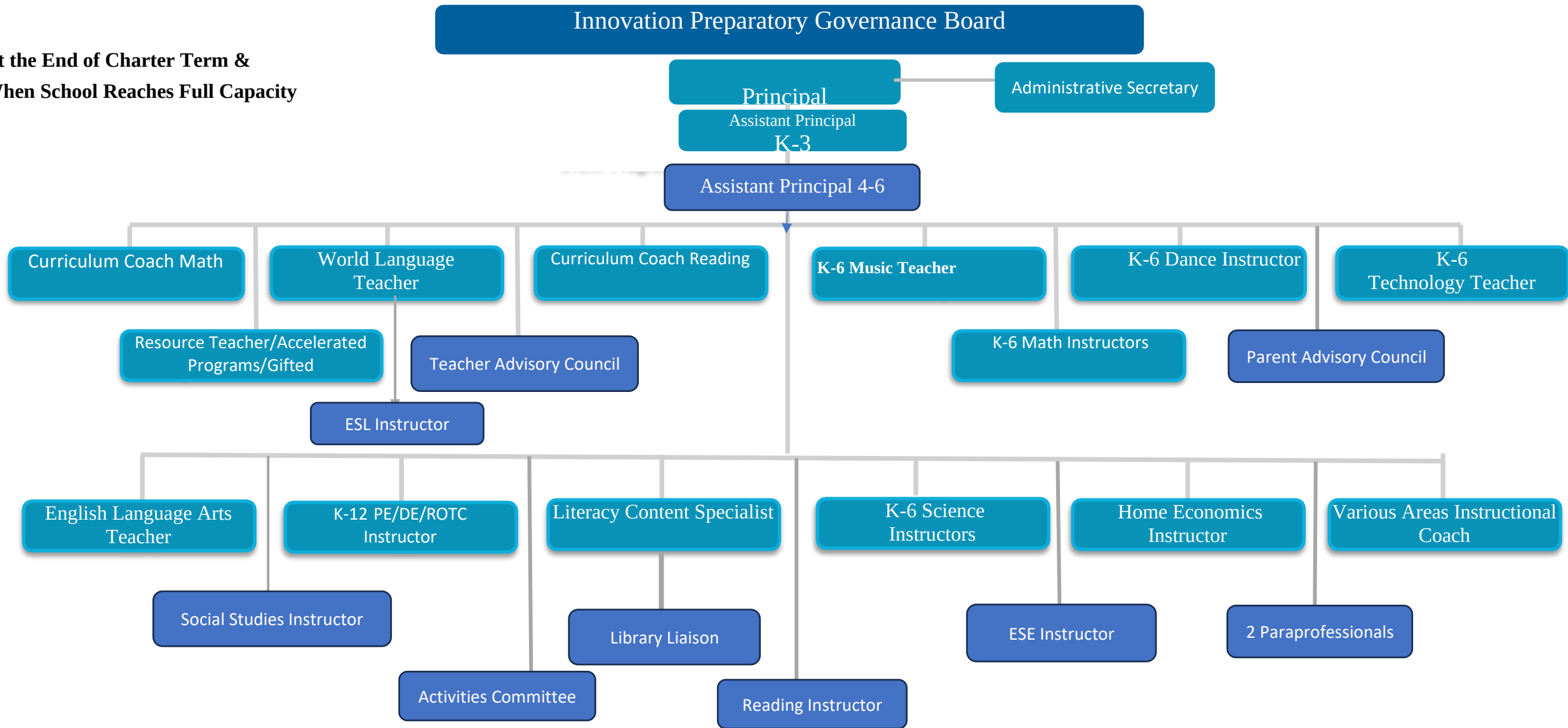
Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.55, 1012.56 FS. History—New 7-1-86, Formerly 6A-4.083, Amended 7-1-86, 10-31-88, 7-1-07, 11-26-08.



First Year of Operations



**At the End of Charter Term &
When School Reaches Full Capacity**



Wanda Collins

Coconut Creek, FL

Wandacollins450@gmail.com

561.399.9371 (Cell)

RESEARCH INTERESTS

Online learning vs. classroom instruction; the effects of bullying, what constitutes quality instruction; the benefits of smaller class sizes.

PROFESSIONAL SUMMARY

Caring and qualified Middle School teacher with 15 years of experience creating and implementing meaningful curriculum plans and developing young minds. Authorized to work in the US for any employer. Experience molding and creating innovative ways to help youth master math concepts using varying online platforms.

Passionate Business Professional with expertise in recommending insurance products to prospective consumers to meet their specific needs based on a thorough needs analysis.

Authorized to work in the US for any employer.

EDUCATION

MA in Educational Leadership, June 2022 – NORTHCENTRAL UNIVERSITY, Scottsdale, AZ

BA in Interdisciplinary Social Science, June 2006 – FLORIDA STATE UNIVERSITY, Tallahassee, FL

PROFESSIONAL EXPERIENCE

Middle School Math Teacher, **Broward County School Board**, August 2006 – March 2022

Math Tutor, Math Concentration, **Independent Contractor**, September 2012 – Present

Insurance Professional Agent, Independent Contractor, July 2022- Present

RESEARCH / FIELD WORK EXPERIENCE

- The Innovative Teacher Idea Expo, Summer 2019 Field School

E-Book

1. First Year Middle School Math Teacher Kit

Skills

- EXCEL (Less than 1 year), Microsoft Excel, Microsoft Office (10 years), MS Office, Multitasking, Organizational Skills, Teaching, Time Management, Marketing
- Teaching Certificate for Middle Grades Mathematics 5-9
- Customer-focused
- Quick learner

- Strong verbal and written communication skills
- Problem-solver
- Adaptable
- Team Oriented

MEMBERSHIPS / AFFILIATIONS

American Federation of Teachers

American Association of University Professors

CERTIFICATIONS

Middle School Teacher Grades 5-9

Essentials of Research Administration

Social and Behavioral Responsible Conduct of Research

Life, Health, and Annuities License – 14 resident states

Social & Behavioral Educational (SBE)

IRB Administration

Institutional/Signatory Official: Human Subjects Research

CPR

Camia McDowell

Coconut Creek, FL

954-994-9649

camiamcdowell@gmail.com

Caring, passionate, responsible, mobilized, guided, and can navigate and resolve many difficult situations. I am professional and will make sure every customer is taken care of.

Authorized to work in the US for any employer

Work Experience

Chipotle Crewmember

N/a - Miami and

Homestead since May 2021

to Present

Experienced crewmember working in a fast-paced environment daily. Successfully handles difficult customers as well as complaints and problems.

Communicates with customers, colleagues, and managers to meet and exceed our goals.

Regular meetings to broaden and deepen knowledge of customer service expertise.

Education

My Life My Power - Pursuing a high school diploma.

Expected Graduation Date: June 2022

Homeschool Graduate: June 2022

Broward College - Pursuing a bachelor's degree in Psychology

Skills

EXCEL (Less than 1 year), Microsoft Excel, Microsoft Office (10 years), MS Office, Multitasking, Organizational Skills, Teaching, Time Management, Marketing

Certifications/Licenses

N/a

Additional Information

Skills

Customer-focused Basic math skills
Quick learner Written communication
Strong communication skills Microsoft Office Suite
Service industry background Microsoft Excel
Attention to detail
Multitasking
Integrity

Ciara McDowell

Thereal.ciara122@gmail.com | +1 (954) 994-9691 | Coconut Creek, FL

EXPERIENCE

Taco Bell

March 2023 – September 2023

Team Member

Coconut Creek, FL

- Prepared food in a timely manner to keep and retain customers five days out of the week.
 - Effectively able to collaborate with team members in the distribution of quality Taco Bell products in an efficient manner.
 - Participated in training and peer-shadowing programs for incoming employees to ensure productivity.

Chipotle

May 2020 – Oct 2022

Crewmember

Coconut Creek, FL

- Provided customer service online which encompassed serving fresh, organic, and authentic Mexican food to satisfy eager customers.
- Surveys revealed that I Increased customer retention rate by 10% due to remembering customers' orders by name.

EDUCATION

Dave Thomas

May 2023

High School Diploma

Coconut Creek, FL

OTHER

- **Technical Skills:** Word, Typing
- **Languages:** English (native)

III. 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 ~~Innovate~~ Proyecto Charter 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 _____ (name), Secretary (title) to sign as the legal correspondent for the school.

CM
Signature

12/29/23
Date

Ciara McDowell
Printed Name

Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Preparatory Charter
2. Full name Ciara Shanese McDowell
Home Address 2157 NW 37th Avenue, Coconut, Creek FL 33066
Business Name and Address _____
Phone Number 954-994-9691
E-mail address Thereal.ciara@gmail.com
- ☐ Resume and professional bio are attached here.
☒ Resume and professional bio are attached elsewhere in the application (specify). Governance Section of Application
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No
5. Why do you wish to serve on the board of the proposed charter school?
I wish to serve on the board of the proposed charter school because I feel like I am doing a good cause by serving my community and helping to improve students learning outcomes.
6. What is your understanding of the appropriate role of a public charter school board member?
My role of a public charter school board member is to record minutes and take notes.

-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability to be an effective board member because the charter school model is something new versus the traditional school model and I am accustomed to dealing with new ways of thinking.

8. Describe the specific knowledge and experience that you would bring to the board.

I have a different mindset and like the Charter school model because you are allowed to be more diverse, and I believe the traditional model school lacks a well-rounded History curriculum. I am all for a strong History curriculum that is diverse and robust.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide a productive learning environment for students using different methods and strategies to help students reach their maximum potential.

2. What is your understanding of the school's proposed educational program?

My understanding of the plan is that it is structured and beneficial to student achievement with a focus on Reading improvement.

3. What do you believe to be the characteristics of a successful school?

A successful school is one with a strong supportive environment that encourages student achievement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will ensure I will attend every meeting to discuss and analyze the current test scores and academic results.

5. What do you see as your role regarding the school leaders?

I will be recording minutes and taking notes in relation to what the school leaders contribute verbally during the meetings.

Governance

1. Describe the role that the board will play in the school's operation.

I am the Secretary and thus my role will be the ultimate policy-making body with the responsibility of operation and oversight of the school. Innovation Preparatory Charter Inc. will hire Innovation Preparatory Charter to oversee academic direction, curriculum, and budgetary functions. I will also record minutes and take notes during the meetings.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful based on test results, surveys, and academic portfolios.

3. How will you know at the end of four years of the school is successful?

We will know at the end of four years of the school success by Broward County's academic grade placement derived from test results, parent, teacher, staff, and student surveys.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First, we will need to find a high-performing principal who will be responsible for all aspects of school operations. Then, we need to devise a recruiting plan to attract and retain qualified educators. We will also need to find a facility. We will need to ensure our educational plan will help increase student learning outcomes with a focus on Reading strategies.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We will mediate the problem with all board members. We will issue the member a written warning if the unethical behavior continues and boundaries are crossed. If the unethical behavior continues, we have no choice but to dismiss them from the board with voter approval of course.

6. If your school intends to contract with a third-party ESP:

- Summarize your involvement in the selection process;
- Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

-
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.
-

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

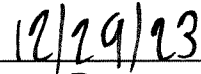
Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Ciara McDowell



Signature



Date

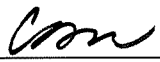
III. STATEMENT OF ASSURANCES

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 Innovation Prep for Charter 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 Camia McDowell (name), VP (title) to sign as the legal correspondent for the school.


Signature

12/29/2023
Date

Camia McDowell
Printed Name

Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Preparatory Charter
2. Full name Camia McDowell
Home Address 2157 NW 37th Avenue, Coconut, Creek Fl 33066
Business Name and Address _____
Phone Number 954-994-9649
E-mail address camiamcdowell@gmail.com
- ☐ Resume and professional bio are attached here.
☒ Resume and professional bio are attached elsewhere in the application (specify). Governance Section of Application
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of the proposed charter school because I want to make a change and introduce a new type of learning.

6. What is your understanding of the appropriate role of a public charter school board member?

My role of a public charter school board member is to make the best decisions that I feel are in the best interest of the students for academic lifelong learning and success.

-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability to be an effective board member because I believe every student is capable of being successful and I feel like emotional stability is important. I possess this attribute which will allow me to understand and empathize with young adults and children.

-
8. Describe the specific knowledge and experience that you would bring to the board.

I have a profound way of thinking such as believing everyone is equal and deserves the opportunity to maximize their potential for learning by encouraging them to put their mind towards achieving any goal they set. I am a strong believer in productivity and self-discipline in which will resonate with my school board members and student body.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide a productive learning environment for students using different methods and strategies to help students reach their maximum potential.

-
2. What is your understanding of the school's proposed educational program?

My understanding of the plan is that it is structured and beneficial to student achievement with a focus on Reading improvement.

-
3. What do you believe to be the characteristics of a successful school?

A school culture that creates a positive atmosphere and teachers and staff dedicated to improving student achievement.

-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will ensure I will attend every meeting to discuss and analyze the current test scores and academic results.

-
5. What do you see as your role regarding the school leaders?

I am overseeing the school leaders and expect them to attend to board members and providing us with information that we as board members consider fundamental to our student's success. Thus, we will be ensuring our leaders are performing their job duties to the best of their ability with our students in mind.

Governance

1. Describe the role that the board will play in the school's operation.

I am the Vice president and thus my role will be the ultimate policy-making body with the responsibility of operation and oversight of the school. Innovation Preparatory Charter Inc. will hire Innovation Preparatory Charter to oversee academic direction, curriculum, and budgetary functions.

-
2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful based on test results, surveys, and academic portfolios.

-
3. How will you know at the end of four years of the school is successful?

We will know at the end of four years of the school success by Broward County's academic grade placement derived from test results, parent, teacher, staff, and student surveys.

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First, we will need to find a high-performing principal who will be responsible for all aspects of school operations. Then, we need to devise a recruiting plan to attract and retain qualified educators. We will also need to find a facility. We will need to ensure our educational plan will help increase student learning outcomes with a focus on Reading strategies.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We will mediate the problem with all board members. We will issue the member a written warning if the unethical behavior continues and boundaries are crossed. If the unethical behavior continues we have no choice but to dismiss them from the board with voter approval of course.

-
6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if*

such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Camia McDowell



Signature

12/29/2023

Date

III. 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 Innovation preparatory charter 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 Wanda Collins (name), President (title) to sign as the legal correspondent for the school.


Signature

12/29/2023
Date

Wanda Collins
Printed Name

Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Preparatory Charter
2. Full name Wanda Jean Collins
Home Address 2157 NW 37th Avenue, Coconut Creek FL 33066
Business Name and Address _____
Phone Number 561-399-9371
E-mail address Wandacollins450@gmail.com

☐ Resume and professional bio are attached here.

X Resume and professional bio are attached elsewhere in the application (specify). Governance Section of Application

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes X No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☐ Yes X No

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of the proposed charter school because I seek to change the way in which students learn. The charter school model allows overseers to create an educational program that meets the needs of every learner. Thus, improving student learning outcomes.

6. What is your understanding of the appropriate role of a public charter school board member?

My role of a public charter school board member is to provide knowledge and expertise to catapult the organization to success using strategies and methods that will improve student learning outcomes.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability to be an effective board member because I joined with the notion to improve student learning outcomes using a variety of methods and strategies that are researched based and have proven results.

8. Describe the specific knowledge and experience that you would bring to the board.

I have 16 years of teaching experience working with diverse learners and thus I know that differentiation and accountability play major roles in the learning process. I will use this knowledge to strengthen our curriculum to ensure we meet all learners' needs.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide a productive learning environment for students using different methods and strategies to help students reach their maximum potential.

2. What is your understanding of the school's proposed educational program?

My understanding of the proposed educational program is that it is rigorous and aligned to Florida's B.E.S.T standards and therefore will be beneficial to student success on high states Florida testing.

3. What do you believe to be the characteristics of a successful school?

A successful school is a school with a strong supportive team that can thrive in any environment due to a positive school culture.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will ensure I will attend every meeting to discuss and analyze the current test scores and academic results.

5. What do you see as your role regarding the school leaders?

I will oversee the school leaders during every aspect of their job role and conduct a job analysis to ensure they are functioning with limited stress and are fulfilling their job responsibilities to the best of their ability.

Governance

1. Describe the role that the board will play in the school's operation.

I am the President and thus my role will be the ultimate policy-making body with the responsibility of operation and oversight of the school. Innovation Preparatory Charter Inc. will hire Innovation Preparatory Charter to oversee academic direction, curriculum, and budgetary functions. I will also record minutes and take notes during the meetings.

2. How will you know if the school is successful at the end of the first year of operation?

We will know the school is successful based on test results, surveys, and academic portfolios.

3. How will you know at the end of four years of the school is successful?

We will know at the end of four years of the school success by Broward County's academic grade placement derived from test results, parent, teacher, staff, and student surveys.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First, we will need to find a high-performing principal who will be responsible for all aspects of school operations. Then, we need to devise a recruiting plan to attract and retain qualified educators. We will also need to find a facility. We will need to ensure our educational plan will help increase student learning outcomes with a focus on Reading strategies.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We will mediate the problem with all board members. We will issue the member a written warning if the unethical behavior continues and boundaries are crossed. If the unethical behavior continues, we have no choice but to dismiss them from the board with voter approval of course.

6. If your school intends to contract with a third-party ESP:
-

-
- a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.
-

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

Attestation

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- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.*

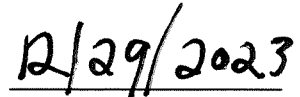
Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Wanda Collins



Signature



Date

Electronic Articles of Incorporation For

**N23000015255
FILED
December 21, 2023
Sec. Of State
klovelace**

INNOVATION PREPARATORY CHARTER INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

INNOVATION PREPARATORY CHARTER INC.

Article II

The principal place of business address:

2157 NORTHWEST 37TH AVENUE
COCONUT CREEK, FL. US 33066

The mailing address of the corporation is:

2157 NORTHWEST 37TH AVENUE
COCONUT CREEK, FL. US 33066

Article III

The specific purpose for which this corporation is organized is:

WE SEEK TO PROVIDE RIGOROUS LESSONS ALIGNED TO FLORIDA'S
B.E.S.T STANDARDS TO MAXIMIZE OUR STUDENT'S POTENTIAL
WITH A FOCUS ON LOW PERFORMING STUDENTS AND READING. WE
FULLY COMMIT OURSELVES TO FOSTERING STUDENT GROWTH USING
DATA.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

WANDA J COLLINS
2157 NORTHWEST 37TH AVENUE
COCONUT CREEK, FL. 33066

I certify that I am familiar with and accept the responsibilities of
registered agent.

Registered Agent Signature: WANDA COLLINS

Article VI

The name and address of the incorporator is:

WANDA JEAN COLLINS
2157 NORTHWEST 37TH AVENUE

COCONUT CREEK

Electronic Signature of Incorporator: WANDA JEAN COLLINS

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: P
WANDA J COLLINS
2157 NORTHWEST 37TH AVENUE
COCONUT CREEK, FL. 33066 UN

Title: VP
CAMIA S MCDOWELL
2157 NORTHWEST 37TH AVENUE
COCONUT CREEK, FL. 33066

Title: S
HOLLY KOPALD
134 GARNETT BAYOU RD
SANTA ROSA BEACH, FL. 32459 US

Article VIII

The effective date for this corporation shall be:

12/15/2023



FLORIDA DEPARTMENT OF STATE
DIVISION OF CORPORATIONS

Attached is a form for filing *Articles of Amendment* to amend the articles of incorporation of a *Florida Profit Corporation* pursuant to section 607.1006, Florida Statutes. This is a basic amendment form and may not satisfy all statutory requirements for amending.

A corporation can amend or add as many articles as necessary in one amendment.

- The original incorporators cannot be amended.
- If amending the name of the corporation, the new name must be distinguishable on the records of the Florida Department of State. A preliminary search for name availability can be made through the Division's website at www.sunbiz.org. You are responsible for any name infringement that may result from your corporate name selection.
- If amending the registered agent, the new agent must sign accepting the appointment and state that he/she is familiar with the obligations of the position.
- If amending/adding officers/directors, list titles and addresses for each officer/director.
- If amending from a general corporation to a professional corporation, the purpose (specific nature of business) must be amended or added if not contained in the articles of incorporation.

If a section is not being amended, enter N/A or Not Applicable.
The document must be typed or printed and must be legible.

Pursuant to section 607.0123, Florida Statutes, a delayed effective date may be specified but may not be later than the 90th day after the date on which the document is filed.

Filing Fee	\$35.00 (Includes a letter of acknowledgment)
Certified Copy (optional)	\$8.75
Certificate of Status (optional)	\$8.75

Send one check in the total amount made payable to the Florida Department of State.

Please include a letter containing your telephone number, return address and certification requirements, or complete the attached cover letter.

Mailing Address
Amendment Section
Division of Corporations
P.O. Box 6327
Tallahassee, FL 32314

Street Address
Amendment Section
Division of Corporations
The Centre of Tallahassee
2415 N. Monroe Street, Suite 810
Tallahassee, FL 32303

For further information you may call the Amendment Section at (850) 245-6050

COVER LETTER

TO: Amendment Section
Division of Corporations

NAME OF CORPORATION: Innovation Preparatory Charter Inc.

DOCUMENT NUMBER: N23000015255

The enclosed *Articles of Amendment* and fee are submitted for filing.

Please return all correspondence concerning this matter to the following:

Wanda Collins

Name of Contact Person

Firm/ Company

2157 NW 37th Avenue

Address

Coconut Creek, FL 33066

City/ State and Zip Code

wandacollins450@gmail.com

E-mail address: (to be used for future annual report notification)

For further information concerning this matter, please call:

Wanda Collins at (561) 399-9371
Name of Contact Person Area Code & Daytime Telephone Number

Enclosed is a check for the following amount made payable to the Florida Department of State:

☐ \$35 Filing Fee	☒ \$43.75 Filing Fee & Certificate of Status	☐ \$43.75 Filing Fee & Certified Copy (Additional copy is enclosed)	☐ \$52.50 Filing Fee Certificate of Status Certified Copy (Additional Copy is enclosed)

Mailing Address

Amendment Section
Division of Corporations
P.O. Box 6327
Tallahassee, FL 32314

Street Address

Amendment Section
Division of Corporations
The Centre of Tallahassee
2415 N. Monroe Street, Suite 810
Tallahassee, FL 32303

**Articles of Amendment
to
Articles of Incorporation
of**

Innovation Preparatory Charter Inc.

(Name of Corporation as currently filed with the Florida Dept. of State)

N23000015255

(Document Number of Corporation (if known))

Pursuant to the provisions of section 607.1006, Florida Statutes, this **Florida Profit Corporation** adopts the following amendment(s) to its Articles of Incorporation:

A. If amending name, enter the new name of the corporation:

The new

name must be distinguishable and contain the word "corporation," "company," or "incorporated" or the abbreviation "Corp.," "Inc.," or Co.," or the designation "Corp.," "Inc.," or "Co". A professional corporation name must contain the word "chartered," "professional association," or the abbreviation "P.A."

B. Enter new principal office address, if applicable:

(Principal office address MUST BE A STREET ADDRESS)

C. Enter new mailing address, if applicable:

(Mailing address MAY BE A POST OFFICE BOX)

D. If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:

Name of New Registered Agent _____

(Florida street address)

New Registered Office Address: _____, Florida _____
(City) (Zip Code)

New Registered Agent's Signature, if changing Registered Agent:

I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.

Signature of New Registered Agent, if changing

Check if applicable

☐ The amendment(s) is/are being filed pursuant to s. 607.0120 (11) (e), F.S.

E. If amending or adding additional Articles, enter change(s) here:

(Attach additional sheets, if necessary). (Be specific)

The organization is organized exclusively for educational purposes under section 501(c)(3) of the Internal Revenue Code,
or corresponding section of any future federal tax code.

F. If an amendment provides for an exchange, reclassification, or cancellation of issued shares, provisions for implementing the amendment if not contained in the amendment itself:

(if not applicable, indicate N/A)

N/A

The date of each amendment(s) adoption: 12/30/2023, if other than the date this document was signed.

Effective date if applicable: 12/30/2023
(no more than 90 days after amendment file date)

Note: If the date inserted in this block does not meet the applicable statutory filing requirements, this date will not be listed as the document's effective date on the Department of State's records.

Adoption of Amendment(s) (CHECK ONE)

- ☒ The amendment(s) was/were adopted by the incorporators, or board of directors without shareholder action and shareholder action was not required.
- ☐ The amendment(s) was/were adopted by the shareholders. The number of votes cast for the amendment(s) by the shareholders was/were sufficient for approval.
- ☐ The amendment(s) was/were approved by the shareholders through voting groups. *The following statement must be separately provided for each voting group entitled to vote separately on the amendment(s):*

"The number of votes cast for the amendment(s) was/were sufficient for approval
by _____."
(voting group)

Dated 12/31/2023

Signature Wanda Collins
(By a director, president or other officer – if directors or officers have not been selected, by an incorporator – if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

Wanda Collins

(Typed or printed name of person signing)

President

(Title of person signing)

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.**Note:** *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)				b Care of Name (if applicable)	
INNOVATION PREPARATORY CHARTER INC					
c Mailing Address (Number, street and room/suite)		d City		e Country	
2157 NW 37TH AVE		COCONUT CREEK		United States	
f State		g Zip Code + 4	h Foreign Province (or State)		i Foreign Postal Code
Florida		33066			
2 Employer Identification Number		3 Month Tax Year Ends		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)	
93-4787261		DECEMBER		WANDA JEAN COLLINS	
5 Contact Telephone Number		6 Fax Number (optional)		7 User Fee Submitted	
561-399-9371				\$600.00	
8 Organization's Website (if available):					
9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.					
First Name: WANDA		Last Name: COLLINS		Title: PRESIDENT	
Mailing Address: 2157 NORTHWEST 37TH AVENUE			City: COCONUT CREEK		
State (or Province): FL		Zip Code (or Foreign Postal Code): 33066			
First Name: CAMIA		Last Name: MCDOWELL		Title: VICE PRESIDENT	
Mailing Address: 2157 NORTHWEST 37TH AVENUE			City: COCONUT CREEK		
State (or Province): FLORIDA		Zip Code (or Foreign Postal Code): 33066			
First Name: CIARA		Last Name: MCDOWELL		Title: SECRETARY	
Mailing Address: 2157 NORTHWEST 37TH AVENUE			City: COCONUT CREEK		
State (or Province): FLORIDA		Zip Code (or Foreign Postal Code): 33319			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			

☐ Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

- 1** You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

☒ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

☐ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

☐ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

☐ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

- 2** Enter the date you formed. (MM/DD/YYYY)

12/15/2023

- 3** Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Florida

- 4** Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

☒ Yes ☐ No

- 5** Are you a successor to another organization?

☐ Yes ☒ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Article IV in the Articles of Incorporation

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Article VII in the bylaws

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

a. Charter school intended to improve student learning, increase learning opportunities with special emphasis on low performing students and reading, and measure learning outcomes.

b. Governing board, principal, and staff who are trained to give students the support they need to improve learning outcomes.

c. The activity in the beginning will services students in Broward County and Palm Beach County. As we grow, we hope to service clients throughout Florida by setting up regional offices in each of the Florida counties.

d. The percentage of total time that will be devoted to this service will be about 75 percent.

e. It will be funded by grants, donations and / or fundraising.

f. This activity furthers our exempt purpose by providing a vital and much needed service to students who need a different type of learning environment the charter school can provide to increase learning opportunities.

Part IV Your Activities (continued)

- 2 Enter the 3-character NTEE Code that best describes your activities.

B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

☐

- 3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

☐ Yes☒ No

- 4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

☐ Yes☒ No

- 5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

☐ Yes☒ No

- 6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.

☐ Yes☒ No

Part IV Your Activities *(continued)*

- 6a** Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? ☐ Yes ☐ No
If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

- 7** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

- 8** Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain. ☐ Yes ☒ No

- 9** Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10. ☐ Yes ☒ No

Part IV Your Activities (continued)

- 9a** Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. ☐ Yes ☐ No

- 9b** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. ☐ Yes ☐ No

- 9c** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

- 9d** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

- 9e** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part IV Your Activities (continued)

- 9f** Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.

☐ Yes ☐ No

- 9g** When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

- 9h** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

- 9i** Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

- 10** Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.

☐ Yes ☒ No

- 10a** When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

- 10b** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

- 10c** Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

Part IV Your Activities (continued)

- 11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. ☐ Yes ☒ No

- 12 Do you or will you operate a school? ☒ Yes ☐ No
If "Yes," complete Schedule B.

- 13 Is your principal purpose or function to provide hospital or medical care? ☐ Yes ☒ No
If "Yes," complete Schedule C.

- 14 Do you or will you provide low-income housing? ☐ Yes ☒ No
If "Yes," complete Schedule F.

- 15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☒ No
If "Yes," complete Schedule H - Section I.

- 16 Check any of the following fundraising activities that you will undertake (check all that apply):

☒ Website, mail, email, personal, and/or phone solicitations	☐ Foundation grant solicitations
☒ Receive donations from another organization's website	☒ Government grant solicitations
☐ Bingo	☐ Other (non-bingo) gaming activities
☐ Other (describe)	

- ☐ We will not engage in fundraising activities.

- 17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. ☒ Yes ☐ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- 1b** Do or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- 1c** Do or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No
- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ Yes ☐ No
- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? ☒ Yes ☐ No
- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source? ☒ Yes ☐ No
- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ☐ Yes ☒ No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ☒ Yes ☐ No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements *(continued)*

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements *(continued)*

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ☐ Yes ☒ No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ☐ Yes ☒ No

Part VI Financial Data

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- ☒ You completed less than one tax year.
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed at least one tax year but fewer than five.
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed five or more tax years.
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI Financial Data (continued)**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 01/01/2023 To: 12/31/2023	From: 01/01/2024 To: 12/31/2024	From: 01/01/2025 To: 12/31/2025	From: ____/____/____ To: ____/____/____	From: ____/____/____ To: ____/____/____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0.	\$45,000.	\$44,456,293.		
2 Membership fees received	\$0.				
3 Gross investment income	\$0.				
4 Net unrelated business income	\$0.				
5 Taxes levied for your benefit	\$0.				
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	\$0.				
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	\$0.				
8 Total of lines 1 through 7	\$0.	\$45,000.	\$44,456,293.	\$0.	\$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	\$0.				
10 Total of lines 8 and 9	\$0.	\$45,000.	\$44,456,293.	\$0.	\$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)	\$0.				
12 Unusual grants (provide an itemized list below)	\$0.				
13 Total Revenue (add lines 10 through 12)	\$0.	\$45,000.	\$44,456,293.	\$0.	\$0.
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses	\$0.	\$240.			
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	\$0.				
16 Disbursements to or for the benefit of members (provide an itemized list below)	\$0.				
17 Compensation of officers, directors, and trustees	\$500.	\$6,000.	\$6,000.		
18 Other salaries and wages	\$0.		\$1,899,013.		
19 Interest expense	\$0.				
20 Occupancy (rent, utilities, etc.)	\$0.		\$396,855.		
21 Depreciation and depletion					
22 Professional fees	\$705.		\$33,320.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)					
24 Total Expenses (add lines 14 through 23)	\$1,205.	\$6,240.	\$2,335,188.	\$0.	\$0.

25 Itemized financial data

Part VI

Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 12/31/2023
Assets		
1	Cash	\$0.
2	Accounts receivable, net	\$0.
3	Inventories	\$0.
4	Bonds and notes receivable (provide an itemized list below)	\$0.
5	Corporate stocks (provide an itemized list below)	\$0.
6	Loans receivable (provide an itemized list below)	\$0.
7	Other investments (provide an itemized list below)	\$0.
8	Depreciable assets (provide an itemized list below)	\$0.
9	Land	\$0.
10	Other assets (provide an itemized list below)	\$0.
11	Total Assets (add lines 1 through 10)	\$0.
Liabilities		
12	Accounts payable	\$0.
13	Contributions, gifts, grants, etc. payable	\$0.
14	Mortgages and notes payable (provide an itemized list below)	\$0.
15	Other liabilities (provide an itemized list below)	\$0.
16	Total Liabilities (add lines 12 through 15)	\$0.
Fund Balances or Net Assets		
17	Total fund balances or net assets	\$0.
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	\$0.

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ☒ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☐ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section II.
☐ Yes ☐ No
1c Are you a private operating foundation?
☐ Yes ☐ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII Foundation Classification (continued)

- 1d** Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

- 2** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? ☐ Yes ☐ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? ☐ Yes ☐ No

- 2a** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive amounts from any disqualified persons? ☐ Yes ☐ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? ☐ Yes ☐ No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? ☐ Yes ☐ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

- 1 Are you submitting this application within 27 months of the end of the month in which you were legally formed?

☒ Yes☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

- 1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?

☐ Yes☒ No

If "Yes," are you claiming you are excepted from filing because you are:

- ☐ A church or association of churches
- ☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- ☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- ☐ A school below college level affiliated with a church or operated by a religious order
- ☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- ☐ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- ☐ Other (describe)

Part X Signature

- ☐ I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Wanda Collins
(Type name of signer)

PRESIDENT
(Type title or authority of signer)

01/02/2024
(Date)

Upload checklist:

- ☒ Organizing document (and any amendments)
- ☒ Bylaws, if adopted
- ☐ Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- ☐ Form 8821, Tax Information Authorization (if applicable)
- ☐ Supplemental responses (if applicable)
- ☐ Expedited handling request (if applicable)

Schedule A. Churches

- 1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ☐ Yes ☐ No

- 2 Do you have a literature of your own? If "Yes," describe your literature. ☐ Yes ☐ No

- 3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ☐ Yes ☐ No

- 4 Describe your religious hierarchy or ecclesiastical government.

- 5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ☐ Yes ☐ No

- 6 Do you have a form of worship? If "Yes," describe your form of worship. ☐ Yes ☐ No

- 7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ☐ Yes ☐ No

- 7a What is the average attendance at your regularly scheduled religious services?

- 8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ☐ Yes ☐ No

Schedule A. Churches (continued)

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ☐ Yes ☐ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ☐ Yes ☐ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ☐ Yes ☐ No

9d May your members be associated with another denomination or church? ☐ Yes ☐ No

9e Are all of your members part of the same family? ☐ Yes ☐ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ☐ Yes ☐ No

11 Do you have a school for the religious instruction of the young? ☐ Yes ☐ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ☐ Yes ☐ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ☐ Yes ☐ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ☐ Yes ☐ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities

- 1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? ☒ Yes ☐ No
- 2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. ☒ Yes ☐ No

2a Select the best description(s) of your school:

- ☐ Elementary school
- ☐ Secondary school
- ☒ Charter school
- ☐ College or university
- ☐ Technical school
- ☐ Other school (describe)

- 3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☒ No

- 4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ☐ Yes ☒ No

- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☒ No

- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☒ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

- 7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? ☐ Yes ☒ No

State where the policy is located or if adopted by resolution of your governing body.

- 8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. ☐ Yes ☒ No

- 8a ☒ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities (continued)

- 9** Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: ☐ Yes ☒ No
a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.

- 9a** ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

- 10** Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☒ No

- 11** Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	98	112	10	13	1	1
White	98	112	10	13	1	1
Hispanic	98	112	10	13	1	1
Asian	98	112	10	13	1	1
Other	98	112	10	13	1	1
Total	490	560	50	65	5	5

- 12** In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
n/a	0	0	\$0.	\$0.	0	0	\$0.	\$0.
Total	0	0	\$0.	\$0.	0	0	\$0.	\$0.

Schedule B. Schools, Colleges, and Universities *(continued)*

- 13** List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

Wanda Collins- President Camia McDowell- Vice President Ciara McDowell- Secretary

- 14** Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes☒ No

- 15** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

☒ Yes☐ No

Schedule C. Hospitals and Medical Research Organizations

- 1** Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Name the hospitals with which you have a relationship and describe the relationship.

- 1b** List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

- 2** Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? ☐ Yes ☐ No
If "Yes," explain.

Do not complete the remainder of Schedule C.

- 3** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

- 4** Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. ☐ Yes ☐ No

- 5** Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. ☐ Yes ☐ No

- 5a** Are you a specialty hospital or would emergency services be duplicative based on your region or locality? ☐ Yes ☐ No

- 6** Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. ☐ Yes ☐ No

- 7** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. ☐ Yes ☐ No

- 8** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

- 9** Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. ☐ Yes ☐ No

- 9a** List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

- 10** Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. ☐ Yes ☐ No

- 10a** Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. ☐ Yes ☐ No

- 10b** Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain.

☐ Yes☐ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain.

☐ Yes☐ No

Schedule D. Section 509(a)(3) Supporting Organizations

- 1** List the names, addresses, and EINs of the organizations you support.

- 2** Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. ☐ Yes ☐ No

- 2a** Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2). ☐ Yes ☐ No

- 3** Which of the following describes your relationship with your supported organization(s)?

- ☐ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)
- ☐ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)
- ☐ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

- 4** Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 5** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

- 6** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

- 7** Does your organizing document specify your supported organization(s) by name? ☐ Yes ☐ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

- 7a** Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. ☐ Yes ☐ No

If you selected Type II above, do not complete the rest of Schedule D.

- 8** Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. ☐ Yes ☐ No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 9** Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. ☐ Yes ☐ No

- 10** In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If "No," explain. ☐ Yes ☐ No

- 11** Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. ☐ Yes ☐ No

- 12** Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. ☐ Yes ☐ No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 13** Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.

☐ Yes ☐ No

- 13a** How much do you contribute annually to each supported organization?

- 13b** What is the total annual revenue of each supported organization?

- 13c** Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.

☐ Yes ☐ No

Schedule E. Effective Date

- 1** Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

☐ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

☐ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

☐ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

☐ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

- 2** Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

☐ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

☐ Check this box if you are requesting an earlier effective date than the submission date.

- 2a** Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

- 1** Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

- 2** Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

- 3** Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?

☐ Yes☐ No

- 4** Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.

☐ Yes☐ No

- 5** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.

☐ Yes☐ No

Schedule F. Low-Income Housing *(continued)*

- 6** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ Yes ☐ No

- 7** Do you provide social services to residents? If "Yes," describe these services. ☐ Yes ☐ No

- 8** Do you participate in any government housing programs? If "Yes," describe these programs. ☐ Yes ☐ No

Schedule G. Successors to Other Organizations

- 1** List the name, last address, and EIN of your predecessor organization and describe its activities.

- 2** List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

- 3** Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.

☐ Yes☐ No

- 3a** Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

- 4** Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.

☐ Yes☐ No

- 5** Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets.

☐ Yes☐ No

- 6** Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.

☐ Yes☐ No

- 7** Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.

☐ Yes☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures**Section I Public charities and private foundations complete lines 1 through 8 of this section.**

- 1** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. ☐ Yes ☐ No

- 3** Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

- 4** Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 5** Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

- 6** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

- 7** How do you determine who is on the selection committee for the awards made under your program?

- 8** Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?

☐ Yes☐ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (continued)**Section II Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

- 1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- ☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- ☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? ☐ Yes ☐ No

- 4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? ☐ Yes ☐ No

- 6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. ☐ Yes ☐ No

- 6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

- 7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 7b** Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

☐ Yes ☐ No

- 7c** Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

☐ Yes ☐ No

Article I: Name and Purpose

Section 1: Innovation Preparatory Charter Inc.

The name of this organization shall be Innovation Preparatory Charter, hereinafter referred to as the “Charter School.”

Section 2: Purpose

The purpose of the Charter School is to provide an innovative, high-quality education to students in accordance with the provisions of the Charter granted by the authorizing entity.

Article II: Governance

Section 1: Governing Board

The Charter School shall have a governing board, hereinafter referred to as the “Board,” which shall oversee and be responsible for the administration, policies, and operations of the Charter School.

Innovation Preparatory Charter, Inc’s Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school. Innovation Preparatory Charter Inc. will hire Innovation Preparatory Charter to oversee academic direction, curriculum, and budgetary functions. The school principal will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board.

The school’s faculty and staff will report directly to the principal, who shall report to the Governing Board. The governing board of directors (the “Governing Board”) will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The school’s on-site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents, and the community.

Section 2: Composition of the Board

The Board shall consist of 7 members that would like to join including parent representatives, community representatives, teacher representatives, staff representatives, and members appointed by the authorizing entity.

Section 3: Terms of Office

Each member of the Board of Directors shall have a term of life unless they resign.

Section 4: Election and Appointment

Election and appointment procedures for Board members shall be established by the Board, and the process shall be transparent and open to all eligible candidates:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. There will be a Notice of the Governing Board’s intentions to elect a Director shall. This should be 290

included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. The newly created directorships resulting from an increase in the number of directors that make up the board and all vacancies occurring on the board for any reason shall be filled by most of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship, or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization’s vision to maintain continuity between the founders and the subsequent board members.

Article III: Powers and Duties of the Board

Section 1: Powers

The Board shall have the authority to make decisions regarding the educational, financial, and operational matters of the Charter School, within the scope of the Charter and applicable laws.

Section 2: Duties

The Board’s primary duties shall include, but not be limited to:

Ensuring compliance with the Charter and all relevant laws and regulations.

Hiring, evaluating, and supporting the School Leader (Executive Director).

Approving the annual budget and overseeing financial matters.

Setting academic policies and goals for the Charter School.

Engaging with the school community and promoting transparency.

The Board shall have the following powers in addition to any other powers enumerated above and permitted by law.

- § Select and remove all the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law
- § To conduct, manage and control the affairs and activities of the corporation
- § To adopt, make and use a corporate seal
- § To borrow money and incur indebtedness for the purpose of the corporation
- § To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange, and expend funds and property subject to such trust
- § To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property
- § To assume any obligations, and enter any contracts or other instruments
- § To form and be a member or shareholder of a not-for-profit entity organized under the law of any state
- § To carry out such duties as described in the Articles of Incorporation and Charter Contract Board Member Duties: The Governing Board will perform the following duties, as well as all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

Oversee operational policies, Academic accountability, and financial accountability.

Annually adopt and maintain an operating budget.

- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor a financial recovery plan to ensure compliance (if applicable).
- Report progress annually to its sponsor

Article IV: Meetings and Quorum

Section 1: Regular Meetings

The Board shall hold regular meetings twice a year and/or on an as needed basis. The schedule of regular meetings shall be determined by the Board and communicated to all members.

Section 2: Special Meetings

Special meetings may be called by the Board Chair or upon the request of Board members. Notice of special meetings shall be provided to all Board members 10 days in advance.

Section 3: Quorum

A quorum shall be constituted by 3 members of the Board. Decisions shall be made by a majority vote of the members present at the meeting.

Article V: Committees

Section 1: Establishment of Committees

The Board may establish committees to address specific areas or tasks related to the Charter School’s operations. Committees shall include, but not be limited to, Finance, Governance, Curriculum, and Personnel.

Section 2: Committee Membership

Committees shall consist of Board members and other individuals with relevant expertise. The Board shall appoint committee members and define their roles and responsibilities:

Advisory Bodies

Innovation Preparatory Charter Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc. All meetings are open to the public and operate in the Sunshine. 73 School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

Article VI: Amendment of Bylaws

These Bylaws may be amended by a 1/3 vote of the members present at any regular Page 202

meeting(s) of the Board, provided that the proposed amendment has been submitted in writing at least 10 days before the meeting.

Article VII: Dissolution

In the event of the dissolution of the Charter School, all assets shall be distributed in accordance with applicable state laws and regulations governing charter schools.

The organization is organized exclusively for educational purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

We hereby adopt and enact these Bylaws as the governing rules of Innovation Preparatory Charter School.

ESOL Instructional Strategies Matrix

(*How* We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning		H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

K-12 ESOL PROGRAM FOR BROWARD COUNTY PUBLIC SCHOOLS



K-12 ESOL Program for Broward County Public Schools

Introduction

Broward County Public Schools, the sixth largest school district in the United States, is charged with the opportunity and challenge of providing effective and comprehensible instruction to the growing number of English Language Learners (ELLs). Our task is to instruct ELLs so that they gain both proficiency in English and mastery of the Sunshine State Standards. Studies have shown that successful programs for ELLs must include curriculum and instruction that recognizes the diversity and complexity of these students. The programs must be comprehensive and allow for students to build their reading, writing, listening, and speaking skills in English. When schools enroll ELLs, the implications are immense and require significant changes to program structure, belief systems, and behaviors. These studies also show that many ELLs would profit from a better fit between their instructional needs and the instructional environment in order to prevent learning difficulties. A focus on the learner-environment fit requires consideration of individual and school-level factors that influence ELLs' abilities in the content areas. Incorporating specific practices described in the K-12 ESOL Program will benefit ELLs.

Effective Program Model

Research by Jim Cummins (1981) shows a distinction between two types of language that ELLs need to acquire: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This research has shown that the average student can develop conversational fluency within two to five years. Most ELLs require 4 to 7 years of instruction to reach the average academic performance of native English speakers (Collier, 1987). Developing fluency in a second language depends on many variables. There is no single approach, strategy, or program that will always meet the needs of every student in the classroom. However, according to *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* instructional decisions to assist with the development of academic language should consider questions such as these:

- How long has the student been receiving formal instruction in English?
- What are the student's specific areas of difficulty or weakness?
- Does the student have difficulties in most academic areas?
- Has the student ever received supplemental or targeted instruction in the areas of difficulty or weakness?
- How different is the student's native language alphabet from that of English?
- Does the student display specific strengths related to achievement in the area(s) where he or she is experiencing difficulty?

According to *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*, the following major factors influence the success of programs for English language learners:

- The potential quality of the type of program for ELLs. This refers to the power of a program's features to influence student achievement.
- The realized quality of the type of program for ELLs. This is the degree of full implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which the program is evaluated.
- The breadth of program focus. This refers to the instructional focus on the linguistic, cognitive, and academic development of levels of English in a supportive school environment.
- The quality of the school's instructional environment. This refers to the degree to which the school includes parental engagement, supports the instructional program, and supports second language development without the loss of primary language.
- The quality of instructional time. This is the degree to which instructional time is used effectively so that students receive comprehensible instruction for an instructionally optimum time period.

An effective ESOL program for ELLs must contain the following essential components:



The K-12 ESOL program for BCPS will consist of the following types of instruction:

Sheltered Instruction (K-12) refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers.

Students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in

English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are clustered by grade level and sheltered instruction is differentiated by English language proficiency. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

Basic Mainstream Instruction (K-12) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:

- Developing consistent school-wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services
- NOT segregation—students in clustered classrooms have equal access to all instructional resources
- An all school effort—staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:

For Students:

- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are themselves learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual supports, range of leveled books, etc.)
- Better differentiation of instruction—it is harder to overlook a large group of students when planning for instruction

For Teachers:

- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

Developmental Language Arts through ESOL (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency

(A1-A2) and score a level 1 or 2 on FCAT Reading or have no FCAT Reading Score. Listening, speaking, reading, and writing are made comprehensible through instruction in English using strategies and techniques appropriate to their level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction. Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful (August & Shanahan, 2006, p. 4). **This course is in lieu of Intensive Reading therefore it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan.** Students may not be enrolled in both Intensive Reading and Developmental Language Arts through ESOL. The Middle and High School Placement Charts in the K-12 Comprehensive Reading Plan are very specific as to the time that students must be enrolled in Intensive Reading courses. Highly qualified teachers instructing this course must have a Reading and ESOL Endorsement or Certification.

Professional Development

Sheltered Instruction Observation Protocol (SIOP): A proven, research-based model of instruction specifically designed to meet the needs of ELLs is the *Sheltered Instruction Observation Protocol (SIOP)*. *SIOP* provides teachers with an observation instrument that also serves as a tool for planning, implementing, and reflecting on lesson delivery. This model gives teachers a structure for how to teach what students need to learn in terms of both the language skills in English and the specific content students need to learn, along with their grade-level English speaking peers. *SIOP* is an approach that stresses student engagement through activities that utilize content and language knowledge. Ongoing assessment and specific feedback are provided to students, enabling teachers to adjust instruction and ensure achievement of objectives. Professional development will be offered for teachers by the district via face-to-face sessions and online coursework. District ESOL staff are assigned as facilitators to assist schools with effective implementation of *SIOP*.

Building Blocks for Teaching English Language Learners: Elementary teachers and Reading Coaches participate in a 3-day professional development opportunity that assists teachers in integrating listening, speaking, reading, and writing skills into the instruction. The workshop focuses on teaching reading comprehension strategies, vocabulary development, building and activating background knowledge, assessment for ELLs, and the effective use of Marzano's instructional strategies coupled with the ESOL instructional strategies. Participants receive a professional book that contains practical information on teaching reading to culturally and linguistically diverse students who enter the classroom with a broad range of experiences.

Developmental Language Arts through ESOL: Secondary teachers and Reading Coaches participate in a 3-day professional development opportunity offered to assist them in the delivery of instruction for the Developmental Language Arts through ESOL course. At this workshop, participants receive an overview of the supplementary materials purchased by the ESOL Department. A yearlong Instructional Framework is disseminated and participants have an opportunity to plan lessons and learn about

effective ESOL strategies for ELLs. Participants also receive a professional book, *Meeting the Needs of Second Language Learners: An Educator's Guide*, to enhance their knowledge and understanding when meeting the needs of English language learners.

Accountability of Student Academic Program & Monitoring of Program Implementation

Guidance Counselors, Reading Coaches, and/or Curriculum Specialists are responsible of participating in the ELL programmatic assessment to ensure that the ELLs are appropriately scheduled in courses that will meet their academic and linguistic needs. For more information regarding Programmatic Assessment refer to the *Multicultural, ESOL and Program Services Department Handbook* at www.broward.k12.fl.us/esol.

Classroom teachers evaluate student performance by monitoring classroom grades, progress reports and report cards throughout the year to identify ELLs' supplementary needs and most effective instructional delivery strategies. To monitor student's progress, teachers may use report cards, test scores, classroom performance, Comprehensive English Language Learning Assessment (CELLA) test scores and any other document that reflects student achievement. The school's ESOL contact is responsible of ensuring that the monitoring process has been completed as required.

Principals are held accountable and monitored by their respective Area/District Administration through regular visitations. Additional support and guidance with forms/checklists and classroom observations to monitor effective use of ESOL strategies and appropriate implementation of instructional program models are provided by the ESOL Program Executive Director or designee. Any area of concern is brought to the attention of the school's principal and district ESOL staff for discussion and enhancement planning to ensure compliance with No Child Left Behind.

The School Leadership Team can access additional support for the plan through the ESOL CAB Conference and Broward Enterprise Education Portal (BEEP).

For specific guidelines of the Broward County ESOL program concerning compliance, such as entry/exit and grading of students, refer to the *Multicultural, ESOL and Program Services Department Handbook* found at www.broward.k12.fl.us/esol.

The following is a list of other pertinent documents supporting the K-12 ESOL Program Plan also available at www.broward.k12.fl.us/esol.

- *ESOL Instructional Strategies Matrix*
- *Developmental Language Arts through ESOL Instructional Frameworks (6-12)*
- *Language Arts Standards with English Language Proficiency Standards (K-12)*
- *Suggested Supplementary Materials (K-12)*
- *Suggested Bilingual Dictionaries*
- *Reading Activities for Parents and ELLs*
- *Guidelines for Exceptional Student Education and English Language Learners (PreK-12)*
- *Department Handbook*

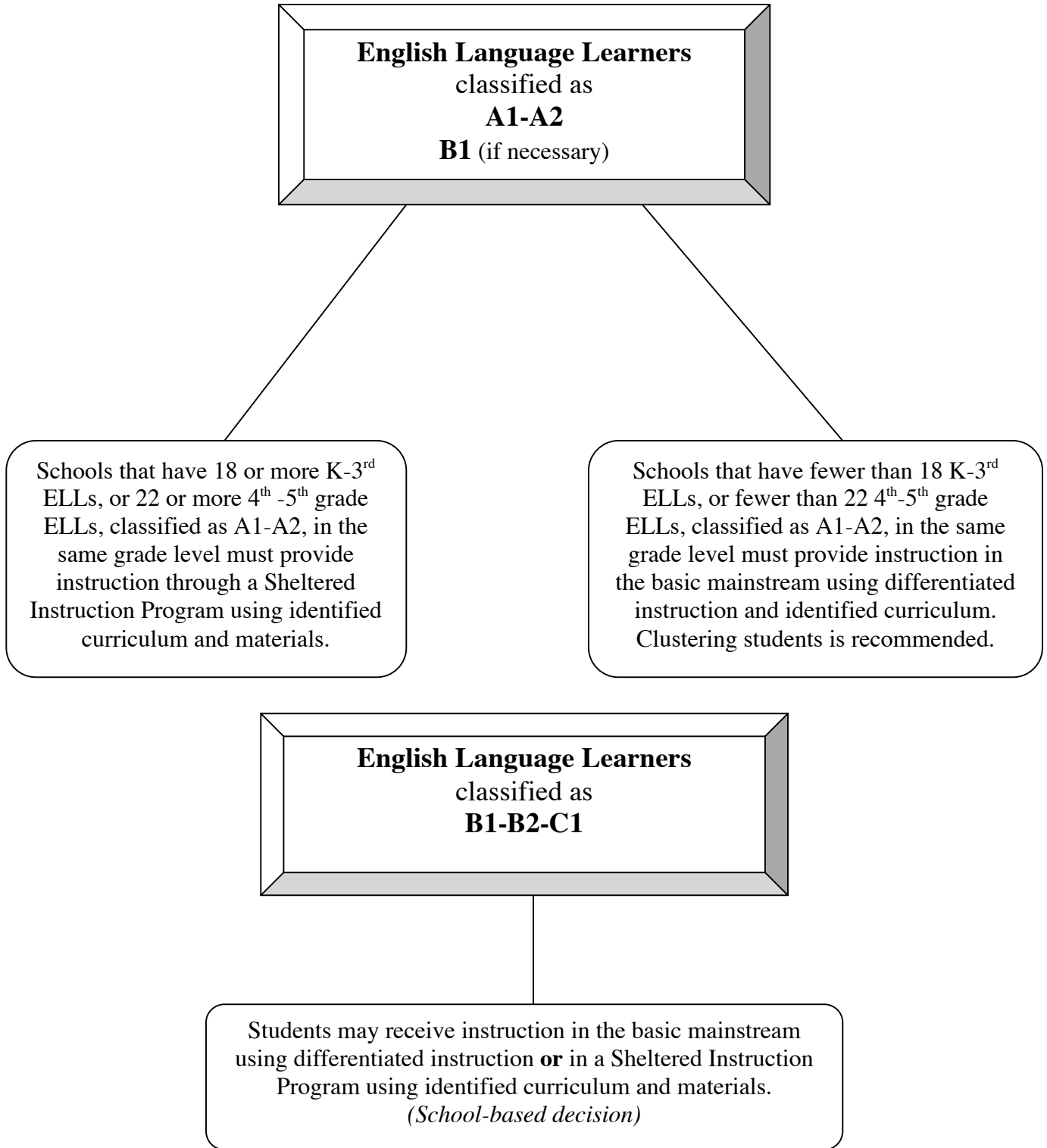
Summary Matrix of Program Models (Adapted from DeCerbo, 2000)

Model	Research-Based Definition	Benefits	Actions for Implementation
Sheltered Instruction/ESOL Designed for K-12 schools with a high ELL population.	ELLs from different language backgrounds are grouped together to receive instruction in the content area subject classes by a highly qualified teacher.	Acquisition of basic linguistic skills of the English language. Instruction is adapted to the students' level of English proficiency to ensure learning of grade level curriculum. Students are not served in a pullout program for ESOL instruction.	A process must be in place to monitor progress in linguistic and academic grade level skills so students may be transitioned into mainstream classes. Monitoring of appropriate placement. Mixing grades is not allowed under the Florida META Consent Decree for ELLs unless the course is an elective.
Basic Mainstream Instruction with ESOL Strategies Designed for K-12 schools with a low ELL population.	ELLs are in the same class as non-ELLs. Instruction of linguistic and academic skills is developed in English by a highly qualified teacher using ESOL strategies.	Equal access to resources as provided to non-ELLs.	A process must be in place to ensure that ELLs are not left behind in acquiring the English language and learning grade level knowledge for academic performance. Modification of the curriculum needs to be implemented to ensure comprehensible instruction of ELLs. Teachers must have ongoing support to work with ELLs and non-ELLs simultaneously. Planning and monitoring must be an ongoing process.
ESOL Course Developmental Language Arts through ESOL at the secondary level.	Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for ELLs is taught by a highly qualified teacher.	Acquisition of basic linguistic skills of the English language and language arts standards before being labeled a struggling reader.	Classroom instructional practices of ELLs must be monitored. Ongoing training on instructional practices for ELLs. ESOL class schedules must be monitored to ensure parity with the scope and sequence provided to non-ELLs. Curriculum: Instructional Frameworks Teachers must be ESOL and Reading Endorsed/Certified

Factors to Consider When Determining Program Model

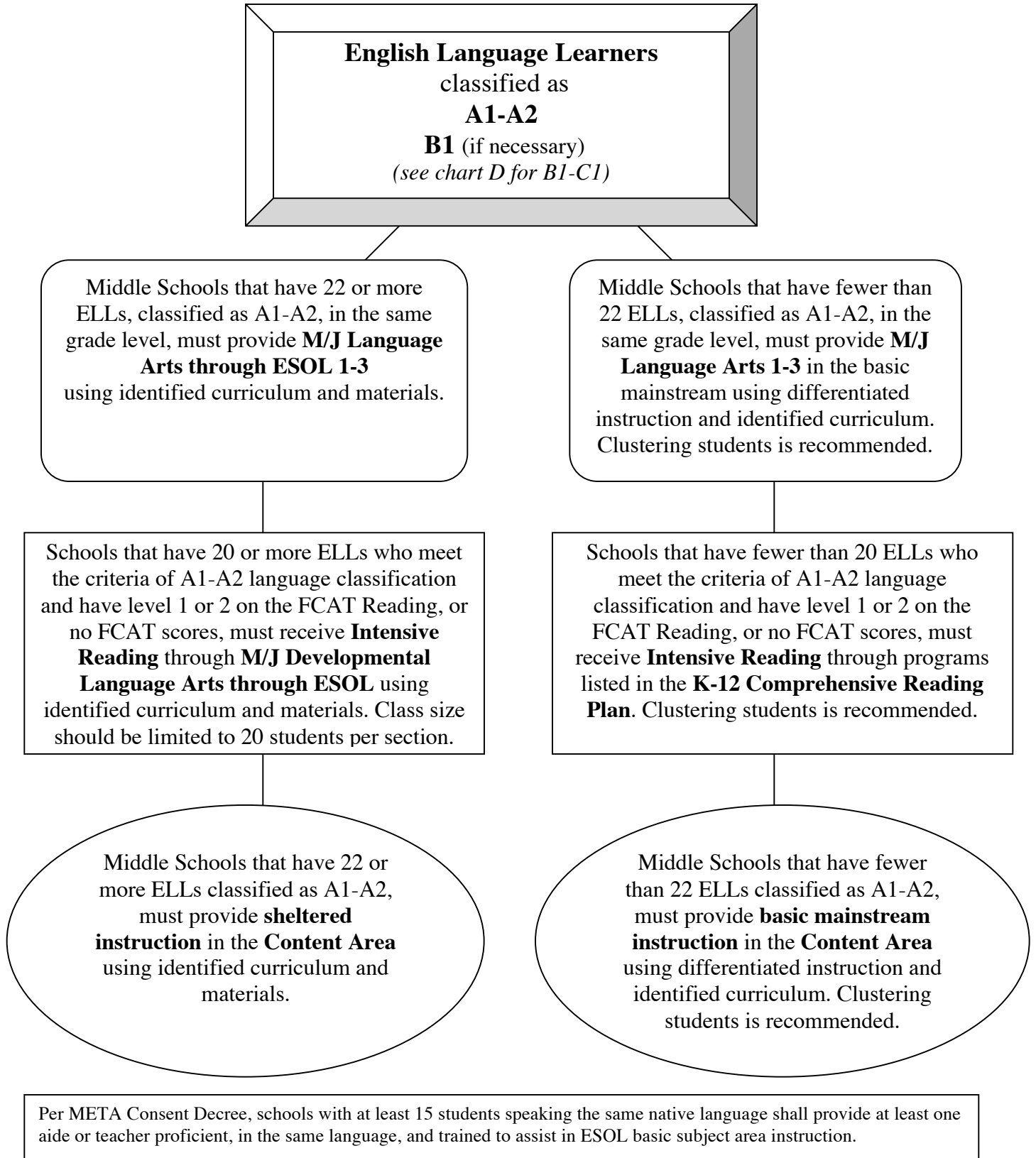
School Demographics	School Resources	Professional Development	Consent Decree
- Number of ELLs - Number of languages represented - Levels of English proficiency in grade level - Student's educational background	- Number of highly qualified teachers needed for implementation - Access to grade level curriculum & materials - Technology - Parental Involvement - Para/Bilingual Support	- ESOL training and appropriate certification - Parent training - SIOP training - Developmental Language Arts through ESOL training - Elementary Building Blocks training	Compliance with META Consent Decree for implementation of instructional practices for ELLs

Elementary School ESOL Program *Chart A*



Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

Middle School ESOL Program *Chart B*



High School ESOL Program *Chart C*

English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide **English through ESOL I-IV** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide **English I-IV** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended.

Schools that have 20 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **Developmental Language Arts through ESOL** using identified curriculum and materials. Class size should be limited to 20 students per section.

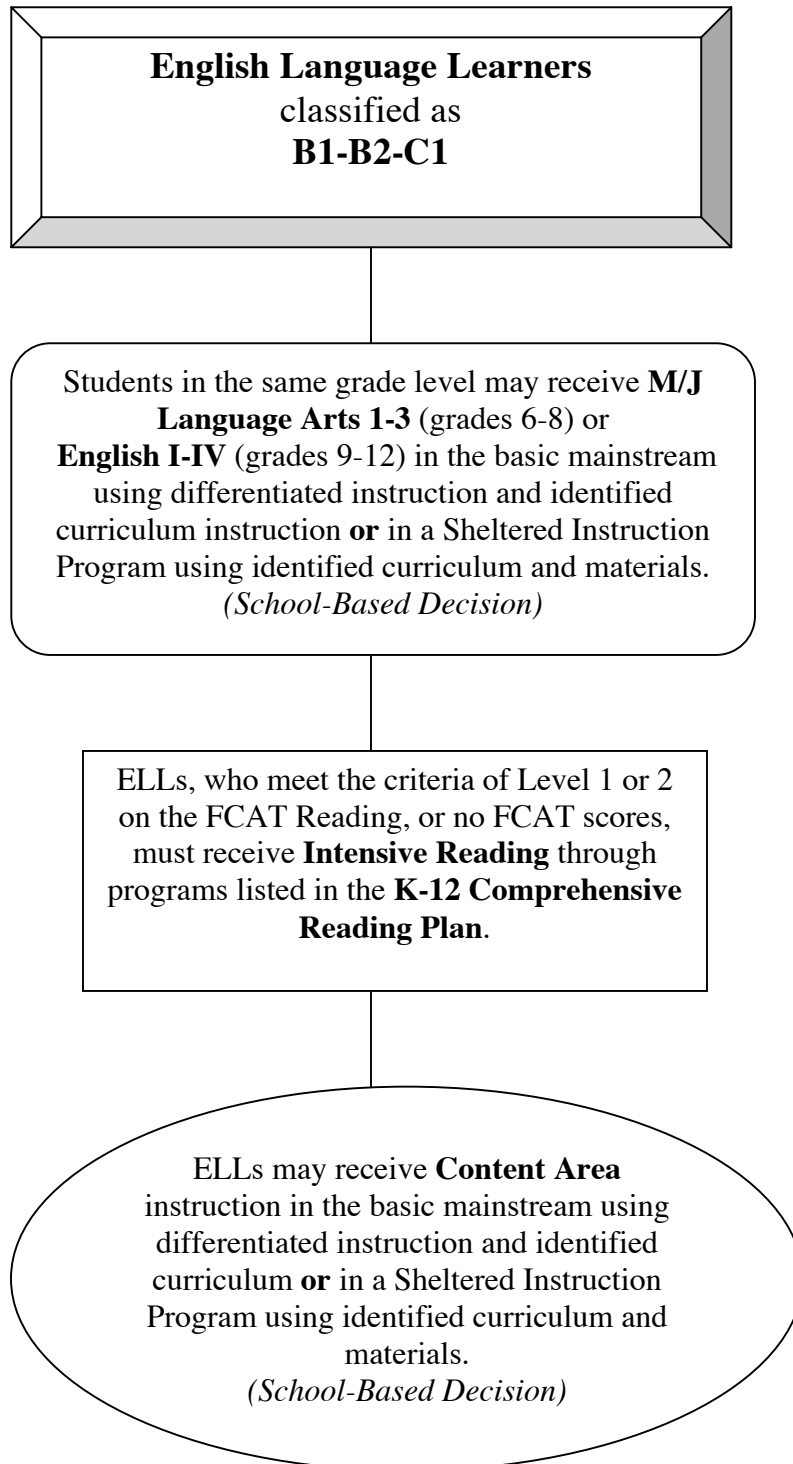
Schools that have fewer than 20 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is recommended.

High Schools that have 25 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Middle & High School ESOL Program *Chart D*



Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Supplementary Materials for Elementary Schools *Chart E*

Elementary ESOL Sheltered Instruction & Basic Mainstream Instruction

K-2 Rigby <i>English In My Pocket*</i>	K-5 Oxford University Press <i>Let's Go Series*</i> Levels: Let's Begin-6
3-5 Hampton-Brown <i>Reading Basics*</i>	K-5 Rigby <i>Newcomer Kits*</i> Levels: I-III
K-5 McMillan/McGraw Hill <i>Treasure Chest</i>	K-5 Rigby <i>InStep Readers*</i> Levels: A-T
K-2 and 3-5 Northpoint Horizon <i>Content Area Vocabulary Systems (CAVS) for Math and Science*</i>	

- The core-reading program is McMillan/McGraw Hill *Florida Treasures* and/or *Harcourt Trophies*.
- The supplemental materials mentioned above are to be implemented as part of differentiated instruction for ELLs accompanied by the FDOE *English Language Proficiency Standards* available at www.broward.k12.fl.us/esol

**Materials purchased by the Multicultural, ESOL and Program Services Department. They have been distributed to schools beginning in the 2006-2007 school year to the present time. Teachers have received professional development to implement with fidelity.*

Supplementary Materials for Secondary Schools *Chart F*

Developmental Language Arts through ESOL Course

Middle Schools	High Schools
Heinle <i>Visions Series*</i> Levels: Basic, A, B, & C	Pearson <i>Shining Star Series*</i> Levels: Intro, A, B, & C
Heinle <i>Facts & Figures*</i>	Pearson AGS Globe <i>Be A Better Reader*</i> Level: Starting Out & A
Heinle <i>Picture Dictionary*</i> Level: Beginning Workbook	Sundance BC <i>Illustrated Classics Library Set*</i>
Heinle <i>Illustrated Classics Library Set*</i>	Pearson <i>Focus on Grammar*</i> Levels 1, 2, & 3
Heinle <i>Grammar Practice Book*</i> Levels: A, B, & C	Oxford University Press <i>The Oxford Picture Dictionary*</i>

**Materials purchased by the Multicultural, ESOL and Program Services Department and distributed to schools beginning in the 2006-2007 school year to the present time. Teachers have received professional development to implement with fidelity.*

Suggested Supplementary Materials for K-12 Content Area *Chart G*

Content Area in a Sheltered Instruction Program

6-12 Great Source Access World History 6-8* American History 6-8* Mathematics 6-8* Newcomers 6-12*	K-2 and 3-5 Northpoint Horizon <i>Content Area Vocabulary Systems (CAVS)</i> <i>for Math and Science*</i>
K-12 Newbridge Leveled Readers Social Studies Science Mathematics	6-12 AGS Globe* Social Studies 9-12* <i>Economics 2005 Edition</i> Science/Life Skills 9-12* <i>Biology Cycles of Life 2006 Edition</i> Mathematics 9-12* <i>Pre-Algebra 2004 Edition</i> <i>Basic Math Skills 2004 Edition</i>
K-8 Benchmark Education English Explorers Social Studies Science	6-8 Thomson Learning Gateway to Science Science 6-8*

SIOP, as described on page 3, allows for teacher usage of current materials or any of the suggested supplementary materials. Schools can purchase the suggested supplementary materials to enhance and make content comprehensible for ELLs. **Materials purchased by the Multicultural, ESOL and Program Services Department and distributed to schools beginning in the 2008-2009 school year to the present time.*

References

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- Multicultural, ESOL and Program Services Department Handbook* available at www.broward.k12.fl.us/esol
- English Language Learner Handbook, Saint Paul Public Schools* available at <http://ell.spps.org/>
- Torgesen, J.K., Houston, D.D., Rissman, L.M., Decker, S.M., Roberts, G. Vaughn, S., Wexler, J. Francis, D.J. Rivera, M.O. Lesaux, N (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2024–2025 SCHEDULE*

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Writing	
Dates	Assessment
April 7–18, 2025	Grades 4–6 Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing
ELA Reading and Mathematics	
Dates	Assessment
May 1–30, 2025	Grades 3–6 Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) Reading & Grades 3–6 Mathematics End-of-Year Progress Monitoring Assessment (Third Administration, PM3)
Statewide Science Assessment	
Dates	Assessment
May 1–30, 2025	Grades 5 Science

*School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2023–2024 SCHEDULE

The windows below denote the amount of time provided for districts and schools to select progress monitoring administration days; they do not represent the amount of time students spend taking progress monitoring assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

FAST STAR Renaissance Testing	
Dates	Assessment
Traditional VPK Programs (83 or more instructional days): First Administration (PM1): within the first 30 instructional days. Second Administration (PM2): in the period of time in a K-6 class schedule where at least 40% and no more than 60% of a program's instructional hours have been completed. Third Administration (PM3): within the last 30 instructional days.	STAR Early Literacy Assessment

FAST K–6	
Dates	Grade Levels and Subjects
First Administration (PM1): August 12–September 20, 2024 Second Administration (PM2): December 2, 2024–January 26, 2024 Third Administration (PM3): April 15–April 30, 2024	Grades K–2* FAST Reading & Mathematics
First Administration (PM1): August 12–September 20, 20234 Second Administration (PM2): December 4, 2023–January 26, 2024 Third Administration (PM3): April 15–April 30, 2024	Grades 3–6 FAST ELA Reading & Grades 3–6 FAST Mathematics

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2023–2024 SCHEDULE

*Aligned to Access Points for B.E.S.T.

Other Statewide Assessments	
Dates	Assessment
October 2023–April 2024	I-Ready Diagnostics testing, TAR CBM, Lexia Core, and STAR Assessments
January–March 2024	National Assessment of Educational Progress (NAEP) Mathematics (Grades 4) Reading (Grades 4)
January 22–March 15, 2024	ACCESS for ELLs Alternate ACCESS for ELLs



Policy 6000.1

MISSION STATEMENT: Broward County Public Schools is committed to educating all students to reach their highest potential.

This policy, and the related policies that are referenced in this policy, constitute the student progression plan for the district.

The purpose of the student progression plan is to establish the standards for quality instruction, delineate the criteria for promotion, provide equal educational opportunities to all students, and ensure all students are college and career ready upon graduation.

ENTRANCE & ATTENDANCE REQUIREMENTS (F.S. 1003.21)

1. The following are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal:
 - a. Initial entry requirements for prekindergarten thru 12th grade.
 - b. Health requirements for initial entry (F.S. 1003.22), including immunization requirements.
 - c. Placement of transfer students for initial entry.
 - d. Student withdrawal information.
2. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
3. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

I. ELEMENTARY SCHOOL

(GRADES PREK - 5)

A. CURRICULUM & INSTRUCTION

1. Prekindergarten Curriculum

- a. Students will receive an integrated curriculum that emphasizes instruction in literacy, mathematics, cognitive, and social/emotional development.
- b. Students will be provided with opportunities for art, music, and physical education activities.
- c. Instructional approaches will be research-based and will include the active participation of students.
- d. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education.
- e. All aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.

2. Regularly Scheduled Instruction (Grades K-5)

- a. Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; health; physical education; art; music; and computer education.
- b. Special interest classes such as world languages shall be in accordance with state statutes and rules.
- c. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
- d. Instructional times for some content areas are mandated based by state statute, while the instructional times for other content areas are recommended by the District. Flexibility in scheduling instruction throughout the day is necessary to meet the specific teaching and learning needs of students.
 - 1) Instructional times indicated below are mandated by state legislation:
 - i. Minimum 90-minute daily, uninterrupted Reading Block (F.S. 1008.25; F.A.C. 6A-6.053),
 - ii. Reading intervention instruction daily, beyond the 90-minute Reading Block (F.S. 1008.25; F.A.C. 6A-054), and
 - iii. Minimum 150 minutes of physical education each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted (F.S. 1003.455(3)).
 - 2) Instructional times indicated below are recommended by the District:
 - i. 30 minutes of daily writing instruction,
 - ii. 60 minutes of daily math instruction,
 - iii. 150 minutes of weekly science instruction that includes a block of scientific investigations using inquiry approach (science lab) at least once a week,
 - iv. 100 minutes of weekly social studies instruction, and
 - v. 100 minutes of weekly special area instruction (art, music, etc.).
 - 3) Flexibility for scheduling throughout the week is appropriate and is best achieved when content area instruction is integrated through an interdisciplinary approach. In the event greater instructional time for a content area is needed on one day, lesser time can be devoted to the same content area on another day. Flexibility of the recommended instructional times is also appropriate to meet the state- mandated, weekly physical activity requirements.

3. Required Instruction

The following State-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

- a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), (P.L. 108- 447)
- b. The Holocaust (F.S. 1003.42(2)(g))
- c. African and African American History (F.S. 1003.42(2)(h))
- d. Hispanic Contributions (F.S. 1003.42(2)(p))
- e. Women's Contributions (F.S. 1003.42(2)(q))
- f. Veterans' Recognition (F.S. 1003.42(2)(t))
- g. Celebrate Freedom Week (F.S. 1003.421(1))
- h. Disability History and Awareness Week (F.S. 1003.4205)
- i. The Declaration of Independence (F.S. 1003.42(2)(a))
- j. Flag Education (F.S. 1003.42(2)(d))
- k. Elements of Civil Government (F.S. 1003.42(2)(c))
- l. History of the United States (F.S. 1003.42(2)(f))
- m. Elementary principles of agriculture (F.S. 1003.42(2)(i))
- n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- o. Kindness to animals (F.S. 1003.42(2)(k))
- p. History of the state (F.S. 1003.42(2)(l))
- q. Conservation of natural resource (F.S. 1003.42(2)(m))
- r. Comprehensive health education (F.S. 1003.42(2)(n))
- s. Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

4. Character Education

- a. The character education traits that shall be integrated into the PreK-12 curriculum are:
 - 1) Respect
 - 2) Honesty
 - 3) Responsibility
 - 4) Self-control
 - 5) Tolerance
 - 6) Kindness
 - 7) Citizenship
 - 8) Cooperation (F.S. 1003.42(2)(s)).
- b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

5. Physical Education

- a. Elementary school students in grades K-5 and students in grade 6 who are enrolled in a school that contains one or more elementary grades shall be provided 150 minutes of physical education each week so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes (F.S. 1003.455(3)).
- b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - 1) The student is enrolled or required to enroll in a remedial course, or
 - 2) The student's parent indicates in writing to the school that:
 - i. The parent requests that the student enroll in another course from among those courses offered as options by the district; or
 - ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- c. To satisfy the 150-minute-per-week requirement for elementary school students, the physical education provided shall consist of physical activities of at least a moderate

intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students (F.S. 1003.455(1)).

- d. Each school shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. This requirement does not apply to charter schools (F.S. 1003.455(6)).

6. Health Education

- a. The District must approve the materials, resources, and speakers used in these components of the K-12 health curriculum.
- b. Instruction should be appropriate for the age and grade of the students and shall reflect current theory, knowledge, and practice (F.S. 1003.46).
- c. Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).

7. Outside Activities

- a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- b. See SBBC Policy 6303 for additional field trip information.

8. Digital Tools

- a. Curriculum
 - 1) Curricula for students in pre-kindergarten through grade 5 must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
 - 2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
- b. Materials
 - 1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).
 - 2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications (F.S.1003.4203(1)).
 - 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S.1003.4203(2)). Beginning with the 2015-2016 school year:
 - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - ii. Each student's individual educational plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.
- c. Certificates
 - 1) CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).
 - i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:
 - a) Word processing;
 - b) Spreadsheets;
 - c) Presentations, including sound, motion, and color presentations;

- d) Digital arts;
- e) Cybersecurity; and
- f) Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.

9. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE), even if the school offers the same course, unless:
 - 1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.
 - 2) The student is enrolled in the course at the local school and may not concurrently enroll in the same course at FLVS or BVE.
- b. Schools may allow student access to FLVS as part of the student's full day curriculum if the District has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside the school day (F.S. 1002.45(2)(c)).

B. ASSESSMENTS

1. Statewide, Standardized Assessments (F.S. 1008.22)

- a. Each student must participate in statewide, standardized assessments at designated grade levels, as required by F.S. 1008.22.
- b. Students with disabilities who meet state-defined exemption criteria may be administered an alternate assessment (F.S. 1008.22(8)) or any one or a combination of the accommodations as authorized by law. An approved unique accommodation must be allowable for use on a statewide standardized assessment. The accommodation must be used by the student during classroom instruction and assessments and be described as such on the student's IEP or plan developed in accordance with Sections 504 and Rehabilitation Act.
- c. For English Language Learners who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A-6.09091, to enable them to fully participate in all assessments.
- d. Ongoing assessment is an integral part of the instructional process, and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).
- e. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S. 1008.22(b)(9)(d)).
- f. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (FSA Administration Policies and Procedures Manual).

2. Universal Screening

- a. Kindergarten: Each school must administer the statewide kindergarten screening to each kindergarten student in the district within the first 30 school days of each school year (F.S. 1002.69(1)) and continuously monitor progress.
- b. Gifted: Annually, second graders are screened to determine those students who may be eligible for gifted services (F.A.C. 6A-6.03019).
 - 1) Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services.
 - i. The notification to the parent must request permission from the parent for follow-

up eligibility testing.

- ii. Once parental consent is given, the student will be subsequently referred by the school to the school's appointed school psychologist for follow-up testing.
- c. MTSS/RtI: All students participate in the MTSS/RtI process. As part of the MTSS/RtI process, schools shall universally screen all students to determine their academic, behavior and social emotional needs across all tiers and grade levels so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).
 - 1) The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening and early warning systems data at regular intervals and design appropriate instruction, interventions and supports.
 - 2) RtI help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence-based interventions early on – when students first exhibit signs of learning problems. Implementing proactive data-driven decision making provides teachers with better, more timely information about students in order to improve student learning and performance. The nature and intensity of such interventions can be continually adjusted depending on each student's responsiveness. Specific interventions and supports shall be initiated as soon as a student first demonstrate deficits in literacy (reading and writing), mathematics, or behavior.

3. Suspension of Curriculum

- a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment; however, a school may engage in the following test-preparation activities for a statewide assessment (F.S.1008.22(3)(g)):
 - 1) Distributing to students sample test books and answer keys published by the Florida Department of Education,
 - 2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
 - 3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the schools' regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a district approved diagnostic assessment is identified as having a deficiency in the content knowledge and skills assessed,
 - 4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
 - 5) Administering a practice test or engaging in other test- preparation activities for statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment

4. Legislative Changes

Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

5. Grading

- a. Student performance will be evaluated and reported based upon mastery of standards.

- 1) The symbols to be used for grades K-2 are:

Grade	Definition
1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable (Not assessed during the reporting period)

- 2) The symbols to be used for grades 3-5 are:

Grade	Definition	Numerical Score
A	Superior Progress	90-100%
B	Above Average Progress	80-89%
-----	Average Progress	70-79%
D	Below Average Progress	60-69%
F	Failure	59% Or Below

- 3) Progress in other areas will be reported using the following symbols:

Grade	Definition
1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable

a. Make-Up Work

- i. Make-up work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.
- ii. All make-up work, including quizzes and tests, must be submitted/taken within two school days upon return to the missed class, not including the day of return, for each day of an absence
- iii. When assignments and appropriate instruction are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class.
- iv. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

C. PROMOTION

1. Standard Promotion Criteria

- a. The charts in Appendix A summarize the promotion requirements for each elementary grade level.
- b. In addition to the specific promotion criteria for reading and mathematics listed in Appendix A, promotion decisions must take into account a student's proficiency in writing and science (based upon proficiency levels determined by the District and/or the State) (F.S. 1008.25(2)).
- c. The evaluation of each student's progress must be based upon classroom work,

teacher observations, district-approved assessments, statewide formative and summative assessments, and other relevant information. No single assessment is the sole determiner of promotion.

- d. Students in third grade are subject to stricter, State-mandated promotion criteria. See section entitled, “Third Grade Retention” below.

2. Good Cause Promotion Criteria (F.S. 1008.25(6)(b))

- a. Any student who does not meet the reading and/or mathematics promotion criteria in Appendix A may be promoted if the student meets one of the Good Cause options included in Appendix A.
- b. Recommendations for Good Cause promotion shall be reviewed by the principal, discussed with the teacher and parent notified at the first sign of a student demonstrating deficits in literacy (reading and writing), mathematics, or behavior.
 - i. All Good Cause decisions must be made and recorded by the end of the school year or the end of third grade reading camp, except in extenuating circumstances.
 - ii. Documentation submitted from the student’s teacher to the school principal must indicate that the promotion is appropriate based upon the student’s academic record.
 - iii. In order to minimize paperwork requirements, such documentation shall consist of the existing progress monitoring plans, Individual Education Plan (IEP), report cards, interim reports and/or academic intervention records, as appropriate.
 - iv. If the principal determines that the student meets Good Cause promotion criteria, the principal shall make such recommendation in writing to the Superintendent or designee.
 - v. The Superintendent or designee shall accept or reject the principal’s recommendation in writing (F.S. 1008.25(6)(c)).
- c. The Superintendent may promote a student bas upon extraordinary circumstances that impacted the student’s performance (e.g., student with a terminal illness). Good Cause for extraordinary circumstances does not apply to students in third grade.
- d. Students who are being considered for retention/retained, must receive instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3) process and evidence must indicate the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented in the District’s comprehensive data system.

3. Mid-Year Promotion

- a. Prior to November 1st, third grade students who have been retained in third grade may be promoted to the fourth grade immediately after earning an acceptable level of performance on a state-approved assessment measuring achievement toward mastery of the Florida English Language Arts standards (F.S. 1008.25(7)(b)(3)).
- b. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of fourth grade.
- c. ACCEL (described in this policy) allows for mid-year and whole-grade promotion for accelerated students in other elementary grades.

D. REMEDIATION INTERVENTION AND SUPPORT

1. Assessment Support

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized assessment in English Language Arts and/or Mathematics must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance (F.S. 1008.25(4)(a)).

- b. A student in grades 3-5 who scores below proficiency on the statewide, standardized assessment or a student in grades K-5 who exhibits a substantial deficiency in reading and/or mathematics based upon district approved formative and/or summative assessment criteria (including teacher observation) must be covered by:
 - i. A federally required student plan, such as an Individual Educational Plan (IEP); or
 - ii. An individualized progress monitoring plan; or
 - iii. A school wide system of progress monitoring for all students;
 - iv. Both, as necessary (F.S. 1008.25(4)(c)).

2. Specific Reading Progress Monitoring Plans Requirements

- a. Any student in kindergarten through grade 5 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency (F.S. 1008.25(5)(a)).
- b. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions (F.S. 1008.25(5)(a)).
- c. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment (F.S. 1008.25(5)(a)).
- d. Research-based and evidenced-based instructional activities that have been shown to be successful with low-performing students will be used.

3. Specific PMP Mathematics Requirements

- a. K-2 students who meet the District criteria for a PMP must receive intensive intervention instruction.
- b. If a student in grades 3-5 scores below proficiency on the statewide, standardized assessment for mathematics, the student will be required to receive personalized academic intervention plan.
- c. The teacher must develop and implement, in consultation with the student's parent, a personalized academic intervention plan in mathematics to assist the student in meeting State and District expectations for proficiency (F.S. 1008.25(4)(b)).
- d. Schools must provide frequent monitoring of student progress.
- e. Research-based and evidenced-based mathematics activities that have been shown to be successful in teaching mathematics to low-performing students will be implemented.

4. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)

- a. The Collaborative Problem-Solving Team (CPST) including classroom teachers and support staff must engage in data-based problem solving to ensure all students' areas of concern are identified, instruction and intervention are matched to students' need and aligned to the appropriate level of support. Students may need a layered continuum of interventions and supports. The continuum may include implementation of supplemental strategies, standard protocol plans, Targeted (Tier 2 / Intensive (Tier 3) interventions, and IEPs. Instruction and intervention implemented through the MTSS/RtI process must be implemented with fidelity, progress monitored, and outcomes documented. Refer to the District's MTSS Implementation Guide ([link here](#)).
- 1) During Universal (Tier 1) instruction, intervention and support, all students are provided effective, differentiated instruction provided by a classroom teacher using evidence-

based curriculum.

- 2) Students who demonstrate a need for additional Targeted (Tier 2) and/or Intensive (Tier 3) reading, mathematics and/ or behavioral instruction and intervention must be provide instruction and intervention in addition to Universal (Tier 1) instruction intervention may include increasing the frequency, duration, intensity, instructional focus and/or group size of daily, small group differentiated instruction–
- 3) successful readers, able to read at or above grade level, ready for promotion to the next grade level, and/or the intensive intervention for students retained in third grade will include:
 - i. Effective instructional practices,
 - ii. Participation in the summer reading camp, and
 - iii. Appropriate teaching methodologies (F.S. 1008.25(7)).
- 4) Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis

5. Intensive Accelerated Reading Instruction

- a. To prevent the retention of third grade students and to offer intensive accelerated reading instruction to third grade students who failed to meet standards for promotion to fourth grade, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:
 - 1) Assessment of K-3 students in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
 - 2) Reading instruction, implemented through core and supplemental resources, recommended in the District's Comprehensive K-12 Reading Plan and Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan, meets the following specifications:
 - i. Assists the student identified with a reading deficiency in developing the ability to read at grade level,
 - ii. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing,
 - iii. Provides scientifically-based and reliable formative and summative assessments,
 - iv. Provides initial and ongoing analysis of each student's reading progress, and
 - v. Provides implementation during regular school hours.
 - b. Reading instruction must be both integrated and interdisciplinary
 - 1) Provide integrated opportunities to use the language arts strands and skills (reading, including foundational skills, writing, listening, speaking, and language) to strengthen the student's overall literacy development.
 - 2) Provide instruction using an interdisciplinary approach through a balance of literature and informational texts in history, social studies, and science to help students develop proficiency in reading complex text independently and across various content areas.
- 6.** The District's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students in elementary schools who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)).
- 7.** Each student who does not meet minimum performance expectations for the statewide, standardized assessments in reading, writing, science, and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25(4)(c)).

F. RETENTION

1. Retention Criteria

- a. Failure to meet the promotion or Good Cause promotion requirements identified in Appendix A will result in retention in the same grade level until the deficiencies are remediated.
- b. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained.
 - 1) The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions.
 - 2) The notice will comply with state statute (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading and/or math deficiency (F.S. 1008.25(7)(b)(2)).
 - 3) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
- c. Students who are retained will receive an intensive instructional program that is different from the previous year's program.
- d. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.

2. Social Promotion

- a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
- b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with State law and District policy (F.S. 1008.25(6)).

3. English Language Learners (ELL)

- a. Formal retention recommendations for English Language Learners (ELLs) in grades K-2 and 4-5 require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).
 1. ELL students cannot be retained solely due to lack of proficiency in English.
 2. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.

4. Social/Emotional Support

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

5. Third Grade Retention

- a. Students who are retained the third grade must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:
 - 1) Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
 - 2) Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1 above.
 - 3) A minimum of 90 minutes daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include (F.S.1008.25(7)(b)(1)(a-g)):
 - i. Integration of content-rich texts in science and social studies within the

- 90- minute reading block,
- i. Small group differentiated instruction,
- ii. Reduced teacher-student ratios
- iv. More frequent progress monitoring,
- v. Tutoring or mentoring,
- vi. Transition classes, containing third and fourth grade students,
- vii. Extended school day, week, or year
- b. Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2020, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).
- c. Establish at each school, when applicable, an intensive reading acceleration course (IAC) for any student retained in third grade who was previously retained in kindergarten, grade 1, or grade 2 (F.S. 1008.25(7)(b)(4)(a-e)). The intensive reading acceleration course must provide the following:
 - 1) Reduced teacher-student ratios,
 - 2) Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master fourth grade standards adopted by the State Board of Education in other core subject areas through content rich texts.
 - 3) Small group instruction
 - 4) The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - 5) A read-at-home plan.

G. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL) (F.S. 1002.3105 and F.S. 1008.25)

- a. Each elementary school will include at a minimum:
 - 1) whole-grade promotion;
 - 2) mid-year promotion;
 - 3) subject-matter acceleration; and
 - 4) virtual instruction in higher grade level subjects.
- b. Additional ACCEL options may include, but are not limited to:
 - 1) Enriched science, technology, engineering, and mathematics coursework,
 - 2) Enrichment programs,
 - 3) Flexible grouping
 - 4) Advanced academic courses
 - 5) Combined classes
 - 6) Self-paced instruction
 - 7) Curriculum compacting
 - 8) Advanced-content instruction, and
 - 9) Telescoping curriculum (F.S. 1002.3105).
- c. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole- grade promotion, mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, and F.S. 1008.25.
- d. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level

school, by contacting the current school's principal.

- e. District-established ACCEL eligibility criteria are located in Appendix D.
- f. When the accelerated promotion occurs within the school, the principal may establish school-based eligibility criteria with district approval (1002.3105(4)(b)1.).

2. Gifted Education (F.S. 1003.01 and 1003.57)

- a. Students may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process.
- b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A6.030191).
- c. Each student identified as being eligible for gifted services is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process.
- d. All students identified as gifted must have an EP.
 - 1) EPs must be reviewed and redesigned at least every two years and/or at matriculation to the middle or high school.
 - 2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents through the EP Progress Report.
 - 3) For more information, consult the Procedural Guide for Gifted Education.

H. REPORTING PROGRESS

1. Reading Deficiency and Parental Notification

- a. The parent of any student, who exhibits a substantial reading deficiency, must be notified in writing of the following (F.S. 1008.25(5)(c)):
 - 1) That the child has been identified as having a substantial reading deficiency, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
 - 2) A description of the current services that are provided to the child.
 - 3) A description of the proposed intensive interventions and supports that are designed to remediate the identified areas of reading deficiency.
 - 4) That if the child's reading deficiency is not remediated by the end of third grade, the child will be retained unless exempted from mandatory retention for Good Cause.
 - 5) Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
 - 6) That the statewide, standardized assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the District in knowing when a child is reading at or above grade level and ready for grade level promotion.
 - 7) The District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in third grade who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
 - 8) The District's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

2. Report Cards

- a. Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days.
- b. A student must be in attendance at a SBBC school for 25 days to receive a grade.
- c. The student's performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria and indicate whether the child is performing "at/above" or "below grade level." Continued below grade level performance is an indication of possible retention.
- d. Report cards also provide information on the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33).
- e. Report cards shall be signed by the parent and returned to the teacher.
- f. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.
- g. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
- h. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school, such as Montessori.

3. Interim Reports

Interim reports indicate if a student is having difficulties and report cards are marked to show on-grade level or below-grade level performance. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:

- a. A below average grade (Grades 3-5 a grade of D or F),
- b. A drop of two or more grades,
- c. Unacceptable behavior, and
- d. Excessive absences.

4. Alternative Report Card

A district-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card or other district-approved programs that the standard report card does not address adequately.

5. IEP Annual Goals

The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

6. Education Plan Goals

The Education Plan (EP) Goals Progress Report must be completed and sent home with each report card for all gifted students beginning with the second marking period of kindergarten.

7. English Language Learner (ELL) Plan Goals

An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

8. Parent/Teacher Conferences

- a. Conferences with parents are a required part of the reporting system.
- b. Teachers will request a minimum of two conferences per year, per student.

I. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career

development needs of all students.

2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.
3. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.

J. STUDENT DAY

1. The length of the elementary student day shall be a minimum of:
 - a. Prekindergarten as Determined by Program
 - b. Elementary School 360 minutes
 - c. ESE Centers 360 minutes(Exceeds State requirements defined in F.S. 1011.61)
2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

II. MIDDLE SCHOOL (GRADES 6-8)

A. CURRICULUM & INSTRUCTION

1. Regularly Scheduled Instruction

- a. Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music, and computer education.
- b. All courses, including instruction in exploratory, career and technical education, special interest classes, and world languages shall be in accordance with state statutes and rules, and focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S.1003.41).

2. High School Courses in Middle Grades

- a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade.
- b. All middle schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I.
 - 1) Middle schools are encouraged to offer other high school courses whereby students may earn high school credit.
- c. Middle school students may also receive credit for high school courses successfully completed in an accredited virtual environment, which may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
- d. All high school courses taken by a middle grades student will be counted toward the student's high school grade point averages, including but not limited to those used for class rank, high school graduation, Bright Futures eligibility, NCAA Clearinghouse eligibility, and/or state university system admission requirements.
- e. A middle grades student whose unique academic needs cannot be met at the middle grades level, as determined by the principal, may be permitted to attend a high school for the necessary course.
 - 1) A middle grades student may not attend a high school campus when:
 - i. The course is available through the middle grades level, or
 - ii. The course sought at the high school requires successful completion of the middle grades curriculum.
 - 2) Transportation must be provided by the parents and will be reimbursed at the standard rate.

3. Physical Education

- a. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8 (F.S. 1003.455(3)).
- b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - 1) The student is enrolled or required to enroll in a remedial course.
 - 2) The student's parent indicates in writing to the school that:
 - i. The parent requests for the student to enroll in another course from among those courses offered as options by the District; or
 - ii. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

4. Health Education

- a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:

- 1) The definition of dating violence and abuse,
 - 2) The warning signs of dating violence and abusive behavior,
 - 3) The characteristics of healthy relationships,
 - 4) Measures to prevent and stop dating violence and abuse, and
 - 5) Community resources available to victims of dating violence and abuse.
- b. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K- 12 health curriculum.
 - c. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46(1)).
 - d. Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).

5. Digital Tools

- a. Curriculum
 - 1) Curricula for students in middle grades must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
 - 2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S.1003.4203, and F.S. 1003.428).
- b. Materials
 - 1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).
 - 2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open- access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).
 - 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:
 - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.
- c. Certificates
 - 1) CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).
Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:
 - i. Word processing;
 - ii. Spreadsheets;
 - iii. Presentations, including sound, motion, and color presentations;
 - iv. Digital arts;
 - v. Cybersecurity; and

- vi. Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
- vii. Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate (F.S. 1003.4203(3)(b)).

6. Parent Meeting

All middle grades shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(e)).

7. Character Education

- a. The character education traits that shall be integrated into the PreK-12 curriculum are (F.S. 1003.42(2)(s)):
 - 1) Respect,
 - 2) Honesty,
 - 3) Responsibility,
 - 4) Self-control,
 - 5) Tolerance,
 - 6) Kindness,
 - 7) Citizenship, and
 - 8) Cooperation.
- b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).

8. Required Instruction

The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

- a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108- 447)
- b. The Holocaust (F.S. 1003.42(2)(g))
- c. African and African American History (F.S. 1003.42(2)(h))
- d. Hispanic Contributions (F.S. 1003.42(2)(p))
- e. Women's Contributions (F.S. 1003.42(2)(q))
- f. Veterans' Recognition (F.S. 1003.42(2)(t))
- g. Celebrate Freedom Week (F.S. 1003.421(1))
- h. Disability History and Awareness Week (F.S. 1003.4205)
- i. The Declaration of Independence (F.S. 1003.42(2)(a))
- j. Flag Education (F.S. 1003.42(2)(d))
- k. Elements of Civil Government (F.S. 1003.42(2)(c))
- l. History of the United States (F.S. 1003.42(2)(f))
- m. Elementary principles of agriculture (F.S. 1003.42(2)(i))
- n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(j))
- o. Kindness to animals (F.S. 1003.42(2)(k))
- p. History of the state (F.S. 1003.42(2)(l))
- q. Conservation of natural resources (F.S. 1003.42(2)(m))
- r. Comprehensive health education (F.S. 1003.42(2)(n))
- s. Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

9. Outside Activities

- a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- b. See SBBC Policy 6303 for additional field trip information.

10. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
 - 1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.
 - 2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.
- b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the district has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).
- c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full- time virtual instruction program.

B. ASSESSMENTS

1. Statewide, Standardized Assessments (F.S. 1008.22)

- a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.
- b. Middle grades students enrolled in Civics or high school Algebra I, Geometry, United States History, or Biology I must take the statewide, standardized End-of-Course (EOC) Assessment for those courses.
- c. Students who take the statewide, standardized EOC assessment for a course shall not take the corresponding subject and grade level statewide, standardized assessment (F.S. 1008.22(8)).
- d. All statewide, standardized EOC assessments and ELA, mathematics, and science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.
- e. A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
- f. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).
 - 1) Parents of students with disabilities must also be provided with information about required state assessments and End- of-Course (EOC) assessment waivers.
 - 2) An approved unique accommodation must be allowable for use on a statewide standardized assessment. The accommodation must be used by the student during classroom instruction and assessments and be described as such on the student's IEP or plan developed in accordance with Sections 504 and Rehabilitation Act.
- g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A- 6.09091, to enable them to fully

participate in all assessments.

- h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).
- i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S.1008.22(b)(9)(d)).
- j. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (FSA Administration Policies and Procedures Manual).

2. Universal Screening

- 1. MTSS/Rtl: All students participate in the MTSS/Rtl process. As part of the MTSS/Rtl process, schools shall universally screen all students to determine their academic, behavior and social emotional needs across all tiers and grade levels so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).
 - a. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening and early warning systems data at regular intervals and design appropriate instruction, intervention and support plans.
 - b. Rtl help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence-based interventions early on – when students first exhibit signs of learning problems. Implementing proactive data-driven decision making provides teachers with better, more timely information about students in order to improve student learning and performance. The nature and intensity of such interventions can be continually adjusted depending on each student's responsiveness. Specific interventions and supports shall be initiated as soon as a student first demonstrate deficits in literacy (reading and writing), mathematics, or behavior.

3. Suspension of Curriculum

A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment; however, a school may engage in the following test-preparation activities for a statewide assessment (F.S. 1008.22(3)(g)):

- a. Distributing to students sample test books and answer keys published by the Florida Department of Education,
- b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
- c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills addressed,
- d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- e. Administering a practice test or engaging in other test- preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

4. High School Semester Examinations and Exemptions

- a. Semester examinations shall be scheduled and administered in accordance with the guidelines provided by the District.
- b. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33(2)).
- c. A middle grades student may be exempt from the midterm and/or final exams in a high school course under the following criteria:
 - 1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.
 - 2) The student may waive up to one-half of eligible midterms or final exams for all high school or higher-level courses on the student's regular school day schedule.
 - 3) AP/IB/AICE midterms cannot be exempted; however, the student may exempt the final exam.
 - 0) Teachers are encouraged to give an alternative assessment in lieu of a traditional final.
 - 4) Dual enrollment midterms and finals may not be exempted.
 - 5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
 - 6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

5. Legislative Changes

Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

6. Final Course Grading – Without an EOC Exam

- a. A student earns points for the letter grade achieved in each quarter of a middle school course (F.S. 1003.437) according to the following chart:

Progress	Numerical Score	Letter Grade	Quarter Points
Superior	90-100%	A	4
Outstanding	87-89%	B+	3.1
Commendable	80-86%	B	3
Above Average	77-79%	C+	2.1
Average	70-76%	C	2
Below Average	67-69%	D+	1.1
Lowest Acceptable	60-66%	D	1
Failure	0-59%	F	0
Incomplete	N/A	I	0

- b. A final grade for a full year middle school course will be determined based upon the total number of points earned in all quarters according to the following chart.

Total Quarter (Q) Points =	Q1 Pts.	+	Q2 Pts.	+	Q3 Pts.	+	Q4 Pts.

Total Quarter Points	Final Course Grade
14.00 or above	A
12.20 - 13.99	B+
10.00 - 12.19	B
8.20 - 9.99	C+
6.00 - 8.19	C
4.20 - 5.99	D+
4.00 - 4.19	D
3.99 or below	F

7. Final Course Grading – With an EOC Exam

- a. A student enrolled in a middle school course (i.e., Civics) that requires the statewide, standardized EOC assessment to constitute 30% of the final course grade will earn points for the level achieved on the EOC and corresponding letter grade according to the following chart:

EOC Exam Level	Letter Grade	EOC Exam Points
5	A	12
4	A	12
3	B	9
2	C	6
1	D	3

- b. The total quarter points earned in the course must convert to a new scale:

Total Quarter Points	Converted Points
14.00 or above	28.00
12.20 - 13.99	22.40
10.00 - 12.19	21.00
8.20 - 9.99	15.40
6.00 - 8.19	14.00
4.20 - 5.99	8.40
4.00 - 4.19	7.00
3.99 or below	0.00

- c.

New Total Points =	Converted Points	+	EOC Exam Points
- The student's final course grade will be determined by totaling the Converted Full Year Points and EOC points according to the following chart:

New Total Points	Final Course Letter Grade
35.00 or above	A
30.63 - 34.99	B+
25.00 - 30.62	B
20.63 - 24.99	C+
15.00 - 20.62	C
10.63 - 14.99	D+
6.25 - 10.62	D
6.24 or below	F

8. Incomplete Grades

A grade of Incomplete ("I") is given as an opportunity for students to make up incomplete class work, a statewide, standardized End-of- Course (EOC) assessment, or for students who require additional time to demonstrate mastery of course standards.

- Class work should be made up prior to the end of the next marking period.
- If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F" grade. The principal may extend the deadline.

9. High School Grading

- Letter grades ("A"- "F", "I") will be assigned for any high school course taken by a middle grades student and will be counted toward the student's high school grade point averages.
- Please refer to Section III - High Schools and the related appendices for additional information regarding the calculation of various high school course final grades.

10. Make-Up Work

- Make-up work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.
- All make-up work, including quizzes and tests, must be submitted/taken within two school days upon return to the missed class, not including the day of return, for each day of an absence.
- When assignments and appropriate instruction are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class.
- Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

C. PROMOTION

1. Promotion from 6th to 7th and 7th to 8th Grades

A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.

2. Promotion from 8th to 9th Grade

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete three middle

grades or higher courses in the following subjects (F.S. 1003.4156(1)):

- a. English Language Arts (ELA)
- b. Mathematics
 - 1) Successful middle grades credit for a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.
 - 2) To earn high school credit for Algebra I or Geometry a middle grades student must take the respective statewide, standardized EOC assessment and pass the course.
 - 3) Performance on the Algebra I and Geometry EOC assessments constitutes 30 percent of the final course grade.
- c. Social Studies
 - 1) Must include at least a one semester civics education course that includes the roles and responsibilities of federal, state, and local governments; structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - i. Performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).
 - ii. A middle grades student who transfers into the State's public school system from out-of-country, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of:
 - a) Three courses in social studies, or
 - b) Two year-long courses in social studies that include coverage of civics education.
- d. Science
 - 1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.
 - 2) To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment and pass the course.
 - 3) Performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.
- e. Career Exploration
 - 1) Each student will complete one course in career and education planning. This course will result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school.
- f. Students who achieve satisfactory performance or level 3 or higher on a statewide, standardized assessment but failed a respective subject area middle school course may receive a full-year grade of passing (P) for promotion purposes, but the original course and failing grade (F) must remain on the student's transcript.

3. Uniform Transfer of Students in Middle Grades

- a. Grades earned and offered for acceptance shall be based on official transcripts

and shall be accepted at face value subject to validation, if required by the receiving school's accreditation.

- b. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, or is a home education student, successful completion of courses shall be validated through performance during the first grading period as described below.
- c. If a transfer student's transcript shows a final high school course grade and credit in Algebra I, Geometry, Biology I, or United States History, or a middle school civics course, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
- d. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as described below.
- e. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the District's student progression plan shall be used for validation purposes, as determined by the teacher, principal, and parent:
 - 1) Portfolio evaluation by the Superintendent or designee;
 - 2) Demonstrated performance in courses taken at other public or private accredited schools;
 - 3) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - 4) Demonstrated proficiencies on the statewide, standardized assessment; or
 - 5) Written review of the criteria utilized for a given subject provided by the former school.
- f. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments required to validate placement (F.A.C. 6A-1.09942).

4. Promotion in Extraordinary Circumstances

- a. The Superintendent or des, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g., student with a terminal illness).
- b. The Superintendent shall accept or reject the principal's recommendation in writing.
- c. Promotions in extraordinary circumstances are not permitted from 8th to 9th grade unless the student has met the statutorily required promotion requirements pursuant to F.S. 1003.4156.

5. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "competency-based" educational setting. Students demonstrate credit completion at the point they finish the course requirements.

- a. Promotion for these students occurs on the date the student meets the promotion criteria as prescribed by SBBC Policy 6000.2.

D. INTERVENTION AND SUPPORT

1. Progress Monitoring

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts and/or mathematics assessment, or the Algebra I EOC assessment, must be evaluated

to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

- b. A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
 - i. A federally required student plan, such as an Individual Educational Plan (IEP);
 - ii. An individualized progress monitoring plan;
 - iii. A school wide system of progress monitoring for all students;
 - iv. Or both, as necessary
- c. If a middle grades student scores below satisfactory on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, the following year the student may be placed in appropriate intensive coursework according to the District's Reading Placement Guidelines Chart. The course may be taught by a teacher who is reading certified, endorsed, or completed a district-approved professional development program. Supplemental strategies and supports must be incorporated into course content delivery.
- d. The Collaborative Problem-Solving Team (CPST) including classroom teachers and support staff must engage in data-based problem solving to ensure all students' areas of concern are identified, instruction and intervention are matched to students' need and aligned to the appropriate level of support. The school must develop a school wide and/or personalized intervention and progress monitoring plan. Parents/Guardians should be engaged and informed throughout the process. (F.S. 1008.25(4)(b)).
- e. Students exhibiting substantial deficiencies in reading or mathematics must have more diagnostic assessments and frequent progress monitoring using district-approved assessments, including baseline, midyear, and end-of-year measures.
- f. Research-based and evidenced-based instructional activities that have been shown to be successful with low-performing students will be used.
- g. The District may require low-performing students to attend supplemental programs held before or after regular school hours or during the summer if transportation is provided.
- h. Each student who does not meet minimum performance expectations for the statewide, standardized assessments in reading, writing, science, and mathematics must receive additional instruction and intervention matched to need with supplemental support until expectations are met (F.S. 1008.25(4)(c)).
- i. Students may need a layered continuum of interventions and supports. The continuum may include implementation of supplemental strategies, standard protocol treatment plans, Targeted (Tier 2 / Intensive (Tier 3) interventions, IEPs and other District plans. Instruction and intervention implemented through the MTSS/RtI process must be implemented with fidelity, progress monitored, and outcomes documented.

2. Extended Learning Opportunities

- a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day.
- b. Extended learning opportunities will be determined on an annual basis.

3. Required Support for Department of Juvenile Justice (DJJ) Students

All returning DJJ students must be referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process for behavioral and social-emotional supports.

4. Grade Forgiveness

- a. For middle grades students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course.
- b. For middle grades students taking high school courses, forgiveness for elective courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in another course (F.S. 1003.43).
- c. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA; however, all forgiven courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement.
 - 1) The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record or to delete the forgiven course and grade (F.A.C. 6A- 1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).
- d. Middle grades students taking high school courses, earning a grade of “B” or “B+” will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.

E. RETENTION

1. Retention Criteria

- a. Parents must be notified, no later than a week after grades are received, when it appears that a student may be retained.
 - 1) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
- b. Students who are being considered for retention/retained, must receive instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3) process and evidence must indicate the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented in the District’s comprehensive data system.
- c. For students retained two or more years, appropriate advisement for alternative programs will be made.
- d. Students who have been retained and are not making progress in the current program must undergo additional state or district- approved assessment to determine an appropriate intervention.

2. Social Promotion

- a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
- b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).

3. English Language Learners (ELL)

Formal retention recommendations for English Language Learners (ELL) shall require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).

- a. ELL students cannot be retained solely due to lack of proficiency in English.
- b. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student’s ELL Plan.

4. Social/Emotional Support

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

F. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

- a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).
- b. Each middle grades school will include at a minimum (F.S. 1002.3105(1)(b)):
 - 1) Whole-grade promotion;
 - 2) Midyear promotion;
 - 3) Subject-matter acceleration;
 - 4) Virtual instruction in higher grade level subjects, and
 - 5) The Credit Acceleration Program (CAP).
- c. Additional ACCEL options may include, but are not limited to (F.S. 1002.3105(1)(b)):
 - 1) Enriched science, technology, engineering, and mathematics coursework;
 - 2) Enrichment programs;
 - 3) Flexible grouping;
 - 4) Advanced academic courses;
 - 5) Combined classes;
 - 6) Self-paced instruction;
 - 7) Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and 1008.44;
 - 8) Curriculum compacting;
 - 9) Advanced-content instruction;
 - and 10) Telescoping curriculum.
- d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.
- e. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and 1003.57)

- a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.
- b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).
- c. Each student identified as being eligible for gifted services in grades K-12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.
- d. All students identified as gifted must have a current EP.
 - 1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - 2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.
 - 3) For more information, consult the Procedural Guide for Gifted Education.

G. REPORTING PROGRESS

1. Report Cards

- a. Report cards are issued at the end of every marking period and cover a period of approximately 45 school days.
- b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
- c. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
- d. Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardiness (F.S. 1003.33(b-c)).
- e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.
- f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.

2. Interim Reports

- a. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
- b. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:
 - 1) A grade of "D" or "F",
 - 2) A drop of two or more grades,
 - 3) Unacceptable behavior, and
 - 4) Excessive absences.
- c. In schools with an automated system for record keeping and grading, interims will be provided for all students.

3. Alternative Report Card

- a. A district-approved alternative report card may be used for:
 - 1) students with disabilities whose progress cannot be appropriately reported using the standard report cards, or
 - 2) other district-approved programs that the standard report card does not address adequately.

4. Individual Educational Plan (IEP) Annual Goals

The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

5. Educational Plan (EP) Goals

The EP Goals Progress Report must be completed and sent home with each report card for all gifted students.

6. English Language Learner (ELL) Plan Goals

An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

H. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.

2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national school counseling standards.
3. School counseling services will include communication to parents and students regarding:
 - a. ACCEL options offered by the school and the eligibility requirements for each option pursuant to F.S. 1002.3105(2)(a),
 - b. High school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - c. High school assessment and college entrance test requirements,
 - d. Florida Bright Futures Scholarship Program requirements,
 - e. State University and Florida College System institution admission requirements,
 - f. Available opportunities to earn college credit in high school, including:
 - 1) Advanced Placement (AP),
 - 2) International Baccalaureate (IB),
 - 3) Advanced International Certificate of Education (AICE),
 - 4) College and career dual enrollment (DE),
 - 5) Career education courses (including career-themed courses),
 - 6) Courses that lead to national industry certification pursuant to F.S. 1003.492.
 - g. The final decision regarding selection of high school courses and graduation options that best fit the student's needs belong to the student and parent.

I STUDENT DAY

1. A middle grades student day shall consist of a minimum of:
 - a. Middle School 348 minutes
 - b. ESE Centers 360 minutes(Exceeds state requirements defined in F.S. 1011.61(1)(a)(1))
2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

III. HIGH SCHOOL

(GRADES 9 - 12)

A. CURRICULUM & INSTRUCTION

1. Regularly Scheduled Instruction

Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and world languages (F.S. 1003.41).

2. Character Education

- a. The character education traits that shall be integrated into the PreK-12 curriculum are:
 - 1) Respect
 - 2) Honesty
 - 3) Responsibility
 - 4) Self-control
 - 5) Tolerance
 - 6) Kindness
 - 7) Citizenship
 - 8) Cooperation (F.S. 1003.42(2)(s)).
- b. The concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
- c. The character-development program in grades 9 through 12 shall, at a minimum, include instruction on developing:
 - 1) Leadership skills
 - 2) Interpersonal skills
 - 3) Organization skills
 - 4) Research skills
 - 5) Creating a resume
 - 6) Employment interview skills
 - 7) Conflict resolution
 - 8) Workplace ethics and expectations
 - 9) Resiliency
 - 10) Self-motivation (F.S. 1003.42(2)(s))

3. Required Instruction

- a. The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
 - 1) Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
 - 2) The Holocaust (F.S. 1003.42(2)(g))
 - 3) African and African American History (F.S. 1003.42(2)(h))
 - 4) Hispanic Contributions (F.S. 1003.42(2)(p))
 - 5) Women's Contributions (F.S. 1003.42(2)(q))
 - 6) Veteran's Contributions (F.S. 1003.42(2)(t))
 - 7) Celebrate Freedom Week (F.S. 1003.421(1))
 - 8) Disability History and Awareness Week (F.S. 1003.4205)
 - 9) The Declaration of Independence (F.S. 1003.42(2)(a))
 - 10) Flag Education (F.S. 1003.42(2)(d))
 - 11) Elements of Civil Government (F.S. 1003.42(2)(c))
 - 12) History of the United States (F.S. 1003.42(2)(f))

- 13) Elementary principles of agriculture (F.S. 1003.42(2)(i))
- 14) Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(2)(j))
- 15) Kindness to animals (F.S. 1003.42(2)(k))
- 16) History of the state (F.S. 1003.42(2)(l))
- 17) Conservation of natural resources (F.S. 1003.42(2)(m))
- 18) Comprehensive health education (F.S. 1003.42(2)(n))
- 19) Importance of free enterprise in the US economy (F.S.1003.42(2)(r))

4. Outside Activities

- a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- b. See Policy 6303 for additional field trip information.

5. Digital Tools

- a. Curriculum
 - 1) Curricula for students in high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
 - 2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S.1003.428).
- b. Materials
 - 1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1))
 - 2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open- access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).
 - 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:
 - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.
- c. Certificates
 - 1) CAPE Digital Tool Certificates shall be made available to all public high school grades students (F.S. 1003.4203(3)).
 - i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment.
 - ii. The skills must include, but are not limited to:
 - a) Word processing;
 - b) Spreadsheets;
 - c) Presentations, including sound, motion, and color presentations;
 - d) Digital arts;
 - e) Cybersecurity; and
 - f) Coding consistent with industry certifications that are listed on the

6. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
 - 1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.
 - 2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.
- b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the District has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).
- c. A student whose Individual Educational Plan (IEP) indicates that full- time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

7. Credit Recovery

- a. Credit Recovery courses are credit-bearing courses with specific content requirements.
- b. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course and/or End-of-Course (EOC) assessment.
- c. Credit Recovery courses are not bound by section 1003.436(1)(a), Florida Statutes (F.S.), requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards.
- d. Credit Recovery courses shall only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an EOC assessment retake.
- e. Upon successful completion of a Credit Recovery course, students will also be awarded the equivalent credit in the corresponding core subject area course

B. ASSESSMENTS

1. GRADING

- a. Student performance will be evaluated and reported based upon mastery of standards.
 - 1) The symbols to be used for high school course grading are (F.S. 1003.437):

Letter Grade	Definition	Numerical	Quality Points
A	Superior Progress	90-100	4.0
B+	Outstanding Progress	87-89	3.5
B	Commendable Progress	80-86	3.0
C+	Above Average Progress	77-79	2.5
C	Average Progress	70-76	2.0

D+	Below Average Progress	67-69	1.5
D	Lowest Acceptable Progress	60-66	1.0
F	Failure	0-59	0.0
T	Passed Exam	N/A	0.0
SB	Seal of Biliteracy Program Eligible	N/A	0.0
I	Incomplete	N/A	N/A

- 2) A grade of Incomplete (“I”) is given as an opportunity for students to make up incomplete class work, a statewide, standardized EOC assessment, or for students who require additional time to demonstrate mastery of course standards.
 - i. Class work should be made up prior to the end of the next marking period.
 - ii. If the work remains incomplete or unsatisfactory at the end of this marking period, the “I” will convert to an “F” grade. The principal may extend the deadline.
- 3) Letter grades displaying plus (+) signs shall be used in the calculation of the District’s weighted grade point average for the purpose of determining class rank.
 - i. Plus grades are not included in the GPA calculations for determining athletic eligibility, meeting graduation requirements (F.S. 1003.437), or the Florida Bright Futures Scholarship Program.
 - ii. Students should consult the GPA calculation methodologies for the respective program to determine if that institution recognizes plus grades.
- b. Changes to student grades shall be properly documented using a *Change of Grade Form* to be signed by the principal and the teacher of record and stored in the student’s cumulative record.
 - 1) The appropriate grade change code shall be documented in TERMS.
 - 2) When the teacher of record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson.
 - 3) Changes to a student grade may be made for the following reasons:
 - i. When an EOC assessment retake impacts the EOC course final grade,
 - ii. Technical/input error,
 - iii. Incomplete grade changed to the appropriate letter grade,
 - iv. When, to reflect an accurate final course grade, an “F” grade earned in semester 1 must be changed to allow for averaging of semesters as required by F.S. 1003.43 and described in this policy under “Grade Averaging”, or
 - v. Unforeseen extenuating circumstances.
- c. Semester Course Grades
 - 1) When credit is granted on a semester basis, one-half credit is given for passing a semester’s work in a course.
 - 2) The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination.
 - 3) For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time.
 - 4) For schools on a seven period schedule, one semester is equivalent to an

- 18- week period of time.
- 5) To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
 - i. Both quarter grading periods, or
 - ii. One quarter grading period and the semester examination.
 - 6) The weight of each quarter grade is 37.50% of the final semester grade.
 - 7) The weight of the semester examination is 25% of the final semester grade.
- d. Full-Year Course Grades
- 1) For high school courses in which the statewide, standardized EOC assessment is calculated as 30% of the student's final course grade, one credit (1.0) may only be granted after the student attempts the EOC.
 - 2) For schools implementing a 4x4 block schedule, one full year is equivalent to 18- weeks instruction.
 - 3) For schools on a seven period schedule, one full year is equivalent to 36- weeks of instruction.
 - 4) The weight of each quarter grade is 15% of the final course grade.
 - 5) The weight of the midterm examination is 10% of the final course grade.
 - 6) The weight of the EOC is 30% of the final course grade.
- e. Grade Averaging (F.S. 1003.436)
- 1) For the purpose of graduation, grade averaging of the two semesters for a year- long course will be permitted when one is a failing grade and the other grade is "C" or higher.
 - 2) A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.
 - 3) A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided the student:
 - i. Receives a grade of "C" or better on the semester examination in the semester failed and
 - ii. Is absent no more than 10% of the instructional time during the failed semester in the course requiring grade averaging; and
 - iii. The final grade remains at a passing level after any state- required EOC assessment grade is calculated into the final grade with the required 30% weighting.
- f. Grade Forgiveness
- 1) For high school students, forgiveness for required courses shall be limited to replacing a grade of "D", "F", or "I" with a grade of "C" or higher, earned subsequently in the same or comparable course.
 - 2) For high school students, forgiveness for elective courses shall be limited to replacing a grade of "D", "F", or "I" with a grade of "C" or higher earned subsequently in another course (F.S. 1003.43).
 - 3) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA; however, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement.

- i. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A-1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).
- 4) The Forgiveness Rule shall be applied only one time per course.
- 5) For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of “D” (1.0) may be retaken through an extended learning opportunity or through co- enrollment in order to maintain continuous progress toward graduation.
- g. Grading Formulas
Appendix C outlines the specific grading formulas for the various types of high school courses.
- h. Make-Up Work
 - 1) Make-up work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.
 - 2) All make-up, including quizzes and tests, work must be submitted/taken within two school days upon return to the missed class, not including the day of return, for each day of an absence.
 - 3) When assignments and appropriate instruction are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class.
 - 4) Under extenuating circumstances and at teacher’s discretion, additional time may be allowed.

2. **Statewide, Standardized Assessments** (F.S. 1008.22)

- a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.
- b. EOC assessments for Algebra I, Geometry, Biology I, and United States History shall be administered to students enrolled in such courses as specified in the Course Code Directory.
- c. Students enrolled in a course, as specified in the Course Code Directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade- level statewide, standardized assessment.
- d. The statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
- e. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).
 - 1) Parents of students with disabilities must also be provided with information about required state assessments and EOC waivers.
- f. Students with disabilities for whom the IEP committee determines that an EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for the purpose of determining the student’s course grade and credit.
 - 1) This waiver shall be limited to performance on an assessment that is waived for the purpose of receiving a course grade or standard high school diploma, as applicable.
- g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the

accommodations as authorized by F.A.C. 6A- 6.09091 to enable them to fully participate in all assessments.

- h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).
- i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments.
- j. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (FSA Administration Policies and Procedures Manual).

Florida Statute 1003.4282 Requirements for a standard high school diploma.—
STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(a) *Four credits in English Language Arts (ELA).*—The four credits must be in ELA I, II, III, and IV. A student must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.

(b) *Four credits in mathematics.*—

1. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade.
2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra I.
3. A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.

(c) *Three credits in science.*—

1. Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses. The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade.
2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I.
3. A student who earns a computer science credit may substitute the credit for up to one credit

of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

(d) *Three credits in social studies.*—A student must earn one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government. The United States History EOC assessment constitutes 30 percent of the student's final course grade.

(e) *One credit in fine or performing arts, speech and debate, or practical arts.*—The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

(f) *One credit in physical education.*—Physical education must include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

(g) *Eight credits in electives.*—School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective.

3. Universal Screening

MTSS/RtI: All students participate in the MTSS/RtI process. As part of the MTSS/RtI process, schools shall universally screen all students to determine their academic, behavior and social emotional needs across all tiers and grade levels so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).

- a. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening data at regular intervals and design appropriate instruction, interventions and supports.
- b. RtI help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence-based interventions early on – when students first exhibit signs of learning problems. Implementing proactive data-driven decision making provides teachers with better, more timely information about students in order to improve student learning and performance. The nature and intensity of such interventions can be continually adjusted depending on each student's responsiveness. Specific interventions and supports shall be initiated as soon as a student first demonstrate deficits in literacy (reading and writing), mathematics, or behavior.

4. Suspension of Curriculum

- a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide, standardized assessment (F.S.1008.22(3)(g)).
- b. However, a school may engage in the following test-preparation activities for a statewide assessment:
 - 1) Distributing to students sample test books and answer keys published by the Florida Department of Education,
 - 2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
 - 3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed,
 - 4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
 - 5) Administering a practice test or engaging in other test- preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

5. Legislative Changes

Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

6. Semester Examinations and Exam Exemptions

- a. Semester examinations for a course shall be scheduled and administered in accordance with the guidelines provided by the District.
- b. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33(2)).
- c. A student may be exempt from the midterm and/or final exams in a high school course under the following criteria:
 - 1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.
 - 2) The student may waive eligible midterms or final exams for up to one-half all high school or higher-level courses on the student's regular school day schedule,
 - 3) AP/IB/AICE midterm exams cannot be exempted; however, the student may exempt the final exam.
 - i. Teachers are encouraged to give an alternative assessment in lieu of a traditional final exam.
 - 4) Dual enrollment midterm and final exams may not be exempted.
 - 5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
 - 6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

C. PROMOTION

1. Grade Designation for high school students will be determined as:

- a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
- b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
- c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- d. Following completion of one year designated as an 11th grader, the student will be designated as a 12th grader.
- e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a “performance-based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

2. Social Promotion

- a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S.1002.3105.
- b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).

3. Credits

- a. Definition of Credit
 - 1) One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.
 - 2) One full credit is defined as a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards in a school that has been authorized to implement block scheduling (F.S. 1003.436(1)(a)).
 - 3) One-half credit is defined to be one-half of the requirement for a full credit.
 - 4) Students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (e.g., Credit Acceleration Program (CAP), credit validation, dual enrollment, early admission, or other mechanisms described in ACCEL legislation (F.S. 1002.3105), adult education, and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).
 - 5) Any school that uses alternative scheduling must employ a district- approved mechanism to determine successful mastery of student performance standards.
 - 6) The Florida Articulation Coordinating Committee defines those select semester- length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436).
 - i. Courses that are exceptions are defined in the State Course Code Directory/Dual Enrollment Equivalency List.
- b. Uniform Transfer of High School Credits
 - 1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted on face value subject to validation if required by the receiving school's accreditation.
 - 2) The school shall accept and classify transfer credits for the purpose of credits

- that meet specific graduation requirements without further validation from schools
- that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education.
- 3) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI) is the District's accrediting agency and, as such, district schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:
 - i. AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancED/SACS CASI)
 - ii. Middle States Association of Colleges and Schools (MSACS)
 - iii. New England Association of Colleges and Schools (NEACS)
 - iv. AdvancED/North Central Association of Colleges and Schools (NCACS)
 - v. Northwest Association of Accredited Schools (NAAS)
 - vi. Western Association of Colleges and Schools (WACS)
 - vii. National Council on Private School Accreditation (NCPSA) member agencies and other accepted agencies, including:
 - a) Alabama Independent School Association
 - b) American Montessori Society
 - c) Association of Christian Schools International (AISA)
 - d) Association of Christian Teachers and Schools (ACTS)
 - e) Christian Schools International (CSI)
 - f) Christian Schools of Florida (CSF)
 - g) Council of Islamic Schools in North America (CISNA)
 - h) Florida Catholic Conference (FCC)
 - i) Florida Council of Independent Schools (FCIS)
 - j) Florida League of Christian Schools (FLOCS)
 - k) Independent School Association of Central States (ISACS)
 - l) International Center for Integral Formation (ICIF)
 - m) International Christian Accrediting Association (ICAA)
 - n) Lutheran Schools of Florida-Georgia District (FLGA- LCMS)
 - o) National Christian School Association (NCSA)
 - p) National Independent and Private School Association (NIPSA)
 - q) National Lutheran School Accreditation (NLSA)
 - r) Ohio Catholic School Accrediting Association (OCSAA)
 - s) South Carolina Independent School Association (SCISA)
 - t) Southern Association of Independent Schools (SAIS)
 - u) Tennessee Association of Christian Schools (TACS)
 - v) Texas Catholic Conference (TCC)
 - 4) If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, or is a home education student, credits shall be validated through performance during the first grading period at the receiving school.
 - i. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period.
 - ii. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in this rule.
 - 5) Alternative Validation Procedure: If validation based on performance as

described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- i. Portfolio evaluation by the superintendent or designee,
 - ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
 - iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
 - iv. Demonstrated proficiencies on nationally-normed, standardized subject area assessments,
 - v. Demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22), or
 - vi. Written review of the criteria utilized for a given subject provided by the former school.
- 6) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this rule, if required (F.A.C. 6A-1.09941).
 - 7) If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
 - 8) Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out-of-country, out-of-state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C.F.S. 6301.
 - 9) If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.
 - 10) Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.
 - 11) Graduation requirements for transfer students shall be based upon those SBBC requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student.
 - 12) Students who enter SBBC at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring.
 - i. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the assessment requirements under F.S. 1008.22.
 - 13) Students who are not in attendance at a regular high school (grades 9-12) but

- attend alternative programs that have been approved by the District may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the transcript.
- i. For purposes of this policy, an adult secondary education credit program may be considered as an educational alternative pursuant to F.A.C. 6A-6014, if approved by the District.
- 14) Co-Enrollment
- i. High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may co-enroll in adult secondary education programs for a maximum of two credits under the following conditions:
 - a) The student must be deficient in the credits required for graduation.
 - b) The student must be attempting a full load of required credits at the traditional high school during the co-enrollment period.
 - c) The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
 - d) The student's credit deficiencies have not resulted from an intentional, willful neglect of students as determined by the principal or designee.
 - e) Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
 - f) The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.
- 15) Level 1 Courses
- i. Students with an Individual Educational Plan (IEP) who entered the 9th grade prior to the 2013-14 school year, may be granted core academic credit toward a standard high school diploma (including elective credit) for a Level 1 course, if the IEP team determined and documented, in accordance with F.S.1003.43(7)(d), that a rigorous course of study would be inappropriate.
 - ii. Students with disabilities pursuing a special diploma, in accordance with F.S. 1003.438, who successfully completed a Level 1 course, may receive credit towards a special diploma in accordance with the district's student progression plan.
- 16) Compensatory or Remedial Programs
- i. Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S.1003.43(7)(a)).
- 17) Exploratory Vocational Courses
- i. Students cannot use more than one credit in an exploratory vocational course to meet graduation requirements (F.S.1003.43(7)(b)).
- 18) Credit Acceleration Program (CAP)
- i. Students who earn passing scores on statewide, standardized EOC assessments, Advanced Placement (AP) examinations, or the College Level Examination Program (CLEP), shall receive credit for the corresponding course (F.S. 1003.4295).
 - ii. Students who are not enrolled in the course or who have not completed the course may take the assessment and receive credit if the student earns a passing score (F.S. 1003.4295(3)).

D. GRADUATION

1. Graduation Options and Selection

- a. Each year, the District must provide students in grades six through twelve and their parents, in writing, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.
- b. The graduation requirements for each cohort and diploma option are summarized in Appendix B.
- c. Selection of one of the graduation options is exclusively up to the student and parent.
 - 1) If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the 24-credit high school graduation option (F.S. 1003.428 and F.S. 1003.4285).
 - 2) Students enrolled in special magnet programs may only select this the 24-credit high school graduation diploma option.
- d. A student may be awarded a standard diploma at which time he/she meets all graduation requirements.
 - 1) Students who graduate early from high school may continue to participate in school activities during his/her four-year cohort period, will continue to be ranked with this cohort, and shall be included in all awards and honors with his/her cohort.
 - 2) Students who graduate early from high school shall comply with School Board rules regarding access to school facilities and grounds during normal operating hours.
- e. Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age.

2. Standard Diploma (24-Credit Option)

- a. Credits
 - 1) Four credits in English Language Arts (ELA)
 - 2) Four credits in Mathematics
 - i. A student must earn one credit in Algebra 1 and one credit in Geometry
 - a) A student's performance on the statewide, standardized Algebra 1 and Geometry end-of-course (EOC) assessments constitute 30% of the student's final course grade.
 - b) If a transfer student's transcript shows a final high school course grade and credit in Algebra 1 or Geometry, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
 - ii. One credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics for high school graduation (F.S.1007.2616(3)(a)).
 - iii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry (F.S. 1003.4282(b)).
 - 3) Three credits in Science
 - i. Two of the three required credits must have a laboratory component.
 - ii. A student must earn one credit of Biology I and two credits in equally rigorous

- courses.
- a) A student's performance on the statewide, standardized Biology end-of-course (EOC) assessment constitutes 30% of the student's final course grade.
- iii. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I (F.S. 1003.4282(c)).
- 4) Three credits in Social Studies
 - i. A student must earn:
 - a) One credit in United States History
 - 1. A student's performance on the statewide, standardized United States History end-of-course (EOC) assessment constitutes 30% of the student's final course grade.
 - b) One credit in World History
 - c) One-half credit in Economics
 - d) One-half credit in United States Government.
- 5) One credit in Fine or Performing Arts, Speech and Debate, or Practical Arts
 - i. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination.
 - ii. Eligible practical arts courses are identified in the Course Code Directory.
- 6) One credit in Physical Education with the integration of health
 - i. Schools may not require the one-credit of physical education be taken during the student's ninth grade year.
 - ii. Students may meet the physical education graduation requirement by meeting any one of the following options:
 - a) One full credit of HOPE

The District has adopted HOPE Variation I (Physical Education Integrated with Health) as the recommended physical education course.
 - b) Complete 0.5 credit of:
 - 1. Personal Fitness, and
 - 2. Physical education elective, and

Physical education skills courses are not eligible to be taken through dual enrollment. These students must still complete another 0.5 credit physical education elective course to complete the physical education graduation requirement.
 - 3. Life Management Skills

Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.
 - c) Two full credits of Junior Reserve Officer Training (JROTC)

(One credit satisfies the physical education requirement and one credit satisfies the arts requirement.)
 - d) Complete one-half credit in the Personal Fitness course and one-half credit with a grade of "C" or better in a:
 - 1. Marching band class, or

(Satisfies one-half credit of either physical education or arts requirement.)
 - 2. Physical activity class that requires participation in marching band activities as an extracurricular activity, or

- 3. Dance class
(Satisfies one-half credit of either physical education or arts requirement.)
 - e) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons.
- iii. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:
 - a) the definition of dating violence and abuse,
 - b) the warning signs of dating violence and abusive behavior,
 - c) the characteristics of healthy relationships,
 - d) measures to prevent and stop dating violence and abuse, and
 - e) community resources available to victims of dating violence and abuse.
- iv. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K- 12 health curriculum.
 - a) Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge, and practice (F.S. 1003.46).
 - b) Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).
- 7) Eight credits in Electives
- 8) Complete 0.5 credit of Personal Finance Literacy (Money Matters)
 - i. Equivalent dual enrollment or Florida Virtual School course will satisfy this requirement.
- 9) At least one course within the 24 credits required for graduation must be completed through blended/online learning (F.S. 1003.428).
 - i. This requirement shall be met through:
 - a) An online course offered by Florida Virtual School (FLVS), or
 - b) An online course offered by Broward Virtual Education (a franchise of FLVS), or
 - c) A blended/online course offered by the high school, or
 - d) A blended/online dual enrollment course.
 - e) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List, pursuant to F.S. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses, as applicable.
 - ii. Schools shall not require a student to take the blended/online course outside of the school day or in addition to a student's courses for a given semester.
 - iii. A blended/online high school course taken during grades 6-8 fulfills this requirement.
 - iv. This requirement does not apply to a student who has an Individual Education Plan (IEP) under F.S. 1003.57, which indicates that a blended/online course would be inappropriate.
 - v. A student who is enrolled in a Florida high school and has less than one academic year remaining in high school may waive this requirement.
- b. **Grade Point Average (GPA)**
 - 1) Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

- c. **State Assessments**
 - 1) A student must pass the statewide, standardized grade 10 Reading assessment, or earn a concordant score.
 - 2) A student must pass the statewide, standardized Algebra 1 EOC assessment, or earn a comparative score.
 - d. **Service Learning**
 - 1) Students are required to complete a minimum of 40 documented hours of Service Learning in order to graduate.
 - 2) In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the Service-Learning requirement.
3. **ACCEL Standard Diploma (18-Credit Option)**
- a. Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:
 - 1) Physical Education is not required.
 - 2) Online Learning course is not required.
 - 3) Only three elective credits are required.
 - 4) Service-Learning hours are not required.

2. CTE Graduation Option

STANDARD DIPLOMA (Students entering Grade 9 in 2019-20 or thereafter)	
Career and Technical Education Pathway Option	
English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC=30% of final grade)
	1.0 Credit Geometry (EOC=30% of final grade)
	2.0 Credits Additional Math
Science	1.0 Credit Biology (EOC=30% of final grade)
	2.0 Credits Additional Science
Social Studies	1.0 Credit World History
	1.0 Credit U.S. History (EOC =30% of final grade)
	0.5 Credit U.S. Government
	0.5 Credit Economics
Electives	4.0 Credits *Complete two credits in career and technical education. The courses must result in a program completion and an industry certification * Complete two credits in work-based learning programs. A student may substitute up to to two credits of electives, including one-half in financial literacy, for work based learning program courses to fulfill this requirement
TOTAL	18.0 Credits
State Assessments	Passing score on the Grade 10 FSA English/Language Arts (ELA) statewide, standardized assessment or concordant score.
	Passing score on the Algebra 1 EOC or concordant score.
Grade Point Average	Cumulative, <u>unweighted</u> GPA of 2.0 on a 4.0 scale

3. International Baccalaureate (IB)

- Students can complete the International Baccalaureate (IB) curriculum. Please refer to the IB Organization website for the most current diploma requirements for this graduation option.

4. Advanced International Certificate of Education (AICE)

- Students can complete the Advanced International Certificate of Education (AICE) curriculum. Please refer to the AICE Organization website for the most current diploma requirements for this graduation option.

5. Certificate of Completion

- A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts in Appendix B, but is unable to meet one or more of the following:
 - Passing score on the required statewide, standardized assessments (F.S. 1008.22) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessments (F.S. 1008.22).
 - Cumulative unweighted GPA of 2.0.
- A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies (F.S.1003.43(10)(b)).

- c. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

6. Special Diploma

- a. Students who entered the ninth grade before the 2014-2015 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.
 - 1) Option 1 is based primarily upon mastering state standards and earning credits.
 - 2) Option 2 is based primarily on demonstrating competency in employment.
 - 3) Service-Learning hours are not required for a special diploma.
- b. The graduation charts in Appendix B summarize the graduation prerequisites and requirements for each special diploma option.
 - 1) The charts include references to “notes” that are applicable to specific diploma options.
 - 2) The notes include additional requirements as well as options for meeting some of the requirements and are an essential component of the graduation requirements.
- c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments.
 - 1) Eligible CTE courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.
 - 2) Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, III, Algebra I, Geometry, Biology I, and United States History.
 - 3) A score of at least three (3) on the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
 - 4) For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios

that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

- d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
 - 1) Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
 - 2) Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.
 - 3) Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.
- e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.
- f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(11)(c), F.S.
 - 1) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
 - i. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
 - ii. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or

deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

- iii. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.
- 2) In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22).

7. Special Certificate of Completion

- a. A special certificate of completion will be awarded to students who entered the ninth grade before the 2014-15 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma and earned the required 18 or 24 credits required for graduation, but did not achieve the required GPA or did not pass required assessments unless a waiver of the results has been granted or participation in a statewide assessment has been exempted.

8. Adult Standard Diploma

- a. The graduation requirements for an Adult Standard Diploma are the same as for a Traditional, 24-Credit Standard High School Diploma, except the following are not required:
 - 1) Physical Education,
 - 2) Fine/Performing Arts, and
 - 3) Service Learning.
- b. The Adult Education graduation charts in Appendix B summarize the graduation requirements with additional information noted.
 - 1) No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school in accordance with their selected graduation option except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.
 - 2) Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
 - 3) Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.

9. Adult Certificate of Completion

- a. A student may receive an Adult Certificate of Completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.
 - 1) Passing score on the Grade 10 statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (F.S. 1008.228).
 - 2) Cumulative unweighted grade point average of 2.0.

10. Alternative Education Programs

- a. Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the High School Equivalency Exam or Performance-

Based Option, which include:

- 1) Earning a passing score on the tenth grade statewide, standardized assessment (F.S. 1003.43).
- 2) Completing an employability and postsecondary portfolio as prescribed by the District.
- 3) Achieving the required score on the High School Equivalency Exam.

11. Grade Point Average (GPA)

- a. The Grade Point Average is calculated by dividing the quality points earned by the credits attempted.
 - 1) A quality point is the numerical value assigned to the letter grade (i.e., A=4, B=3, C=2, D=1, F=0).
- b. All high school courses, including those taken in the middle grades, shall be counted as attempts for credit when calculating all grade point averages, except when the grade forgiveness rule or course validation (e.g., transfer credit from home education) is applied.
- c. Students must achieve at least a 2.0 cumulative, unweighted GPA to meet the graduation requirements for the chosen diploma option.

12. Interstate Compact on Educational Opportunities for Military Children

- a. In order to facilitate the on-time graduation of children of military families, the district shall:
 - 1) Waive specific courses required for graduation if similar coursework has been satisfactorily completed in the transferring school.
 - 2) Accept exit or end-of-course exams required for graduation from the sending school; norm-referenced achievement tests; or alternative testing; in lieu of testing requirements for graduation in the district.
 - 3) If the military student transfers at the beginning of or during his or her junior year and is not eligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving school must ensure the receipt of a diploma from the sending school.
- b. This compact applies to the children of:
 - 1) Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;
 - 2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of two years after medical discharge or retirement; and
 - 3) Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of two years after death.

E. INTERVENTION AND SUPPORT

1. Progress Monitoring Plans (PMP)

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra I EOC assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.
- b. A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and/or mathematics must be covered by one of the following plans:
 - 1) A federally required student plan such as an Individual Educational Plan (IEP);
 - 2) An individualized progress monitoring plan;

- 3) A school wide system of progress monitoring for all students;
- 4) Or both, as necessary.
- c. If a student scores below satisfactory on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, the following year the student may be placed in appropriate intensive coursework according to the district's Reading Placement Guidelines Chart. The course may be taught by a teacher who is reading certified, endorsed, or completed a district-approved professional development program. Supplemental strategies and supports must be incorporated into course content delivery.
- d. The Collaborative Problem-Solving Team (CPST) including classroom teachers and support staff must engage in data-based problem solving to ensure all students' areas of concern are identified, instruction and intervention are matched to students' need and aligned to the appropriate level of support. The school must develop a school wide and/or personalized intervention and progress monitoring plan. Parents/Guardians should be engaged and informed throughout the process. (F.S. 1008.25(4)(b)).
- e. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessments, including baseline, midyear, and end-of-year measures.
- f. Research-based instructional activities that have been shown to be successful with low-performing students will be used.
- g. The District may require low-performing students to attend supplemental programs held before or after regular school hours or during the summer if transportation is provided.
- h. Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and mathematics must continue remedial instruction with supplemental support until expectations are met (F.S. 1008.25(4)(c)).
- i. Students may need a layered continuum of interventions and supports. The continuum may include implementation of supplemental strategies, standard protocol treatment plans, Targeted (Tier 2 / Intensive (Tier 3) interventions, IEPs and other District plans. Instruction and intervention implemented through the MTSS/RtI process must be implemented with fidelity, progress monitored, and outcomes documented.
- j. Remedial instruction provided during high school may not be in lieu of English and/or mathematics credits required for graduation.
- k. Remedial instruction will include Targeted (Tier 2 / Intensive (Tier 3) interventions, strategies, or program different from the previous year's program.
- l. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
- m. For students attending Schools of Choice, the learning contract will serve as the student's PMP.

2. Postsecondary Preparatory Support

High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and EOC assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

3. Extended Learning Opportunities

- a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day.
- b. Extended learning opportunities will be determined on an annual basis.

F. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

- a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).
- b. Each high school will include at a minimum (F.S. 1002.3105(1)(b)):
 - 1) Whole-grade promotion;
 - 2) Midyear promotion;
 - 3) Subject-matter acceleration;
 - 4) Virtual instruction in higher-grade level subjects, and v. The Credit Acceleration Program (CAP).
- c. Additional ACCEL options may include, but are not limited to (F.S.1002.3105(1)(b)):
 - 1) Enriched science, technology, engineering, and mathematics coursework;
 - 2) Enrichment programs;
 - 3) Flexible grouping;
 - 4) Advanced academic courses;
 - 5) Combined classes;
 - 6) Self-paced instruction;
 - 7) Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and F.S. 1008.44;
 - 8) Curriculum compacting;
 - 9) Advanced content instruction and,
 - 10) Telescoping curriculum.
- d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S.1008.25.
- e. Eligible students and their parents may request student participation in ACCEL options, including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and F.S. 1003.57)

- a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.
- b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).
- c. Each student identified as being eligible for gifted services in grades K- 12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.
- d. All students identified as gifted must have a current EP.
 - 1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - 2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly

to parents.

3) For more information, consult the Procedural Guide for Gifted Education.

3. Dual Enrollment

- a. Dual enrollment is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion, a career certificate, or an associate or baccalaureate degree (F.S.1007.271(1)).
- b. The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, industry certification, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.
- c. Dual enrollment will be open to students in grades 6-12 as specified in Florida statutes and agreed upon in an approved inter-institutional articulation agreement with the local college.
- d. To be eligible for dual enrollment in college credit courses, students must:
 - 1) Have a 3.0 cumulative, unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise.
 - 2) Meet the minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
 - 3) Obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment.
 - i. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post- secondary institution.
- e. To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average.
- f. Students who are disruptive will lose the privilege of participating in the dual enrollment program.
- g. Dual enrollment-eligible students may dually enroll in coursework for those courses listed in the approved inter-institutional articulation agreement with the post-secondary institution or for those post- secondary institutions with which the District has no inter-institutional articulation agreement those courses approved by the state for dual enrollment.
- h. Vocational-preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program, as specified in F.S. 1007.271.
- i. Students who elect to participate in dual enrollment (which includes technical coursework) may do so during regular school hours, after regular school hours, and during the college/university/technical college summer terms as allowed by the post- secondary institution.
- j. Any student in approved dual enrollment with a State of Florida public postsecondary institution offering dual enrollment, shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271).
- k. Dual enrollment career certificate programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career

courses.

- l. To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Colleges, students must:
 - 1) Have a 2.0 cumulative, unweighted high school grade point average, inclusive of any college courses the student has taken.
 - 2) Pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program.
 - 3) To continue in technical dual enrollment through Broward Technical Colleges, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.
- m. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number.

4. Early Admission

- a. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) or a postsecondary program leading to industry certifications, as listed in the Industry Certification Funding List (F.S. 1008.44) in order to shorten the time necessary to complete requirements for a certificate, diploma, associate, or baccalaureate degree.
- b. To be eligible for early admission, students must:
 - 1) Have a 3.0 cumulative, unweighted high school grade point average, inclusive of Dual Enrollment courses taken.
 - 2) Meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT).
- c. Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.
- d. Participation in the career early admission program is limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in ninth grade.
- e. Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement.
- f. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and calculated into the student's cumulative grade point average.
- g. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(10)).
 - 1) Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses.
- h. In order to graduate from a public high school under the Early Admission Program, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework.
 - 1) The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent.

- 2) This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts.
- 3) A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.

5. Credit from Other Postsecondary Institutions

- a. Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with SBBC.
- b. In order to receive high school credit, students must complete these requirements:
 - i. Be enrolled as a high school student,
 - ii. Have a 3.0 cumulative, unweighted grade point average,
 - iii. Obtain approval from the school administrator,
 - iv. Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and
 - v. Provide the school administrator with an official transcript delineating course title, number of college credit hours earned, and grade (F.A.C. 6A-1.09941).
- c. For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit.
- d. All dual enrollment courses completed with a grade of "C" or better will earn two additional quality points toward the District's weighted GPA.

6. Weighted Quality Points

- a. All courses, which are clearly labeled as Level 3 and/or "Honors", consistent with State Frameworks and/or district guidelines and coded as such in the Course Code Dictionary, shall carry one additional quality point toward the District's weighted GPA if the grade received is a "C" or above.
- b. Courses may be designated as "Local Honors" because they contain rigor that supports the awarding of one additional quality point toward the District's weighted GPA.
 - 1) These courses are not considered "Honors" for the State University System (SUS), NCAA, or Bright Futures.
 - 2) Local Honors courses are designated as "-LH" in the course title.
- c. A grade in a course that is Level 3 or above and leads to an industry certification must be weighted the same as an Honors course.
- d. All classes that are clearly labeled "Pre-Advanced Placement", "Pre-Advanced International Certificate of Education" or "Pre-International Baccalaureate" shall receive one additional quality point toward the District's weighted GPA, if the grade received is "C" or above.
- e. All classes that are clearly labeled as AP, AICE, IB, or DE shall receive two additional quality points toward the District's weighted GPA, if the grade received is "C" or above.
 - 1) Students will be required to take the AP, AICE, and/or IB examination (cost of the examination to be paid by the District) in order to receive two additional quality points.
 - 2) If a student elects not to take the AP, AICE, and/or IB examination, he/she will only receive one additional quality point toward the District's weighted GPA for a grade of "C" or higher.

7. Class Rank

- a. Class rank shall be computed based upon the student's cohort.
 - 1) All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, high school courses completed in middle grades, and transfer credit.
 - 2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

8. Graduation Recognitions

- a. Diplomas and Graduation Exercises
 - 1) High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the State and School Board's rules.
 - 2) Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.
 - 3) Graduation exercises for the public high schools of the district shall be scheduled by the District.
 - 4) Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
 - 5) There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
 - 6) A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).
 - 7) Only students who achieve a Certificate of Completion, standard diploma, or special education high school diploma may participate in graduation ceremonies.
 - 8) Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.
- b. State Scholar Diploma Designation
 - 1) In addition to the standard diploma requirements, the student must meet the following criteria:
 - i. Earn one credit in Algebra II,
 - ii. One credit in statistics or an equally rigorous mathematics course,
 - iii. Pass the statewide, standardized Geometry EOC assessment,
 - iv. Pass the statewide, standardized Biology I EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
 - v. Earn one credit in chemistry or physics,
 - vi. Earn one credit in a course equally rigorous to chemistry or physics,
 - vii. Pass the statewide, standardized United States History EOC assessment or earn a minimum score required to earn college credit on AP, IB, or AICE assessments,
 - viii. Earn two credits in the same world language, and
 - ix. Earn at least one credit in an AP, IB, AICE, or dual enrollment course.
- c. State Merit Diploma Designation

In addition to the standard diploma requirements, the student must attain one or more industry certifications from the list established under F.S. 1003.492.

d. Honor Cords

- 1) For students entering 9th grade in 2013-14 and prior, Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:
 - i. Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.
 - ii. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.
 - iii. Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
- 2) Beginning with students entering 9th grade in 2014-15 and thereafter, Honor Cords shall be issued to those students who graduate with a standard diploma under the following conditions:
 - i. Honors
 - a) Graduating students shall be in the top 10% of the entire senior class by rank order established by the District's weighted grade point average.
 - b) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive Honors recognition.
 - c) Graduating students utilizing course validation shall not displace any of the top 10% Honors students in rank order listing.
 - ii. High Honors
 - a) Graduating students shall be in the top 5% of the entire senior class by rank order established by the District's weighted grade point average.
 - b) Graduating students utilizing course validation shall not displace any of the top 5% High Honors students in rank order listing.
 - iii. Highest Honors
 - a) Graduating students shall be in the top 2% of the entire senior class by rank order established by the District's weighted grade point average.
 - b) Graduating students utilizing course validation shall not displace any of the top 2% Highest Honors students in rank order listing.

e. Silver Cords

- 1) Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:
 - i. Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
 - ii. Students must obtain prior approval from the school principal or designee.
 - iii. Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

f. Valedictorian/Salutarian

- 1) To be selected as valedictorian or salutarian, a high school senior shall have completed at least the last two full years of high school in any SBBC public school.
- 2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 quarters for block schools) shall not displace, for class

ranking purposes, including valedictorian/salutatorian, any other student.

g. Seal of Biliteracy

- 1) The Seal of Biliteracy recognizes graduating high school students who have attained a high level of competency in listening, reading, speaking, and writing in one or more languages, in addition to English.
- 2) Beginning with the 2016-17 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

i. Silver Seal

- a) Earn four (4) world language credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale; or
- b) Earn a score or performance level on any of the examinations on the chart shown below:

1. SAT Subject Test	600 or higher
2. CLEP Level 1 Language Exam	Spanish 50-62
	French 50-58
	German 50-59
3. IB Language Exam	4 or higher
4. AP Language Exam	3 or higher
5. AICE Subject Test	A, B, C, D, or E
6. American Sign Language Proficiency Interview (ASLPI)	3 or higher
7. Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Intermediate Plus or higher
8. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Mid or higher
9. ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
10. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

- c) For languages which are not tested on the nationally recognized examinations listed in the chart above, demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.
- ii. Gold Seal
 - a) Earn four (4) world language credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);
 - b) Earn a score or performance level on any of the examinations on the chart shown below:

1. SAT Subject Test	700 or higher
2. CLEP Level 1 Language Exam	Spanish 63 or higher
	French 59 or higher
	German 60 or higher
3. IB Language Exam	5 or higher
4. AP Language Exam	4 or higher
5. AICE Subject Test	A, B, C, D
6. American Sign Language Proficiency Interview (ASLPI)	4 or higher
7. Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Advanced Plus or higher
8. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Advanced Low or higher
9. ACTFL Oral Proficiency Interview (OPI)	Advanced Low or higher
10. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or higher
11. ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

- c) For languages which are not tested on the nationally recognized examinations listed in the chart above, demonstrated language

proficiency through maintenance of a portfolio of language performance at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.

- 3) A high school student who does not enroll in, or complete, world language courses, shall be awarded four (4) world language high school course credits, upon attaining at least the minimum score or performance level set forth in the examination chart for the Silver Seal of Biliteracy above.
- h. Certificate of Global Citizenship
 - 1) The Certificate of Global Citizenship recognizes students who have attained a high level of global competency through academic investigation of global issues, exposure to global perspectives, communication of diverse ideas, and globally focused community service.
 - 2) The Certificate of Global Citizenship is supported by the EdSteps Global Competencies Matrix.
 - 3) To qualify for the Certificate of Global Citizenship, a student must complete the following requirements:
 - i. Earn a grade of “B” or higher in each of at least six (6) approved “Global Passport” courses.
 - ii. At least two (2) courses must be “core” (English, Math, Science, or Social Studies), a world language, and an approved elective.
 - a) The BCPS Applied Learning Department will publish an approved list of courses for each category, annually.
 - b) Middle school transfer students may use comparable coursework that is approved by the BCPS Applied Learning Department to complete this requirement.
 - 4) Demonstrate exposure to global perspectives by completing at least four (4) semesters of “Global Passport” extracurricular programs between grades nine (9) and twelve (12).
 - 5) Demonstrate globally focused volunteer efforts by completing at least three (3) “Global Passport” service projects and/or district-wide events between grades nine (9) and twelve (12).
 - 6) Demonstrate communication of diverse ideas by completing and presenting a self-authored capstone research project at the “BCPS Global Passport Conference” during the fall of a student’s senior year of high school.
 - 7) Earn a high school diploma.

G. REPORTING PROGRESS

1. The reporting of student progress to parents shall follow procedures established by the District and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and School Board adopted policies, rules, and regulations. (F.S. 1008.25 and F.S. 1003.33).
2. **Report Cards**
 - a. Report cards are issued at the end of each marking period and cover a period of approximately 45 school days.
 - b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
 - c. The student’s academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
 - d. Report cards also provide information on the student’s conduct, behavior,

and attendance, including absences and tardiness (F.S.1003.33(b-c)).

- e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.
- f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.
- g. There are several grade point averages included on the report card:
 - 1) The Semester Weighted GPA is the weighted average of the courses taken in any one semester (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).
 - 2) The Cumulative Weighted GPA is the District's GPA used for class rank and is the weighted average of all high school courses (includes additional quality points for honors, AP, IB, and DE courses, including technical dual enrollment).
 - 3) The Core GPA is the average of all academic college core courses completed using an additional 0.5 quality point for each full credit course.
 - 4) The State GPA is the cumulative, unweighted average of grade points earned in all high school courses, including high school courses taken in middle school, that are not forgiven.
 - i. For graduation purposes, students must meet the minimum GPA requirements of their chosen program.
 - ii. No additional quality points are awarded for rigorous coursework.

3. Interim Reports

- a. No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to:
 - 1) a grade of D or F,
 - 2) a drop of two or more grades,
 - 3) unacceptable behavior, and
 - 4) excessive absences.
- b. In schools with an automated system for record keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.

4. Parental Notification

- a. Any student with a cumulative, unweighted GPA below 2.5 shall have their parent or guardian notified that improved achievement is necessary to ensure that high school graduation requirements are met.
- b. These students will be assisted in meeting requirements through a variety of options, which may include, but are not limited to:
 - 1) Grade forgiveness, as specified in this policy
 - 2) Extended learning
 - 3) Special counseling
 - 4) Volunteer and/or peer tutoring
 - 5) School-sponsored help sessions
 - 6) Homework hotlines
 - 7) Study skills classes
 - 8) Co-enrollment

5. Acceleration Mechanism Notification

- a. At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which

a high school student can earn college credit, including AP, IB, AICE, dual enrollment, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

b. Students shall also be advised of early graduation options under F.S.1003.4281.

6. Alternative Report Card

A district-approved alternative report card may be used for:

- a. students with disabilities whose progress cannot be appropriately reported using the standard report cards, or
- b. other district-approved programs that the standard report card does not address adequately.

7. Individual Educational Plan (IEP) Annual Goals

The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

8. Educational Plan (EP) Goals

The EP Goals Progress Report must be completed and sent home with each report card for all students who are eligible for gifted services.

9. English Language Learner (ELL) Plan Goals

An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

H. HIGH SCHOOL COUNSELING SERVICES

1. All schools shall ensure access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.
2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District.
 - a. The plan will support the School Improvement Plan and be based upon national school counseling standards.
 - b. The ASCP will ensure that every student is given an opportunity to participate in a face-to-face activity with a school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans.
3. High school counseling services will include:
 - a. Advisement to parents and students of the early and accelerated graduation options under F.S. 1003.4281 and F.S. 1003.429 (F.S. 1008.25).
 - b. An exit interview shall be conducted with any student who drops out of school.
 - 1) The interview shall be conducted to determine the student's decision to drop out of school and to what actions could be taken to keep the student in school.
 - 2) The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and High School Equivalency Exam preparation.
 - 3) The student will complete a survey in the format prescribed by the Florida Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (F.S. 1003.21(1)(2)(c)).

I. STUDENT DAY

1. A high school student day shall consist of a minimum of:
 - a. High Schools 360 minutes

b. ESE Centers 360 minutes

(Exceeds state requirements defined in F.S. 1011.61)

2. The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

J. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)(1))

The School Board will annually publish on the district website and in the local newspaper the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing below proficiency on the statewide, standardized assessments.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district School Board's policies and procedures on student retention and promotion from the prior year.

IV. DEFINITIONS

- **Biliteracy**
Attainment of a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English (F.S. 1003.432).
- **Blended Learning**
Formal education model in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace, and learning occurs at least in part at a brick-and-mortar location away from the home.
- **Core GPA**
Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
- **Credit Recovery**
Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
- **Diagnostic Assessments**
Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
- **Evaluative Assessments**
Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare to state level results.
- **Formative Assessment**
Formal and informal ways that teachers and students gather and respond to evidence of student learning, Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
- **Interim Assessments**
Assessments administered on a small scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district- level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
- **Online Learning**
A course involving student-teacher interaction in which 100% of the course content and instruction must occur through an online delivery model via a learning management system with some element of student control over time, place or pace.
- **Progress Monitoring**
Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been.
- **Summative Assessment**
Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction.
- **Statewide, Standardized Assessments**

Summative assessments in ELA in grades 3-10, mathematics in grades 3-8, and science in grades 5 and 8; and EOC assessments in Algebra 1, Geometry, U.S. History, and Civics.

- **Unweighted GPA**

Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.

- **Weighted GPA**

Assessments that measure students' understanding of a subject area or skill base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.

- **World Language**

Language other than English and includes American Sign Language, classical languages, and indigenous languages (F.S. 1003.432).

V. ACRONYMS

• BCPS	Broward County Public Schools
• BAS	Broward Assessment System
• GPA	Grade Point Average
• VPK	Voluntary Pre-Kindergarten
• K	Kindergarten
• F.S.	Florida Statute
• F.A.C.	Florida Administrative Code
• SP&P	Standard Protocols & Procedures
• P.L.	Public Law
• SACS/CASI	Southern Association of Colleges & Schools/Council on Accreditation and School Improvement
• DJJ	Department of Juvenile Justice
• 504	Section 504 of the Americans with Disabilities Act
• ADA	Americans with Disabilities Act
• ESE	Exceptional Student Education
• IEP	Individual Education Plan
• EP	Educational Plan
• ESOL	English for Speakers of Other Languages
• ELL	English Language Learner
• SWD	Students with Disabilities
• IDEA	Individuals with Disabilities Education Act
• FRL	Free & Reduced Price Lunch Program
• FAPE	Free & Appropriate Public Education
• MOCP	Modified Occupational Completion Points
• HOPE	Health Opportunities thru Physical Education
• PE	Physical Education
• BVE	Broward Virtual Education
• CAPE	Career and Professional Education
• CTE	Career & Technical Education
• CAP	Credit Acceleration Program
• OSHA	Occupational Safety and Health Administration
• FSA	Florida Standards Assessment
• EOC	End-of-Course Assessment
• ELA	English Language Arts
• TABE	Test of Adult Basic Education
• SAT	None (Formerly known as Scholastic Assessment Tests)
• ACT	American College Testing Program
• PERT	Postsecondary Education Readiness Test
• AP	Advanced Placement
• IB	International Baccalaureate
• AICE	Advanced International Certificate of Education
• SUS	State University System
• CLEP	College Level Examination Program
• NCAA	National Collegiate Athletic Association

• SAT II	SAT Subject Area Assessments
• ACTFL	American Council on Teaching Foreign Languages
• RTI	Response-to-Intervention
• MTSS	Multi-Tiered System of Supports
• CPST	Collaborative Problem-Solving Team
• ACCEL	Academically Challenging Curriculum to Enhance Learning
• PMP	Progress Monitoring Plan
• ASCP	Annual School Counseling Plan
• CPT	College Placement Test
• LH	Local Honors
• DE	Dual Enrollment
• GED	General Equivalency Diploma
• JROTC	Junior Reserve Officer Training Corp
• TERMS	Total Educational Resource Management System
• CCD	Course Code Directory

APPENDIX A

PROMOTION CRITERIA – ELEMENTARY GRADES (K-5)

Students should be afforded the opportunity to meet all of the promotion criteria listed in the following charts; however, once one of the criteria is achieved, no additional criteria must be met.

ELEMENTARY PROMOTION CRITERIA

KINDERGARTEN	
Criterion #1:	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores 70% or greater on the <u>Benchmark Advance Interim 4</u> .
Criterion #3: Alternative Assessment	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

FIRST GRADE	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4.
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in district wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-1.
Criterion #10: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification and documented in the District's comprehensive data system.
Criterion #11: Extraordinary	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

SECOND GRADE	
Criterion #1:	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4.
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in district-wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-2.
Criterion #10: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification and documented in the District's comprehensive data system.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

THIRD GRADE	
Criterion #1:	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
Criterion #3: Portfolio	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/ Alternative Assessment	Scores acceptable level of performance on the state-approved reading assessment (administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-3.

ELEMENTARY PROMOTION CRITERIA

Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FOURTH GRADE	
Criterion #1:	READING: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion#2: Alternative Assessment	READING: Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion#3: Alternative Assessment	READING: Scores 70% or greater on Benchmark Advance Interim 4.
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-4.
Criterion #10: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FIFTH GRADE	
Criterion #1:	READING: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE	
Criterion #2: Alternative Assessment	READING: Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Florida Standards End-of-Year Test.
Criterion #3: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance Interim 4.
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #4: Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-5.
Criterion #9: Intervention Performance	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504 or other District approved process. Student data, assessments and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification and documented in the District's comprehensive data system.
Criterion #10: Extraordinary	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

APPENDIX B

High School Graduation Requirements

STANDARD HIGH SCHOOL DIPLOMA Students Entering 9th Grade in 2014-2015 and Thereafter	
Traditional 24-Credit Graduation Option	
English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade) 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics with Financial Literacy
Fine and Performing Arts, Speech/Debate, or Physical Education	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts 1.0 Credit Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 37)
Electives	8.0 Credits
TOTAL	24.0 Credits
Florida Standards Assessments (FSA)	Earn a passing score on the Grade 10 English/Language Arts (ELA) FSA or a State- approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a State-approved comparative score
Blended/Online Course	Requires a full course to be completed
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
Service Hours	40 hours required
World Languages	Not required for graduation; however, may be required for university admissions, Bright Futures scholarships, Diploma Designations, and/or other programs
Diploma Designations	
Scholar	In addition to meeting all requirements for a standard high school diploma: • 1.0 credit in Algebra II • 2.0 credits in the same world language • 1.0 credit in Statistics or equally rigorous math • 1.0 credit in Chemistry or Physics • 1.0 credit in an additional Science course identified as equally rigorous • 1.0 credit in AP, IB, AICE or a dual enrollment course • Pass the Geometry EOC • Pass the Biology EOC or earn college credit on AP, IB or AICE exam • Pass the US History EOC or earn college credit on AP, IB or AICE exam
Merit	In addition to meeting all requirements for a standard high school diploma: • Attain one or more industry certifications from the list established

STANDARD HIGH SCHOOL DIPLOMA Students Entering 9th Grade in 2014-2015 and Thereafter	
ACCEL 18-Credit Graduation Option	
English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade) 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics with Financial Literacy
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Electives	3.0 Credits
TOTAL	18.0 Credits
Florida Standards Assessments (FSA)	Earn a passing score on the Grade 10 English/Language Arts (ELA) FSA or a State- approved concordant score Earn a passing score on the Algebra 1 EOC assessment or a State-approved comparative score
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
World Languages	Not required for graduation; however, may be required for university admissions, several Bright Futures Scholarships, Diploma Designations,
Diploma Designations	
Scholar	In addition to meeting all requirements for a standard high school diploma: • 1.0 credit in Algebra II • 2.0 credits in the same world language • 1.0 credit in Statistics or equally rigorous math • 1.0 credit in Chemistry or Physics • 1.0 credit in an additional Science course identified as equally rigorous • 1.0 credit in AP, IB, AICE or a dual enrollment course • Pass the Geometry EOC • Pass the Biology EOC or earn college credit on AP, IB or AICE exam • Pass the US History EOC or earn college credit on AP, IB or AICE exam
Merit	In addition to meeting all requirements for a standard high school diploma: • Attain one or more industry certifications from the list established

STANDARD HIGH SCHOOL DIPLOMA Students Entering 9th Grade in 2014-2015 and Thereafter	
Students with Disabilities: Access Points & Alternative Assessments	
English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade) 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics with Financial Literacy
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1.0 Credit Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 23)
Electives	8.0 Credits
TOTAL	24.0 Credits
Blended/Online	Requires a full course to be completed
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
Service Hours	40 hours required
Florida Standards Alternative Assessments (FSAA)	Participate in the Florida Standards Alternate Assessments (FSAA) in English Language Arts (ELA) I, II, and III, Algebra I, Geometry, Biology I, and United States History. • Pass the Grade 10 ELA FSAA, unless the results are waived in accordance with F.S. 1008.22(3)(c) • Pass the EOC assessment for Access Algebra I unless the results are waived in accordance with F.S. 1008.22(3)(c) For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. • The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. • Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. • Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
Access Points (s. 1003.4282(11)(b)1)	Students must meet the graduation requirements specified above through: • The access course specified for each required core course • More rigorous ESE courses in the same content area • Core academic courses Eligible CTE courses may substitute for • 1.0 Credit Access English IV • 1.0 Credit Mathematics, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry • 1.0 Credit Science, with the exception of Access Biology • 1.0 Credit Social Studies, with the exception of Access United States History

STANDARD HIGH SCHOOL DIPLOMA

Students Entering 9th Grade in 2014-2015 and Thereafter

Students with Disabilities: Employment Competencies

In accordance with F.S. 1003.4282(11)(2)

English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC = 30% of final grade) 1.0 Credit Geometry (EOC = 30% of final grade) 2.0 Credits Additional Mathematics
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as equally rigorous
Social Studies	1.0 Credit World History 1.0 Credit United States History (EOC = 30% of final grade) 0.5 Credit United States Government 0.5 Credit Economics with Financial Literacy
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1.0 Credit Physical Education to include the integration of Health (HOPE) (Additional PE requirement options are located on page 87)
Electives	8.0 Credits
TOTAL	24.0 Credits
Blended/Online	Requires a full course to be completed
Grade Point Average	Cumulative Unweighted GPA of 2.0 on a 4.0 scale
Service Hours	40 hours required
Florida Standards Alternative Assessments (FSAA)	Participate in the Florida Standards Alternate Assessments (FSAA) in English Language Arts (ELA) I, II, and III, Algebra I, Geometry, Biology I, and United States History. • Pass the Grade 10 ELA FSAA, unless the results are waived in accordance with F.S. 1008.22(3)(c) • Pass the EOC assessment for Access Algebra I unless the results are waived in accordance with F.S. 1008.22(3)(c) For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. • The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. • Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. • Community based instruction, MOCPS, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Employment Competencies (s. 1003.4282(11)(b)2)	In addition to meeting all of the graduation requirements specified above, students must earn a minimum of 0.5 credit in a course that includes employment. Such employment must be: • At a minimum wage or above in compliance with the Federal Fair Labor Standards Act • For the number of hours a week specified in the student's completed and signed employment transition plan • For the equivalent of at least one (1) semester Additional credits in employment-based courses are permitted as electives. Eligible CTE courses may substitute for: • Credit English IV • Credit Mathematics, with the exception of Algebra and Geometry • Credit Science, with the exception of Biology • Credit Social Studies credit with the exception of United States History. Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.

APPENDIX C

HIGH SCHOOL GRADING CALCULATIONS

High School Grading Calculations

Semester Grades

Courses have two parts called semesters.

For Non-Block Schedule schools, each semester grade is made up of three (3) grades: two-quarter grades and the exam grade.

To receive a passing grade for the semester, the student must earn a passing grade in:

- Both quarter grading periods, or
- One quarter grading period and the semester examination.

The weight of each quarter grade is 37.5% of the final semester grade. The weight of the final examination is 25% of the final semester grade.

For Block Schedule schools, each semester grade is made up of two (2) grades: one quarter grade and the exam grade.

To receive a passing grade for the semester, the student must earn a passing grade in the quarter.

The weight of each quarter grade is 75% of the final semester grade. The weight of the final examination is 25% of the final semester grade.

Follow the chart to calculate the semester grade:

Letter Grade	Quarter Points (Non-Block)	Quarter Points (Block)	Semester Exam Points
A	12.0	24.0	8.0
B+	9.3	18.6	6.2
B	9	18	6
C+	6.3	12.6	4.2
C	6	12	4
D+	3.3	6.6	2.2
D	3	6	2
F	0	0	0
I	0	0	0

The semester grade is assigned as follows:

Total Points	Final Semester Grade
28.00 or above points	A
24.50 through 27.99	B+
20.00 through 24.49	B
16.50 through 19.99	C+
12.00 through 16.49	C
8.50 through 11.99	D+
5.00 through 8.49	D
Below 5.00 points	F

Year-long Courses with an EOC Counting as 30% Prior to 2014-2015

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade will consist of the:

- 1st semester grade (35%)
- 2nd semester grade (35%)
- Grade earned on the EOC (30%)

Add the Points from Semester 1 + Semester 2 + EOC Exam then refer to the Total Points for Final Grades chart below. If the Total Points are greater than 12.49, the course will receive 1.00 credit.

Grading Scale		
Letter Grade	Semester Points	EOC Exam Points
A	28	24
B+	22.4	n/a
B	21	18
C+	15.4	n/a
C	14	12
D+	8.4	n/a
D	7	6
F	0	0

Total Points for Final Grades	
Letter Grade	Total Points
A	70.00 and above
B+	61.25 through 69.99
B	50.00 through 61.24
C+	41.25 through 49.99
C	30.00 through 41.24
D+	21.25 through 29.99
D	12.50 through 21.24
F	12.49 and below

Year long Courses with a State EOC Counting as 30% Beginning in 2014-2015

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)						
	Letter Grade	1 st Qtr Points	2 nd Qtr Points	Midterm Points	3 rd Qtr Points	4 th Qtr Points	EOC Points
1 st Quarter grade= 15%	A	.60	.60	.40	.60	.60	1.2
2 nd Quarter grade= 15%	B+	.525	.525	.35	.525	.525	N/A
Midterm Exam= 10%	B	.45	.45	.30	.45	.45	.90
3 rd Quarter grade= 15%	C+	.375	.375	.25	.375	.375	N/A
4 th Quarter grade= 15%	C	.30	.30	.20	.30	.30	.60
Grade for the EOC= 30%	D+	.225	.225	.15	.225	.225	N/A
	D	.15	.15	.10	.15	.15	.30
	F	.00	.00	.00	.00	.00	N/A

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schedule schools will consist of:

	Grading Scale (Block)				
	Letter Grade	1 st Qtr Points	2 nd Qtr Points	Midterm Points	EOC Points
1 st Quarter grade= 30% 2 nd Quarter grade= 30% Midterm Exam= 10% Grade for the EOC= 30%	A	1.20	1.20	.40	1.2
	B+	1.05	1.05	.35	N/A
	B	.90	.90	.30	.90
	C+	.75	.75	.25	N/A
	C	.60	.60	.20	.60
	D+	.45	.45	.15	N/A
	D	.30	.30	.10	.30
	F	.00	.00	.00	N/A

Total Points for Final Grades	
Letter Grade	Total Points
A	3.70-4.00
B+	3.39-3.69
B	2.68-3.38
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	0.64-1.34
F	0.30-0.63

Year long Courses with a State EOC that is NOT Counting as 30% Beginning in 2014- 2015

For year long courses that require a student to take an EOC, but the EOC is not to count as 30% of the final course grade (Algebra 1, Geometry or Algebra 2 for school year 2014-2015 ONLY), a student's final course grade for non-block schools will consist of:

	Grading Scale (Non-Block)					
	Letter Grade	1 st Qtr Points	2 nd Qtr Points	Midterm Points	3 rd Qtr Points	4 th Qtr Points
1 st Quarter grade= 22.5% 2 nd Quarter grade= 22.5% Midterm Exam= 10% 3 rd Quarter grade= 22.5% 4 th Quarter grade= 22.5%	A	.9000	.9000	.40	.9000	.9000
	B+	.7875	.7875	.35	.7875	.7875
	B	.6750	.6750	.30	.6750	.6750
	C+	.5625	.5625	.25	.5625	.5625
	C	.4500	.4500	.20	.4500	.4500
	D+	.3375	.3375	.15	.3375	.3375
	D	.2250	.2250	.10	.2250	.2250
	F	.00	.00	.00	.00	.00

For courses that require the EOC to count as 30% of the final course grade, a student's final course grade for block schools will consist of:

	Grading Scale (Block)			
	Letter Grade	1 st Qtr Points	2 nd Qtr	Midterm Points
1 st Quarter grade = 45% 2 nd Quarter grade= 45% Midterm Exam= 10%	A	1.800	1.800	.40
	B+	1.575	1.575	.35
	B	1.350	1.350	.30
	C+	1.125	1.125	.25
	C	.900	.900	.20
	D+	.675	.675	.15
	D	.450	.450	.10
	F	.00	.00	.00

Total Points for Final Grades	
Letter Grade	Total
A	3.7-4.0
B+	3.39-3.69
B	3.38-2.68
C+	2.37-2.67
C	1.66-2.36
D+	1.35-1.65
D	.64-1.34
F	0-.63

Grade Point Average (GPA)

Grade Point Average is calculated by dividing the quality points by the credits attempted for all courses not forgiven. A quality point is the numerical value assigned to the letter grade.

Unweighted (State GPA): The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework. No additional quality points are given for plus (+) grades. This is the GPA used for Graduation purposes (2.0) and for Athletic Eligibility.

Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.0	4.0
B+	87-89	1.5	3.0
B	80-86	1.5	3.0
C+	77-79	1.0	2.0
C	70-76	1.0	2.0
D+	67-69	.5	1.0
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Weighted (District GPA): The cumulative, weighted average of grade points earned in all high school courses earned and not forgiven. This GPA is used to determine class ranking. Additional quality points are given for honors, Advanced Placement, International Baccalaureate, AICE and dual enrollment courses, including technical dual enrollment for students entering 9th grade in 2007-2008. Additional points are given for plus (+) grades.

High School courses taken in Middle School were first included in this GPA beginning with courses taken in the 2012-13 school year. This grade point average is our LOCAL GPA and used for class ranking. This GPA includes +’s.

Semester Weighted GPA: The weighted average of the courses taken in any one semester (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment).

Cumulative Weighted GPA: The weighted average of all courses taken in high school not forgiven (includes extra quality points for honors, AP, AICE, IB, and dual enrollment courses, including technical dual enrollment).

Class Rank: Class rank shall be computed based upon the student’s cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

Honors Courses to Receive Quality Points: All courses, which are clearly labeled as “honors”, and/or “advanced”, and/or “gifted”, consistent with State Frameworks and/or District guidelines and coded as such in Broward Course Code Dictionary, shall carry one additional quality point per full credit. Academic foreign languages above the second year are included in this category. Classes labeled “conversational” are not included in this category. An additional quality point may not be earned in honors class if the grade received is below a C.

Honors Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per ½ Credit	Quality Points Per 1.0 Credit
A	90-100	2.5	5
B+	87-89	2.25	4.5
B	80-86	2.0	4.0
C+	77-79	1.75	3.5
C	70-76	1.5	3.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Dual Enrollment Courses to Receive Quality Points (F.S. 1007.271): Effective for dual enrollment courses taken in 2007-08 and thereafter, all college level courses and career certificate dual enrollment courses completed with a grade of C or better shall receive two quality points. College level courses are defined by approved articulation agreements between The School Board of Broward County, Florida and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a

career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student's academic record using the course number and title used by the postsecondary institution.

Advanced Placement (AP) Courses, Advanced International Certificate of Education (AICE), And International Baccalaureate (IB) to Receive Quality Points: All classes that are clearly labeled "Pre-Advanced International Certificate of Education" or "Pre-International Baccalaureate" shall receive one quality point if the grade received is C or above. All classes that are clearly labeled "Advanced Placement" (AP), "Advanced International Certificate of Education" (AICE) or "International Baccalaureate" (IB) shall receive two quality points if, the grade received is C or above. Students will be required to take the AP, AICE, and/or the IB examination in order to receive two quality points. If a student elects not to take the AP, AICE, and/or IB examination, he/she will receive one quality point for a grade of C or higher which will be reflected by adding a "J" flag to the A13 record.

AP, AICE, IB, Dual Enrollment Points for Weighted GPA			
Letter Grade	Numerical	Quality Points Per $\frac{1}{2}$ Credit	Quality Points Per 1.0 Credit
A	90-100	3.0	6.0
B+	87-89	2.75	5.5
B	80-86	2.5	5.0
C+	77-79	2.25	4.5
C	70-76	2.0	4.0
D+	67-69	.75	1.5
D	60-66	.5	1.0
F	0-59	0	0
I	N/A	0	0

Academic Core GPA: The average of all academic college core courses completed using an additional .5 quality point for each full credit course for honors, AP, IB, AICE, or DE. Starting in school year 2014-15, local honors courses will not be given extra weight in the Academic Core gpa. No extra weight is given to plusses. English, Mathematics, Science, Social Studies and World Languages are included in this Grade Point Average. A core course is designated with a "Y" flag on the course record.

Academic Core Points for Core GPA					
Letter Grade	Numerical	Quality Points Per $\frac{1}{2}$ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per $\frac{1}{2}$ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit Honors, AP, AICE, IB, DE
A	90-100	2.0	4.0	2.25	4.5
B+	87-89	1.5	3.0	1.75	3.5
B	80-86	1.5	3.0	1.75	3.5
C+	77-79	1.0	2.0	1.25	2.5
C	70-76	1.0	2.0	1.25	2.5
D+	67-69	.5	1.0	.75	1.5
D	60-66	.5	1.0	.75	1.5
F	0-59	0	0	0	0
I	N/A	0	0	0	0

Bright Futures GPA: A weighted scale is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards). That is, 0.5 additional quality points for each full credit and .25 additional quality points for each half-credit is awarded for courses that are more challenging. An unweighted scale is applied to career preparatory courses (Florida Gold Seal Vocational Scholars Award). All courses can be found in the Bright Futures Comprehensive Course Code Table at www.floridastudentfinancialaid.org/SSFAD/bf. Local Honors courses do not receive additional quality points. Also, the (+) grade is not recognized by Bright Futures.

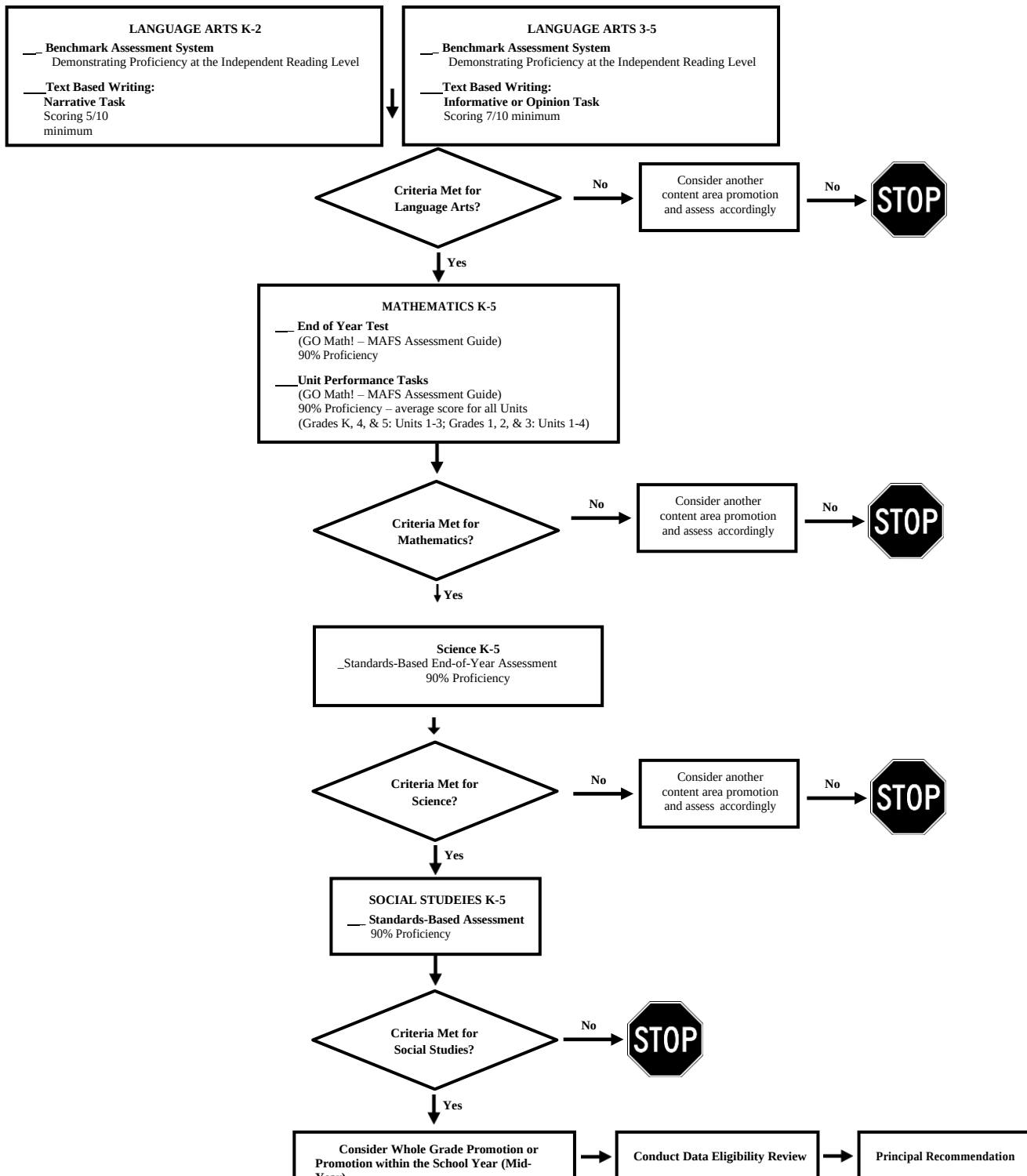
Bright Futures Eligible Courses					
Letter Grade	Numerical	Quality Points Per $\frac{1}{2}$ Credit Regular	Quality Points Per 1.0 Credit Regular	Quality Points Per $\frac{1}{2}$ Credit Honors, AP, AICE, IB, DE	Quality Points Per 1.0 Credit Honors, AP,
A	90-100	2.0	4.0	2.25	4.5
B+	87-89	1.5	3.0	1.75	3.5
B	80-86	1.5	3.0	1.75	3.5
C+	77-79	1.0	2.0	1.25	2.5
C	70-76	1.0	2.0	1.25	2.5
D+	67-69	.5	1.0	.75	1.5
D	60-66	.5	1.0	.75	1.5
F	0-59	0	0	0	0
I	N/A	0	0	0	0

APPENDIX D

Elementary School ACCEL Criteria

ACCEL Eligibility Criteria (Grades K-5)

Whole Grade, Within the School Year (Mid-Year), and Subject Area Promotion Requirements:



Rules Adopted: 2/12/70

Rules Amended: 5/30/73; 9/5/74; 7/21/77; 10/1/96 7/6/78; 12/11/79;
4/2/81; 5/6/82

Emergency Rule #82-13: 10/21/82; 11/18/82; 4/20/83; 5/17/84 Emergency

Rule #84-10: 10/4/84; 11/1/84;

Emergency Rule #84-17: 3/12/85; 4/18/85; 5/16/85; 5/15/86 Emergency

Rule #85-86-24: 8/7/86

Emergency Rule #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89; 6/22/89; 2/20/90;
6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95

Amended Rules Approved: 09/02/97; 6/25/08; 12/16/08 AUTHORITY: F.S.

1001.41; F.S. 1008.25

RULES ADOPTED: 7/8/76

RULES AMENDED: 4/14/77; 3/16/78; 3/1/79; 4/19/79; 3/6/80; 4/23/81; 5/17/83; 8/4/83;
6/21/84; 5/16/85; 8/7/86; 6/3/87; 8/20/87; 4/12/88; 3/14/89; 9/19/89;
2/20/90; 10/2/90;
2/23/91; 8/4/92; 9/15/92; 9/21/93; 12/7/93; 7/18/95; 5/7/96; 8/20/96; 9/2/97;
8/18/98

POLICY ADOPTED: 03/16/99; 06/15/99; 10/05/99; 05/07/00; 09/12/00; 6/18/02;
8/20/02; 10/15/02; 6/17/03; 9/16/03; 11/17/03; 4/20/04; 8/17/04; 12/21/04;
4/12/05; 1/17/06; 11/14/06; 06/05/07; 10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10;
5/18/10; 11/09/10; 6/7/2011; 02/22/12; 08/21/12; 08/06/13; 09/16/14; 12/08/15;
06/21/16; 08/08/17; 07/24/18; 07/23/19; 10/20/2020; 09/14/21

FORMERLY POLICY 5104

Social Studies Grade 1 Benchmark DescriptionsSocial Studies Resources for Elementary Classrooms

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Rules, Laws, & Government</u> and <u>Civic Mindedness</u>	<u>Economics</u>	<u>Geography</u>	<u>Past & Present</u>
Foundations of Government, Law, and the American Political System Civic and Political Participation Structure and Functions of Government	Beginning Economics	The World in Spatial Terms	Historical Inquiry and Analysis Historical Knowledge Chronological Thinking
SS.1.C.1.1 SS.1.C.1.2 SS.1.C.1.3 SS.1.C.2.1 SS.1.C.2.2 SS.1.C.2.3 SS.1.C.2.4 SS.1.C.3.1 SS.1.C.3.2	SS.1.E.1.1 SS.1.E.1.2 SS.1.E.1.3 SS.1.E.1.4 SS.1.E.1.5 SS.1.E.1.6	SS.1.G.1.1 SS.1.G.1.2 SS.1.G.1.3 SS.1.G.1.4 SS.1.G.1.5 SS.1.G.1.6	SS.1.A.1.1 SS.1.A.1.2 SS.1.A.2.1 SS.1.A.2.2 SS.1.A.2.3 SS.1.A.2.4 SS.1.A.2.5 SS.1.A.3.1 SS.1.A.3.2
September 11: <u>Remembrance Day</u> Last Full Week of September: <u>Freedom Week</u> September/October: <u>Hispanic Heritage Month</u>	October: <u>National Disability Employment Awareness Month</u> November: <u>Native American Heritage Month</u>	<u>International Holocaust Remembrance Day</u> February: <u>Black History Month</u> March: <u>National Women's History Month</u>	<u>Medal of Honor Day</u> May: <u>Asian/Pacific American Heritage</u> May: <u>Older Americans Month</u>

Note: Although **SS.1.A.1.1** (Develop an understanding of a primary source) and **SS.1.A.1.2** (Understand how to use the media center/other sources to find answers to questions about a historical topic) are incorporated into the Quarter 4 progression, they are skill-based benchmarks. They can be incorporated throughout instruction.

1st GRADE ENGLISH LANGUAGE ARTS

SCOPE & SEQUENCE Website Assessments

Writing Calendar

Comprehensive B.E.S.T. Standards
Scope & Sequence

This document will help identify where the B.E.S.T. Standards for ALL strands will be addressed throughout the year.

Foundational Skills Scope & Sequence

Grade Level Foundational skills will be taught through Blast and supported with Wonders resources. These Benchmarks are to be taught *during* the 60 minute Reading block.

Quarter	Unit	Text Set	IG	Duration days	Topic Name	Spotlight Benchmark(s)	Optional Assessments		
First Quarter	1	Start Smart	0	6-10	Establishing Routines & Procedures Week 1 Establishing Routines & Procedures Week 2 Establishing Routines & Procedures Week 3	ELA.1.R.3.2	NA		
		Ongoing			Foundational Skills	Progress Monitoring	STAR	Interim Assessment (Foundational) Covers Blast instruction thru Unit 4	
		Text Set 1	1	6	Story Elements: Character Text Feature: Photographs		ELA.1.R.1.1 ELA.1.R.2.1		
		Text Set 2	2	6	Story Elements: Character		ELA.1.R.1.1		
		Text Set 3	3	6	Story Elements: Setting & Events		ELA.1.R.1.1		
		Text Set 4	4	6	Topic and Relevant Details		ELA.1.R.2.2		
		Text Set 5	5	6	Topic and Relevant Details		ELA.1.R.2.2		
									ELA.1.R.3.3 and/
		Second Quarter	2	Spiral	6	2-5	Extend & Connect		or Driven by student data
					Ongoing	Foundational Skills			Interim Assessment (Foundational) Covers Blast instruction thru Unit 9
Text Set 1	7			6	Main Story Elements		ELA.1.R.1.1		
Text Set 2	8			6	Main Story Elements Text Feature: Captions		ELA.1.R.1.1 ELA.1.R.2.1		
Text Set 3	9			6	Information presented in visuals vs. words in informational text Poetry: Stanzas and line breaks in poems		ELA.1.R.2.3 ELA.1.R.1.4		
Text Set 4	10			6	Main Story Elements		ELA.1.R.1.1		
Text Set 5	11			6	Topic and Relevant Details Text Feature: Maps		ELA.1.R.2.2 ELA.1.R.2.1		

Third Quarter		Ongoing	Foundational Skills		Progress Monitoring STAR		Interim Foundational Assessment Covers Blast instruction thru Unit
		Text Set 1	13	6	Story Elements: Events	ELA.1.R.1.1	
		Text Set 2	14	6	Story Elements: Events Text Feature: Diagram	ELA.1.R.1.1 ELA.1.R.2.1	
	3	Text Set 3	15	6	Identify the Moral Descriptive words and Phrases	ELA.1.R.1.2 ELA.1.R.3.1	End of quarter Foundational Assessment Covers Blast instruction thru Unit 20=
		Text Set 4	16	6	Topic and Relevant Details Text Feature: Captions	ELA.1.R.2.2 ELA.1.R.2.1	
		Text Set 5	17	6	Topic and Relevant Details Text Feature: Diagram	ELA.1.R.2.2 ELA.1.R.2.1	
		Spiral	18	5	Extend & Connect	ELA.1.R.3.3 and /or Driven by student data	
Third Quarter		Unit 6 Text Set 5	19	10	Author's opinion	ELA.1.R.2.4	
Fourth Quarter		Ongoing			Foundational Skills	Progress Monitoring STAR	Interim Foundational Assessment Covers Blast instruction thru Unit
		Text Set 1	20	5	Identify the Moral Story Elements: Sequence of Events Text Feature: Charts	ELA.1.R.1.2 ELA.1.R.1.1 ELA.1.R.2.1	End of quarter Foundational Assessment Covers Blast instruction thru Unit
		Text Set 2	21	5	Topic and Relevant Details Text Feature: Captions	ELA.1.R.2.2 ELA.1.R.2.1	
	4						
		Text Set 3	22	5	Topic and Relevant Details Poetry: Stanzas	ELA.1.R.2.2 ELA.1.R.1.4	End of quarter Foundational Assessment Covers Blast instruction thru Unit
		Text Set 4	23	5	Perspective: Narrator	ELA.1.R.1.3	
		Text Set 5	24	5	Topic and Relevant Details Text Feature: Graph	ELA.1.R.2.2 ELA.1.R.2.1	
						ELA.1.R.3.3 and /or Driven by student data	
		Spiral	25	5	Extend & Connect		
		Text Set 1	26	5	Perspective: Narrator	ELA.1.R.1.3	
5		Text Set 3	27	5	Vocabulary	ELA.1.R.2.3. ELA.1.R.2.2	

Optional Comprehension Assessments			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA.1.R.1.1 (characters)	R.1.1 or R.1.1	R.2.4	R.1.1 & R.1.2
ELA.1.R.1.1	R.2.2 & R.2.3	R.1.2	R.1.3 , R.1.4 , R.3.1
R.2.1 & R.2.2	R.2.1 & R.2.2	R.2.1 & R.2.2 Or R.2.1 & R.2.2	R.1.3



Grade 1 Reading Comprehension Assessments- District Guidance

Quarters 1 & 2- Teacher reads aloud the entire assessment passage for all students.

Quarter 3- Teacher reads aloud the first half of the passage and students read the second half of the passage independently. Having this printed on the tests themselves helps parents understand the difference from quarters 1 & 2.

Quarter 4- Students read the entire passage independently.

*Questions and answer choices can be read aloud to all grade 1 students all year long. Remove this support from students when data shows they are thriving with on grade level text.

1ST GRADE MATHEMATICS

SCOPE & SEQUENCE

[ALD BANK](#) [WEBSITE](#) [SEQUENCE](#)

	Unit	Module	Topic Name	Benchmarks	Pacing	Assessment
		00	Counting & Fluency	NSO.1.1 , NSO.2.1	ongoing	
Q1	Procedural Reliability: Addition & Subtraction	1	Modeling Addition and Subtraction	AR.1.2	15 days	Exemplar 1
		2	Add and Subtract with Facts to 10	NSO.2.2 , AR.1.2 , AR.2.1	11 days	Exemplar 2
		3	Add with Facts to 20	NSO.2.2 , AR.1.2	10 days	Exemplar 3
		4	Subtract with Facts to 20	NSO.2.2 , AR.1.2 , AR.2.1	12 days*	Exemplar 4
Q2	Equations	5	Understand the Meaning of the Equal Sign	AR1.1 , AR.2.2 , AR.2.3	12 days	Exemplar 5
	Collect & Interpret Data	6	Collect, Represent, and Interpret Data	DP.1.1 , DP.1.2	10 days	Exemplar 6
	Place Value	8**	Understand Place Value	NSO.1.2 , NSO.1.3	14 days	Exemplar 8
Q3	Counting Sequence	7	Extend the Counting Sequence	NSO.1.1	6 days	Exemplar 7
	Plot, Order, & Compare Larger Numbers	9	Plot, Order, and Compare Two-Digit Numbers	NSO.1.4 , NSO.2.3	12 days	Exemplar 9
	Explore: Addition & Subtraction of Larger Numbers	10	Add and Subtract with Numbers to 100	NSO.2.4 , NSO.2.5	15 days	Exemplar 10
	Time, Money, & Measurement	11	Compare and Measure Lengths	M.1.1 , M.1.2	12 days	Exemplar 11
		12	Money & Time	M.2.2 , M.2.3 , M.2.1	14 days	Exemplar 12
Q4	Geometry	13	Identify and Analyze Two-Dimensional (2-D) and Three-Dimensional (3-D) Figures	GR.1.1 , GR.1.2 , GR.1.3 , GR.1.4	10 days	Exemplar 13
	Understand Fractions	14	Partition Shapes into Halves and Fourths	FR.1.1	4 days	Exemplar 14
	Mastery of Standards	15	Mastery of Grade Level Standards			

Optional Quarterly Skill Checklists	Quarter 1	Quarter 2	Quarter 3	Quarter 4

1 day has been added to Modules 1 & 8 in consideration of Progress Monitoring assessments

**Module 4 will begin in Quarter 1, but will be assessed in Quarter 2 **Modules 7 and 8 were switched to avoid splitting a module over 2 quarters*

Science - Grade One: Scope and Sequence

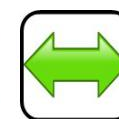
SEQUENCE



	Unit	Module	Topic Name	Standards	*Pacing
Q1	Plants and Animals	1	Living and Non-Living Things	SC.1.L.14.1 , SC.1.L.14.3 , SC.1.N.1.2	6 Days
			Plant and Animal Needs	SC.1.L.14.1 , SC.1.L.17.1 , SC.1.N.1.1	7 Days
			Parts of Plants	SC.1.L.14.1 , SC.1.L.14.2 , SC.1.N.1.3	7 Days
	Parents and Their Young	2	Plants and Their Parents	SC.1.L.14.1 , SC.1.L.16.1 , SC.1.N.1.4	7 Days
Q2	Parents and Their Young (Continued)	3	Animals and Their Parents	SC.1.L.14.1 , SC.1.L.16.1 , SC.1.N.1.1	6 Days
			Compare Animals	SC.1.L.16.1 , SC.1.L.14.1 , SC.1.N.1.1	6 Days
	Earth and Space	4	Observe Stars	SC.1.E.5.1 , SC.1.E.5.3 , SC.1.N.1.2	6 Days
			Gravity	SC.1.E.5.2 , SC.1.N.1.4	4 Days
			Sunlight and Earth's Surface	SC.1.E.5.4 , SC.1.N.1.2	4 Days
Q3	Earth's Surface	5	Describe Earth's Surface	SC.1.E.6.1 , SC.1.N.1.2	6 Days
			Water on Earth	SC.1.E.6.2 , SC.1.N.1.3	7 Days
			Weathering and Erosion	SC.1.E.6.3 , SC.1.N.1.3	7 Days
			Quick Changes to Earth's Surface	SC.1.E.6.3 , SC.1.N.1.1	7 Days
Q4	Matter	6	Matter Everywhere	SC.1.P.8.1 , SC.1.N.1.2	6 Days
			Properties of Matter	SC.1.P.8.1 , SC.1.N.1.2	7 Days
	Forces and Motion	7	Motion	SC.1.P.12.1 , SC.1.N.1.1	7 Days
			Changes in Motion	SC.1.P.13.3 , SC.1.N.1.3 , SC.1.N.1.4	7 Days

* Pacing based on Elementary Schedule Best Practice: Three(3) science lessons per week, Thirty(30) minutes per lesson

Science-Grade One: Quarter 1 Curriculum Map



[ELL Resources](#)

[ESE Resources](#)

[FEEDBACK](#)

Q u a r t e r O n e	Module # 1- Plants and Animals						
	Instructional Guide	Duration	Standards	Students Do ELL Language Objectives	Students Know	EQ	Assignment
	Living and Non-Living Things	6 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.14.3 Differentiate between living and nonliving things. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others LAFS.1.W.3.8With guidance and support from adults, recall information	Students will make observations of living things and their environment using the five senses -Students will use the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others -Students will differentiate between living and nonliving things. -Students will identify objects as living or nonliving.	-Students will know the five senses can be used as tools to make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion -Students will know how to compare their observations with others. -Students will know the differences between living and nonliving things. -Students will know how to identify objects as living or nonliving.	How are living and nonliving things different?	Science Probe- Living and Nonliving Performance Task- Tell What is Living and Nonliving

		from experiences or gather information from provided sources to answer a question.				
Plant and Animal Needs Note: This lesson includes the leveled reader, <i>A World of Animals</i>. See the Explain section of the lesson for directions on use.	7 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. SC.1.N.L.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.	Students will be able to: ● make observations of living things and their environment using the five senses. ● observe and identify that all plants and animals need the basic necessities of air, water, food, and space.	Students will know: ● what plants and animals need to live.	What do plants and animals need to live?	Science Probe- Plant and Animal Needs Performance Task- Research Needs
Parts of Plants	7 days	SC.1.L.14.1 Make observations of living things and their	- Students will be able to identify the major parts of plants, including stem,	Students will know major parts of plants, including	How do different parts of a	Science Probe- Plant Parts

		environment using the five senses. SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	roots, leaves, and flowers.	stem, roots, leaves, and flowers.	plant help it live?	Performance Task- Plant Model
Module # 2- Parents and Their Young						
Instructional Guide	Duration	Standards	Students Do <u>ELL Language Objectives</u>	Students Know	EQ	Assignment
Plants and Their Parents	7 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.16.1 Make observations that plants and animals	-Students will observe and describe how plants and animals closely resemble their parents -Students will observe and describe variations that exist among	Students will know similarities and differences between plants and animals and their parents, respectively.	How are plants like their parents?	Science Probe- Young Plants Performance Task- Compare Tulip Plants

			closely resemble their parents, but variations exist among individuals within a population. SC.1.N.1.4 Ask “how do you know?” in appropriate situations. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	individuals within plant and animal populations.			

Science-Grade One: Quarter 2 Curriculum



[FEEDBACK](#)

[ELL Resources](#)

[ESE Resources](#)

Q u a r t e r T w o	Module # 2- Parents and Their Young (continued)						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Animals and Their Parents	6 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.	-Students will make observations of living things and their environment using the five senses. -Students will make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. -Students will describe similarities and differences between a parent and its offspring.	Students know how to make observation that plants and animals closely resemble their parents Students know how young animals are like and unlike their parents.	How are young animals like and unlike their parents?	Science Probe-Puppies Performance Task- Compare Cat and Kittens

			LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
	Compare Animals Note: This lesson includes the use of the leveled reader, <i>Wait and See</i>. See the Elaborate section of this lesson for directions on use.	6 days	SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.	Students will be able to: • make observations of living things and their environment using the five senses. • make observations that plants and animals closely resemble their parents. • investigate ways in which animals are alike and different.	Students will know: • how animals in a population are alike and different.	How are animals alike and different?	Science Probe-Comparing Animals Performance Task- Animal to Animal

			LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
Module # 3- Earth and Space							
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment	
Observe Stars	6 days	SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and	- Students will observe and discuss that there are more stars in the sky than anyone can easily count -Students will observe that stars are not scattered evenly in the sky. -Students will investigate and explain how magnifiers make things appear bigger and help people see things they could not see without them. - Students will use the five senses as tools to make careful	Students will know that there are more stars in the sky than can be counted and that they are scattered unevenly. Students will know that telescopes and microscopes make objects appear bigger.	How can we learn about stars?	Science Probe- Stars in the Night Sky Performance Task-Starry Night	

		motion, and compare their observations with others. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.			
Gravity	4 days	SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. SC.1.N.1.4 Ask "how do you know?" in appropriate situations. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	-Students will investigate how gravity affects objects. -Students will observe how an object's surface area catches air and slows down its fall. -Students will investigate how quickly different objects fall.	Students know how to define gravity as a force that pulls objects toward each other Students know that Earth's gravity pulls objects on or near Earth toward it. Students know that how an object falls depends on its surface area	What is gravity?	Science Probe- Objects and Gravity Performance Task- The Speed of Gravity

	Sunlight and Earth's Surface Note: This lesson includes the use of the leveled reader, <i>The Four Seasons</i>. See the Elaborate Section of the lesson for directions on use.	4 days	SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Students will be able to: ● investigate, identify, and discuss the beneficial and harmful properties of the Sun. ● investigate that the Sun can warm various solid and liquid substances. ● explain the effect the Sun has on the Earth.	Students will know: ● the beneficial and harmful properties of the Sun. ● that the Sun can warm solid and liquid substances. ● the Sun has an effect on Earth.	How does the Sun affect Earth's surface?	Science Probe- Warm Sand Performance Task- Give a News Report

Science-Grade One: Quarter 3 Curriculum Map

[ELL Resources](#)

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Q u a r t e r T h r e e	Module # 4- Earth's Surface								
	Instructional Guide	Duration	Standards		Do		Know	LEQ	Assignment
	Describe Earth's Surface	6days	SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or		Students will be able to: - participate in activities that allow exploration of water, rocks, soil, and living organisms. - keep records of examples of water, rocks, soil, and living organisms.		Students will know: - the definition of Earth's surface. - the definition of living organism. - the difference between rocks and soil.	What is on Earth's surface?	Science Probe- Earth's surface Performance Task- Make a Model of Earth's Surface

		gather information from provided sources to answer a question.				
Water on Earth Note: This lesson includes the use of the leveled reader, <i>Water Habitats</i>. See the Explain section of the lesson for directions on use.	7 days	SC.1.E.6.2 Describe the need for water and how to be safe around water. SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Students will be able to: - identify uses of water by humans. - create water safety posters. - role play water safety. - compare and contrast being safe at the beach and pool. - participate in activities about using safe water (drinking).	Students will know: - the need for water. - uses of water by humans that are necessary. - basic water safety.	How do people use water?	Science Probe- Uses for Water Performance Task- Water Safety
Weathering and Erosion	7 days	SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.	Students will be able to: participate in activities that provide exposure to events that happen slowly	Students will know: examples of occurrences that are fast or slow. Examples include, erosion, weathering.	How can wind and water change Earth's surface?	Science Probe- Shapes of Landforms Performance Task- Earth's slow changes

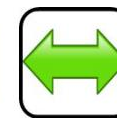
		SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	and events that happen fast. ● sort events into fast or slow categories.			
Quick Changes to Earth's Surface	7 days	SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly. SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based	Students will be able to: ● participate in activities that provide exposure to events that happen slowly and events that happen fast. ● sort events into fast or slow categories.	Students will know: ● examples of occurrences that are fast or slow. Examples include, weather,, earthquakes, volcanoes.	How can Earth's surface change quickly?	Science Probe-Quick Changes Performance Task-Make a Model of a quick change

			on those explorations. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					

Science-Grade One: Quarter 4 Curriculum Map

[ELL Resources](#)

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Q u a r t e r F o u r	Module # 5- Matter						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Matter Everywhere Note: This lesson includes the use of the leveled reader, <i>Gases Matter</i>. See the Elaborate section for directions on use.	6 days	SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. LAFS.1.W.3.8 With guidance and support from adults,	Students will be able to: - participate in activities that introduce them to matter as a solid, liquid, or gas. - classify matter as a solid, liquid, or gas.	Students will know: - what matter is. - that matter can be a solid, liquid, or gas. - what it means to classify matter.	What is matter?	Science Probe-Matter Performance Task- All About Matter

		recall information from experiences or gather information from provided sources to answer a question.				
Properties of Matter	7 days	SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information	Students will be able to: ● participate in activities sorting objects. ● sort objects based on properties such as size, shape, color, temperature, weight, texture, and whether objects sink or float.	Students will know: ● how to sort a group of objects. ● how to sort objects that sink or float. ●	What are some properties of matter?	Science Probe- Color, Size, and Shape Performance Task- Groups of Objects

		from provided sources to answer a question.						
Module # 6- Forces and Motion								
Instructional Guide	Duration	Standards		Do		Know	LEQ	Assignment
Motion Note: This lesson includes the use of the leveled reader, <i>Games in Motion</i>. See the Explain section of the lesson for directions on use.	7 days	SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided		Students will be able to: ● demonstrate specific benchmark vocabulary (movement). ● describe motion using vocabulary: forwards, backwards, diagonal, right, left, up, down, straight, curved, fast, slow, etc. ● demonstrate examples of objects that move: forwards, backwards, diagonal, right, left, up, down, straight, curved, fast, slow, etc.		Students will know: ● vocabulary/definition for movement: straight, zigzag, back-and-forth, round-and-round, fast, slow, up, down. ● how to identify types of movement.	What are some ways objects move?	Science Probe-Ways Objects Move Performance Task- Model Ways to Move

		sources to answer a question.				
Changes in Motion	7 days	SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull. SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. SC.1.N.1.4 Ask “how do you know?” in appropriate situations. LAFS.1.W.3.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Students will be able to: ● generate a list or act out how you push or pull (can be done at school and at home). ● demonstrate that a change in motion can involve a start, a stop, a change in direction or a change in speed. ● develop questions about motion.	Students will know: ● to describe how forces can change the motion of an object.	How do forces change the motion of an object?	Science Probe- Forces Change Motion Performance Task- Make a Motion Game

M/J Earth Space Science



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[Assessm ents & Rem ediation](#)



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Quarter	Big Idea	Benchmark Description		Suggested Pacing Days*	Assessments
First Quarter (39 days)	Earth System s and Patterns	1	SC.6.E.7.4 Interactions am ong the geosphere, hydrosphere, cryosphere, atm osphere, and biosphere .	4	Exem plar 1A Exem plar 1B
		2	SC.6.E.7.9 Com position an d structure of the atm osphere	5	
		3	SC.6.E.7.1 , SC.6.E.7.3 , SC.6.E.7.5 Sun influence on global patterns of atm ospheric m ovem ent and the tem perature differences between air, water, and land .	5	
		4	SC.6.E.7.2 , SC.6.E.7.3 , SC.6.E.7.6 Global patterns such as the jet stream and ocean currents influence local weather and clim ate patterns.	6 (20 days)	Exem plar 2A Exem plar 2B
Second Quarter (36 days)	Earth’s Structures	5	SC.6.E.6.1 , SC.6.E.6.2 Physical and chem ical weathering, erosion, and deposition and the landform s created from these processes.	4	Exem plar 3A Exem plar 3B
		6	SC.7.E.6.2 Patterns within the rock cycle related to surface events (weathering and erosion) and subsurface events (plate tectonics and m ountain building).	5	
		7	SC.7.E.6.1 Layers of the Earth, including the lithosphere, m antle, and the dense m etallic liquid and solid cores.	5	Exem plar 4A Exem plar 4B
		8	SC.7.E.6.5 , SC.7.E.6.7 Theory of plate tectonics explains how the m ovem ent of Earth's crustal plates causes both slow and rapid changes in Earth's surface .	5 (19 days)	
Third Quarter (34 days)		9	SC.7.E.6.3 SC.7.E.6.4 physical evidence that supports scientific theories that Earth has evolved over geologic tim e due to natural processes.	6	Exem plar 5A Exem plar 5B
		10	SC.7.E.6.6 Hu m ans im pact on Earth, such as deforestation, urbanization , desertification, erosion, air and water quality, changing the flow of water.	5	
		11	SC.8.E.5.8 Com pare variou s historical m odels of the Solar System , including geocentric and heliocentric.	5	Exem plar 6A Exem plar 6B
		12	SC.8.E.5.4, SC.6.P.13.2 Law of Universal Gravitation role in the form ation of planets, stars, and solar system s and in determ ining their m otions.	5 (21 days)	
Fourth Quarter (27 days)**	Earth in Space and Tim e	13	SC.8.E.5.4, SC.8.E.5.9 Im p act of objects in space on each other including: 1. The Sun on the Earth including seasons and gravitational attraction	2	Exem plar 7A Exem plar 7B
		14	SC.8.E.5.4, SC.8.E.5.9 Im p act of objects in space on each other including: 2. The Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	4	
		15	SC.8.E.5.1, SC.8.E.5.2, SC.8.E.5.3 Hierarchical relation ships between planets and other astronom ical bodies relative to the solar system , galaxy, and universe, including distance, size, and com position .	3	Exem plar 8A Exem plar 8B
		16	SC.8.E.5.7 , SC.8.E.5.10 Properties of objects in the Solar System including the Sun, planets, and m oons to those of Earth, such as gravitational force, distance from the Sun, speed, m ovem ent, tem perature, and atm ospheric conditions.	3	
		17	SC.8.E.5.5 , SC.8.E.5.6, SC.8.E.5.10, SC.8.E.5.11 Physical properties of stars: apparent m agnitude (brightness), te m perature (color), size, an d lum inosity (absolute brightness).	4 (16 days)	Exem plar 9A Exem plar 9B
	Instructional Review				

The days provided for each unit/topic is an estimate that may be adjusted by subject -level PLCs based on student achievement data. The days are based upon **every other day scheduling and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.*

*** This does not include the days in May or June due to testing schedules and end of year events.*

6 th Grade Math Scope and Sequence				
 Website  B1G-M  Exemplars  Pacing Calendar  FAST Resources  Supports  Feedback				
	Unit	Benchmark	Instructional Guides	Assessment
1	1- Compute with Decimals & Fractions (Approx. 17 days)	MA.6.NSO.2.1 - Multiply & divide multi-digit decimals	Multiply & Divide Multi-Digit Decimals (4 days)	Unit 1 Blueprint Unit 1 Test
		MA.6.NSO.2.2 - Multiply & divide fractions and mixed numbers	Factors and Multiples (3 days)	
		MA.6.NSO.2.3 - Real-world fractions & decimals	Multiply & Divide Fractions and Mixed Numbers (5 days)	
		MA.6.NSO.3.1 - GCF & LCM	Apply Decimal and Fraction Operations (1 day)	
	2- Integers & Rational Numbers (Approx. 10 days)	MA.6.NSO.1.1 - Define Rational Numbers	Integers and Rational Numbers (2 days)	Unit 2 Blueprint Unit 2 Test
		MA.6.NSO.1.2 - Opposites	Compare and Order Integers & Rational Numbers (2 days)	
		MA.6.NSO.1.3 - Interpret Absolute Value	Absolute Value & Solve Problems with Absolute Value (2 days)	
		MA.6.NSO.1.4 - Solve Problems with Absolute Value		
	3- Compute with Integers (Approx. 15 days)	MA.6.NSO.4.1 - Add & Subtract Integers	Add & Subtract Integers (6 days)	Unit 3 Blueprint Unit 3 Test
		MA.6.NSO.4.2 - Multiply & Divide Integers	Multiply & Divide Integers (4 days)	
2	4- Numerical & Algebraic Expressions (Approx. 15 days)	MA.6.NSO.3.2 - Distributive Property in Numerical Expressions	Powers and Exponents (2 days) Write & Evaluate Algebraic Expressions (3 days) Use the Distributive Property & Equivalent Algebraic Expressions (4 days)	Unit 4 Blueprint Unit 4 Test
		MA.6.NSO.3.3 - Evaluate with Exponents		
		MA.6.NSO.3.4 - Prime Factorization with Exponents		
		MA.6.AR.1.1 - Real-world Algebraic Expressions		
		MA.6.AR.1.3 - Substitution to Evaluate Expressions		
		MA.6.AR.1.4 - Equivalent Algebraic Expressions		
	5- Equations & Inequalities (Approx. 15 days)	MA.6.AR.1.2 - Representing Inequalities	Use Substitution to Solve Equations (2 days)	Unit 5 Blueprint Unit 5 Test
		MA.6.AR.2.1 - Substitute to evaluate equations/inequalities	Use Addition or Subtraction Equations to Solve Problems (4 days)	
		MA.6.AR.2.2 - Write & solve one-step +/- equations	Use Multiplication or Division Equations to Solve Problems (4 days)	
		MA.6.AR.2.3 - Write & solve one-step multi/div equations	Equations with Rational Numbers (2 days)	
		MA.6.AR.2.4 - Equations w/ fractions and decimals	Inequalities (3 days) Solutions to Inequalities (2 days)	
3	6- Ratios & Rates (Begins in Q2- Approx. 16 days)	MA.6.AR.3.1 - Write & interpret ratios	Ratios (6 days)	Unit 6 Blueprint Unit 6 Test
		MA.6.AR.3.2 - Rates & Unit rates	Convert Within the Customary System or Metric System (2 days)	
		MA.6.AR.3.3 - Ratio tables	Rates, Unit Rates, & Solve Rate Problems (4 days)	
		MA.6.AR.3.5 - Problem solving using ratios		
	7- Percents (Approx. 13 days)	MA.6.AR.3.4 - Apply ratio relationships	Percents (2 days)	Unit 7 Blueprint Unit 7 Test
		MA.6.AR.3.5 - Problems solving using ratios	Relate Fractions, Decimals, and Percents (2 days)	
		MA.6.NSO.1.1 - Define rational numbers	Find the Percent of a Number (5 days)	
		MA.6.NSO.3.5 -Rational numbers in equivalent forms		
	8- Coordinate Geometry (Approx. 12 days)	MA.6.GR.1.1 - Coordinate Plane	The Coordinate Plane Reflections of Points (4 days) Distance, Perimeter & Area on the Coordinate Plane (4 days)	Unit 8 Blueprint Unit 8 Test
		MA.6.GR.1.2 - Distance on Coordinate Plane		
		MA.6.GR.1.3 - Mathematical/Real-world on Coordinate Plane		
		Supporting Benchmark: MA.6.NSO.1.4		
4	9- Area, Volume,	MA.6.GR.2.1 - Area of triangles	Area of Triangles, Quadrilaterals & Composite Figures (3 days) Volume of Right Rectangular Prisms (2 days)	Unit 9 Blueprint Unit 9 Test
		MA.6.GR.2.2 - Area of quadrilaterals & composite figures		

	& Surface Area (Approx. 17 days)	MA.6.GR.2.3 - Volume of rectangular prisms	Surface Area of Right Rectangular Prisms and Pyramids (4 days)	



6th Grade Math (1205010)
2023-2024 Scope and Sequence

		MA.6.GR.2.4 - Surface area of rectangular prisms & pyramids		
10- Statistical Measures & Displays (Approx. 17 days)		MA.6.DP.1.1 - Statistical questions	Statistical Questions (1 day) Histograms (2 days) Measures of Center (2 days) Interquartile Range and Box Plots (2 days) Interpret Data Distributions & Changes in Data Values (4 days)	Unit 10 Blueprint Unit 10 Test ID#
		MA.6.DP.1.2 - Mean, median, mode & range		
		MA.6.DP.1.3 - Box Plots		
		MA.6.DP.1.4 - Histograms and line plots		
		MA.6.DP.1.5 - Create box plots & histograms		
		MA.6.DP.1.6 - Changes in data		

*Days are estimated and may be adjusted based on the release of the 2023-2024 state assessment calendar.

M/J United States History Scope and Sequence

Quarter	Unit	Topic Name	Standards	Days*	
First Quarter	The Colonial Period	1. European Colonization	SS.8.A.2.1	3	
		2. The 13 British Colonies	SS.8.A.2.2, SS.8.A.2.3, SS.8.A.2.4, SS.8.A.2.5, SS.8.A.2.7	5	
	Prelude to the Revolution	3. The French & Indian War	SS.8.A.2.6, SS.8.A.3.1	4	
		4. Events Leading to the Revolution	SS.8.A.3.2, SS.8.A.3.3	4	
	Constitution Day <i>September 16, 2022</i> Celebrate Freedom Week	The Month of September is designated as American Founders’ Month Constitution Day Resources and Sample Lessons Celebrate Freedom Week			
Second Quarter	Revolution	5. The American Revolution	SS.8.A.3.6, SS.8.A.3.3, SS.8.A.3.4, SS.8.A.3.5	4	
		6. Declaring Independence from Britain	SS.8.A.3.7	3	
		7. Winning Independence	SS.8.A.3.6, SS.8.A.3.3, SS.8.A.3.4, SS.8.A.3.5	3	
	Formative Years	8. First Efforts at a Union: The Articles of Confederation	SS.8.A.3.9	3	
		9. The Constitution: A “More Perfect” Union	SS.8.A.3.10 & SS.8.A.3.11	3	
		10. George Washington’s Presidency	SS.8.A.3.12	2	
Third Quarter	Federalists vs. Democratic-Republicans	11. John Adams’ Presidency	SS.8.A.3.13	2	
		12. Thomas Jefferson’s Presidency	SS.8.A.3.14	2	
	Growth of a Nation	13. Westward Expansion	SS.8.A.4.1 & SS.8.A.4.3	5	
		14. Industrial Revolution	SS.8.A.4.5, SS.8.A.4.6, SS.8.A.4.10	5	
	Jacksonian Democracy	15. Andrew Jackson’s Presidency	SS.8.A.4.16	2	
Fourth Quarter	Reform Movement	16. Second Great Awakening	SS.8.A.4.9 & SS.8.A.4.8	2	
		17. Women’s Suffrage and Abolitionist Movement	SS.8.A.4.14 and SS.8.A.4.8	3	
	Civil War	18. Causes of the Civil War	SS.8.A.5.1, SS.8.A.5.2, SS.8.A.5.3	4	
		19. Sectional Conflict	SS.8.A.5.4 & SS.8.A.5.5	2	
		20. Significant Battles and Effects of the Civil War	SS.8.A.5.1 & SS.8.A.5.6	4	
	Reconstruction	21. Policies, Practices, and Effects of Reconstruction	SS.8.A.5.8	3	
	Literacy Strategy Templates: 1. Dialectical Journal Template 2. ACAPS Template 3. Connect 3 Template Annual Observances USH and Civics Crosswalks				

The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.*


[Pacing Calendar](#)


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Quarter	Unit	Spotlight Benchmarks	Pacing	Text Selection	Assessments
1	Unit 1: Testing Our Limits (Narrative)		First Days of School 8/10-8/11	Syllabus, Rules, Expectations, Team Building	
		C.5.2 , R.3.1 , V.1.3	Week 1 8/14-8/18	Guide 1 : Unit Overview; SyncStart: Eleven	
		R.3.1 , V.1.3	Week 2 8/21-8/25	Guide 2 : Eleven; The Mighty Miss Malone	
		R.1.1	Week 3 8/28-9/1	Guide 3 : The Mighty Miss Malone; Scout's Honor	
		R.1.1 , R.1.3	Week 4 9/5-9/8	Guide 4 : Scout's Honor; How Malcolm Learned to Read	
		R.1.3 , R.1.2 , R.3.2	Week 5 9/11-9/15	Guide 5 : How Malcolm Learned to Read; Hatchet	Exemplar R.1.3 <i>*Also assesses R.3.2</i>
		R.1.2 , R.3.4	Week 6 9/18-9/22	Guide 6 : Hatchet; The Magic Marker Mystery; The Good Samaritan	
		R.1.2	Week 7 9/26-9/29	Guide 7 : The Good Samaritan; Jabberwocky	Exemplar R.1.1 <i>*Also assesses R.1.2</i>
		R.3.3 , C.1.2 , C.1.5	Week 8 10/2-10/6	Guide 8 : A Wrinkle In Time; Extended Writing Project: Narrative	
		C.1.5 , C.1.2 , V.1.2	Week 9 10/9-10/13	Guide 9 : Extended Writing Project: Narrative	EWP: Narrative
2	Unit 2: You and Me (Argumentative)	Varies, C.5.2 , V.1.3	Week 1 10/17-10/20	Guide 10 : Targeted & Differentiated Skills Review; Unit Overview; Roll of Thunder Hear My Cry	
		R.1.1 , R.1.2	Week 2 10/23-10/27	Guide 11 : Roll of Thunder Hear My Cry; Teenagers	
		R.3.1 , V.1.3 , R.2.4	Week 3 10/30-11/3	Guide 12 : Teenagers; Eulogy of the Dog	
		R.2.3 , R.2.4 , R.3.4	Week 4 11/6-11/10	Guide 13 : Eulogy of the Dog; We're On the Same Team	Exemplar R.2.4
		R.2.3 , R.3.4 , R.1.4	Week 5 11/13-11/17	Guide 14 : We're On the Same Team; The House on the Hill	
		R.1.4 , R.1.1	Week 6 11/27-12/1	Guide 15 : The House on the Hill; The Treasure of Lemon Brown	Exemplar R.2.3 <i>*Also assesses R.3.3</i>
		R.1.2	Week 7 12/4-12/8	Guide 16 : The Circuit; That Day; A Poem for My librarian, Mrs. Long	
		C.1.3 , C.1.5	Week 8 12/11-12/15	Guide 17 : Extended Writing Project: Argumentative	
		C.1.3 , C.1.5	Week 9 12/18-12/21	Guide 18 : Extended Writing Project: Argumentative	EWP: Argumentative
3	Unit 3: In the Dark (Expository)	Varies, C.5.2 , V.1.1 , V.1.2	Week 1 1/9-1/12	Guide 19 : Targeted & Differentiated Skills Review; Unit Overview	
		R.3.1 , V.1.3	Week 2 1/16-1/19	Guide 20 : Life Doesn't Frighten Me; Hatshepsut: His Majesty, Herself	
		R.2.2	Week 3 1/22-1/26	Guide 21 : Hatshepsut: His Majesty, Herself	
		C.1.4 , R.3.3	Week 4 1/29-2/2	Guide 22 : The Lightning Thief; Heroes Every Child Should Know: Perseus	
		R.1.4	Week 5 2/5-2/9	Guide 23 : Yet Do I Marvel; I, Too	

		R.1.4, R.1.2, C.1.4	Week 6 2/12-2/15	Guide 24 : I, Too; Donna O’Meara: The Volcano Lady	Exemplar R.1.4 <i>*Also assesses R.3.1</i>
		C.1.4, R.2.1	Week 7 2/20-2/23	Guide 25 : Dare to be Creative; Margaret Bourke-White: Fearless Photographer	
		R.2.1	Week 8 2/26-3/1	Guide 26 : Margaret Bourke-White: Fearless Photographer; Everybody Jump	Exemplar R.2.1
		R.3.1, V.1.3	Week 9 3/4-3/8	Guide 27 : Everybody Jump	
		C.1.4, C.1.5	Week 10 3/11-3/14	Guide 28 : Extended Writing Project: Expository	EWP: Expository
4	Unit 4: Personal Best (Literary Analysis)	Full Benchmark Review	Weeks 1-3 3/25-4/12	Guide 29: Just in Time	
		V.1.3, R.2.3	Week 4 4/15-4/19	Guide 30: Incidents in the Life of a Slave Girl; First Read: Harriet Tubman: Conductor on the Underground Railroad; Freedom’s Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970	
		R.2.2, R.2.1, V.1.3	Week 5 4/22-4/26	Guide 31: Freedom’s Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970; I Am Malala	
		R.2.1, V.1.3, R.2.4, R.3.4	Week 6 4/29-5/3	Guide 32: I Am Malala; Malala Yousafzai - Nobel Lecture	
		R.2.4, R.3.4, V.1.3	Week 7 5/6-5/10	Guide 33: Malala Yousafzai - Nobel Lecture; All Summer in a Day	Exemplar R.3.4 <i>*Also assesses R.3.1 & R.3.2</i> <i>*Optional</i>
		R.1.1, R.1.2	Week 8 5/13-5/17	Guide 34: All Summer in a Day	
		C.1.3, C.1.5	Week 9 5/20-5/24	Guide 35: Extended Writing Project: Literary Analysis	Exemplar R.2.2 <i>*Optional</i>
		C.1.3, C.1.5	Week 10 5/27-5/31	Guide 36: Extended Writing Project: Literary Analysis	EWP: Literary Analysis

District K-12 Comprehensive Evidence-Based Reading Plan

2024-2025

FSU-Broward District

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Main Reading Contact	TBD	N/A	N/A
Data Element	TBD	N/A	N/A
Third Grade Promotion	TBD	N/A	N/A
Multi-Tiered System of Supports	TBD	N/A	N/A
Other (Enter Responsibility) Reading Curriculum	TBD TBD	N/A	N/A
Assessment	TBD		

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$159,067	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches	\$159,067	1-Reading Specialist and part of the salary for the Curriculum Specialist
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		

Reading Allocation Budget Item	Amount	FTE (where applicable)
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	\$159,067	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
K	5%	83%	3%	85%
1	26%	57%	24%	59%
2	1%	83%	0%	85%
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	20%	54%	18%	56%
4	13%	67%	11%	69%
5	12%	65%	10%	67%

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

The School Literacy Leadership Team (LLT) consists of the school administrators, curriculum specialist, reading specialist, team leaders, and media specialist. At the start of the school year, the roles and responsibilities are reviewed and discussed to ensure the full implementation of the K-12 CERP. The LLT provides support to teachers and learners using evidence-based practices and resources throughout the school year.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The LLT and administrators work collaboratively to establish literacy goals using data to make informed decisions. Action steps are created and monitored frequently to align with the strategic direction of the school improvement plan. Members of the LLT team meet regularly in data chat meetings, school-wide planning meetings, MTSS/RtI meetings, and leadership meetings

to make sure that the students' academic, physical, and social needs are met and that the school environment is conducive to learning and improving literacy achievement.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	STAR Assessments FAST Progress Monitoring Data	STAR CBM Lexia Core5 STAR Assessments STAR Early Literacy Assessments FAST Progress Monitoring
Actions for continuous support and improvement	Walkthroughs	Walkthroughs, data chats, PLC meetings

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	For grade 6 as follows: STAR Assessments FAST Progress Monitoring Data	STAR CBM Lexia Core5 STAR Assessments STAR Early Literacy Assessments FAST Progress Monitoring
Actions for continuous support and improvement	Walkthroughs	Walkthroughs, data chats, PLC meetings
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

The Leadership Team will meet weekly to monitor the progress of the school improvement goals. During the meetings, action items will be brought forward to the leadership team, via team leaders' minutes notes, data chat summary notes, or email conversations regarding implementation concerns or suggestions. Tabletop discussions, using data and other documents related to the items will be conducted. Further, follow-up plans or action steps will be developed, if needed.

3. Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

The CERP has been revised to include monitoring of tier 1, tier 2, and tier 3 to ensure that instruction will be done with fidelity. The root cause analysis of student performance data indicates that continuous improvement is needed to support teachers with instruction and tiered interventions.

4. Describe the process used by principals to monitor implementation of the reading plan, including

frequent reading walkthroughs conducted by administrators.

The implementation is monitored by informal classroom walkthroughs by administrators throughout the school year. Support staff pushes in to support the 90-minute literacy block and provide coaching in PLCs or team planning meetings. The LLT meets quarterly to review grade level

and school data to identify and address policies and procedures that may pose a barrier in the learning environment. The curriculum specialist tracks the data, including all subgroups, to ensure alignment with the B.E.S.T. standards, assessment, and instruction.

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Performance Matters is a comprehensive data-management platform that houses assessment data, MTSS documents, and graphs and serves as an early warning system (EWS). Administrators have access to school, class, and individual student data to provide immediate support in a timely manner.

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

FSU-Broward is only one school. The Reading Specialist guides teachers and is certified in reading.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;

- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

YES

2. If no, please describe the evidence-based coach model the district is using.

N/A

3. How is the literacy coach model being communicated to principals?

The FSU-Broward District only has one school. The principal is the main district reading contact. The school does not have one person who performs the duties of a reading coach. Several people address the reading coach requirements. There will be a Reading Specialist who is certified in reading. In addition, the curriculum specialist, and media specialist will assist.

4. How does the district support literacy coaches throughout the school year?

The school does not have one person who performs the duties of a reading coach. There will be several people who will address the reading coach requirements. There will be a Reading Specialist who is certified in reading. Administration and the school's leadership team will be responsible for supporting the needs of the individuals who perform the duties of the reading coach.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Administration and the school's leadership team are responsible for supporting the coaching model. The reading specialist and the curriculum specialist are a part of the leadership team. They will provide feedback to the other members of the team.

6. How does the district monitor implementation of the coach model?

Leadership meetings are conducted and during this time, the data will be reviewed.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#):
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

The FSU-Broward's Decision Tree chart ensures alignment of the K-5 reading instruction and Florida's Formula for Success. The 90-minute reading block consists of daily instruction in the six areas of reading. Tier 1 instruction is explicit and evidence based. The Tier 2 and Tier 3 instruction is conducted in an intervention block to meet the needs of students needing supplemental or intensive instruction, including students with disabilities and English Language Learners. Data from screening, progress monitoring, diagnostic, and summative assessments is analyzed to determine the needs of the students.

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

N/A

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\)](#), F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\)](#), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.) STAR Early Literacy and STAR	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

Students are identified as needing Tier2/Tier3 interventions if they are scoring at/or below the lowest benchmark/achievement level on the assessments listed on the FSU-Broward District CERP. Additionally, students may also be identified during the progress monitoring administration throughout the year as well as through consecutive formative assessments that show demonstrated minimum skill levels in the six areas of reading. FSU-Broward District will also identify students as having a substantial deficiency in reading by following the guidelines provided by Just Read Florida.

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Students are identified as needing Tier2/Tier3 interventions if they are scoring at/or below the lowest benchmark/achievement level on the assessments listed on the FSU-Broward District CERP. Additionally, students may also be identified during the progress monitoring administration throughout the year as well as through consecutive formative assessments that show demonstrated minimum skill levels in the six areas of reading.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-

based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Score is above the 40 th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and above the 50 th percentile for third grade.
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Benchmark Advanced (state approved) Teachers use the textbook and digital resources to provide systematic instruction focusing on foundational skills, vocabulary, comprehension, and writing.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. At least 80% of the students would score above the 40 th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and above the 50 th percentile for third grade.
Explain how the effectiveness of Tier 1 instruction is monitored. Data chats are conducted. FAST, Star Early Literacy, and Star data are analyzed. In addition, Lexia instruction data is monitored.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Analyzing and interpreting data through Professional Learning Communities, walkthroughs, and collaborative grade level common planning will be in place.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Score is below the 40 th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and below the 50 th percentile for third grade.
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Lexia Core 5 Program, at least three times a week (State approved) Foundations (Wilson Reading System)-double dose, at least three times a week (State approved) Read Naturally/Reciprocal teaching at least three times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level)
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Lexia Core 5 Program, at least three times a week (State approved) Foundations, Wilson, or Just Words (Wilson Reading System)-double dose, at least three times a week (State approved)

Read Naturally/Reciprocal teaching at least three times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level) Quick Reads (Savvas Learning Company) at least three times a week (ESSA strong level)
For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. Lexia Core 5 Program, at least three times a week (State approved) Foundations (Wilson Reading System)-double dose, at least three times a week (State approved) Read Naturally/Reciprocal teaching at least three times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level)
Number of times per week interventions are provided: 3
Number of minutes per intervention session: 20-30 minutes
Explain how the effectiveness of Tier 2 interventions are monitored. Data chats are conducted. FAST, Star Early Literacy, and Star data are analyzed. In addition, Lexia instruction data is monitored.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The members of the MTSS/RtI team and Literacy Leadership Team analyze data and review Data Chats notes on action steps to determine next steps.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Students who received Tier 3 interventions in the previous school year or students who received multiple years of Tier 2 interventions with minimal progress as determined by the MTSS/RtI team.
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Lexia Core 5 Program, at least four times a week (State approved) Foundations (Wilson Reading System)-double dose, at least four times a week (State approved) Read Naturally/Reciprocal teaching at least four times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level)
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Lexia Core 5 Program, at least four times a week (State approved) Foundations, Wilson, or Just Words (Wilson Reading System)-double dose, at least four times a week (State approved) Read Naturally/Reciprocal teaching at least four times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level) Quick Reads (Savvas Learning Company) at least four times a week (ESSA strong level)
For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. Lexia Core 5 Program, at least four times a week (State approved)

Foundations (Wilson Reading System)-double dose, at least four times a week (State approved) Read Naturally/Reciprocal teaching at least four times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level)
Number of times per week interventions are provided: 4-5
Number of minutes per intervention session: 20-30 minutes
Explain how the effectiveness of Tier 3 interventions are monitored. Data chats are conducted. FAST, Star Early Literacy, and Star data are analyzed. In addition, Lexia instruction data is monitored.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The members of the MTSS/RtI team and Literacy Leadership Team analyze data and review Data Chats notes on action steps to determine next steps.

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

FSU-Broward District will use Lexia (state approved), Read Naturally (reciprocal teaching #27, 0.74), Foundations (State approved)

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

The summer academy program will focus on students in grades K-4. FSU-Broward District will use Lexia (state approved), Read Naturally (reciprocal teaching #27, 0.74), Foundations (State approved)

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
 - Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
 - Differentiate and intensify professional development for teachers based on progress monitoring data;
 - Identify mentor teachers and establish model classrooms within the school; and
 - Ensure that time is provided for teachers to meet weekly for professional development.
- FSU-Broward District partners with the Professional Development Center (PDC) through Panhandle Area Education Consortium (PAEC) to provide professional development to teachers which includes training to help teachers integrate the six areas of reading, including multisensory intervention strategies, and structured literacy.
 - The leadership team utilizes progress monitoring data to identify what professional skills need further development and provides ample opportunities and a timeline to accomplish set goals.
 - Mentor teachers and model classrooms are identified.
 - A staff development schedule reflects the weekly meetings that are set aside for professional development.

B. List the pathways that are available in your district for earning the Reading Endorsement.

Teachers may sign up to take the Reading Endorsement classes through PAEC.

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

Tutoring programs are offered for students who need extra support for all grades, grades K-5.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The Read-at-Home Plan will be distributed to all students with a substantial reading deficiency. The Read-at-Home Plan is sent to all parents electronically. A hard copy is sent home with students who are on a PMP or have an IEP. The Read-at-Home Plan is a plan that describes strategies and suggestions for helping students with reading skills. The plan includes multisensory strategies, an overview of the components of reading,

and reading activities and resources for students. In addition, students who are reading below grade level are invited to participate in the New Worlds Reading Initiatives.

Innovation Preparatory Charter Bell Schedule

Core Classes are English Language Arts, Mathematics, Science, and Social Studies

	Start Time	End Time	Length
Breakfast	7:45 AM	8:05 AM	20 min
Morning Meeting	8:05 AM	8:20 AM	10 min
Block 1: Enrichment	8:20 AM	9:27 AM	67 min
Block 2: Elective	9:30 AM	10:15 AM	45 min
Block 3: Core Class	10:18 AM	11:18 AM	60 min
Block 4: Core Class	11:21 AM	12:21 PM	60 min
Lunch	12:21 PM	12:51 PM	30 min
Block 5: Core Class	12:54 PM	1:54 PM	60 min
Block 6: Elective	1:57 PM	2:42 PM	45 min
Block 7: Core Class	2:45 PM	3:30 PM	45 min

Innovation Preparatory Charter

Class times for subjects depend on the student's grade level. You can find below a sample schedule of a day at Impact. All students take the following courses:

Math
Science
Reading/ELA
Writing
Social Studies
Physical Education/Health
Music
Home economics

Roles and Responsibilities:

Executive director has many responsibilities, including:

Leadership

The executive director is the highest-ranking person at the school and is responsible for providing leadership.

Curriculum

The executive director ensures that the curriculum aligns with the school's vision.

Student learning

The executive director is responsible for ensuring that students are learning effectively and meeting their education goals.

Finances

The executive director is responsible for achieving financial and fundraising goals.

Compliance

The executive director ensures that the school is operating in compliance with all laws and regulations.

Staff management

The executive director is responsible for managing human resources, including establishing performance requirements and evaluating teachers.

Policy alignment

The executive director ensures that policies align with the school's mission.

Board of directors

The executive director works closely with the board of directors and keeps them informed of legal and financial issues.

A charter school principal has many responsibilities, including:

Academic achievement

The principal is responsible for ensuring students achieve their academic goals. This includes:

Supervising the collection and analysis of data

Reporting academic results to families and the board

Developing and evaluating instructional staff

School culture

The principal is responsible for developing and maintaining a school culture that promotes equity and high expectations.

School operations

The principal is responsible for managing all aspects of the school, including:

Overseeing the cafeteria, maintenance, and student supervision

Implementing and enforcing school rules, policies, and procedures

Planning and evaluating non-academic programs

Planning and participating in special events

Community engagement

The principal is responsible for building relationships with the school community, including:

Attending PTA and school board meetings

Communicating with parents about student success

Coordinating volunteer programs

Leadership

The principal is responsible for leading the school and driving long term academic success. This includes:

Recruiting and selecting faculty

Selecting the school-wide curriculum

Engaging with families

Developing a collaborative culture

Assistant principal have many duties, including:

Student management

Oversee student admission, dismissal, and retention, and monitor attendance. They also maintain student conduct and enforce discipline.

Curriculum development

Assist in the development and implementation of instructional programs and activities.

School climate

Help establish and maintain a learning environment that's conducive to learning.

School leadership

Assist the principal in the day-to-day management of the school, and take on leadership in the principal's absence.

Community relations

Represent the school to the community and outside agencies, and maintain effective community relations.

Parent communication

Maintain effective communication with parents, and participate in conferences.

Professional development

Attend professional development and stay up to date on current research and innovations in education.

Emergency preparedness

Develop plans for emergency situations in collaboration with staff and public safety agencies.

Human resources

Assist with recruiting, screening, background checks, personnel records, and performance appraisals

The Director of Operations is responsible for the non-academic operations of the school. They ensure the school's operational success by managing resources, meeting contractual and regulatory requirements, and more. Some of their duties include:

Budgeting: Preparing budgets and managing finances

Purchasing: Managing purchasing

Event planning: Planning and managing events

Student transportation: Managing student transportation

Food service: Managing the food service program

Facilities: Managing the school's facilities

Government documents: Ensuring that all required government documents are filed on time

Liaison with outside agencies: Maintaining relationships with outside agencies, such as the sponsor and the state's education department

School climate: Helping to develop and maintain a positive school climate and a safe and healthy environment

Guidance counselors in the school have many duties, including:

Student planning: Counselors create individual plans for students based on their personal goals, skills, and learning levels. They also consider the student's future education and career options.

Consultation: Counselors may assist classroom teachers and provide consultation.

Lesson delivery: Counselors may create and deliver lessons on social skills and emotional learning.

Collaboration with teachers and parents: Counselors may work with teachers to develop strategies to help students with learning difficulties. They may also involve parents in the counseling process.

Creating a healthy school environment: Counselors work with administrators and teachers to create a safe and healthy school environment that's free of bullying and illegal activities.

Advocacy: Counselors can advocate for disadvantaged and disenfranchised students.

Career and college counseling: Counselors help students navigate the college application process and understand the admissions process. They may also help students explore careers and learn about available grants and scholarships.

A curriculum specialist's duties at the school include:

Curriculum development: Create and improve instructional materials, such as textbooks, workbooks, and tests.

Curriculum analysis: Review curriculum frameworks to ensure they are effective and meet standards.

Teacher training: Plan and conduct training programs for teachers on new procedures, materials, and equipment.

Student assessment: Analyze student assessment data to help inform curriculum development.

Professional development: Create and deliver professional development for teachers.

School-wide planning: Assist with the development of strategic plans for the school.

Collaboration: Collaborate with other departments to meet the needs of the school.

Professional learning: Participate in professional learning communities to share best practices.

Curriculum specialists are also known as instructional coordinators. They play a key role in shaping educational content and teaching strategies.

Skills required for curriculum specialists at our school include:

Analysis, Communication, Decision-making, Facilitation, Interpersonal skills, Leadership, and Project management.

A media center specialist at our charter school will have many responsibilities, including:

Managing the media center: Ensuring that media materials and technology are in good condition

Developing media programs: Creating and maintaining a media program for the school or district

Collaborating with faculty and staff: Working with faculty and staff to create and implement media-related curricula

Providing training: Training faculty and staff on how to use media materials and technology

Evaluating media: Monitoring and evaluating the effectiveness of media materials and technology

Helping students: Working with students to find information, develop research projects, and understand the difference between information sources

Helping teachers: Helping teachers and other school staff use different types of technology

Organizing volunteers: Organizing parent and community volunteers to facilitate discussions

Processing new media: Processing new media and finding materials for patrons

Programming computer equipment: Programming computer equipment

Acquiring and cataloging materials: Acquiring and cataloging materials

Maintaining supplies and equipment: Taking inventory and maintaining supplies and equipment

IT Specialist:

Provide technical support to students and staff, including laptops, smartboards, and iPads. They also help maintain IT asset inventory, and track service requests.



Welcome to the Florida Charter Support Unit School Budget Template

10/10/1
07/24/2024 8:41
Based on the 2024-25 FEFP Second Calculation

This tool is developed for creating a five year budget for a Florida Charter School. This tool is best used when creating a budget from scratch, and does not include tools to help compare previous

Please see the "Instructions" page of this sheet to learn more about how to use this tool (Click Here To Jump There).

Before we begin, we need some basic information about your school.

Select Which School District Your School Is In:

What Is The Name Of Your School?

Some Basic Reference Information:

Black text are instructions and labels. Please read this information to ensure you are entering information correctly.	Cells that are YELLOW are for entering information.	Blue text is reference and instruction information to assist you with using the tool. This will have valuable instructions if you've never used this tool.	Cells that have this light berry color have additional information hidden in comments. Mouse over these cells to learn more.	Red text is information that has been calculated based on information you've entered into the spreadsheet.	Text in light purple and at the right of a sheet informs you where a specific item will be included in the budget.

All tabs that are underlined in light yellow are questionnaire tabs that you need to go through and fill out.

All tabs that are underlined in blue are budget documents.

All tabs that are underlined in green are additional budget summaries.

For additional assistance, please email help@charter.support

The Charter Support Unit's Privacy Policy can be found at: <https://charter.support/privacy>



Florida's Charter Support Unit Budget Template News

This page updates each time you open this worksheet or select "Update News Sheet" from the "Budget Tools" menu item.

We will use this page to post notes about when new versions are available or if there are any issues that have been identified.

Update The News Feed

Posted On

Posted By

Note

Instructions On How To Use The CSU Budget Template

The following are basic instructions on how to use the Budget Template Tool. Please notice that on the left column the symbols. These help you to drill down into the content. Click each plus symbol to expand that topic and learn more.



Allowing Google Sheets To Use App Scripts

In General, how do I use this tool?

What do all of the tabs in the worksheet do?

Use the "Budget Tools" menu available in Google Sheets

Can I download and use this tool in Excel?

Enrollment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Enrollment Estimates

One of the first decisions you will need to make is your enrollment. In Florida revenue is all dependent on your enrollment based on two reporting dates (in October, and February). Your official funding will be based on an average of the enrollment at these two counts. It is extremely important to try to get your enrollment estimates accurate when building a budget as small changes in enrollment can have drastic changes on your budget. We recommend you be as conservative as possible with your enrollment estimates.

Use Student Count or Classes? **2 - Number of Students**

The calculator will allow you to either enter the Number of Classes or the Number of students in the calculator below. Select which method you would rather use, and the calculator will adjust your numbers accordingly to accurately calculate your enrollment.

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

Year 1	Year 2	Year 3	Year 4	Year 5
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Percentage of seats full? **95%**

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

Total Anticipated Enrollment (If Full)	540	600	660	720	840
Total Budgetted Enrollment (Assuming empty seats)	510	570	624	684	798
Total Number of Sections / Classes	30	34	38	40	46

Special Populations

Some students qualify for additional funding levels based on their needs as a special education student, a gifted student, or if they are in an ESOL program.

	ESE	Gifted	ESOL	FRL
Kindergarten	10%	0%	3%	50%
1st Grade	15%	2%	3%	50%
2nd Grade	15%	2%	3%	50%
3rd Grade	13%	2%	3%	50%
4th Grade	10%	3%	3%	50%
5th Grade	8%	3%	3%	50%
6th Grade	0	0	0	0
7th Grade	0	0	0	0
8th Grade	0	0	0	0
9th Grade	0	0	0	0
10th Grade	0	0	0	0
11th Grade	0	0	0	0
12th Grade	0	0	0	0

Exceptional Student Education Enrollment	57	65	71	79	91
Gifted Enrollment	7	7	12	12	12
English to Speakers of Language Enrollment	12	12	18	18	18
Free and Reduced Lunch Enrollment	252	282	312	342	396

High Needs Special Education Populations

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 (251 or Level 1).

Kind - 3rd	Level 1 (251)	43	49	53	59	68
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0

Top number for each section is calculated based on the total ESE entered above,

	Level 5 (255)	0	0	0	0	0

minus the numbers

4th - 8th	Level 1 (251)	14	16	18	20	23
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0
	Level 5 (255)	0	0	0	0	0

9th - 12th	Level 1 (251)	0	0	0	0	0
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0
	Level 5 (255)	0	0	0	0	0

Enrollment Summary (Informational Only)

This is just for your information. Nothing needs to be completed below.

Kind - 3rd	Total Enr.	340	380	416	456	532
	ESE	43	49	53	59	68
	Gifted	3	3	6	6	6
	ESOL	8	8	12	12	12
	FRL	168	188	208	228	264

4th - 8th	Total Enr.	170	190	208	228	266
	ESE	14	16	18	20	23
	Gifted	4	4	6	6	6
	ESOL	4	4	6	6	6
	FRL	84	94	104	114	132

9th - 12th	Total Enr.	0	0	0	0	0
	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0

Total Enr.	Total Enr.	510	570	624	684	798
	ESE	57	65	71	79	91
	Gifted	7	7	12	12	12
	ESOL	12	12	18	18	18
	FRL	252	282	312	342	396

Revenue Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

State Revenue Estimator Numbers (Informational Only)

This CSU Budget tool includes the state charter school revenue estimator. This version of the tool is based on the 2024-25 FEPP Second Calculation. The following numbers are

Total Base Funding	\$ -
Total ESE Guarantee	\$ 21,366
Supplemental Academic Instruction	\$ -
Discretionary Millage Compression Allocation	\$ -
Safe Schools Allocation	\$ -
Instructional Materials Allocation	\$ -
Dual Enrollment Instructional Material Allocation	\$ -
ESE Applications Allocation	\$ -
Mental Health Assistance Allocation	\$ -
Total Funds Compression and Hold Harmless Allocation	\$ -
Sparsity Supplemental	\$ -
Reading Allocations	\$ -
Discretionary Local Effort	\$ -
Teacher Salary Increase Allocation	\$ 110,742
Proration to Funds Available	\$ -
Class Size Reduction	\$ -
Student Transportation - General	\$ -
Student Transportation - ESE Riders	\$ -
Federal: Military and Indian Lands	\$ -
Federal: Civilians on Federal Lands	\$ 67,968
Federal: Students with Disabilities	\$ -
Florida Teachers Classroom Supply Assistance	Total
Food Service Allocation	\$ -
Total FEPP	\$ -

Historical State Revenue Numbers (Informational Only)

This section is another informational section. In the next section you are going to be asked to make assumptions about the percentage increase you anticipate in state funding. In

Florida Educational Finance Program Base Funding Numbers

			County District Differential			1.0259
	State Base	State Total	Base Increase	Other Incr.	Total Incr.	Dist Totals
<i>Final Calculation</i> 2006-07	\$3,981.61	\$6,847.56				\$7,024.91
<i>Final Calculation</i> 2007-08	\$4,079.74	\$7,142.79	2.46%	6.88%	4.31%	\$7,327.79
<i>Final Calculation</i> 2008-09	\$3,886.14	\$6,846.84	(4.75%)	(3.34%)	(4.14%)	\$7,024.17
<i>Final Calculation</i> 2009-10	\$3,630.62	\$6,846.98	(6.58%)	8.64%	0.00%	\$7,024.32
<i>Final Calculation</i> 2010-11	\$3,623.76	\$6,897.38	(0.19%)	1.78%	0.74%	\$7,076.02
<i>Final Calculation</i> 2011-12	\$3,479.22	\$6,217.18	(3.99%)	(16.36%)	(9.86%)	\$6,378.20
<i>Final Calculation</i> 2012-13	\$3,582.98	\$6,374.82	2.98%	1.97%	2.54%	\$6,539.93
<i>Final Calculation</i> 2013-14	\$3,752.30	\$6,769.44	4.73%	8.07%	6.19%	\$6,944.77
<i>Final Calculation</i> 2014-15	\$4,031.77	\$6,891.39	7.45%	(5.22%)	1.80%	\$7,069.88
<i>Final Calculation</i> 2015-16	\$4,154.45	\$7,089.54	3.04%	2.64%	2.88%	\$7,273.16
<i>Final Calculation</i> 2016-17	\$4,160.71	\$7,197.06	0.15%	3.45%	1.52%	\$7,383.46
<i>Final Calculation</i> 2017-18	\$4,203.95	\$7,307.02	1.04%	2.20%	1.53%	\$7,496.27
<i>Final Calculation</i> 2018-19	\$4,204.42	\$7,432.88	0.01%	4.04%	1.72%	\$7,625.39
<i>Final Calculation</i> 2019-20	\$4,279.49	\$7,649.72	1.79%	4.39%	2.92%	\$7,847.85
<i>Final Calculation</i> 2020-21	\$4,319.49	\$8,034.39	0.93%	10.23%	5.03%	\$8,242.48
<i>Final Calculation</i> 2021-22	\$4,372.91	\$7,812.67	1.24%	(7.41%)	(2.76%)	\$8,015.02
<i>Second Calculation</i> 2022-23	\$4,587.40	\$8,216.74	4.90%	5.51%	5.17%	\$8,429.55
<i>Conference Calculation</i> 2023-24	\$5,139.73	\$8,648.11	12.04%	(3.33%)	5.25%	\$8,872.10

Historical Program Cost Factors

	Elementary	Middle	High School
2006-07	1.035	1.000	1.088
2007-08	1.048	1.000	1.066
2008-09	1.066	1.000	1.052
2009-10	1.074	1.000	1.033
2010-11	1.089	1.000	1.031
2011-12	1.102	1.000	1.019
2012-13	1.117	1.000	1.020
2013-14	1.125	1.000	1.011
2014-15	1.126	1.000	1.004
2015-16	1.115	1.000	1.005
2016-17	1.103	1.000	1.001
2017-18	1.107	1.000	1.001
2018-19	1.108	1.000	1.000
2019-20	1.120	1.000	1.005
2020-21	1.124	1.000	1.012
2021-22	1.126	1.000	1.010
2022-23	1.126	1.000	0.999
2022-23	1.112	1.000	0.988

Historical Capital Outlay Funds

Capital Outlay has had a lot of changes over the years in the way it is calculated. Therefore, looking at the historical data may not be as helpful as looking at the above numbers, but it is provided here for you as a reference to review.

	Elementary	Middle	High School
2006-7	\$680.55	\$760.03	\$998.00
2007-8	\$623.95	\$698.91	\$918.60
2008-9	\$542.80	\$611.28	\$804.78
2009-10	\$491.28	\$555.65	\$732.51
2010-11	\$395.12	\$451.81	\$597.62
2011-12	\$337.44	\$389.52	\$516.72
1998-99	\$394.00	\$452.00	\$598.00
1999-00	\$403.63	\$462.80	\$612.43
2001-02	\$679.81	\$774.10	\$1,018.40
2012-13	\$290.00	\$310.00	\$450.00
2013-14	\$411.98	\$472.56	\$625.68
2014-15	\$336.33	\$347.34	\$444.36
2015-16	\$199.03	\$196.92	\$102.02
2016-17		\$284.28	
2017-18		\$182.75	
2018-19		\$500.00	
2019-20		\$509.50	
2020-21		\$521.22	

US CPI	
1.90%	2018
2.30%	2019
1.40%	2020

2021-22	\$528.52	7.00%	2021
2022-23	\$565.51	6.50%	2022

Revenue Assumptions For This Budget

Virtual Charter School?

Virtual Charter Schools are now funded based on FEFP similar to other charter schools, however, some categorical funds are not included. Florida Statute 1002.45(6)(b) list the

Is this school a virtual charter school?	No
If yes, what percentage of the school's students reside within the county the school is operated?	100%

FEFP State Funding Increases

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Other Funds Increase	3.20%	3.20%	3.20%	3.20%	3.20%
ESE Guarantee Increase	0%	0%	0%	0%	0%
Elem Program Factor	1.116	1.116	1.116	1.116	1.116
MS Program Factor	1.000	1.000	1.000	1.000	1.000
HS Program Factor	1.002	1.002	1.002	1.002	1.002

Overall Average FEFP Revenue Per Student	\$8,496	\$8,619	\$8,761	\$8,888	\$9,013

Capital Outlay

Prior to the 2023 legislative session, Florida Law indicates that the annual capital outlay amount per student would be adjusted by changes in the Consumer Price Index issued by

Current Charter School Capital Outlay Amt. Est.	\$563.00	0	0	0	0	0
Does School Qualify for CO	No	No	Yes	Yes	Yes	Yes
Assume Consumer Price Index	6.50%	3.82%	3.82%	3.82%	3.82%	3.82%
Qualify For ESE Increase	No	No	No	No	No	No
Qualify for FRL Increase	No	No	No	No	No	No
Per Student Assumption	\$599.60	\$622.50	\$646.28	\$670.97	\$696.60	\$696.60
Your School's Per Student (Weighted) Amount	\$0.00	\$0.00	\$646.28	\$670.97	\$696.60	\$696.60
Total Capital Outlay Estimate	\$0	\$0	\$403,278	\$458,941	\$555,885	\$555,885

Additional FTE

Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education

Ping Year	Year 1	Year 2	Year 3	Year 4
To be paid year 1 (Cls from pln 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)

Advanced Placement Courses

Number of students scoring 3 or higher on subject exam	0	0	0	0	0
AB Program Generated FTE	0	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)

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	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)
(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	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)
(0.30 FTE for each student receiving an IB diploma)

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 embeded 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	0	0	0	0

(0.025 FTE for each student earning CAPE Digital Tool Certificates)
(0.20 FTE for certification which is on the statewide articulation for college credit list)
(0.10 FTE for certification which does not allow for college articulation)
(0.30 FTE for completion of courses & embeded certifications on the CAPE list)
(0.50 FTE for certifications that result in articulation of 15-29 college credits)
(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	0	0	0	0

(0.25 FTE for each student graduating 1 semester early)
(0.50 FTE for each student graduating 2 or more semesters early)

Dual Enrollment

Florida Statute 1011.62(1)(i) provides that schools are able to claim additional FTE for students who participate in dual enrollment programs. Instructional

FTE allowed through Dual Enrollment	0	0	0	0	0

Enter the TOTAL FTE you are eligible for, NOT THE NUMBER OF STUDENTS.

Small District ESE Supplement

The state's general appropriation's act provides a small amount of funds to supplement small districts who have severely handicapped students (ESE)

Small District ESE Supplement	0	0	0	0	0

This is extremely uncommon, enter in the FTE number from your district only if they have confirmed you are eligible.

Total Additional FTE	0.0	0.0	0.0	0.0	0.0
Total Additional FTE Funding Amounts	\$0	\$0	\$0	\$0	\$0

Special (and Unusual) Additional Funding Categories

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. Only

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

Include Additional State Funding Sources

Do you wish to include the Teacher Salary Increase	Yes
Do you wish to include the Teachers Classroom	No
If yes, how much per full time teacher?	\$100.00

Federal Funding

Florida Statute 1002.33(17)(c) says that charter schools are eligible for federal funding. However, the state does not have equations available for how these funds are distributed. In

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

District's Threshold	70%	Your current FRL is calculated at 49%. So you would NOT qualify for Title 1 Funds

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.

	Threshold Levels			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)
	70%	80%	90%	
Amount Per Student	\$0.00	\$0.00	\$0.00	

Additional Federal Funding Amounts

Below are a list of other Title Federal funding programs that the school MAY be eligible for. Please discuss with your district before you include these funds in your budget. If

	Per FTE or Flat?	Year 1	Year 2	Year 3	Year 4	Year 5
IDEA (Individuals with Disabilities Education Act)	1 - Per Student	0	0	0	0	0
Title II (Supporting Effective Instruction)	1 - Per Student	0	0	0	0	0
Title III (English Learners & Immigrant Ed)	1 - Per Student	0	0	0	0	0
Title IV-A (Student Support & Academic Enrichment)	1 - Per Student	0	0	0	0	0
Title IV-B (21st Century Community Learning Center)	1 - Per Student	0	0	0	0	0
Title V (Rural Education Initiative)	1 - Per Student	0	0	0	0	0
Title VI (Native Persons Education)	1 - Per Student	0	0	0	0	0
Title VII (Homeless Children and Youth)	1 - Per Student	0	0	0	0	0

Financing (Loans)

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Rate (Percent)	0%	0%	0%	0%	0%	0%
Term/Length of Loan (Years)	0	0	0	0	0	0
Interest Only Length? (Years)	0	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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Interest Payments On Above Loans	0	0	0	0	0	0
Calculated Principal Payments On Above Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Calculated Payment Amounts On Above Loans	0	0	0	0	0	0

Enter actual Principal/Interest Payments To Include in the budget

Interest Payments To Include In The Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Principal Payments To Include In The Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Debt Service Amount Being Included In Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Other Miscellaneous 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

	Object Code	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
CSP Planning Grant	3399-OtherState	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Financial Backer/Donations	3440-Donations	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 1	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 2	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 3	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising Efforts	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 1	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 2	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 3	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Estimated Expense	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Net Revenue	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Cash Balance	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI

Elementary Specialists Minutes Calculator

The following calculator will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering

	Phys. Ed.	Art	Music	Social Studies	Reading Spec	Math	Language Arts
Kindergarten	45	45	45	60	45	60	60
1st Grade	45	45	45	60	45	60	60
2nd Grade	45	45	45	60	45	60	60
3rd Grade	45	45	45	60	45	60	60
4th Grade	45	45	45	60	45	60	60
5th Grade	45	45	45	60	45	60	60

Full Time Teacher Mins. Avail.	1950	Enter how many minutes a full-time teacher can teach during the week (For example, 5.5 hours a day would be 5.5 hours x 60 minutes x 5 days = 1,650 minutes)

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help

	Middle School	High School	
Number of sections per day in the master schedule	0	0	(i.e. 4 periods a day for block periods, 7 periods a day for more traditional schedules etc.)
How many sections per day can a full time teacher teach	0	0	Include only instructional time (time with students, not planning time).
Number of non class size sections per day	0	0	Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements.
Class Size in NON CORE courses	0	0	Enter the maximum class size you will allow in non core courses that are not required to meet class size reduction numbers.

The following assumptions are used to determine the number of ESE, Gifted, and ESOL teachers you will need based on the enrollment at your

The following assumptions are used to determine the number of ESE, Gifted, and ESOL teachers you will need based on the enrollment at your

ESE Case Load	25	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	22	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	10	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 the enrolment of your school, and the information you provided above, the calculator recommends that you consider the following number of teachers as a minimum. In the

Based on the enrollment of your school, and the information you provided above, the calculator recommends that you consider the following number of teachers as a minimum. In the

		Year 1	Year 2	Year 3	Year 4	Year 5
Secondary (9-5) Calculators	Classroom Teachers	30	34	38	40	45
	Physical Education Teachers	1	1	1	1	1
	Art Teachers	1	1	1	1	1
	Music Teachers	1	1	1	1	1
	World Language Teachers	0	0	0	0	0
	Full Time MISSED Teachers in Past 1 Year MISSED	0	0	0	0	0
Mid HS (6-12) Calculators	Reading Specialists	1	1	1	1	PULLLED
	Gifted Specialists	1	1	1	1	1
	Special Education	1	1	1	1	1
	Reading Specialists	1	1	1	1	1
	Gifted Specialists	1	1	1	1	1
	Other Academic	1	1	1	1	1
	Full Time teachers	0	0	0	0	0
HS (11-12) Calculators	Reading Specialists	1	1	1	1	1
	Other Academic	1	1,2	1	1	2
	Other Academic	1	1	1	1	1

Teaching Staff Numbers

If you used the above calculators, the calculator has estimated the number of teachers you will need, and the estimates are included in the table above. By default the table below uses

		Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE	Budget Function	Budget Object
	Classroom Teachers							
	Physical Education Teachers	1	2	2			100000	300000-000
Elementary (K-5) Calculated	Art Teachers	1	1	1			100000	300000-000
	Music Teachers	1	1	1			100000	300000-000
	World Language Teachers	1	1	1			100000	300000-000
	Full Time Special Teachers (no Benefits)	1	1	1			100000	300000-000
MS and HS (6-12) Calculated	Part Time MS/HS Teachers (no Benefits)	1	1	1			100000	300000-000
	Reading Specialists	1	1	1			100000	300000-000
	ESSE Teachers	2	2	2			100000	300000-000
	Gifted/Talented Teachers	1	1	1			100000	300000-000
	ESOL Teachers	1	1	1			100000	300000-000
	Tell A Teachers	1	1	1			100000	300000-000
	Other Teachers	1	1	1			100000	300000-000
	Other Teachers	1	1	1			100000	300000-000
	Other Teachers	1	1	1			100000	300000-000

	Year 1 FTE	Year 1 FTE	Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE	Budget Function	Budget Object
Executive Director	\$50,000	1	1	1	1	1	1	2000-Admin	100-Admin
Principal	\$50,000	1	1	1	1	1	1	2000-Admin	100-Admin
Assistant Principal	\$50,000	1	1	1	1	1	1	2000-Admin	100-Admin
Director of Operations	\$50,000	1	1	1	1	1	1	2000-Admin	100-Admin
Guidance Counselor	\$50,000	1	1	1	1	1	1	2000-Pedagogy	80-CB/CR/CR
Curriculum Specialists	\$50,000	1	1	1	1	1	1	2000-Pedagogy	80-CB/CR/CR
Media Center Specialists	\$50,000	1	1	1	1	1	1	2000-Admin	80-CB/CR/CR
Other Specialists	\$50,000	1	1	1	1	1	1	2000-Admin	80-CB/CR/CR
Other Interest Staff	\$0	0	0	0	0	0	0	2000-Admin	100-Interest
Other Interest Staff	\$0	0	0	0	0	0	0	2000-Admin	100-Interest
Other Interest Staff	\$0	0	0	0	0	0	0	2000-Admin	100-Interest
Other Interest Staff	\$0	0	0	0	0	0	0	2000-Admin	100-Interest
Other Interest Staff	\$0	0	0	0	0	0	0	2000-Admin	100-Interest

The table below is for ...

[illegible]

		Hrly Rate	Long Year	FTE Year	FTE Year	FTE Year	FTE Year	FTE Year	Hours per Week	Weeks per Year	Benefits	Position Function	Position Object
Secretary / Administrative Assistant	Business Manager	118.00	0.0	1.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7200 Admin	1100 Support
	Office Assistant	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Admin	1100 Support
	Receptionist	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Admin	1100 Support
	Educational Assistant	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	1100 Educ	1100 Support
	Library Assistant	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Admin	1100 Support
	Physical Education Assistant	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	1100 Educ	1100 Support
	Other Assistant	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	1100 Educ	1100 Support
	School Nurse	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	1100 Health	1100 Support
	Maintenance 1	118.00	0.0	0.0	1.0	1.0	1.0	1.0	40.0	52.0	Yes	7200 Facility	1100 Support
	Maintenance 2	112.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Facility	1100 Support
Other Hourly Academic	Security 1	105.00	0.0	1.0	1.0	1.0	1.0	1.0	40.0	48.0	Yes	7200 Facility	1100 Support
	Security 2	105.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Facility	1100 Support
	Other Hourly Academic	80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	1100 Educ	1100 Support
	Other Hourly ESE	80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	1100 Educ	1100 Support
	Other Hourly Address	80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Admin	1100 Support
	Lunch Staff	80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Admin	1100 Support
	Lunch Staff	80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Admin	1100 Support
	Maintenance Staff	80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Facility	1100 Support
		80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Facility	1100 Support
		80.00	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200 Facility	1100 Support

Please be aware that there are a few additional staff members that are calculated elsewhere in this budget tool, such as lunch program staff, transportation staff and before/after care staff. The

ADD A TABLE HERE FOR OTHER STAFF PEOPLE

Substitutes can be handled in a variety of different ways. Some schools pay their substitutes as independent contractors (a flat rate, without withholding taxes, and they receive a 1099 at

Full Time Substitute Teachers To Include	0.00	0.00	0.00	0.00	0.00

Salary Amount for full time substitutes	\$35,000.00

The following questions will help you calculate DAILY substitute teachers (which is more common). Both the information above, and the information below will be included in the budget.

Do you wish to include daily substitutes on your payroll or have them as independent contractors?	1 - Independent Contractors (No Taxes, 1099)
What is the DAILY RATE you will pay substitutes?	\$125.00
How many substitutes per full-time teacher do you want to assume you will need for covering classes?	8.0
If you wish to include additional days of substitutes for	0.0 (Professional development is classified in a different accounting code)

Teacher Salary Information

Pay For Unused PTO?	Yes	Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to
Only Teachers or All Staff?	All Staff including Hourly	
Number of unused days	200	On average, how many days do you assume your teachers will have left at the end of the year?
Pay Daily Rate or Flat Rate	1 - Daily Rate	Daily rate is based on salary / number of days (198 days for teachers or 260 days for other salaried staff members). Hourly
Flat Rate Reimbursement:	\$150.00	if you select Flat rate above, this amount will be used for all staff for the PTO buy back calculation.

Florida Statute (1012.34) require that charter schools utilize a performance based salary schedule. To learn more visit <http://www.ficsu.org/new-salary-schedule-requirements/> and <http://www.ficsu.org/teacher>

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

What percentage of your teachers will score at each level?					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Cost of Living
What rate do you want to give to each staff member in each category?	10%	80%	5%	5%	0%
	2%	0.75%	0%	0%	0.38%
What percentage raises do you want to assume for all other staff members?	1%				

Benefits Information

FTE For Benefits	80%	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 to receive 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 the
Combine for Benefits	1%	
Group Insurance		
MONTHLY Health Insurance Amount Per FTE Employee		
MONTHLY Adult Group Benefits Allowed Per FTE Employee		
Assumed annual percentage increase for insurance costs		
PERCENTAGE of staff you anticipate participating in insurance		
Retirement Contributions		
PERCENTAGE of salary allowed for retirement contribution		
PERCENTAGE of staff you anticipate participating in retirement		

Additional Employer Costs (Taxes, Payroll processing, etc.)

Employer FICA Tax Rate	6.20%
Employer Medicare Tax Rate	1.45%
Federal Unemployment Percent	
Federal Unemployment Maximum Cap	
State Unemployment Percent	
State Unemployment Maximum Cap	
Worker's Comp Insurance Percentage Rate	
Most charter schools are not going to contract with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on	
Payroll Fees (PER EMPLOYEE)	\$1,000.00
Payroll Fees (PER EMPLOYEE)	\$1,000.00

Additional Staff Stipends

Some schools give stipends 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

Stipend Description	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Function	Budget Object
Stipend 1 Extra Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 2 Special Needs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 3 Project Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 4 Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 5 Professional Dev.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 6 IT/Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 7 Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 8 Lunch Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 9 Field Trip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst
Stipend 10 Community Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-Inst	100-CHY-Inst

Current Salaried Employee List (This list is optional!)

This form is required by all salaried employees who are currently employed by the district. This includes all salaried employees who have been employed by the district for at least one year. Employees must complete this form every year. Employees must submit this form to their supervisor or principal. Employees must also submit this form to the Human Resources Department. Employees must submit this form to the Human Resources Department by the deadline date. Employees must submit this form to the Human Resources Department by the deadline date.

Employees: This SHEET IS ONLY FOR SALARIED EMPLOYEES, and hourly employees SHOULD NOT be included on this page. On the "Enrollment and Staff" page I asked numerous pieces of information regarding staffing. The system uses the average teacher salary and the number of teachers to calculate the total cost of the district's education program. If you are a teacher salary of \$42,000, and there will need 10 teachers. If you add 6 teachers on this page, the salaries for those six teachers will be based on this page, and the remaining four teachers will use the average \$42,000. If, however, you indicated on the Enrollment and Staff page that you only 1 it is important to use the drop down to select the appropriate choices for "Position," "Benefits" and "Estimated Evaluation" fields. This will automatically calculate raises for employees based on the data provided on the Enrollment and Staff page. Be sure to double check your work to make sure that the numbers entered are correct. 1.0 FTE is a full time employee, 0.5 is a half time employee (i.e., 20 hours per week).

[illegible]

[illegible]

Facilities Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income		\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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

Estimated Square Feet Per Student	60

Students (if at capacity)	540	600	660	720	840
Recommended Building Size:	32,400	36,000	39,600	43,200	50,400

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 others have special deals. If

Facilities Calculation Method	3 - Per Student Calculator

Select how you would like to calculate the facilities costs for this budget:

- 1 - Exact Costs (You enter just the total amount for rent for each year)
- 2 - Per Square Foot Calculator (You enter the rate per foot, and the number of square feet)
- 3 - Per Student Calculator (You enter the amount you anticipate per student in rent)
- 4 - Purchase Financing Calculator (Will help you to calculate loan rates and paymer)

Option 1 - Exact Cost Entry

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)

	Year 1	Year 2	Year 3	Year 4	Year 5
Exact Cost Entry					
Is This Lease or Debt Service Payment?					

Budget Lines: 7400-369

Option 2 - Per Square Foot Calculator

Rental space varies significantly based on the location. Rural, less expensive areas may be able to find rental space for as low as \$5-10 per square foot per year, whereas

	Year 1	Year 2	Year 3	Year 4	Year 5
Per Square Foot Calculator					
Is This Lease or Debt Service Payment?					

Budget Lines: 7400-369

Option 3 - Per Student Calculator

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Type	1 - Use the maximum capacity enrollment	Enter whether you want to use the Maximum capacity or the assumed capacity with				
Number of Students		540	600	660	720	840
Annual Per Student Cost (Ping Yr actual Cost)	\$0.00	\$700.00	\$800.00	\$900.00	\$1,000.00	\$1,020.00
Total Estimated Annual Cost	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
Is This Lease or Debt Service Payment?	1 - Lease Payment					

Budget Line: 7400-369

Option 4 - Purchase Financing Calculator

Some schools finance projects that have been estimated for a few years (look at purchasing their Facilities instead of renting or leasing). The calculator below is a simple

	Year 1	Year 2	Year 3	Year 4	Year 5
Purchase Financing Calculator					
Is This Lease or Debt Service Payment?					

Budget Lines 7400-710 & 7400-720

Other Facilities Costs

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage	0	32,400	36,000	39,600	43,200	50,400
Electricity (Enter per square foot rate)	\$0.00	\$1.05	\$1.07	\$1.09	\$1.11	\$1.14
Water and Sewer Utilities (Enter a per student per year rate)	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
Other Services (i.e. fire alarm, pest control, etc.) (Enter a per student per year rate)	\$0.00	\$12.00	\$12.24	\$12.48	\$12.73	\$12.99
HVAC Maintenance and Service (Enter a flat annual amount)	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
Inspections (i.e. sprinkler, fire, etc.)	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08

Budget Line 7900-430

Budget Line: 7900-380

Budget Line: 7900-390

Budget Line: 7900-390

<i>(Enter a flat annual amount)</i>	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706	Budget Line: 7900-390
Repairs and Maintenance of Facility <i>(Enter a flat annual rate)</i>	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08	Budget Line: 7900-350
Remodeling and Rennovations <i>(Enter a flat annual rate)</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-680
Maintenance Supplies <i>(Enter a per student per year rate)</i>	\$0.00	\$25.00	\$25.50	\$26.01	\$26.53	\$27.06	Budget Line: 7900-510
Cleaning Services (If outsourcing) <i>(Enter a per square foot rate)</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-390

Supplies and Equipment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Textbooks / Curriculum Materials / Assessments

Textbooks

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible New Students		540	600	660	720	840
New Students Each Year		540	60	60	60	120
Average Cost Per Textbook	\$80.00	\$80.00	\$80.80	\$81.61	\$82.42	\$83.25

Books for New Students/Additional Enrollment

Total Students To Buy Books For	0	540	60	60	60	120
Number of Books To Buy Per Student	0	3	3	3	3	3
	\$0	\$129,600	\$14,544	\$14,689	\$14,836	\$29,969

Budget Line: 5100-520

Replacement Books

Number of Replacement Books To Purchase	0	0	81	90	99	27
	\$0	\$0	\$6,545	\$7,345	\$8,160	\$2,248

Budget Line: 5100-520

New Textbook Adoption

Textbook Adoption (New Series)	0	0	0	0	720	840
	\$0	\$0	\$0	\$0	\$59,345	\$69,929

Budget Line: 5100-520

Consumable Books

Number of Consumable Books To Purchase	0	1,080	1,200	1,320	1,440	1,680
Average Consumable Cost Each	0.00	\$8.00	\$8.08	\$8.16	\$8.24	\$8.32
	\$0	\$8,640	\$9,696	\$10,772	\$11,869	\$13,986

Budget Line: 5100-520

Total Textbook Funds \$0 \$138,240 \$30,785 \$32,806 \$94,211 \$116,131

Academic Software

Some schools elect to use software to assist with software. This is not intended as digital textbooks, but are considered more actual curriculum software programs.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum Provider Subscriptions PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscription PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscription Per School	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
	\$0	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412

Budget Line: 6300-360

Budget Line: 5100-360

Budget Line: 5100-360

Assessments

Many assessments, such as the FAST, EOCs and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Assessment Cost	0.00	\$7.50	\$7.65	\$7.80	\$7.96	\$8.12
School Wide Assessment Cost	0.00	0.00	0.00	0.00	0.00	0.00
	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478

Budget Line: 5100-520

Technology / Equipment

Office Equipment

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Copy Machine Lease (Cost per student)	0.00	25.00	25.00	25.00	26.25	26.25
Additional Annual Funds for Office Machine Leases	0.00	0.00	0.00	0.00	0.00	0.00
Additional Funds for Office Equipment Purchases	0.00	2,000.00	1,000.00	1,000.00	1,000.00	1,000.00
	\$0	\$14,750	\$15,250	\$16,600	\$18,955	\$21,948

Budget Line: 7300-360

Budget Line: 7300-360

Budget Line: 7300-644

Staff Computers

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Teachers On Staff	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
New Teachers Each Year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Other Staff Members	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
New Other staff Members Each Year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Number of Teacher Computers	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cost Per Teacher Computer	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Number of Administrative Computers	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cost Per Administrative Computer	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 5100-360

or 5100-643/644

Budget Line: 7300-360

or 7300-643/644

Purchase or Lease staff Computers? 1 - Purchase This determines which budget line to put the costs of the staff computers above on.

Student Computers

Anticipated Students Per Computer	4.00	If you enter 3 here, it will mean for every three students you buy one computer (i.e. 90 kids = 30 computers).
How long do you assume computers will last?	4.00	This will create a schedule for computer purchases that includes replacements in future years.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Recommended Number of Computers	0	135	15	15	15	165

The next two sections allow you to indicate two different types of computers and how many you will purchase outright. (You can separate out what the two types are so you

Type 1 - Number of Computers	0	135	15	15	15	165
Type 1 - Estimated Cost Per Machine/Station	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
Type 2 - Number of Computers	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	\$0	\$34,425	\$3,902	\$3,980	\$4,059	\$45,543

Budget Line: 6500-360

or 6500-643/644

Purchase or Lease Student Computers? 1 - Purchase This determines which budget line to put the costs of the staff computers above on.

Instructional Technology

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Number of Classrooms		30	34	38	40	46
New Classrooms Each Year		30	4	4	2	6
Cost PER CLASSROOM for Instructional Tech.	\$1,600.00	\$1,600.00	\$1,632.00	\$1,664.64	\$1,697.93	\$1,731.89
Number of Classrooms To Outfit	0	30	4	4	2	6
Additional Annual Instructional Tech Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$48,000	\$6,528	\$6,659	\$3,396	\$10,391

Budget Line: 6500-644

IT Service Provider

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Annual IT Service Provider Contract Amounts	\$0.00	\$12,000.00	\$12,600.00	\$13,230.00	\$13,891.50	\$14,586.08

Budget Line: 6500-310

Additional Software

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per Staff Member Annual Subscriptions	60.00	60.00	60.60	61.21	61.82	62.44
Per Student Annual Subscriptions	0.00	0.00	0.00	0.00	0.00	0.00
Additional Annual Amount To Include Each Year	0.00	0.00	0.00	0.00	0.00	0.00
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 6500-310

Additional Furniture, Fixtures and Equipment (FF&E)

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Number of Classrooms	0	30	34	38	40	46
New Classrooms Each Year	0	30	4	4	2	6
Estimated Per Classroom Furniture Costs	2,850.00	2,850.00	2,878.50	2,907.29	2,936.36	2,965.72
Number of Classrooms To Outfit Each Year	0.00	30.00	4.00	4.00	2.00	6.00
Purchase or Lease Classroom Furniture?	2 - Lease	2 - Lease	2 - Lease	2 - Lease	2 - Lease	2 - Lease
	\$0	\$22,555	\$25,592	\$28,660	\$30,209	\$34,903
Estimate Total Office Furniture Needs	0.00	5,000.00	0.00	0.00	0.00	0.00
Purchase or Lease Office Furniture?	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase
	\$0	\$5,000	\$0	\$0	\$0	\$0
Media Center Furniture	0.00	0.00	0.00	0.00	0.00	0.00
Purchase or Lease Media Center Furniture?	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-360
or 5100-641/642

Budget Line: 7300-360
or 7300-641/642

Budget Line: 6200-360
or 6200-641/642

Other General Supplies 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies 1 - Per Student	\$0.00	\$70.00	\$45.00	\$45.90	\$46.82	\$47.75
	\$0	\$35,700	\$25,650	\$28,642	\$32,024	\$38,108
Library Books, Supplies & Equip. 1 - Per Student	\$0.00	\$5.00	\$5.10	\$5.20	\$5.31	\$5.41
	\$0	\$2,550	\$2,907	\$3,246	\$3,629	\$4,319
ESE Materials (Per ESE Kid) 1 - Per ESE Stude	\$0.00	\$15.00	\$15.30	\$15.61	\$15.92	\$16.24
	\$0	\$855	\$995	\$1,108	\$1,258	\$1,478
Office Supplies & Minor Equip. 1 - Per Student	\$0.00	\$22.00	\$22.44	\$22.89	\$23.35	\$23.81
	\$0	\$11,220	\$12,791	\$14,283	\$15,969	\$19,003
Administrative Equipment 1 - Per Student	\$0.00	\$4.00	\$4.08	\$4.16	\$4.24	\$4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455

Budget Line: 5100-510

Budget Line: 6200-510

Budget Line: 5200-510

Budget Line: 7300-510

Budget Line: 7300-622

Services

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Professional Services (Management, Network, Consulting, Financial, Legal, etc.)

District Administrative Fees

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%

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Number of Students For Fees		250.00	250.00	250.00	250.00	250.00
Percentage To Use		5%	5%	5%	5%	5%
		\$101,760	\$103,236	\$104,938	\$106,464	\$107,954

Budget Line: 7200-730

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

	Ping Year	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 FEPP Income	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Percent of Total Revenue	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fiat Annual Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	#REF!	#REF!	#REF!	#REF!	#REF!

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Fiat Rate Accounting Fees (Annual Amount)	\$0.00	\$3,000.00	\$3,060.00	\$3,121.20	\$3,183.62	\$3,247.30
Per Student Accounting Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of Revenue Accounting Fee	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fiat Rate Annual Auditor Fees	\$0.00	\$8,000.00	\$8,160.00	\$8,323.20	\$8,489.66	\$8,659.46
	\$0	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 7500-310

Legal Fees

Charter schools usually run into issues for which they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees	\$2,500.00	\$2,500.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04

Budget Line: 7100-310

Professional Development

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop / Conference Registration	\$0.00	\$2,000.00	\$2,100.00	\$2,205.00	\$2,315.25	\$2,431.01
Onsite Professional Development	\$0.00	\$1,000.00	\$1,050.00	\$1,102.50	\$1,157.63	\$1,215.51
PD Supplies (i.e. Books, Materials, etc.)	\$0.00	\$500.00	\$525.00	\$551.25	\$578.81	\$607.75
Travel Expenses Related For Prof. Dev.	\$0.00	\$350.00	\$367.50	\$385.88	\$405.17	\$425.43
Substitute Teachers for Professional Development	0.00	#REF!	#REF!	#REF!	#REF!	#REF!
Professional Development Total On Budget	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 6400-310

Budget Line: 6400-310

Budget Line: 6400-510

Budget Line: 6400-330

Budget Line: 6400-140

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Hourly Rate	\$0.00	\$70.00	\$71.40	\$72.83	\$74.28	\$75.77
Assumed Hours Per Week	0.0	9.0	10.0	11.0	12.0	14.0
	\$0	\$22,680	\$25,704	\$28,840	\$32,091	\$38,188

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Liability / Professional Insurance (Per Kid)	0.00	40.00	42.00	44.10	46.31	48.62
Estimated Property / Renters Insurance (Per Sq Ft)	0.80	0.80	0.84	0.88	0.93	0.97
Recommended Liability / Professional Insurance Amt		\$20,400.00	\$23,940.00	\$27,518.40	\$31,672.62	\$38,798.96
Recommended Property / Renters Insurance		\$25,920.00	\$30,240.00	\$34,927.20	\$40,007.52	\$49,009.21
Set the Liability / Professional Insurance Amount	0.00	20,400.00	23,940.00	27,518.40	31,672.62	38,798.96
Set the Property / Renters Insurance	0.00	25,920.00	30,240.00	34,927.20	40,007.52	49,009.21

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Travel Reimbursement (Annual Amount)	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development (Annual Amount)	500.00	0.00	0.00	500.00	0.00	0.00
Board Meeting Supplies (Annual Amount)	500.00	500.00	500.00	500.00	500.00	500.00

Budget Line: 7100-370

Budget Line: 7100-310

Budget Line: 7100-510

Marketing / Outreach

Charter Schools sometimes find themselves needing to spend money on items such as printing fliers, postcards and other materials as well as other services for reaching out to

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Professional Services Fees for Marketing	5,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Estimated Cost For Developing/Hosting A Website	2,500.00	250.00	250.00	250.00	250.00	250.00
Estimated Cost for Printed Marketing Materials	2,500.00	100.00	100.00	100.00	100.00	100.00
Estimated Cost For Online Social Media Marketing	2,500.00	500.00	500.00	500.00	500.00	500.00
Other Marketing Services	0.00	0.00	0.00	0.00	0.00	0.00

Budget Line: 7720-310
 Budget Line: 7720-310
 Budget Line: 7720-390
 Budget Line: 7720-390
 Budget Line: 7720-310

HS Advanced Programs Testing Fees

On the Revenue Page there are questions under the heading of "Additional FTE" where you can indicate the number of students you anticipate passing AICE, IB,

Student Success Rate On Advanced Tests? **60%** If you enter 50% here, we assume that only half of the tests that are taken will pass. So on the

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

International Baccalaureate (IB) Programs

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
IB Program Membership Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Budget Line: 5100-730

Advanced International Certificate (AICE) Programs

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
AICE Program Membership Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Budget Line: 5100-730

Industry Certification Career Education / CAPE Certifications

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Average Cost Per Test	\$35.00					
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Other General Services 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Dues and Fees 1 - Per Student	0.00	1.00	1.02	1.04	1.06	1.08
	\$0	\$510	\$581	\$649	\$726	\$864
Prof. Administrative Services 1 - Per Student	0.00	4.00	4.08	4.16	4.24	4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
Non Prof. Administrative Services 1 - Per Student	0.00	10.00	10.20	10.40	10.61	10.82
	\$0	\$5,100	\$5,814	\$6,492	\$7,259	\$8,638
Administrative Dues and Fees 1 - Per Student	0.00	4.00	4.08	4.16	4.24	4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
Commun. Utils (Phone/Internet) 2 - Flat Rate	0.00	12,000.00	12,240.00	12,484.80	12,734.50	12,989.19
	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Communications (Postage) 1 - Per Student	0.00	7.50	7.65	7.80	7.96	8.12
	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478

Budget Line: 5100-730

Budget Line: 7300-310

Budget Line: 7300-390

Budget Line: 7300-730

Budget Line: 7900-370

Budget Line: 7300-370

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Reserve Fund - Percent of FEFP	0.00	2.00%	2.50%	2.50%	2.50%	2.50%
Reserve Fund - Total Additional Dollars	0.00	0.00	0.00	0.00	0.00	0.00
	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800

School Lunch and Breakfast Program

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

School Lunch Program

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

Lunch and Breakfast Counts and Costs

		Year 1	Year 2	Year 3	Year 4	Year 5
Breakfast	Percent FRL Students Ordering Breakfast	40.00%	40.00%	40.00%	40.00%	40.00%
	How Much Is Charged For Reduced Breakfast?	\$0.40	\$0.40	\$0.40	\$0.40	\$0.40
	Percent Of Other (Full Pay) Students Who Will Order Breakfast	15.00%	15.00%	15.00%	15.00%	15.00%
	Other Students Full Breakfast Rate	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
	How Much Does Each Breakfast Cost?	\$1.85	\$1.85	\$1.85	\$1.85	\$1.85
	Federal NSLP Reimbursement Rate For Breakfast	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30
Lunch	Percent FRL Students Ordering Lunch	75.00%	75.00%	75.00%	75.00%	75.00%
	How Much Is Charged For Reduced Lunch?	\$0.40	\$0.40	\$0.40	\$0.40	\$0.40
	Percent Of Other (Full Pay) Students Who Will Order Lunch	50.00%	50.00%	50.00%	50.00%	50.00%
	Other Students Full Lunch Rate	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
	How Much Does Each Lunch Cost?	\$2.40	\$2.40	\$2.40	\$2.40	\$2.40
	Federal NSLP Reimbursement Rate For Lunch	\$3.28	\$3.28	\$3.28	\$3.28	\$3.28

Budget Line: Revenue 3452

Budget Line: Revenue 3452

Budget Line: 7600-570

Budget Line: Revenue 3262

Budget Line: Revenue 3451

Budget Line: Revenue 3451

Budget Line: 7600-570

Budget Line: Revenue 3261

Equipment

Most contracts include all equipment and consumables that the school would need to operate the school lunch program, however, some do not. If you need to purchase

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Lunch Program Supplies	\$0.00	\$4,590.00	\$5,130.00	\$5,616.00	\$6,156.00	\$7,182.00
Capitalized Lunch Program Equipment (Over \$1,000)	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
onCap. Lunch Equipment/Furniture (Under \$1,000)	\$0.00	\$14,900.00	\$1,800.00	\$1,500.00	\$1,800.00	\$3,300.00
IT Equipment	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00
Computer Software (Point of sale software, etc.)	\$0.00	\$500.00	\$510.00	\$520.20	\$530.60	\$541.22

Budget Line: 7600-510

Budget Line: 7600-641

Budget Line: 7600-642

Budget Line: 7600-644

Budget Line: 7600-690

Cafeteria Staff

Most contracts include all equipment and consumables that the school would need to operate the school lunch program, however, some do not. If you need to purchase

Lunch Coordinator	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Lunch Coordinator	\$13.00	\$13.00	\$13.13	\$13.26	\$13.39	\$13.53
Number Of Staff Members		0.0	0.0	0.0	0.0	0.0
Hours Per Day For the Coordinator	4					
Additional Days Over 180 School Days	5					
Does the Coordinator Receive Benefits?	No					
Additional Lunch Staff Members	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Lunch Staff	\$11.00	\$11.00	\$11.11	\$11.22	\$11.33	\$11.45
Number Of Staff Members		0.0	0.0	0.0	0.0	0.0
Hours Per Day For the Lunch Staff	2					
Additional Days Over 180 School Days	2					
Do These Staff Members Receive Benefits?	No					

School Lunch Program Totals

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	\$0.00	\$211,431.60	\$232,372.80	\$254,793.60	\$278,888.40	\$325,234.80
Total Expenses	\$0.00	\$206,236.00	\$213,847.00	\$234,059.20	\$256,554.60	\$300,086.22

Transportation Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Student Participation

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

Percent of Students To Transport	25%	Estimate the percentage of your total students who will require transportation			
Number of Students On a Bus	80	Enter the number of students you can transport on a single bus (See Comment).			
Estimated Kids	128	143	156	171	200
Estimated Busses	2	2	2	3	3

Buying and Operating Your Own Busses

Some charter schools opt to purchase their own busses. This would include not only the cost of the buses, but also the fuel, inspections, staff people to drive the buses and

Financing Calculator to Purchase / Lease a Bus

The calculator below helps you to estimate what payments would be on a bus, and then the next section asks you to enter the Actual Costs Related to Purchasing or Leasing a bus. If you find that

New Bust Cost

Initial Purchase Price For New Bus	\$0.00

Purchase / Loan Calculator

Interest Rate for Loan	9.00%
Number of Years (Term) for Loan	5

Lease Calculator

Money Factor	0.3750%
Lease Terms (Years)	5
Residual Value Percentage	57.00%

Total Monthly Payment	\$0.00
Total Annual Payment	\$0.00

Monthly Lease Payment	\$0.00
Annual Lease Payment	\$0.00

Actual Costs Related To Purchase 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the Annual Loan Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Enter the Annual Lease Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Estimated Miles Per Day	0.0	0.0	0.0	0.0	0.0	0.0
Estimated MPG Efficiency of the Bus	9.0	9.0	9.0	9.0	9.0	9.0
Estimated Cost of Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Maintenance Assumption	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Insurance Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 7800-651

Budget Line: 7800-360

Budget Line: 7800-460

Budget Line: 7800-390

Budget Line: 7800-310

Bus Driver Costs

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Bus Driver	\$11.00	\$11.00	\$11.11	\$11.22	\$11.33	\$11.45
Number of Bus Drivers Required		0	0	0	0	0
Hours Per Day for the Bus Driver	4					
Additional Days Over 180 School Days	5					
Does The Driver Receive Benefits?	No					

Budget Line: 7800-160

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

Per Day Contract Option

	Year 1	Year 2	Year 3	Year 4	Year 5
Cost Per Bus Per Day	\$400.00	\$408.00	\$416.16	\$424.48	\$432.97
Number Of Busses Needed	2	2	2	3	3
	\$144,000	\$146,880	\$149,818	\$229,221	\$233,805

Budget Line: 7800-390

Per Student Contract Option

	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	\$0	\$0	\$0	\$0

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Public Transportation Passes Price Per Pass	\$65.00	\$66.30	\$67.63	\$68.98	\$70.36
Number of Students Utilizing	0	0	0	0	0
Number of Months Passes Are Needed For A Year	10	10	10	10	10
	\$0	\$0	\$0	\$0	\$0

Budget Line: 7800-390

Reimbursements

*The state reimburses schools on a per student basis. The amount they reimburse is published on their website at:

Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Reimbursed	128	143	156	171	200
Reimbursement Rate	\$531.00	\$548.00	\$565.55	\$583.65	\$602.34
	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468

Revenue: 3310-15

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Who The Meet Qualifications Above?	0	0	0	0	0
Per Student ESE Reimbursement Rate	\$1,656.00	\$1,709.02	\$1,763.74	\$1,820.20	\$1,878.48
	\$0	\$0	\$0	\$0	\$0

Revenue: 3310-15

General Transportation Totals

In general the amount charter schools typically bring in fo revenue from the transportation program only cover about 1/3 - 1/2 of the actual costs of providing the service. Below

	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Revenue	\$67,968.00	\$78,364.09	\$88,225.11	\$99,804.53	\$120,467.72
Expected Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

Additional Transportation Services

There may be additional needs for transportations depending on your school's program. For example, field trips or athletics programs. Some schools charge students to

If you have your own busses you are using

The calculator will use the assumptions entered above (bus driver hourly rate, miles per gallon for gas, etc.) to develop a total for transportation here.

Total Number of Events	12	18	24	36	48
Average Amount of Time for The Bus Driver per Event	4.0	4.0	4.0	4.0	4.0
Average Miles per Event	60.0	60.0	60.0	60.0	60.0
	\$575	\$871	\$1,173	\$1,777	\$2,393

Budget Line: 7800-160

Budget Line: 7800-460

If you are contracting a bus service

Total Number of Events	6	12	18	24	30
Average Cost Per Event	\$750.00	\$765.00	\$780.30	\$795.91	\$811.82
	\$4,500	\$9,180	\$14,045	\$19,102	\$24,355

Budget Line: 7800-390

Before and After Care Program Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Before and After Care (BAC) Assumptions

Many charter schools operate before and after care programs to provide care for students whose parents work. These programs often generate an additional revenue that can

Number of Students

	Year 1	Year 2	Year 3	Year 4	Year 5
How many regular morning attendees do you anticipate?	0	0	0	0	0
How many drop in attendees do you anticipate in the morning?	0	0	0	0	0
How many regular afternoon attendees do you anticipate?	0	0	0	0	0
How many drop in attendees do you anticipate in the afternoon?	0	0	0	0	0

Some schools also choose to offer care on days there are no school (i.e. professional development days, or a camp during spring break, etc.). If you wish to do this you

How many No School Days do you anticipate offering during the year	0	0	0	0	0
How many students are expected to participate in the no school days?	0	0	0	0	0

Times

This calculator assumes you will hire one person who will be the Before and After Care (BAC) Director, who could be paid at a different rate and have different hours than the

	BAC Director	Other Staff	Students
Morning Starting Time	6:00 AM	6:15 AM	6:30 AM
Morning Ending Time	8:30 AM	7:45 AM	7:45 AM
	2.5 hours	1.5 hours	1.25 hours
Afternoon Starting Time	2:30 PM	2:45 PM	3:00 PM
Afternoon Ending Time	6:30 PM	6:00 PM	6:00 PM
	4 hours	3.25 hours	3 hours
No School Days Start Time	6:00 AM	6:00 AM	6:30 AM
No School Days End Time	6:30 PM	6:00 PM	6:00 PM
	12.5 hours	12 hours	11.5 hours

Staffing

How many students can one staff member oversee? 15.00 Think about a staff:student ratio if you would like 1:15, enter 15 here. If you would like a 1:20 ratio, enter 20.

Based upon the above information, we recommend the following staff:

	Year 1	Year 2	Year 3	Year 4	Year 5
Morning Care	0	0	0	0	0
Afternoon Care	0	0	0	0	0
No School Days	0	0	0	0	0

How many staff would you like to budget for morning care	0.00	0.00	0.00	0.00	0.00
How many staff would you like to budget for afternoon care	0.00	0.00	0.00	0.00	0.00
How many staff would you like to budget for afternoon care	0.00	0.00	0.00	0.00	0.00

Hourly Rate for the Director?	15.00
Number of Days Beyond 180 For The Director?	5.00
Does the Director Receive Benefits?	Yes
Hourly Rate for the Additional Staff Members?	12.00
Number of Days Beyond 180 For The Other Staff?	1.00
Do the Other staff Receive Benefits?	No

Supplies

Your BAC program will likely need supplies (arts and crafts, games, consumables, snacks, etc.). The following allows you to establish a fund to use to start each year, and

	Year 1	Year 2	Year 3	Year 4	Year 5
What is the budget for initial supplies at the start of each year?	0.00	0.00	0.00	0.00	0.00
Is the amount you wish to budget for supplies each week for BAC?	0.00	0.00	0.00	0.00	0.00
	\$0	\$0	\$0	\$0	\$0

Cost To Students

For the rates associated with the BAC program, please enter a DAILY rate for each program for budgeting. Even if you plan to offer weekly rates, please assume a daily

	Year 1	Year 2	Year 3	Year 4	Year 5
Daily Regular Attendee Morning Rate	5.00	5.00	5.00	5.25	5.25
Daily Drop in Morning Rate	10.00	10.00	10.00	10.50	10.50
Daily Regular Attendee Afternoon Rate	15.00	15.00	15.00	15.75	15.75
Daily Drop in Afternoon Rate	30.00	30.00	30.00	31.50	31.50
Daily No School Day Rate	75.00	75.00	75.00	78.75	78.75
	\$0	\$0	\$0	\$0	\$0

Some schools offer families discounts. For example, perhaps students who qualify for free and reduced lunch would receive a discount, or perhaps siblings receive a

Discount Rate One (As Percent)	25%
Percent of Students Qualifying for Discount 1	50%
Discount Rate Two (As Percent)	10%
Percent of Students Qualifying for Discount 2	10%
Discount Rate Three (As Percent)	100%
Percent of Students Qualifying for Discount 3	2%

Total BAC Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Anticipated Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Anticipated Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Excess Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Custom Expenses Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
	Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
	Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within

Reference Title	Function Code	Object Code	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comment/Description
1	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
2	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
3	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
4	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
5	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
6	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
7	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
8	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
9	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
10	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
11	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
12	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
13	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
14	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
15	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
16	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
17	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
18	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
19	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
20	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
21	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
22	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
23	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
24	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
25	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
26	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
27	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
28	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
29	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
30	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
31	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
32	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
33	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
34	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
35	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
36	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
37	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
38	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
39	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
40	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
41	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
42	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
43	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
44	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
45	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
46	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
47	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
48	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
49	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
50	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0

This is a new feature that we are developing. It allows you to enter comments which will be added to the 5YrBudget tab.

[illegible]

Testing Charter School
Five Year Budget Projections
Complete Budget - Broward County

		Estimated Enrollment		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Income								
FEFP Calculations								
3310-01		Base FEFP Funding	\$0	\$3,056,353	\$3,463,991	\$3,850,305	\$4,279,887	\$5,062,678
3310-02		FEFP - ESE Guaranteed Allocation	\$0	\$70,034	\$78,756	\$90,910	\$99,632	\$112,715
3310-03		FEFP - Supplemental Academic Instruction	\$0	\$114,287	\$127,765	\$139,840	\$153,318	\$178,871
3310-04		FEFP - Discretionary Millage Compression Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-05		FEFP - Safe Schools Allocation	\$0	\$46,223	\$51,653	\$56,544	\$61,997	\$72,318
3310-06		FEFP - Instructional Materials Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-07		FEFP - Dual Enrollment Instructional Materials Allocati	\$0	\$0	\$0	\$0	\$0	\$0
3310-08		FEFP - Mental Health Assistance Allocation	\$0	\$28,205	\$31,525	\$34,502	\$37,822	\$44,132
3310-09		FEFP - Funds Compression and Hold Harmless Alloca	\$0	\$0	\$0	\$0	\$0	\$0
3310-10		FEFP - Sparsity Supplement	\$0	\$0	\$0	\$0	\$0	\$0
3310-11		FEFP - Reading Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-12		FEFP - Discretionary Local Effort	\$0	\$408,926	\$456,898	\$500,656	\$548,627	\$639,774
3310-13		FEFP - Proration to Funds Available	\$0	-\$3,911	-\$4,370	-\$4,789	-\$5,248	-\$6,120
3310-14		FEFP - Teacher Salary Increase Allocation Funds	\$0	\$0	\$0	\$0	\$0	\$0
3310-15		FEFP - Student Transportation Funds	\$0	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
3310-16		FEFP - Teachers Classroom Supply Assistance Progr	\$0	#REF!	#REF!	#REF!	#REF!	#REF!
3355		Class Size Reduction Allocations	\$0	\$544,969	\$628,397	\$710,618	\$803,642	\$967,164
		FEFP Subtotals	\$0	#REF!	#REF!	#REF!	#REF!	#REF!
Federal Funding Sources								
3230		Individuals with Disabilities Education Act (IDEA)	\$0	\$0	\$0	\$0	\$0	\$0
3240		Title I - Elementary and Secondary Education Act	\$0	\$0	\$0	\$0	\$0	\$0
3225		Title II - Teacher and Principal Training and Recruiting	\$0	\$0	\$0	\$0	\$0	\$0
3241		Title III - Language Instruction	\$0	\$0	\$0	\$0	\$0	\$0
3242		Title IV - Twenty-First Century Schools	\$0	\$0	\$0	\$0	\$0	\$0
3290		Other Federal Funds Through State	\$0	\$0	\$0	\$0	\$0	\$0
3271		Education Stabilization Funds	\$0	\$0	\$0	\$0	\$0	\$0
3201		Career and Technical Ed Grants (Carl Perkins)	\$0	\$0	\$0	\$0	\$0	\$0
3202		Medicaid	\$0	\$0	\$0	\$0	\$0	\$0
		Federal Funding Sources Subtotals	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program								
3261		NSLP - School Lunch Reimbursement	\$0	\$111,586	\$125,165	\$138,154	\$151,142	\$175,349
3262		NSLP - School Breakfast Reimbursement	\$0	\$9,090	\$6,048	\$6,696	\$7,398	\$8,586
3263		NSLP - Afterschool Snack Reimbursement	\$0	\$0	\$0	\$0	\$0	\$0
3269		NSLP - Other Food Services	\$0	\$0	\$0	\$0	\$0	\$0
3451		Selling Student Lunches	\$0	\$74,268	\$82,944	\$90,000	\$98,604	\$115,812
3452		Selling Student Breakfasts	\$0	\$16,488	\$18,216	\$19,944	\$21,744	\$25,488
3455		Selling Student Snacks	\$0	\$0	\$0	\$0	\$0	\$0
3456		Other Food Sales	\$0	\$0	\$0	\$0	\$0	\$0
		School Lunch Program Subtotals	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Other Income Sources								
3371		Voluntary Prekindergarten Program (VPK)	\$0	\$0	\$0	\$0	\$0	\$0
3372		Preschool Projects	\$0	\$0	\$0	\$0	\$0	\$0
3397		Charter School Capital Outlay Funds	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
3399		Other Miscellaneous State Revenue	\$0	\$0	\$0	\$0	\$0	\$0
3440		Gifts, Grants and Bequests	\$40,000	\$0	\$0	\$0	\$0	\$0
3460		Student Fees	\$0	\$0	\$0	\$0	\$0	\$0
3471		Preschool Program Fees	\$0	\$0	\$0	\$0	\$0	\$0
3473		School-Age Child Care Fees	\$0	\$0	\$0	\$0	\$0	\$0
3481		Charges for Services	\$0	\$0	\$0	\$0	\$0	\$0
3482		Charges for Sales	\$0	\$0	\$0	\$0	\$0	\$0
3492		Transportation for Student Activities	\$0	\$0	\$0	\$0	\$0	\$0
3495		Other Miscellaneous Local Sources	\$0	\$0	\$0	\$0	\$0	\$0
3720		Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
		Other Income Sources Subtotals	\$40,000	\$0	\$0	\$403,278	\$458,941	\$555,885
Total Income			\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Expenses								
51			0	0	0	0	0	0
5100	120	Instr - Classroom Teacher Salaries	\$0.00	\$1,439,393.94	\$1,631,313.52	\$1,823,232.90	\$1,919,192.69	\$2,207,071.76
5100	130	Instr - Other Certified Staff Member	\$0.00	\$383,838.38	\$412,626.32	\$383,838.44	\$431,818.29	\$575,757.79
5100	140	Instr - Substitute Teachers	\$0.00	\$40,000.00	\$46,000.00	\$49,000.00	\$46,000.00	\$49,000.00
5100	210	Instr - Retirement	\$0.00	\$13,537.50	\$15,176.25	\$16,387.50	\$17,456.26	\$20,662.51
5100	220	Instr - FICA	\$0.00	\$139,477.27	\$156,361.40	\$168,840.96	\$179,852.34	\$212,886.46
5100	230	Instr - Group Insurance	\$0.00	\$171,000.00	\$190,890.00	\$211,160.70	\$227,181.37	\$271,597.65
5100	240	Instr - Worker's Compensation	\$0.00	\$22,790.40	\$25,549.25	\$27,588.39	\$29,387.64	\$34,785.37
5100	250	Instr - Unemployment Compensation	\$0.00	\$8,208.00	\$9,720.00	\$9,936.00	\$10,584.00	\$12,528.00
5100	360	Instr - Rentals	\$0.00	\$27,554.68	\$30,692.05	\$33,861.79	\$35,515.03	\$40,315.25
5100	510	Instr - Supplies	\$0.00	\$35,700.00	\$25,650.00	\$28,641.60	\$32,023.51	\$38,107.98
5100	520	Instr - Textbooks	\$0.00	\$142,065.00	\$35,145.30	\$37,675.49	\$99,654.72	\$122,609.76

5100	644 Instr - Computer Hardware (Non Capitalized)	\$0.00	\$10,455.00	\$1,820.70	\$530.60	\$811.82	\$14,077.03
5100	730 Instr - Dues and Fees	\$0.00	\$510.00	\$581.40	\$649.21	\$725.87	\$863.78
5100	750 Instr - Other Personnel Services	\$0.00	\$38,000.00	\$45,000.00	\$46,000.00	\$49,000.00	\$58,000.00
	Total For 5100 (Basic Instruction)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
52							
5200	120 ESE - Classroom Teacher Salaries	\$0.00	\$143,939.39	\$143,939.41	\$191,919.24	\$191,919.25	\$239,899.09
5200	210 ESE - Retirement	\$0.00	\$1,068.75	\$1,068.75	\$1,425.00	\$1,425.00	\$1,781.25
5200	220 ESE - FICA	\$0.00	\$11,011.36	\$11,011.37	\$14,681.82	\$14,681.82	\$18,352.28
5200	230 ESE - Group Insurance	\$0.00	\$13,500.00	\$13,635.00	\$18,361.80	\$18,545.42	\$23,413.59
5200	240 ESE - Worker's Compensation	\$0.00	\$1,799.24	\$1,799.24	\$2,398.99	\$2,398.99	\$2,998.74
5200	250 ESE - Unemployment Compensation	\$0.00	\$648.00	\$648.00	\$864.00	\$864.00	\$1,080.00
5200	310 ESE - Professional and Technical Services	\$0.00	\$22,680.00	\$25,704.00	\$28,839.89	\$32,090.93	\$38,188.21
5200	510 ESE - Supplies	\$0.00	\$855.00	\$994.50	\$1,108.03	\$1,257.53	\$1,477.52
5200	750 ESE - Other Personnel Services	\$0.00	\$3,000.00	\$3,000.00	\$4,000.00	\$4,000.00	\$5,000.00
	Total For 5200 (Exceptional Education)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
62							
6200	510 MediaC. - Supplies	\$0.00	\$2,550.00	\$2,907.00	\$3,246.05	\$3,629.33	\$4,318.90
	Total For 6200 (Instructional Media Services)	\$0.00	\$2,550.00	\$2,907.00	\$3,246.05	\$3,629.33	\$4,318.90
63							
6300	130 Curric - Other Certified Staff Member	\$0.00	\$50,384.62	\$50,888.46	\$51,397.35	\$51,911.32	\$52,430.43
6300	210 Curric - Retirement	\$0.00	\$375.00	\$378.75	\$382.54	\$386.36	\$390.23
6300	220 Curric - FICA	\$0.00	\$3,854.42	\$3,892.97	\$3,931.90	\$3,971.22	\$4,010.93
6300	230 Curric - Group Insurance	\$0.00	\$4,500.00	\$4,545.00	\$4,590.45	\$4,636.35	\$4,682.72
6300	240 Curric - Worker's Compensation	\$0.00	\$629.81	\$636.11	\$642.47	\$648.89	\$655.38
6300	250 Curric - Unemployment Compensation	\$0.00	\$216.00	\$216.00	\$216.00	\$216.00	\$216.00
6300	750 Curric - Other Personnel Services	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
	Total For 6300 (Instructional/Curriculum Development)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
64							
6400	140 ProfDev - Substitute Teachers	\$0.00	\$2,625.00	\$3,000.00	\$3,125.00	\$3,375.00	\$4,000.00
6400	310 ProfDev - Professional and Technical Services	\$0.00	\$3,000.00	\$3,150.00	\$3,307.50	\$3,472.88	\$3,646.52
6400	330 ProfDev - Travel	\$0.00	\$350.00	\$367.50	\$385.88	\$405.17	\$425.43
6400	510 ProfDev - Supplies	\$0.00	\$500.00	\$525.00	\$551.25	\$578.81	\$607.75
6400	750 ProfDev - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
	Total For 6400 (Instructional Staff Training)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
65							
6500	310 EdTech - Professional and Technical Services	\$0.00	\$12,000.00	\$12,600.00	\$13,230.00	\$13,891.50	\$14,586.08
6500	644 EdTech - Computer Hardware (Non Capitalized)	\$0.00	\$82,425.00	\$10,429.50	\$10,638.09	\$7,454.99	\$55,934.68
	Total For 6500 (Instructional-Related Technology)	\$0.00	\$94,425.00	\$23,029.50	\$23,868.09	\$21,346.49	\$70,520.76
71							
7100	310 Board - Professional and Technical Services	\$3,000.00	\$2,500.00	\$5,000.00	\$5,600.00	\$5,202.00	\$5,306.04
7100	320 Board - Insurance and Bond Premiums	\$0.00	\$20,400.00	\$23,940.00	\$27,518.40	\$31,672.62	\$38,798.96
7100	510 Board - Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
	Total For 7100 (Board)	\$3,500.00	\$23,400.00	\$29,440.00	\$33,618.40	\$37,374.62	\$44,605.00
72							
7200	730 District - Dues and Fees	\$0.00	\$101,760.09	\$103,236.06	\$104,937.66	\$106,463.53	\$107,954.01
	Total For 7200 (General / District Administration)	\$0.00	\$101,760.09	\$103,236.06	\$104,937.66	\$106,463.53	\$107,954.01
73							
7300	110 Admin - Administrator Salaries	\$0.00	\$156,192.31	\$157,754.23	\$226,148.32	\$228,409.81	\$230,693.90
7300	160 Admin - Other Support Personnel	\$0.00	\$59,840.00	\$60,438.40	\$61,042.78	\$61,653.21	\$62,269.74
7300	210 Admin - Retirement	\$0.00	\$1,611.30	\$1,627.41	\$2,140.99	\$2,162.40	\$2,184.02
7300	220 Admin - FICA	\$0.00	\$16,526.47	\$16,691.74	\$21,970.12	\$22,189.82	\$22,411.72
7300	230 Admin - Group Insurance	\$0.00	\$18,000.00	\$18,180.00	\$22,952.25	\$23,181.77	\$23,413.59
7300	240 Admin - Worker's Compensation	\$0.00	\$2,700.40	\$2,727.41	\$3,589.89	\$3,625.79	\$3,662.05
7300	250 Admin - Unemployment Compensation	\$0.00	\$864.00	\$864.00	\$1,080.00	\$1,080.00	\$1,080.00
7300	310 Admin - Professional and Technical Services	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
7300	360 Admin - Rentals	\$0.00	\$15,990.00	\$17,946.60	\$19,517.18	\$22,096.81	\$25,817.53
7300	370 Admin - Communications	\$0.00	\$3,825.00	\$4,360.50	\$4,869.07	\$5,444.00	\$6,478.36
7300	390 Admin - Other Purchased Services	\$0.00	\$5,100.00	\$5,814.00	\$6,492.10	\$7,258.66	\$8,637.81
7300	510 Admin - Supplies	\$0.00	\$11,220.00	\$12,790.80	\$14,282.61	\$15,969.06	\$19,003.18
7300	622 Admin - AV Materials (Non Capitalized)	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
7300	642 Admin - Furniture, Fixtures (Non Capitalized)	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00
7300	644 Admin - Computer Hardware (Non Capitalized)	\$0.00	\$5,315.00	\$1,000.00	\$1,265.30	\$1,000.00	\$4,864.28
7300	730 Admin - Dues and Fees	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
7300	750 Admin - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Total For 7300 (School Administration)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
74							
7400	360 AquireFacility - Rentals	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
	Total For 7400 (Facilities Acquisition)	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
75							
7500	310 Fiscal - Professional and Technical Services	\$0.00	\$11,000.00	\$11,220.00	\$11,444.40	\$11,673.29	\$11,906.75
	Total For 7500 (Fiscal Services)	\$0.00	#REF!	#REF!	#REF!	#REF!	#REF!
76							

7600	510 Lunch - Supplies	\$0.00	\$4,590.00	\$5,130.00	\$5,616.00	\$6,156.00	\$7,182.00
7600	570 Lunch - Food	\$0.00	\$183,996.00	\$205,407.00	\$225,423.00	\$247,068.00	\$288,063.00
7600	641 Lunch - Furniture, Fixtures-Capitalized	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
7600	642 Lunch - Furniture, Fixtures (Non Capitalized)	\$0.00	\$14,900.00	\$1,800.00	\$1,500.00	\$1,800.00	\$3,300.00
7600	644 Lunch - Computer Hardware (Non Capitalized)	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00
7600	690 Lunch - Computer Software	\$0.00	\$500.00	\$510.00	\$520.20	\$530.60	\$541.22
	Total For 7600 (Food Services)	\$0.00	\$206,236.00	\$213,847.00	\$234,059.20	\$256,554.60	\$300,086.22
77							
7720	310 InfServ - Professional and Technical Services	\$7,500.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00
7720	390 InfServ - Other Purchased Services	\$5,000.00	\$600.00	\$600.00	\$600.00	\$600.00	\$600.00
	Total For 7720 (Information Services)	\$12,500.00	\$1,850.00	\$1,850.00	\$1,850.00	\$1,850.00	\$1,850.00
78							
7800	160 Trans - Other Support Personnel	\$0.00	\$528.00	\$799.92	\$1,077.23	\$1,632.00	\$2,197.76
7800	210 Trans - Retirement	\$0.00	\$3.96	\$6.00	\$8.08	\$12.24	\$16.48
7800	220 Trans - FICA	\$0.00	\$40.39	\$61.19	\$82.41	\$124.85	\$168.13
7800	240 Trans - Worker's Compensation	\$0.00	\$6.60	\$10.00	\$13.47	\$20.40	\$27.47
7800	390 Trans - Other Purchased Services	\$0.00	\$148,500.00	\$156,060.00	\$163,863.00	\$248,322.67	\$258,160.07
	Total For 7800 (Pupil Transportation)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
79							
7900	160 Facility - Other Support Personnel	\$0.00	\$152,320.00	\$153,843.20	\$155,381.63	\$156,935.45	\$197,465.02
7900	210 Facility - Retirement	\$0.00	\$1,142.40	\$1,153.82	\$1,165.36	\$1,177.02	\$1,480.99
7900	220 Facility - FICA	\$0.00	\$11,652.48	\$11,769.00	\$11,886.69	\$12,005.56	\$15,106.07
7900	230 Facility - Group Insurance	\$0.00	\$18,000.00	\$18,180.00	\$18,361.80	\$18,545.42	\$23,413.59
7900	240 Facility - Worker's Compensation	\$0.00	\$1,904.00	\$1,923.04	\$1,942.27	\$1,961.69	\$2,468.31
7900	250 Facility - Unemployment Compensation	\$0.00	\$864.00	\$864.00	\$864.00	\$864.00	\$1,080.00
7900	320 Facility - Insurance and Bond Premiums	\$0.00	\$25,920.00	\$30,240.00	\$34,927.20	\$40,007.52	\$49,009.21
7900	350 Facility - Repairs and Maintenance	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08
7900	370 Facility - Communications	\$0.00	\$12,000.00	\$12,240.00	\$12,484.80	\$12,734.50	\$12,989.19
7900	380 Facility - Public Utilities	\$0.00	\$8,160.00	\$9,302.40	\$10,387.35	\$11,613.86	\$13,820.49
7900	390 Facility - Other Purchased Services	\$0.00	\$13,620.00	\$14,626.80	\$15,593.52	\$16,669.46	\$18,483.61
7900	430 Facility - Electricity	\$0.00	\$34,020.00	\$38,556.00	\$43,259.83	\$48,136.39	\$57,282.31
7900	510 Facility - Supplies	\$0.00	\$12,750.00	\$14,535.00	\$16,230.24	\$18,146.66	\$21,594.52
7900	750 Facility - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$5,000.00
	Total For 7900 (Operation of Plant)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
99							
9999	999 Reserve - Reserve Funds	\$0.00	\$86,661.07	\$122,824.47	\$136,670.28	\$151,987.04	\$179,800.02
	Total For 9999 (Reserve Funds)	\$0.00	\$86,661.07	\$122,824.47	\$136,670.28	\$151,987.04	\$179,800.02
	Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Budget Totals						
	Total Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
	Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Projected Cash On Hand	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Testing Charter School Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																
Other Income Sources																
3440		Gifts, Grants and Bequests	\$40,000	\$1	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
			\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
		Total Income	\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Expenses																
7100 - Board																
7100	310	Board - Professional and Technical Services	\$3,000	\$9											\$1,500	\$1,500
7100	510	Board - Supplies	\$500	\$9											\$250	\$250
		Total For 7100 (Board)	\$3,500												\$1,750	\$1,750
7720 - Information Services																
7720	310	InfServ - Professional and Technical Services	\$7,500	\$9											\$3,750	\$3,750
7720	390	InfServ - Other Purchased Services	\$5,000	\$9											\$2,500	\$2,500
		Total For 7720 (Information Services)	\$12,500												\$6,250	\$6,250
9999 - Reserve Funds																
		Total Expenses	#REF!												\$8,000	\$8,000
Budget Totals																
		Total Income	\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
		Total Expenses	#REF!												\$8,000	\$8,000
		Net Revenue	#REF!		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	-\$4,667	-\$4,667
		Projected Cash On Hand	#REF!		\$3,333	\$6,667	\$10,000	\$13,333	\$16,667	\$20,000	\$23,333	\$26,667	\$30,000	\$33,333	\$28,667	\$24,000

The data below has been reset but it is not formatted to be printed. Use the 'Bud

Income	Obj	Description	Plng Yr	Total	Year	Cash Flow	Dist	Met	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
FEPP Allocations																				
3310-01	Base FEPP Funding		\$0	\$3,066,393	1	\$254,696	\$254,696													
3310-02	FEPP - ESSE - Guaranteed Allocation		\$0	\$70,034	1	\$5,836	\$5,836													
3310-03	FEPP - Supplemental Academic Instruction		\$0	\$114,287	1	\$9,524	\$9,524													
3310-05	FEPP - Safe Schools Allocation		\$0	\$46,223	1	\$3,852	\$3,852													
3310-06	FEPP - Mental Health Assessment Allocation		\$0	\$29,225	1	\$2,435	\$2,435													
3310-10	FEPP - Discretionary Local Effort		\$0	\$408,906	1	\$34,077	\$34,077													
3310-13	FEPP - Recreation to Funds Available		\$0	\$3,911	1	\$326	\$326													
3310-15	FEPP - Student Transportation Funds		\$0	\$97,868	1	\$8,064	\$8,064													
3335	Class Size Reduction Allocation		\$0	\$54,891	1	\$4,514	\$4,514													
	NSLP - Subtotal		\$0	\$9E11	1	\$361,088	\$361,088													
School Lunch Program																				
3301	NSLP - School Lunch Reimbursement		\$0	\$111,586	1	\$9,299	\$9,299													
3302	NSLP - School Breakfast Reimbursement		\$0	\$9,090	1	\$758	\$758													
3401	NSLP - Student Transportation Funds		\$0	\$14,268	1	\$1,189	\$1,189													
3452	Selling Student Breakfasts		\$0	\$16,488	1	\$1,374	\$1,374													
	School Lunch Program Subtotal		\$0	\$217,432	1	\$18,179	\$18,179													
Other Income Sources																				
3400	Gifts, Grants and Bequests		\$0	\$4,000	1	\$0	\$0													
0	Total Other Income Sources		\$0	\$4,000	1	\$0	\$0													
Total Income																				
			\$40,000	\$9E11	1	\$47	\$378,707													
Expenses																				
5100 - Basic Instruction			1	\$0	\$0	\$0	\$0													
5100	520 Instr - Classroom Teacher Salaries		\$0	\$0	\$143,939	\$143,939	\$143,939													
5100	530 Instr - Other Certified Staff Member		\$0	\$0	\$38,384	\$38,384	\$38,384													
5100	540 Instr - Substitute Teachers		\$0	\$0	\$4,000	\$4,000	\$4,000													
5100	550 Instr - Retirement		\$0	\$0	\$1,354	\$1,354	\$1,354													
5100	210 Instr - FICA		\$0	\$0	\$13,948	\$13,948	\$13,948													
5100	220 Instr - Group Insurance		\$0	\$0	\$17,100	\$17,100	\$17,100													
5100	240 Instr - Worker's Compensation		\$0	\$0	\$22,729	\$22,729	\$22,729													
5100	250 Instr - Unemployment Compensation		\$0	\$0	\$22,729	\$22,729	\$22,729													
5100	360 Instr - Rentals		\$0	\$0	\$27,556	\$27,556	\$27,556													
5100	510 Instr - Supplies		\$0	\$0	\$35,700	\$35,700	\$35,700													
5100	520 Instr - Textbooks		\$0	\$0	\$142,065	\$142,065	\$142,065													
5100	530 Instr - Computer Hardware (Non Capitalized)		\$0	\$0	\$128,528	\$128,528	\$128,528													
5100	530 Instr - Computer Software (Non Capitalized)		\$0	\$0	\$10,100	\$10,100	\$10,100													
5100	750 Instr - Other Personnel Services		\$0	\$0	\$3,800	\$3,800	\$3,800													
	Total For 5100 (Basic Instruction)		0	\$247,530.185		\$9647.5	\$9647.5													
5200 - Exceptional Education			1	\$0	\$0	\$0	\$0													
5200	520 ESSE - Classroom Teacher Salaries		\$0	\$0	\$14,394	\$14,394	\$14,394													
5200	210 ESSE - Retirement		\$0	\$0	\$1,017	\$1,017	\$1,017													
5200	220 ESSE - FICA		\$0	\$0	\$11,101	\$11,101	\$11,101													
5200	230 ESSE - Group Insurance		\$0	\$0	\$1,350	\$1,350	\$1,350													
5200	240 ESSE - Worker's Compensation		\$0	\$0	\$180	\$180	\$180													
5200	250 ESSE - Unemployment Compensation		\$0	\$0	\$180	\$180	\$180													
5200	510 ESSE - Professional and Technical Services		\$0	\$0	\$1,890	\$1,890	\$1,890													
5200	530 ESSE - Other Personnel Services		\$0	\$0	\$300	\$300	\$300													
	Total For 5200 (Exceptional Education)		0	\$18901.75		\$2210.625	\$2210.625													
6200 - Instructional Media Services			1	\$0	\$0	\$0	\$0													
6200	510 MediaTech - Supplies		\$0	\$0	\$956	\$956	\$956													
	Total For 6200 (Instructional Media Services)		0	2550		\$956.25	\$956.25													
6300 - Instructional/Curriculum Development			1	\$0	\$0	\$0	\$0													
6300	130 Curric - Other Certified Staff Member		\$0	\$0	\$5,038	\$5,038	\$5,038													
6300	210 Curric - Retirement		\$0	\$0	\$338	\$338	\$338													
6300	220 Curric - FICA		\$0	\$0	\$3,885	\$3,885	\$3,885													
6300	230 Curric - Group Insurance		\$0	\$0	\$450	\$450	\$450													
6300	240 Curric - Worker's Compensation		\$0	\$0	\$529.81	\$529.81	\$529.81													
6300	250 Curric - Unemployment Compensation		\$0	\$0	\$522	\$522	\$522													
6300	750 Curric - Other Personnel Services		\$0	\$0	\$100	\$100	\$100													
	Total For 6300 (Instructional/Curriculum Development)		0	60659.84615		0	6065.984615													
6400 - Instructional Staff Training			1	\$0	\$0	\$0	\$0													
6400	140 ProfDev - Substitute Teachers		\$0	\$0	\$263	\$263	\$263													
6400	510 ProfDev - Professional and Technical Services		\$0	\$0	\$250	\$250	\$250													
6400	330 ProfDev - Travel		\$0	\$0	\$35	\$35	\$35													
6400	510 ProfDev - Other Personnel Services		\$0	\$0	\$113	\$113	\$113													
6400	750 ProfDev - Other Personnel Services		\$0	\$0	\$400	\$400	\$400													
	Total For 6400 (Instructional Staff Training)		0	10475		437.5	437.5													
6500 - Instructional-Related Technology			1	\$0	\$0	\$0	\$0													
6500	310 EdTech - Professional and Technical Services		\$0	\$0	\$1,000	\$1,000	\$1,000													
6500	644 EdTech - Computer Hardware (Non Capitalized)		\$0	\$0	\$41,213	\$41,213	\$41,213													
	Total For 6500 (Instructional-Related Technology)		0	94425		42212.5	42212.5													
7100 - Board			1	\$0	\$0	\$0	\$0													
7100	310 Board - Professional and Technical Services		\$0	\$0	\$208	\$208	\$208													
7100	320 Board - Insurance and Bond Premiums		\$0	\$0	\$10,200	\$10,200	\$10,200													
7100	510 Board - Computer Hardware (Non Capitalized)		\$0	\$0	\$188	\$188	\$188													
	Total For 7100 (Board)		0	23400		10696.83333	10696.83333													
7200 - General / District Administration			1	\$0	\$0	\$0	\$0													
7200	730 District - Dues and Fees		\$0	\$0	\$8,480	\$8,480	\$8,480													
	Total For 7200 (General / District Administration)		0	10170.9890		8480.07335	8480.07335													
7300 - School Administration			1	\$0	\$0	\$0	\$0													
7300	10 Admin - Administrator Salaries		\$0	\$0	\$13,016	\$13,016	\$13,016													
7300	160 Admin - Other Support Personnel		\$0	\$0	\$4,987	\$4,987	\$4,987													
7300	210 Admin - Retirement		\$0	\$0	\$1,611.33	\$1,611.33	\$1,611.33													
7300	220 Admin - FICA		\$0	\$0	\$1,377	\$1,377	\$1,377													
7300	230 Admin - Group Insurance		\$0	\$0	\$1,500	\$1,500	\$1,500													
7300	240 Admin - Worker's Compensation		\$0	\$0	\$2,722	\$2,722	\$2,722													
7300	250 Admin - Unemployment Compensation		\$0	\$0	\$2,722	\$2,722	\$2,722													
7300	510 Admin - Professional and Technical Services		\$0	\$0	\$1,170	\$1,170	\$1,170													
7300	360 Admin - Rentals		\$0	\$0	\$1,599	\$1,599	\$1,599													
7300	510 Admin - Communications		\$0	\$0	\$319	\$319	\$319													
7300	360 Admin - Other Purchased Services		\$0	\$0	\$425	\$425	\$425													
7300	510 Admin - Supplies		\$0	\$0	\$4,208	\$4,208	\$4,208													
7300	522 Admin - All Materials (Non Capitalized)		\$0	\$0	\$1,020	\$1,020	\$1,020													
7300	642 Admin - Furniture, Fixtures (Non Capitalized)		\$0	\$0	\$2,500	\$2,500	\$2,500													
7300	644 Admin - Computer Hardware (Non Capitalized)		\$0	\$0	\$2,658	\$2,658	\$2,658													
7300	730 Admin - Dues and Fees		\$0	\$0	\$204	\$204	\$204													
7300	750 Admin - Other Personnel Services		\$0	\$0	\$400	\$400	\$400													
	Total For 7300 (School Administration)		0	31730.4831		32069.66662	32069.66662													
7400 - Facilities Acquisition			1	\$0	\$0	\$0	\$0													
7400	360 Acquire/Facility - Rentals		\$0	\$0	\$31,500	\$31,500	\$31,500													
	Total For 7400 (Facilities Acquisition)		0	378000		31500	31500													
7500 - Fiscal Services			10	\$0	\$11,000	\$11,000	\$11,000													
	Total For 7500 (Fiscal Services)		0	11000		275	275													
7600 - Food Services			1	\$0	\$0	\$0	\$0													

Page 493

Per Student Average	\$8,496	\$8,619	\$8,761	\$8,888	\$9,013
District Percentage Fee	5.00%	5.00%	5.00%	5.00%	5.00%
Maximum Students For Fee	250	250	250	250	250
Amount designated for TSIA (Excluded from Fees)					
Maintenance Portion (4.52% of base)	\$138,147	\$156,572	\$174,034	\$193,451	\$228,833
Growth Portion (1.41% of base)	\$43,095	\$48,842	\$54,289	\$60,346	\$71,384
TSIA Designated Totals	\$181,242	\$205,415	\$228,323	\$253,797	\$300,217
Total District Fee	\$101,760	\$103,238	\$104,938	\$106,464	\$107,954
Total To Reallocate To Capital Outlay	\$105,830	\$132,142	\$156,987	\$184,821	\$236,635

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Testing Charter School Charter School

Based on the 2024-25 FEFP Second Calculation
Broward

School District:

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation

\$5,330.98

Comparable Wage F

Small District Factor

1.0000

1.0259

2023-24

Base Funding

(WFTE x BSA x CWF x

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	Base Funding (WFTE x BSA x CWF x
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	286	1.122	320.8920	\$ 1,754,975
111 Basic K-3 with ESE Services	46	1.122	51.6120	\$ 282,269
102 Basic 4-8	148	1.000	148.0000	\$ 809,420
112 Basic 4-8 with ESE Services	18	1.000	18.0000	\$ 98,443
103 Basic 9-12	0	0.988	0.0000	\$ -
113 Basic 9-12 with ESE Services	0	0.988	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0	3.706	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0	3.706	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0	3.706	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0	5.707	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0	5.707	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0	5.707	0.0000	\$ -
130 ESOL (Grade Level PK-3)	8	1.208	9.6640	\$ 52,853
130 ESOL (Grade Level 4-8)	4	1.208	4.8320	\$ 26,426
130 ESOL (Grade Level 9-12)	0	1.208	0.0000	\$ -
300 Career Education (Grades 9-12)	0	1.072	0.0000	\$ -
Totals	510.00		553.0000	\$ 3,024,386

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Number of FTE

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2023-24 Base Funding

(WFTE x BSA x CWF x

SDF)

Additional

FTE

Advanced Placement	0	\$ -
International Baccalaureate	0	\$ -
Advanced International Certificate	0	\$ -
Industry Certified Career Education	0	\$ -
Early High School Graduation	0	\$ -
Small District ESE Supplement	0	\$ -
Dual Enrollment	0	\$ -
Total Additional FTE	0.0000	\$ -
Total Funded Weighted FTE	553.0000	\$ 3,024,386

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance Portion (4.52% of Base Funding)

(g) (k)

#####

X

4.52%

\$

136,702

Growth Portion (1.41% of Base Funding)

(g) (k)

#####

X

1.41%

\$

42,644

Total Salary Increase Allocation

\$

179,346

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	46.0	PK-3	251	\$ 1,058	\$ 48,668
	0.0	PK-3	252	\$ 3,418	\$ -
	0.0	PK-3	253	\$ 6,974	\$ -
	18.0	4-8	251	\$ 1,187	\$ 21,366
	0.0	4-8	252	\$ 3,546	\$ -
	0.0	4-8	253	\$ 7,102	\$ -
	0.0	9-12	251	\$ 845	\$ -
	0.0	9-12	252	\$ 3,204	\$ -
	0.0	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	64.00	Total ESE Guarantee		\$	70,034

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE:

510.00

÷

District's

=

272,606.05

0.1871%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE:

553.00

÷

District's

=

301,876.18

0.1832%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain sc

UFTE share. Charter School UFTE:

510.00

÷

District's Total

=

248,071.28

0.2056%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's

UFTE share. Charter School UFTE:

510.00

÷

District's Total

=

272,121.20

0.1874%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UF

UFTE share. Charter School UFTE:

510.00

÷

District's Total

=

247,586.43

=

0.2060%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	59,093,840	x	0.1874%	\$	110,742
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.1871%	\$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE	(f)	21,742,075	x	0.2060%	\$	44,789
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	13,292,890	x	0.2056%	\$	27,330
8. Discretionary Local Effort (WFTE share)	(c)	#####	x	0.1832%	\$	397,759
9. Proration to Funds Available (WFTE share)	(c)	#####	x	0.1832%	-\$	3,805

10. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors		
PK - 3	382.1680		1.0259		947.59	=	371,518
4-8	170.8320		1.0259		904.74	=	158,562
9-12	0.0000		1.0259		906.93	=	0
Total *	553.0000						
						Total Class Size Reduction Funds	\$ 530,080

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

11. Student Transportation

Enter All Adjusted Fundable Riders	128	x	531	\$	67,968
Enter All Adjusted ESE Riders	0	x	1,656	\$	-

12. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid 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	\$ -
Total				\$ -

13. Food Service Allocation

Total			\$	4,269,283

14. Total Less Salary Increase Allocation (for administrative fee calc

(k) \$ 4,089,937

15. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(l)

If you have more than a 75% ESE student population, please place a 1 in the following box:

\$ -

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career
- (b) District allocations multiplied by percentage from item 2A.
- (c) District allocations multiplied by percentage from item 2B.
- (d) District allocations multiplied by percentage from item 2C.
- (e) District allocations multiplied by percentage from item 2D.
- (f) District allocations multiplied by percentage from item 2E.
- (g) This allocation will be frozen as of the 2023-24 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are
- (h) 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.
- (i) 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),
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated
- (l) 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
- 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

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

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

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Testing Charter School

Five Year Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Florida Educational Finance Program (FEFP)	\$0	\$4,333,053	\$4,912,979	\$5,466,811	\$6,079,482	\$7,192,001
Capital Outlay	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
IDEA Funds	\$0	\$0	\$0	\$0	\$0	\$0
Title 1 Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services	\$0	\$0	\$0	\$0	\$0	\$0
Financing, Investing and Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Fees and Costs for Services	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$40,000	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121
Expenses						
Employee Costs						
Employee Salaries	\$0	\$2,429,062	\$2,660,603	\$2,946,163	\$3,092,847	\$3,620,785
Employee Benefits	\$0	\$242,739	\$264,841	\$296,936	\$314,710	\$373,037
Employer Costs	\$0	\$223,193	\$244,745	\$270,529	\$284,477	\$333,517
Total Employee Costs	\$0	\$2,894,993	\$3,170,189	\$3,513,629	\$3,692,034	\$4,327,339
Academic Supplies	\$0	\$181,670	\$65,222	\$71,222	\$137,144	\$167,122
Services and Contracts	\$15,500	\$127,790	\$143,290	\$152,954	\$162,012	\$184,060
Rentals, Leases and Subscriptions	\$0	\$43,545	\$48,639	\$53,379	\$57,612	\$66,133
Facilities Costs	\$0	\$393,250	\$497,085	\$612,831	\$740,800	\$881,101
Insurance	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
Utilities	\$0	\$58,005	\$64,459	\$71,001	\$77,929	\$90,570
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$21,400	\$2,800	\$2,500	\$2,800	\$4,300
AV / Computer Equipment	\$0	\$100,985	\$15,576	\$15,031	\$12,170	\$78,331
Software	\$0	\$500	\$510	\$520	\$531	\$541
Other Equipment & Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Travel Costs	\$0	\$350	\$368	\$386	\$405	\$425
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Transportation	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Other Expenses	\$500	\$18,860	\$21,328	\$23,645	\$26,254	\$31,004
Undefined Expenses	\$0	\$0	\$0	\$0	\$0	\$0
District Administrative Fees	\$0	\$101,760	\$103,236	\$104,938	\$106,464	\$107,954
Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Categorized Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Florida Educational Finance Program (FEFP)	\$0	\$4,333,053	\$4,912,979	\$5,466,811	\$6,079,482	\$7,192,001
Capital Outlay	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
IDEA Funds	\$0	\$0	\$0	\$0	\$0	\$0
Title 1 Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services	\$0	\$0	\$0	\$0	\$0	\$0
Financing, Investing and Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Fees and Costs for Services	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$40,000	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses						
Academic Expenses						
Employee Totals	\$0	\$2,498,797	\$2,776,296	\$3,038,921	\$3,214,452	\$3,806,200
Services	\$0	\$37,680	\$41,454	\$45,377	\$49,455	\$56,421
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$181,670	\$65,222	\$71,222	\$137,144	\$167,122
Maintenance	\$0	\$27,555	\$30,692	\$33,862	\$35,515	\$40,315
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$92,880	\$12,250	\$11,169	\$8,267	\$70,012
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$350	\$368	\$386	\$405	\$425
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$510	\$581	\$649	\$726	\$864
Total Academic Expenses	\$0	\$2,839,442	\$2,926,863	\$3,201,587	\$3,445,964	\$4,141,359

Administrative Expenses						
Employee Totals	\$0	\$259,734	\$262,283	\$343,924	\$347,303	\$350,715
Services	\$15,500	\$26,315	\$30,570	\$32,852	\$34,331	\$37,634
Insurance	\$0	\$20,400	\$23,940	\$27,518	\$31,673	\$38,799
Supplies and Materials	\$500	\$11,720	\$13,291	\$14,783	\$16,469	\$19,503
Maintenance	\$0	\$15,990	\$17,947	\$19,517	\$22,097	\$25,818
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$5,000	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$7,355	\$3,326	\$3,862	\$3,903	\$8,319
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$103,800	\$105,562	\$107,535	\$109,367	\$111,409
Total Administrative Expenses	\$16,000	\$450,315	\$456,918	\$549,992	\$565,143	\$592,197

Facilities Expenses						
Employee Totals	\$0	\$189,883	\$191,733	\$193,602	\$195,489	\$246,014
Services	\$0	\$25,620	\$26,867	\$28,078	\$29,404	\$31,473
Insurance	\$0	\$25,920	\$30,240	\$34,927	\$40,008	\$49,009
Supplies and Materials	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Maintenance	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
Utilities	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
Computers	\$0	\$42,180	\$47,858	\$53,647	\$59,750	\$71,103
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0

Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Expenses	\$0	\$676,853	\$793,783	\$923,086	\$1,065,451	\$1,278,699

Food Services Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$4,590	\$5,130	\$5,616	\$6,156	\$7,182
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$16,400	\$2,800	\$2,500	\$2,800	\$4,300
IT Equipment	\$0	\$750	\$0	\$0	\$0	\$0
Software	\$0	\$500	\$510	\$520	\$531	\$541
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Food Services Expenses	\$0	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086

Transportation Expenses

Employee Totals	\$0	\$579	\$877	\$1,181	\$1,789	\$2,410
Services	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Transportation Expenses	\$0	\$149,079	\$156,937	\$165,044	\$250,112	\$260,570

Community Services Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Community Services Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Other Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800

Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Function / Object Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
State Funding	\$0	\$4,265,085	\$4,834,615	\$5,378,586	\$5,979,677	\$7,071,533
Transportation Funds	\$0	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Federal Funding Through State	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program Revenue	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue	\$40,000	\$0	\$0	\$403,278	\$458,941	\$555,885
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses						
5000 Functions - Academic						
100's - Salaries	\$0	\$2,007,172	\$2,233,879	\$2,447,991	\$2,588,930	\$3,071,729
200's - Employee Costs	\$0	\$383,041	\$425,859	\$471,645	\$502,377	\$600,086
300's - Services and Contracts	\$0	\$50,235	\$56,396	\$62,702	\$67,606	\$78,503
400's - Power Services	\$0	\$0	\$0	\$0	\$0	\$0
500's - Supplies and Materials	\$0	\$178,620	\$61,790	\$67,425	\$132,936	\$162,195
600's - Capitalized Expenses	\$0	\$10,455	\$1,821	\$531	\$812	\$14,077
700's - Other Miscellaneous Costs	\$0	\$41,510	\$48,581	\$50,649	\$53,726	\$63,864
Total 5000 Functions - Academic	\$0	\$2,671,032	\$2,828,326	\$3,100,942	\$3,346,386	\$3,990,454

6000 Functions - Support and Student Services						
Employee Totals	\$0	\$53,010	\$53,888	\$54,522	\$55,286	\$56,430
Services	\$0	\$9,575	\$9,669	\$9,763	\$9,859	\$9,955
Insurance	\$0	\$15,350	\$16,118	\$16,923	\$17,770	\$18,658
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$3,050	\$3,432	\$3,797	\$4,208	\$4,927
Utilities	\$0	\$82,425	\$10,430	\$10,638	\$7,455	\$55,935
Computers	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total 6000 Functions - Support and Student Services	\$0	\$168,410	\$98,536	\$100,644	\$99,578	\$150,905

7000 Functions - Administrative Services (Excluding Facilities)						
Employee Totals	\$0	\$216,560	\$218,993	\$288,268	\$291,695	\$295,161
Services	\$0	\$39,753	\$40,168	\$51,837	\$52,397	\$52,963
Insurance	\$15,500	\$211,205	\$228,517	\$243,751	\$336,424	\$360,411
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$500	\$200,306	\$223,828	\$245,822	\$269,693	\$314,748
Utilities	\$0	\$30,005	\$6,636	\$6,882	\$7,234	\$13,161
Computers	\$0	\$107,800	\$109,562	\$112,535	\$114,367	\$116,409
Total 7000 Functions - Administrative Services (Excl	\$16,000	\$805,630	\$827,702	\$949,095	\$1,071,810	\$1,152,853

7900, 7400, 8100 Functions - Facilities						
Employee Totals	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Services	\$0	\$33,563	\$33,890	\$34,220	\$34,554	\$43,549
Insurance	\$0	\$440,200	\$548,959	\$669,994	\$803,678	\$953,809
Supplies and Materials	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Maintenance	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$4,000	\$4,000	\$4,000	\$4,000	\$5,000
Total 7900, 7400, 8100 Functions - Facilities	\$0	\$676,853	\$793,783	\$923,086	\$1,065,451	\$1,278,699

9000 Functions - Community Services						
Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0

Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Total 9000 Functions - Community Services	\$0	\$0	\$0	\$0	\$0	\$0

Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Modified Accrual Cash Flow Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Total FEFP Funding	\$0	\$4,333,053	\$4,912,979	\$5,466,811	\$6,079,482	\$7,192,001
District Funding (Oct FTE)	\$0	\$2,166,527	\$2,456,489	\$2,733,406	\$3,039,741	\$3,596,000
District Funding (Feb FTE)	\$0	\$2,166,527	\$2,456,489	\$2,733,406	\$3,039,741	\$3,596,000
Capital Funds	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
Individuals with Disabilities Act	\$0	\$0	\$0	\$0	\$0	\$0
Title 1	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Interest Income or Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Gifts and Grants	\$40,000	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$0	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$8,877,538	\$10,058,331	\$11,591,694	\$12,896,793	\$15,265,122

Expenses						
100's - Salaries						
Administrative Staff	\$0	\$156,192	\$157,754	\$226,148	\$228,410	\$230,694
Instructional Staff	\$0	\$2,017,556	\$2,238,768	\$2,450,388	\$2,594,842	\$3,075,159
Substitute Teachers	\$0	\$42,625	\$49,000	\$52,125	\$49,375	\$53,000
Paraprofessionals / Teacher Asst	\$0	\$0	\$0	\$0	\$0	\$0
Office and Other Staff	\$0	\$59,840	\$60,438	\$61,043	\$61,653	\$62,270
Lunch Staff	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Staff	\$0	\$528	\$800	\$1,077	\$1,632	\$2,198
Maintenance Staff	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Community Services Staff	\$0	\$0	\$0	\$0	\$0	\$0
210, 230, 290 - Employee Benefits	\$0	\$200,301	\$219,199	\$242,903	\$255,445	\$299,451
220, 240, 250, 750 - Employer Costs	\$0	\$319,630	\$351,387	\$388,562	\$410,742	\$485,102
Total Salaries and Benefits	\$0	\$2,948,993	\$3,231,189	\$3,577,629	\$3,759,034	\$4,405,339

Purchased / Contract Services						
310 - Professional / Technical Services	\$10,500	\$54,470	\$61,250	\$66,269	\$70,484	\$78,339
320 - Insurance and Bond Premiums	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
330 - Travel	\$0	\$350	\$368	\$386	\$405	\$425
350 - Repairs and Maintenance	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
360 - Software & Equipment Lease	\$0	\$43,545	\$48,639	\$53,379	\$57,612	\$66,133
370 - Communications	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478
380 - Utilities	\$0	\$0	\$0	\$0	\$0	\$0
390 - Other Purchased Services	\$5,000	\$154,200	\$162,474	\$170,955	\$256,181	\$267,398
Total Purchased / Contract Services	\$15,500	\$305,210	\$333,820	\$360,904	\$464,460	\$509,287

Facilities						
360 - Rent	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
370 - Communications	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
380 - Utilities	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
390 - Other Services	\$0	\$13,620	\$14,627	\$15,594	\$16,669	\$18,484
430 - Electricity	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
720 - Debt Service / Acquisition	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities	\$0	\$445,800	\$554,725	\$675,726	\$809,154	\$959,376

Materials & Supplies						
460 - Fuel	\$0	\$0	\$0	\$0	\$0	\$0
510,530 - Supplies and Journals	\$500	\$68,665	\$63,032	\$70,176	\$78,261	\$92,792
570 - Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
590 - Other Materials	\$0	\$0	\$0	\$0	\$0	\$0
Total Materials & Supplies	\$500	\$252,661	\$268,439	\$295,599	\$325,329	\$380,855

Other Expenses						
730 - Dues and Fees	\$0	\$2,550	\$2,907	\$3,246	\$3,629	\$4,319
730 - District Administrative Fees	\$0	\$101,760	\$103,236	\$104,938	\$106,464	\$107,954
720 - Debt Service / Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0
790 - Miscellaneous Expense	\$0	\$0	\$0	\$0	\$0	\$0
Debt Payments	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Elsewhere	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Expenses	\$0	\$190,971	\$228,968	\$244,854	\$262,080	\$292,073

Expenses (without Capitalized Items)	\$16,000	\$4,143,635	\$4,617,141	\$5,154,711	\$5,620,056	\$6,546,930
SubTotal (Net Income Before Depreciation)	\$24,000	\$4,733,903	\$5,441,189	\$6,436,983	\$7,276,737	\$8,718,192
Depreciation	\$0	\$0	\$0	\$0	\$0	\$0
Net Income After Depreciation (Accrual Basis)	\$24,000	\$4,733,903	\$5,441,189	\$6,436,983	\$7,276,737	\$8,718,192
Add Depreciation	\$0	\$0	\$0	\$0	\$0	\$0

Capitalized Expenses

520,610 - Textbooks & Library Books	\$0	\$142,065	\$35,145	\$37,675	\$99,655	\$122,610
620,630 - Equipment and Materials	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
640 - Furniture	\$0	\$21,400	\$2,800	\$2,500	\$2,800	\$4,300
640 - Computers	\$0	\$98,945	\$13,250	\$12,434	\$9,267	\$74,876
650 - Busses	\$0	\$0	\$0	\$0	\$0	\$0
680 - Remodeling and Renovations	\$0	\$0	\$0	\$0	\$0	\$0
690 - Software	\$0	\$500	\$510	\$520	\$531	\$541
Total Capitalized Expenses	\$0	\$264,950	\$54,031	\$55,727	\$115,156	\$205,782

Testing Charter School

MDCPS Budget Template Categories

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Enrollment						
Kindergarten Through 5th Grade		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
6th Grade Through 8th Grade		0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)
9th Grade Through 12th Grade		0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)

Income						
State Sources		\$0	\$4,333,053	\$4,912,979	\$5,870,089	\$6,538,423
Federal Sources		\$0	\$120,676	\$131,213	\$144,850	\$158,540
Local Sources		\$0	\$90,756	\$101,160	\$109,944	\$120,348
Other Sources	\$40,000	\$0	\$0	\$0	\$0	\$0
Total Revenue		\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311

Expenses						
Instruction						
Salaries (includes classroom teachers, contract or hour	\$0	\$2,009,797	\$2,236,879	\$2,451,116	\$2,592,305	\$3,075,729
Fringe Benefits	\$0	\$428,041	\$477,859	\$525,645	\$559,377	\$667,086
Contracted Profesional Services (includes Therapists &	\$0	\$22,680	\$25,704	\$28,840	\$32,091	\$38,188
Classroom Supplies & Equipment	\$0	\$39,605	\$30,077	\$33,547	\$37,489	\$44,512
Teacher Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks	\$0	\$142,065	\$35,145	\$37,675	\$99,655	\$122,610
Student Activities	\$0	\$27,555	\$30,692	\$33,862	\$35,515	\$40,315
Computer - Equipment & Repair for Instruction	\$0	\$92,880	\$12,250	\$11,169	\$8,267	\$70,012
Software for Instruction	\$0	\$500	\$510	\$520	\$531	\$541
Sub-Total Instruction	\$0	\$2,763,122	\$2,849,117	\$3,122,374	\$3,365,229	\$4,058,993

Pupil Personnel Services						
Salaries (includes counselor, school nurse, health assist	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Professional Services (counseling and psyc	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Pupil Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0

Media Services						
Salaries (includes Librarian)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Library Books	\$0	\$0	\$0	\$0	\$0	\$0
Audio Visual Materials	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Media Services	\$0	\$0	\$0	\$0	\$0	\$0

Curriculum Development						
Salaries (includes Curriculum Specialist)	\$0	\$50,385	\$50,888	\$51,397	\$51,911	\$52,430
Fringe Benefits	\$0	\$10,575	\$10,669	\$10,763	\$10,859	\$10,955
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Development Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Student Activities	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Curriculum Development	\$0	\$10,575	\$10,669	\$10,763	\$10,859	\$10,955

Staff Development						
Workshops	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$350	\$368	\$386	\$405	\$425
Professional Services	\$0	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
Sub-Total Staff Development	\$0	\$3,350	\$3,518	\$3,693	\$3,878	\$4,072

Instruction Related Technology						

Salaries (includes Technology Personnel)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Networks	\$12,500	\$13,850	\$14,450	\$15,080	\$15,742	\$16,436
Hardware Maintenance	\$0	\$750	\$0	\$0	\$0	\$0
Computer Learning Labs	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Instruction Related Technology	\$12,500	\$14,600	\$14,450	\$15,080	\$15,742	\$16,436
Board						
Professional Services (Legal)	\$3,000	\$2,500	\$5,000	\$5,600	\$5,202	\$5,306
Insurance	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Board	\$3,000	\$48,820	\$59,180	\$68,046	\$76,882	\$93,114
General Administration						
Management Fees	\$0	\$7,140	\$8,140	\$9,089	\$10,162	\$12,093
Administrative Fees	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total General Administration	\$0	\$7,140	\$8,140	\$9,089	\$10,162	\$12,093
School Administration						
Salaries (includes Principal, Secretary & other Office Personnel)	\$0	\$216,032	\$218,193	\$287,191	\$290,063	\$292,964
Fringe Benefits	\$0	\$43,702	\$44,091	\$56,733	\$57,240	\$57,751
Equipment Rental / Lease	\$0	\$15,990	\$17,947	\$19,517	\$22,097	\$25,818
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Advertising and Promotion	\$0	\$0	\$0	\$0	\$0	\$0
License Fees	\$0	\$104,310	\$106,143	\$108,184	\$110,093	\$112,273
Uniforms	\$0	\$0	\$0	\$0	\$0	\$0
Postage	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478
Printing	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$500	\$11,720	\$13,291	\$14,783	\$16,469	\$19,503
Office Equipment	\$0	\$5,315	\$1,000	\$1,265	\$1,000	\$4,864
Computer Equipment	\$0	\$7,040	\$2,326	\$2,597	\$2,903	\$3,455
Sub-Total School Administration	\$500	\$407,935	\$407,350	\$495,139	\$505,309	\$523,106
Facilities Acquisition & Construction						
Building Lease / Rent	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
Remodeling & Renovation	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
Purchase of Building & Fixed Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Land	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Facilities Acquisition & Construction	\$0	\$380,500	\$482,550	\$596,601	\$722,653	\$859,506
Fiscal Services						
Salaries (Accounting & Bookkeeping Personnel)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Professional Services (payroll, accounting, auditing)	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
Sub-Total Fiscal Services	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
Food Services						
Salaries (Food Service Workers)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Materials & Supplies	\$0	\$4,590	\$5,130	\$5,616	\$6,156	\$7,182
Equipment Rental/Lease	\$0	\$16,400	\$2,800	\$2,500	\$2,800	\$4,300
Inspection Fees	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Food Services	\$0	\$204,986	\$213,337	\$233,539	\$256,024	\$299,545
Pupil Transportation Services						
Salaries (Drivers & Transportation Workers)	\$0	\$528	\$800	\$1,077	\$1,632	\$2,198
Fringe Benefits	\$0	\$51	\$77	\$104	\$157	\$212
Contracted Transportation Services	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Buses	\$0	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Fuel	\$0	\$0	\$0	\$0	\$0	\$0

Sub-Total Pupil Transportation Services	\$0	\$149,079	\$156,937	\$165,044	\$250,112	\$260,570

Operation of Plant

Salaries (Custodians, Crossing Guards, Security)	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Fringe Benefits	\$0	\$37,563	\$37,890	\$38,220	\$38,554	\$48,549
Purchased Services (Custodial, fire and alarm, pest control)	\$0	\$13,620	\$14,627	\$15,594	\$16,669	\$18,484
Lawn Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Pest Control	\$0	\$0	\$0	\$0	\$0	\$0
Security Services	\$0	\$0	\$0	\$0	\$0	\$0
Property Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone Services	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Water & Sewer	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
Electricity	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Custodial Supplies & Equipment	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Sub-Total Operation of Plant	\$0	\$270,433	\$280,993	\$291,558	\$302,790	\$370,184

Maintenance of Plant

Repairs and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Maintenance of Plant	\$0	\$0	\$0	\$0	\$0	\$0

Administrative Technology Services

Internal Technology Support	\$0	\$0	\$0	\$0	\$0	\$0
Technology Personnel	\$0	\$0	\$0	\$0	\$0	\$0
Systems Operations	\$0	\$0	\$0	\$0	\$0	\$0
Systems Planning & Analysis	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Administrative Technology Services	\$0	\$0	\$0	\$0	\$0	\$0

After Care Programs

After Care Salary	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total After Care Programs	\$0	\$0	\$0	\$0	\$0	\$0

Debt Service

Redemption of Principal	\$0	\$0	\$0	\$0	\$0	\$0
Interest	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Debt Service	\$0	\$0	\$0	\$0	\$0	\$0

Reserve Funds	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenditure	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Excess of Revenues over Expenditures	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

FLORIDA CHARTER SCHOOL

Charts and Graphs Regarding Budget Assumptions

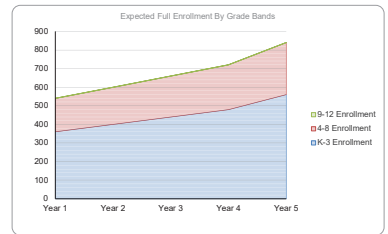
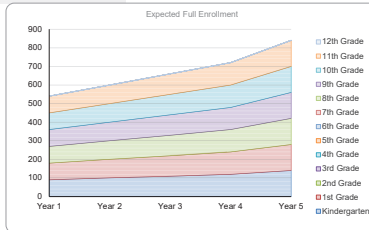
Florida Charter Support Unit Budget Template Tool

Enrollment Estimates

Expected Full Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	90	100	110	120	140
1st Grade	90	100	110	120	140
2nd Grade	90	100	110	120	140
3rd Grade	90	100	110	120	140
4th Grade	90	100	110	120	140
5th Grade	90	100	110	120	140
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment	540	600	660	720	840

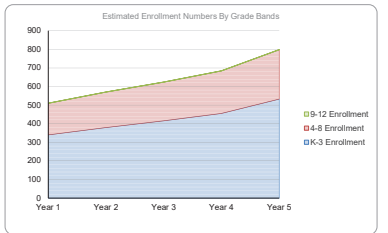
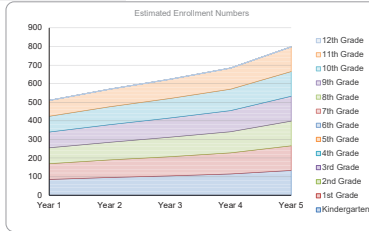
	Year 1	Year 2	Year 3	Year 4	Year 5
K-3 Enrollment	360	400	440	480	560
4-8 Enrollment	180	200	220	240	280
9-12 Enrollment	0	0	0	0	0
Total Enrollment	540	600	660	720	840



Estimated Enrollment Numbers Based On 95% of seats are full.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	85	95	104	114	133
1st Grade	85	95	104	114	133
2nd Grade	85	95	104	114	133
3rd Grade	85	95	104	114	133
4th Grade	85	95	104	114	133
5th Grade	85	95	104	114	133
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment	510	570	624	684	798

	Year 1	Year 2	Year 3	Year 4	Year 5
K-3 Enrollment	340	380	416	456	532
4-8 Enrollment	170	190	208	228	265
9-12 Enrollment	0	0	0	0	0
Total Enrollment	510	570	624	684	798



Special Populations Totals

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	91	95	104	114	133
Gifted Students	7	7	12	12	12
ELL Students	12	12	18	18	18
Free / Reduced Lunch	252	292	312	342	386
Anticipated Full Enrollment	540	600	660	720	840
Estimated / Budgeted Enrollment	510	570	624	684	798

Budget Revenue Numbers

FEFP Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Unweighted FTE	\$10.00	\$70.00	\$24.00	\$84.00	\$78.00
Weighted FTE	\$50.83	\$15.56	\$14.51	\$78.14	\$61.83
Assumed FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Assumed Categorical Increase	3.20%	3.20%	3.20%	3.20%	3.20%
Assumed ESE Guarantee Increase	0%	0%	0%	0%	0%
Per Student Base Allocation	\$5,407.62	\$5,485.35	\$5,564.21	\$5,644.20	\$5,725.34
Base Funding	\$3,056,353	\$3,463,991	\$3,850,305	\$4,279,887	\$5,062,671
ESE Guarantee	\$70,034	\$78,756	\$90,910	\$99,632	\$112,710
Other Categorical FEFP	\$1,209,666	\$1,370,430	\$1,526,989	\$1,699,665	\$2,016,600
Total Calculated FEFP	\$4,336,053	\$4,913,177	\$5,468,204	\$6,079,184	\$7,191,981
Per Student Average FEFP Total	\$8,496	\$8,619	\$8,761	\$8,888	\$8,913

Staffing Totals

Staff List

Total Number Of Staff Members						
Position	Initial Rate	Ping Year	Year 1	Year 2	Year 3	Year 4
Principal	\$90,000		1.0	1.0	1.0	1.0
Assistant Principal	\$65,000		1.0	1.0	2.0	2.0
Business Manager	\$18,000H		1.0	1.0	1.0	1.0
Registrar	\$18,000H		1.0	1.0	1.0	1.0
Curriculum Specialist	\$50,000		1.0	1.0	1.0	1.0
Classroom Teachers	\$47,500		30.0	34.0	38.0	40.0
Physical Education Teacher(s)	\$47,500		1.0	1.0	1.0	1.0
Art Teacher(s)	\$47,500		1.0	1.0	1.0	1.0
Music Teacher(s)	\$47,500		1.0	1.0	1.0	1.0
World Language Teacher(s)	\$47,500		1.0	1.2	1.0	1.0
Reading Specialist(s)	\$47,500		1.0	1.0	1.0	1.0
ESOL Teacher(s)	\$47,500		1.0	1.0	1.0	2.0
Other Teachers	\$47,500		1.0	1.2	1.0	1.0
ESE Teacher(s)	\$47,500		2.0	2.0	3.0	3.0
Gifted Teacher(s)	\$47,500		1.0	1.0	1.0	1.0
Maintenance 1	\$18,000H		3.0	3.0	3.0	3.0
Security 1	\$25,000H		1.0	1.0	1.0	1.0

Gross Salary Amounts						
Position	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Principal		\$80,650	\$91,650	\$92,515	\$93,440	\$94,315
Assistant Principal		\$65,500	\$66,155	\$133,633	\$134,965	\$136,310
Business Manager		\$37,440	\$37,814	\$38,193	\$38,574	\$38,950
Registrar		\$22,400	\$22,624	\$22,850	\$23,076	\$23,310
Curriculum Specialist		\$50,380	\$50,685	\$51,017	\$51,351	\$51,683
Classroom Teachers		\$1,439,384	\$1,631,314	\$1,823,233	\$1,919,193	\$2,207,072
Physical Education Teacher		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980
Art Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980
Music Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980
World Language Teacher(s)		\$47,980	\$57,576	\$47,980	\$47,980	\$95,960
Reading Specialist(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980
ESOL Teacher(s)		\$47,980	\$47,980	\$47,980	\$95,960	\$95,960
Other Teachers		\$47,980	\$57,576	\$47,980	\$47,980	\$95,960
ESE Teacher(s)		\$95,960	\$95,960	\$143,939	\$143,939	\$191,919
Gifted Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980
Maintenance 1		\$112,320	\$113,443	\$114,578	\$115,723	\$116,841
Security 1		\$40,000	\$40,400	\$40,804	\$41,212	\$41,624

Employee Cost Summary

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Salary Amounts	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)
Benefits Amounts	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)
Other Employer Costs	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)
Total Employee Costs	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)
Total Budgeted Expenses	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)
Percentage of Employee Costs	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)	\$(REF)

Other Charts

Transportation Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Students	128	143	156	171	200
Per Student Revenue	\$531	\$548	\$566	\$584	\$602

Transportation Summary With ESE Transportation					
	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Students	128	143	156	171	200
Per Student Revenue	\$531	\$548	\$566	\$584	\$602

Estimated Total Revenue	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Estimated Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

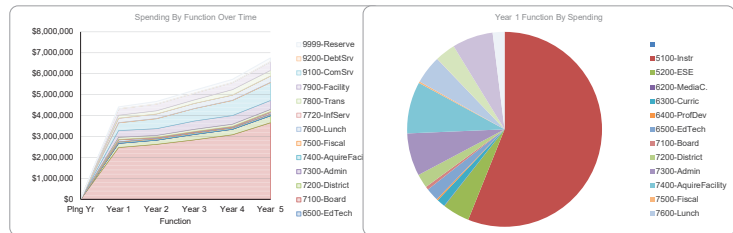
ESE Transportation Stude	0	0	0	0	0
ESE Per Student Revenue	\$1,658	\$1,739	\$1,764	\$1,839	\$1,878
Estimated Total Revenue	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Estimated Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

School Lunch Program Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Daily Breakfasts	140	155	171	188	215
Estimated Daily Lunches	318	356	390	427	498
Total Assumed Revenue	\$211,432	\$232,373	\$254,794	\$278,888	\$325,230
Total Assumed Expenses	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086

Expenses Summary

Function	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
5100-Instr	\$0	\$0	\$0	\$0	\$0	\$0
5200-ESE	\$0	\$2,472,530	\$2,626,036	\$2,837,344	\$3,078,204	\$3,658,203
6200-MediaC	\$0	\$198,502	\$201,800	\$263,599	\$267,183	\$332,191
6300-Curric	\$0	\$2,550	\$2,907	\$3,248	\$3,629	\$4,319
6400-PrftDev	\$0	\$60,980	\$61,557	\$62,161	\$62,770	\$63,389
6500-EdTech	\$0	\$10,475	\$11,043	\$11,370	\$11,832	\$12,690
7100-Board	\$0	\$94,425	\$23,030	\$23,868	\$21,346	\$70,521
7200-District	\$3,500	\$23,400	\$26,449	\$33,818	\$37,375	\$44,605
7300-Admin	\$0	\$101,760	\$103,236	\$104,538	\$106,464	\$107,954
7400-AquireFac	\$0	\$312,304	\$311,172	\$398,141	\$407,782	\$425,882
7500-Fiscal	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
7600-Lunch	\$0	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086
7720-InfServ	\$12,500	\$1,850	\$1,850	\$1,850	\$1,850	\$1,850
7800-Trans	\$0	\$148,078	\$158,937	\$165,044	\$255,112	\$300,570
7900-Facility	\$0	\$298,853	\$313,783	\$329,086	\$345,451	\$421,899
9100-Combinv	\$0	\$0	\$0	\$0	\$0	\$0
9200-DebtSrv	\$0	\$0	\$0	\$0	\$0	\$0
9999-Reserve	\$0	\$86,061	\$122,824	\$136,670	\$151,987	\$179,800





Welcome to the Florida Charter Support Unit School Budget Template

10/10/1
07/24/2024 8:41
Based on the 2024-25 FEFP Second Calculation

This tool is developed for creating a five year budget for a Florida Charter School. This tool is best used when creating a budget from scratch, and does not include tools to help compare previous

Please see the "Instructions" page of this sheet to learn more about how to use this tool (Click Here To Jump There).

Before we begin, we need some basic information about your school.

Select Which School District Your School Is In: 06-Broward
What Is The Name Of Your School? Testing Charter School

Some Basic Reference Information:

Black text are instructions and labels. Please read this information to ensure you are entering information correctly.	Cells that are YELLOW are for entering information.	Blue text is reference and instruction information to assist you with using the tool. This will have valuable instructions if you've never used this tool.	Cells that have this light berry color have additional information hidden in comments. Mouse over these cells to learn more.	Red text is information that has been calculated based on information you've entered into the spreadsheet.	Text in light purple and at the right of a sheet informs you where a specific item will be included in the budget.

All tabs that are underlined in light yellow are questionnaire tabs that you need to go through and fill out.

All tabs that are underlined in blue are budget documents.

All tabs that are underlined in green are additional budget summaries.

For additional assistance, please email help@charter.support

The Charter Support Unit's Privacy Policy can be found at: <https://charter.support/privacy>



Florida's Charter Support Unit Budget Template News

This page updates each time you open this worksheet or select "Update News Sheet" from the "Budget Tools" menu item.

We will use this page to post notes about when new versions are available or if there are any issues that have been identified.

Update The News Feed

Posted On	Posted By	Note

Instructions On How To Use The CSU Budget Template

The following are basic instructions on how to use the Budget Template Tool. Please notice that on the left column the symbols help you to drill down into the content. Click each plus symbol to expand that topic and learn more.



Allowing Google Sheets To Use App Scripts

In General, how do I use this tool?

What do all of the tabs in the worksheet do?

Use the "Budget Tools" menu available in Google Sheets

Can I download and use this tool in Excel?

Enrollment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Enrollment Estimates

One of the first decisions you will need to make is your enrollment. In Florida revenue is all dependent on your enrollment based on two reporting dates (in October, and February). Your official funding will be based on an average of the enrollment at these two counts. It is extremely important to try to get your enrollment estimates accurate when building a budget as small changes in enrollment can have drastic changes on your budget. We recommend you be as conservative as possible with your enrollment estimates.

Use Student Count or Classes? **2 - Number of Students**

The calculator will allow you to either enter the Number of Classes or the Number of students in the calculator below. Select which method you would rather use, and the calculator will adjust your numbers accordingly to accurately calculate your enrollment.

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

Year 1	Year 2	Year 3	Year 4	Year 5
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Percentage of seats full? **95%**

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

Total Anticipated Enrollment (If Full)	540	600	660	720	840
Total Budgetted Enrollment (Assuming empty seats)	510	570	624	684	798
Total Number of Sections / Classes	30	34	38	40	46

Special Populations

Some students qualify for additional funding levels based on their needs as a special education student, a gifted student, or if they are in an ESOL program.

	ESE	Gifted	ESOL	FRL
Kindergarten	10%	0%	3%	50%
1st Grade	15%	2%	3%	50%
2nd Grade	15%	2%	3%	50%
3rd Grade	13%	2%	3%	50%
4th Grade	10%	3%	3%	50%
5th Grade	8%	3%	3%	50%
6th Grade	0	0	0	0
7th Grade	0	0	0	0
8th Grade	0	0	0	0
9th Grade	0	0	0	0
10th Grade	0	0	0	0
11th Grade	0	0	0	0
12th Grade	0	0	0	0

Exceptional Student Education Enrollment	57	65	71	79	91
Gifted Enrollment	7	7	12	12	12
English to Speakers of Language Enrollment	12	12	18	18	18
Free and Reduced Lunch Enrollment	252	282	312	342	396

High Needs Special Education Populations

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 (251 or Level 1).

Kind - 3rd	Level 1 (251)	43	49	53	59	68
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0

Top number for each section is calculated based on the total ESE entered above,

	Level 5 (255)	0	0	0	0	0

minus the numbers

4th - 8th	Level 1 (251)	14	16	18	20	23
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0
	Level 5 (255)	0	0	0	0	0

9th - 12th	Level 1 (251)	0	0	0	0	0
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0
	Level 5 (255)	0	0	0	0	0

Enrollment Summary (Informational Only)

This is just for your information. Nothing needs to be completed below.

Kind - 3rd	Total Enr.	340	380	416	456	532
	ESE	43	49	53	59	68
	Gifted	3	3	6	6	6
	ESOL	8	8	12	12	12
	FRL	168	188	208	228	264

4th - 8th	Total Enr.	170	190	208	228	266
	ESE	14	16	18	20	23
	Gifted	4	4	6	6	6
	ESOL	4	4	6	6	6
	FRL	84	94	104	114	132

9th - 12th	Total Enr.	0	0	0	0	0
	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0

Total Enr.	Total Enr.	510	570	624	684	798
	ESE	57	65	71	79	91
	Gifted	7	7	12	12	12
	ESOL	12	12	18	18	18
	FRL	252	282	312	342	396

Revenue Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
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Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

State Revenue Estimator Numbers (Informational Only)

This CSU Budget tool includes the state charter school revenue estimator. This version of the tool is based on the 2024-25 FEPP Second Calculation. The following numbers are

Total Base Funding	\$ -
Total ESE Guarantee	\$ 21,366
Supplemental Academic Instruction	\$ -
Discretionary Millage Compression Allocation	\$ -
Safe Schools Allocation	\$ -
Instructional Materials Allocation	\$ -
Dual Enrollment Instructional Material Allocation	\$ -
ESE Applications Allocation	\$ -
Mental Health Assistance Allocation	\$ -
Total Funds Compression and Hold Harmless Allocation	\$ -
Sparsity Supplemental	\$ -
Reading Allocations	\$ -
Discretionary Local Effort	\$ -
Teacher Salary Increase Allocation	\$ 110,742
Proration to Funds Available	\$ -
Class Size Reduction	\$ -
Student Transportation - General	\$ -
Student Transportation - ESE Riders	\$ -
Federal: Military and Indian Lands	\$ -
Federal: Civilians on Federal Lands	\$ 67,968
Federal: Students with Disabilities	\$ -
Florida Teachers Classroom Supply Assistance	Total
Food Service Allocation	\$ -
Total FEPP	\$ -

Historical State Revenue Numbers (Informational Only)

This section is another informational section. In the next section you are going to be asked to make assumptions about the percentage increase you anticipate in state funding. In

Florida Educational Finance Program Base Funding Numbers

				County District Differential			1.0259
		State Base	State Total	Base Increase	Other Incr.	Total Incr.	Dist Totals
Final Calculation	2006-07	\$3,981.61	\$6,847.56				\$7,024.91
Final Calculation	2007-08	\$4,079.74	\$7,142.79	2.46%	6.88%	4.31%	\$7,327.79
Final Calculation	2008-09	\$3,886.14	\$6,846.84	(4.75%)	(3.34%)	(4.14%)	\$7,024.17
Final Calculation	2009-10	\$3,630.62	\$6,846.98	(6.58%)	8.64%	0.00%	\$7,024.32
Final Calculation	2010-11	\$3,623.76	\$6,897.38	(0.19%)	1.78%	0.74%	\$7,076.02
Final Calculation	2011-12	\$3,479.22	\$6,217.18	(3.99%)	(16.36%)	(9.86%)	\$6,378.20
Final Calculation	2012-13	\$3,582.98	\$6,374.82	2.98%	1.97%	2.54%	\$6,539.93
Final Calculation	2013-14	\$3,752.30	\$6,769.44	4.73%	8.07%	6.19%	\$6,944.77
Final Calculation	2014-15	\$4,031.77	\$6,891.39	7.45%	(5.22%)	1.80%	\$7,069.88
Final Calculation	2015-16	\$4,154.45	\$7,089.54	3.04%	2.64%	2.88%	\$7,273.16
Final Calculation	2016-17	\$4,160.71	\$7,197.06	0.15%	3.45%	1.52%	\$7,383.46
Final Calculation	2017-18	\$4,203.95	\$7,307.02	1.04%	2.20%	1.53%	\$7,496.27
Final Calculation	2018-19	\$4,204.42	\$7,432.88	0.01%	4.04%	1.72%	\$7,625.39
Final Calculation	2019-20	\$4,279.49	\$7,649.72	1.79%	4.39%	2.92%	\$7,847.85
Final Calculation	2020-21	\$4,319.49	\$8,034.39	0.93%	10.23%	5.03%	\$8,242.48
Final Calculation	2021-22	\$4,372.91	\$7,812.67	1.24%	(7.41%)	(2.76%)	\$8,015.02
Second Calculation	2022-23	\$4,587.40	\$8,216.74	4.90%	5.51%	5.17%	\$8,429.55
Conference Calculation	2023-24	\$5,139.73	\$8,648.11	12.04%	(3.33%)	5.25%	\$8,872.10

Historical Program Cost Factors

	Elementary	Middle	High School
2006-07	1.035	1.000	1.088
2007-08	1.048	1.000	1.066
2008-09	1.066	1.000	1.052
2009-10	1.074	1.000	1.033
2010-11	1.089	1.000	1.031
2011-12	1.102	1.000	1.019
2012-13	1.117	1.000	1.020
2013-14	1.125	1.000	1.011
2014-15	1.126	1.000	1.004
2015-16	1.115	1.000	1.005
2016-17	1.103	1.000	1.001
2017-18	1.107	1.000	1.001
2018-19	1.108	1.000	1.000
2019-20	1.120	1.000	1.005
2020-21	1.124	1.000	1.012
2021-22	1.126	1.000	1.010
2022-23	1.126	1.000	0.999
2022-23	1.112	1.000	0.988

Historical Capital Outlay Funds

Capital Outlay has had a lot of changes over the years in the way it is calculated. Therefore, looking at the historical data may not be as helpful as looking at the above numbers, but it is provided here for you as a reference to review.

	Elementary	Middle	High School
2006-7	\$680.55	\$760.03	\$998.00
2007-8	\$623.95	\$698.91	\$918.60
2008-9	\$542.80	\$611.28	\$804.78
2009-10	\$491.28	\$555.65	\$732.51
2010-11	\$395.12	\$451.81	\$597.62
2011-12	\$337.44	\$389.52	\$516.72
1998-99	\$394.00	\$452.00	\$598.00
1999-00	\$403.63	\$462.80	\$612.43
2001-02	\$679.81	\$774.10	\$1,018.40
2012-13	\$290.00	\$310.00	\$450.00
2013-14	\$411.98	\$472.56	\$625.68
2014-15	\$336.33	\$347.34	\$444.36
2015-16	\$199.03	\$196.92	\$102.02
2016-17		\$284.28	
2017-18		\$182.75	
2018-19		\$500.00	
2019-20		\$509.50	
2020-21		\$521.22	

US CPI	
1.90%	2018
2.30%	2019
1.40%	2020

2021-22	\$528.52	7.00%	2021
2022-23	\$565.51	6.50%	2022

Revenue Assumptions For This Budget

Virtual Charter School?

Virtual Charter Schools are now funded based on FEFP similar to other charter schools, however, some categorical funds are not included. Florida Statute 1002.45(6)(b) list the

Is this school a virtual charter school?	No
If yes, what percentage of the school's students reside within the county the school is operated?	100%

FEFP State Funding Increases

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Other Funds Increase	3.20%	3.20%	3.20%	3.20%	3.20%
ESE Guarantee Increase	0%	0%	0%	0%	0%
Elem Program Factor	1.116	1.116	1.116	1.116	1.116
MS Program Factor	1.000	1.000	1.000	1.000	1.000
HS Program Factor	1.002	1.002	1.002	1.002	1.002

Overall Average FEFP Revenue Per Student	\$8,496	\$8,619	\$8,761	\$8,888	\$9,013

Capital Outlay

Prior to the 2023 legislative session, Florida Law indicates that the annual capital outlay amount per student would be adjusted by changes in the Consumer Price Index issued by

Current Charter School Capital Outlay Amt. Est.	\$563.00	0	0	0	0	0
Does School Qualify for CO	No	No	Yes	Yes	Yes	Yes
Assume Consumer Price Index	6.50%	3.82%	3.82%	3.82%	3.82%	3.82%
Qualify For ESE Increase	No	No	No	No	No	No
Qualify for FRL Increase	No	No	No	No	No	No
Per Student Assumption	\$599.60	\$622.50	\$646.28	\$670.97	\$696.60	\$696.60
Your School's Per Student (Weighted) Amount	\$0.00	\$0.00	\$646.28	\$670.97	\$696.60	\$696.60
Total Capital Outlay Estimate	\$0	\$0	\$403,278	\$458,941	\$555,885	\$555,885

Additional FTE

Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education

Ping Year	Year 1	Year 2	Year 3	Year 4
To be paid year 1 (Cls from pln 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)

Advanted Placement Courses

Number of students scoring 3 or higher on subject exam	0	0	0	0	0
AB Program Generated FTE	0	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)

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	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)
(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	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)
(0.30 FTE for each student receiving an IB diploma)

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 embeded 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	0	0	0	0

(0.025 FTE for each student earning CAPE Digital Tool Certificates)
(0.20 FTE for certification which is on the statewide articulation for college credit list)
(0.10 FTE for certification which does not allow for college articulation)
(0.30 FTE for completion of courses & embeded certifications on the CAPE list)
(0.50 FTE for certifications that result in articulation of 15-29 college credits)
(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	0	0	0	0

(0.25 FTE for each student graduating 1 semester early)
(0.50 FTE for each student graduating 2 or more semesters early)

Dual Enrollment

Florida Statute 1011.62(1)(i) provides that schools are able to claim additional FTE for students who participate in dual enrollment programs. Instructional

FTE allowed through Dual Enrollment	0	0	0	0	0

Enter the TOTAL FTE you are eligible for, NOT THE NUMBER OF STUDENTS.

Small District ESE Supplement

The state's general appropriation's act provides a small amount of funds to supplement small districts who have severely handicapped students (ESE)

Small District ESE Supplement	0	0	0	0	0

This is extremely uncommon, enter in the FTE number from your district only if they have confirmed you are eligible.

Total Additional FTE	0.0	0.0	0.0	0.0	0.0
Total Additional FTE Funding Amounts	\$0	\$0	\$0	\$0	\$0

Special (and Unusual) Additional Funding Categories

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. Only

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

Include Additional State Funding Sources

Do you wish to include the Teacher Salary Increase	Yes
Do you wish to include the Teachers Classroom	No
If yes, how much per full time teacher?	\$100.00

Federal Funding

Florida Statute 1002.33(17)(c) says that charter schools are eligible for federal funding. However, the state does not have equations available for how these funds are distributed. In

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

District's Threshold	70%	Your current FRL is calculated at 49%. So you would NOT qualify for Title 1 Funds

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.

	Threshold Levels			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)
	70%	80%	90%	
Amount Per Student	\$0.00	\$0.00	\$0.00	

Additional Federal Funding Amounts

Below are a list of other Title Federal funding programs that the school MAY be eligible for. Please discuss with your district before you include these funds in your budget. If

	Per FTE or Flat?	Year 1	Year 2	Year 3	Year 4	Year 5
IDEA (Individuals with Disabilities Education Act)	1 - Per Student	0	0	0	0	0
Title II (Supporting Effective Instruction)	1 - Per Student	0	0	0	0	0
Title III (English Learners & Immigrant Ed)	1 - Per Student	0	0	0	0	0
Title IV-A (Student Support & Academic Enrichment)	1 - Per Student	0	0	0	0	0
Title IV-B (21st Century Community Learning Center)	1 - Per Student	0	0	0	0	0
Title V (Rural Education Initiative)	1 - Per Student	0	0	0	0	0
Title VI (Native Persons Education)	1 - Per Student	0	0	0	0	0
Title VII (Homeless Children and Youth)	1 - Per Student	0	0	0	0	0

Financing (Loans)

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Rate (Percent)	0%	0%	0%	0%	0%	0%
Term/Length of Loan (Years)	0	0	0	0	0	0
Interest Only Length? (Years)	0	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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Interest Payments On Above Loans	0	0	0	0	0	0
Calculated Principal Payments On Above Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Calculated Payment Amounts On Above Loans	0	0	0	0	0	0

Enter actual Principal/Interest Payments To Include in the budget

Interest Payments To Include In The Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Principal Payments To Include In The Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Debt Service Amount Being Included In Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Other Miscellaneous 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

	Object Code	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
CSP Planning Grant	3399-OtherState	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Financial Backer/Donations	3440-Donations	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 1	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 2	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 3	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising Efforts	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 1	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 2	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 3	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Estimated Income	\$40,000	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Estimated Expense	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Net Revenue	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Cash Balance	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI

Elementary Specialists Minutes Calculator

The following calculator will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering

	Phys. Ed.	Art	Music	Social Studies	Reading Spec	Math	Language Arts
Kindergarten	45	45	45	60	45	60	60
1st Grade	45	45	45	60	45	60	60
2nd Grade	45	45	45	60	45	60	60
3rd Grade	45	45	45	60	45	60	60
4th Grade	45	45	45	60	45	60	60
5th Grade	45	45	45	60	45	60	60

Full Time Teacher Mins. Avail.	1950	Enter how many minutes a full-time teacher can teach during the week (For example, 5.5 hours a day would be 5.5 hours x 60 minutes x 5 days = 1,650 minutes)

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help

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	Middle School	High School
Number of sections per day in the master schedule	0	0
How many sections per day can a full time teacher teach	0	0
Number of non class size sections per day	0	0
Class Size in NON CORE courses	0	0

(i.e. 4 periods a day for block periods, 7 periods a day for more traditional schedules etc.)
 Include only instructional time (time with students, not planning time).
 Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements.
 Enter the maximum class size you will allow in non core courses that are not required to meet class size reduction numbers.

The following assumptions are used to determine the number of ESE, Gifted, and ESOL teachers you will need based on the enrollment at your

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523</

ESE Case Load	25	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	22	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	10	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 the enrolment of your school, and the information you provided above, the calculator recommends that you consider the following number of teachers as a minimum. In the

Entered on the records of June School, and as information you provided above, and calculation recommended with June considered the following particular for selection of see as considered. see as

		Year 1	Year 2	Year 3	Year 4	Year 5
mentary (K-5) Calculat	Classroom Teachers	10	9	8	7	6
	Physical Education Teachers	1	1	1	1	1
	Art Teachers	1	1	1	1	1
	Music Teachers	1	1	1	1	1
	World Languages Teachers	1	1	1	1	1
	Pull Time MS&HS Teachers w/ Benefits	0	0	0	0	0
and HS (6-12) Calculat	Full Time MS&HS Teachers w/ Benefits	0	0	0	0	0
	Part Time MS&HS Teachers w/ Benefits	0	0	0	0	0
	Reading Specialists	1	1	1	AVAILABLE	1
	ESL Teachers	2	2	2	2	4
	Gifted Teachers	1	1	1	1	1
	Sch. Tech Teacher(s)	1	1	1	1	1
	Fine Arts Teachers	0	0	0	0	0
	Other Academic	1	1	1	1	2
	Other Academic	1	1	1	1	2
	Other Academic	0	0	0	0	0
	Total # teachers	0	0	0	0	0
	Other Academic	1	1	1	1	2

Teaching Staff Numbers

If you used the above calculators, the calculator has estimated the number of teachers you will need, and the estimates are included in the table above. By default the table below uses

		Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE	Budget Funding	Budget Object
History (K-5) Calcula	Classroom Teachers	3	3	3	4	3	100.00rate	100.00rate
	Physical Education Teachers	1	1	1	1	1	100.00rate	100.00rate
	Art Teachers	1	1	1	1	1	100.00rate	100.00rate
	Music Teachers	1	1	1	1	1	100.00rate	100.00rate
	World Languages	1	1	1	1	1	100.00rate	100.00rate
and HS (5-12) Calcula	Full Time MBHS Teachers (N-Benefits)	12	12	12	12	12	100.00rate	100.00rate
	Part Time MBHS Teachers (N-Benefits)	1	1	1	1	1	100.00rate	100.00rate
	Full Time MBHS Teachers (N-Benefits)	1	1	1	1	1	100.00rate	100.00rate
	Reading Teachers	1	1	1	1	1	100.00rate	100.00rate
	ESL Teachers	2	2	2	2	2	100.00rate	100.00rate
	Gifted Teachers	1	1	1	1	1	100.00rate	100.00rate
	ESOL Teachers	1	1	1	1	2	100.00rate	100.00rate
	Tell Teachers	1	1	1	1	1	100.00rate	100.00rate
	Other Teachers	1	1	1	1	1	100.00rate	100.00rate
	Other Teachers	1	1	1	1	1	100.00rate	100.00rate

[illegible][illegible]

Please be aware that there are a few additional staff members that are calculated elsewhere in this budget tool, such as lunch program staff, transportation staff and before/after care staff. The

ADD A TABLE HERE FOR OTHER STAFF PEOPLE

Substitutes can be handled in a variety of different ways. Some schools pay their substitutes as independent contractors (a flat rate, without withholding taxes, and they receive a 1099) at

Full Time Substitute Teachers To Include	0.00	0.00	0.00	0.00	0.00
Salary Amount for full time substitutes	\$35,000.00				

The following questions will help you calculate DAILY substitute teachers (which is more common). Both the information above, and the information below will be included in the budget.

Do you wish to include daily substitutes on your payroll or have them as independent contractors?	Independent Contractors (No Taxes, 1099)
What is the DAILY RATE you will pay substitutes?	\$25.00
How many substitutes per full-time teacher do you want to assume you will need for covering classes?	8.0
If you wish to include additional days of substitutes for	0.0 (Professional development is classified in a different accounting code)

Teacher Salary Information

Teacher Salary	\$47,500	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes \$48,000 and another makes \$52,000 the average would be
Pay For Unused PTO/Yes	Yes	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?
Only Teachers or All Staff?	All Staff	including Hourly
Number of unused days	2.0	On average, how many days do you assume your teachers will have left at the end of the year?
Pay Daily Rate or Fair Rate	Daily Rate	(\$100.00) The daily rate is based on salary / number of days (180 days for full-time or 200 days for other salaried staff members) Hourly staff it is hourly rate x weekly hours / 5
Fair Rate Reimbursement	0.00	If you select Fair rate above, this amount will be used for all staff for the PTO buy back calculation.

Florida Statute (1012.34) require that charter schools utilize a performance based salary schedule. To learn more visit <http://www.ficsu.org/new-salary-schedule-requirements/> and <http://www.ficsu.org/teacher>

Will you be giving flat rate raises or percentage raises for your staff? - Flat Rate					
	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Cost of Living
What percentage of your teachers will score at each level?	0%	2%	0-73%	0%	100%
What rate do you want to give to each staff member in each category:	Must be the largest increase	50-75% of Highly Effective	Statute says must be \$0	Statute says must be \$0	\$0 - .50% of Effective
What percentage raises do you want to assume for all other staff members?	1%				

Benefits Information

FTE For Benefits	80%
Combine for Benefits	1%

Group Insurance

MONTHLY Health Insurance Amount Per FTE Employee	\$350.00
MONTHLY Add'l Group Benefits Allowed Per FTE Employee	\$20.00
Assumed annual percentage increase for insurance costs	1%
PERCENTAGE of staff you anticipate participating in insurance	100%

Retirement Contributions

PERCENTAGE of salary allowed for retirement contribution	2%
PERCENTAGE of staff you anticipate participating in retirement	95%

Additional Employer Costs (Taxes, Payroll processing, etc.)

Employer FICA Tax Rate	6.20%
Employer Medicare Tax Rate	1.45%
Federal Unemployment Percent	0%
Federal Unemployment Maximum Cap	\$0.00
State Unemployment Percent	2%
State Unemployment Maximum Cap	\$6,000.00
Worker's Comp Insurance Percentage Rate	4%

Most charter schools are not going to contract with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on

Payroll Fees (PER FTE)	\$1,000.00
Payroll Fees (PER EMPLOYEE)	\$1,000.00

Additional Staff Stipends

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

Stipend Description	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Function	Budget Object
Stipend 1 Extra Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 2 Special Needs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 3 Project Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 4 Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 5 Professional Dev.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 6 IT Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 7 Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 8 Lunch Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 9 Field Trip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100
Stipend 10 Community Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CNT-100

Page 519

Current Salaried Employee List (This list is optional!)

on these steps. **THIS SHEET IS A GUIDE FOR SALARIES ONLY.** There are many reasons that there is not an exact salary calculation based on your actual expenses. **THIS SHEET IS ONLY FOR SALARIED EMPLOYEES.** and hourly employees should NOT be included on this page. On the "Enrollment" sheet, you will be asked to provide the average teacher salary for the year. The system uses the average teacher salary and number of teachers to determine the salaries. This information on this page will further define the employee costs. For example, say you have indicated an average teacher salary of \$42,000, and that you will need 10 teachers. If you add 6 teachers on this page, the salaries for those six teachers will be based on the salary, and the remaining four teachers will use the average \$42,000. If, however, you indicated on the Enrollment and Staffing page that you only need 4 teachers, the drop down would allow you the appropriate 4 teachers based on the salary. **Estimation fields.** This will allow you to estimate raises and other costs that are not directly on data provided on the Enrollment and Staffing page. Be sure to also double check the "FTE" column for each year to make sure that they are marked correctly. **1.0 FTE is a full time employee, 0.5 is a half time employee (i.e. 20 hours per week).**

Ongoing Budget Totals	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	610 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	758 (of 840)
Estimated Income	\$40,000	##REF1	##REF1	##REF1	##REF1	##REF1
Estimated Expense	##REF1	##REF1	##REF1	##REF1	##REF1	##REF1
Net Revenue	##REF1	##REF1	##REF1	##REF1	##REF1	##REF1
Cash Balance	##GLS1	##GLS1	##GLS1	##GLS1	##GLS1	##REF1

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Facilities Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income		\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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

Estimated Square Feet Per Student	60

Students (if at capacity)	540	600	660	720	840
Recommended Building Size:	32,400	36,000	39,600	43,200	50,400

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 others have special deals. If

Facilities Calculation Method	3 - Per Student Calculator

Select how you would like to calculate the facilities costs for this budget:

- 1 - Exact Costs (You enter just the total amount for rent for each year)
- 2 - Per Square Foot Calculator (You enter the rate per foot, and the number of square feet)
- 3 - Per Student Calculator (You enter the amount you anticipate per student in rent)
- 4 - Purchase Financing Calculator (Will help you to calculate loan rates and paymer)

Option 1 - Exact Cost Entry

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)

	Year 1	Year 2	Year 3	Year 4	Year 5
Exact Cost Entry					
Is This Lease or Debt Service Payment?					

Budget Lines: 7400-369

Option 2 - Per Square Foot Calculator

Rental space varies significantly based on the location. Rural, less expensive areas may be able to find rental space for as low as \$5-10 per square foot per year, whereas

	Year 1	Year 2	Year 3	Year 4	Year 5
Per Square Foot Calculator					
Is This Lease or Debt Service Payment?					

Budget Lines: 7400-369

Option 3 - Per Student Calculator

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

		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Type	1 - Use the maximum capacity enrollment	Enter whether you want to use the Maximum capacity or the assumed capacity with					
Number of Students		540	600	660	720	840	
Annual Per Student Cost (Ping Yr actual Cost)		\$0.00	\$700.00	\$800.00	\$900.00	\$1,000.00	\$1,020.00
Total Estimated Annual Cost		\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
Is This Lease or Debt Service Payment?	1 - Lease Payment						

Budget Line: 7400-369

Option 4 - Purchase Financing Calculator

Some schools finance projects that have been estimated for a few years (look at purchasing their Facilities instead of renting or leasing). The calculator below is a simple

	Year 1	Year 2	Year 3	Year 4	Year 5
Purchase Financing Calculator					
Is This Lease or Debt Service Payment?					

Budget Lines 7400-710 & 7400-720

Other Facilities Costs

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage	0	32,400	36,000	39,600	43,200	50,400
Electricity (Enter per square foot rate)	\$0.00	\$1.05	\$1.07	\$1.09	\$1.11	\$1.14
Water and Sewer Utilities (Enter a per student per year rate)	\$0	\$16.00	\$16.32	\$16.65	\$16.98	\$17.32
Other Services (i.e. fire alarm, pest control, etc.) (Enter a per student per year rate)	\$0	\$6,120	\$6,977	\$7,791	\$8,710	\$10,365
HVAC Maintenance and Service (Enter a flat annual amount)	\$0	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
Inspections (i.e. sprinkler, fire, etc.)	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08

Budget Line 7900-430

Budget Line: 7900-380

Budget Line: 7900-390

Budget Line: 7900-390

<i>(Enter a flat annual amount)</i>	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706	Budget Line: 7900-390
Repairs and Maintenance of Facility <i>(Enter a flat annual rate)</i>	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08	Budget Line: 7900-350
Remodeling and Rennovations <i>(Enter a flat annual rate)</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-680
Maintenance Supplies <i>(Enter a per student per year rate)</i>	\$0.00	\$25.00	\$25.50	\$26.01	\$26.53	\$27.06	Budget Line: 7900-510
Cleaning Services (If outsourcing) <i>(Enter a per square foot rate)</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-390

Supplies and Equipment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Textbooks / Curriculum Materials / Assessments

Textbooks

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible New Students	540	600	660	720	840	
New Students Each Year	540	60	60	60	60	120
Average Cost Per Textbook	\$80.00	\$80.00	\$80.80	\$81.61	\$82.42	\$83.25

Books for New Students/Additional Enrollment

Total Students To Buy Books For	0	540	60	60	60	120
Number of Books To Buy Per Student	0	3	3	3	3	3
	\$0	\$129,600	\$14,544	\$14,689	\$14,836	\$29,969

Budet Line: 5100-520

Replacement Books

Number of Replacement Books To Purchase	0	0	81	90	99	27
	\$0	\$0	\$6,545	\$7,345	\$8,160	\$2,248

Budet Line: 5100-520

New Textbook Adoption

Textbook Adoption (New Series)	0	0	0	0	720	840
	\$0	\$0	\$0	\$0	\$59,345	\$69,929

Budet Line: 5100-520

Consumable Books

Number of Consumable Books To Purchase	0	1,080	1,200	1,320	1,440	1,680
Average Consumable Cost Each	0.00	\$8.00	\$8.08	\$8.16	\$8.24	\$8.32
	\$0	\$8,640	\$9,696	\$10,772	\$11,869	\$13,986

Budet Line: 5100-520

Total Textbook Funds \$0 \$138,240 \$30,785 \$32,806 \$94,211 \$116,131

Academic Software

Some schools elect to use software to assist with software. This is not intended as digital textbooks, but are considered more actual curriculum software programs.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum Provider Subscriptions PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscription PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscription Per School	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
	\$0	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412

Budet Line: 6300-360

Budet Line: 5100-360

Budet Line: 5100-360

Assessments

Many assessments, such as the FAST, EOCs and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Assessment Cost	0.00	\$7.50	\$7.65	\$7.80	\$7.96	\$8.12
School Wide Assessment Cost	0.00	0.00	0.00	0.00	0.00	0.00
	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478

Budet Line: 5100-520

Technology / Equipment

Office Equipment

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Copy Machine Lease (Cost per student)	0.00	25.00	25.00	25.00	26.25	26.25
Additional Annual Funds for Office Machine Leases	0.00	0.00	0.00	0.00	0.00	0.00
Additional Funds for Office Equipment Purchases	0.00	2,000.00	1,000.00	1,000.00	1,000.00	1,000.00
	\$0	\$14,750	\$15,250	\$16,600	\$18,955	\$21,948

Budet Line: 7300-360

Budet Line: 7300-360

Budet Line: 7300-644

Staff Computers

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Teachers On Staff	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
New Teachers Each Year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Other Staff Members	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
New Other staff Members Each Year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Number of Teacher Computers	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cost Per Teacher Computer	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Number of Administrative Computers	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cost Per Administrative Computer	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budet Line: 5100-360

or 5100-643/644

Budet Line: 7300-360

or 7300-643/644

Purchase or Lease staff Computers? 1 - Purchase This determines which budget line to put the costs of the staff computers above on.

Student Computers

Anticipated Students Per Computer	4.00	If you enter 3 here, it will mean for every three students you buy one computer (i.e. 90 kids = 30 computers).
How long do you assume computers will last?	4.00	This will create a schedule for computer purchases that includes replacements in future years.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Recommended Number of Computers	0	135	15	15	15	165

The next two sections allow you to indicate two different types of computers and how many you will purchase outright. (You can separate out what the two types are so you

Type 1 - Number of Computers	0	135	15	15	15	165
Type 1 - Estimated Cost Per Machine/Station	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
Type 2 - Number of Computers	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	\$0	\$34,425	\$3,902	\$3,980	\$4,059	\$45,543

Budet Line: 6500-360

or 6500-643/644

Purchase or Lease Student Computers? **1 - Purchase** This determines which budget line to put the costs of the staff computers above on.

Instructional Technology

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Number of Classrooms		30	34	38	40	46
New Classrooms Each Year		30	4	4	2	6
Cost PER CLASSROOM for Instructional Tech.	\$1,600.00	\$1,600.00	\$1,632.00	\$1,664.64	\$1,697.93	\$1,731.89
Number of Classrooms To Outfit	0	30	4	4	2	6
Additional Annual Instructional Tech Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$48,000	\$6,528	\$6,659	\$3,396	\$10,391

Budget Line: 6500-644

IT Service Provider

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Annual IT Service Provider Contract Amounts	\$0.00	\$12,000.00	\$12,600.00	\$13,230.00	\$13,891.50	\$14,586.08

Budget Line: 6500-310

Additional Software

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per Staff Member Annual Subscriptions	60.00	60.00	60.60	61.21	61.82	62.44
Per Student Annual Subscriptions	0.00	0.00	0.00	0.00	0.00	0.00
Additional Annual Amount To Include Each Year	0.00	0.00	0.00	0.00	0.00	0.00
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 6500-310

Additional Furniture, Fixtures and Equipment (FF&E)

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Number of Classrooms	0	30	34	38	40	46
New Classrooms Each Year	0	30	4	4	2	6
Estimated Per Classroom Furniture Costs	2,850.00	2,850.00	2,878.50	2,907.29	2,936.36	2,965.72
Number of Classrooms To Outfit Each Year	0.00	30.00	4.00	4.00	2.00	6.00
Purchase or Lease Classroom Furniture?	2 - Lease	2 - Lease	2 - Lease	2 - Lease	2 - Lease	2 - Lease
	\$0	\$22,555	\$25,592	\$28,660	\$30,209	\$34,903
Estimate Total Office Furniture Needs	0.00	5,000.00	0.00	0.00	0.00	0.00
Purchase or Lease Office Furniture?	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase
	\$0	\$5,000	\$0	\$0	\$0	\$0
Media Center Furniture	0.00	0.00	0.00	0.00	0.00	0.00
Purchase or Lease Media Center Furniture?	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-360
or 5100-641/642

Budget Line: 7300-360
or 7300-641/642

Budget Line: 6200-360
or 6200-641/642

Other General Supplies 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies 1 - Per Student	\$0.00	\$70.00	\$45.00	\$45.90	\$46.82	\$47.75
	\$0	\$35,700	\$25,650	\$28,642	\$32,024	\$38,108
Library Books, Supplies & Equip. 1 - Per Student	\$0.00	\$5.00	\$5.10	\$5.20	\$5.31	\$5.41
	\$0	\$2,550	\$2,907	\$3,246	\$3,629	\$4,319
ESE Materials (Per ESE Kid) 1 - Per ESE Stude	\$0.00	\$15.00	\$15.30	\$15.61	\$15.92	\$16.24
	\$0	\$855	\$995	\$1,108	\$1,258	\$1,478
Office Supplies & Minor Equip. 1 - Per Student	\$0.00	\$22.00	\$22.44	\$22.89	\$23.35	\$23.81
	\$0	\$11,220	\$12,791	\$14,283	\$15,969	\$19,003
Administrative Equipment 1 - Per Student	\$0.00	\$4.00	\$4.08	\$4.16	\$4.24	\$4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455

Budget Line: 5100-510

Budget Line: 6200-510

Budget Line: 5200-510

Budget Line: 7300-510

Budget Line: 7300-622

Services

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Professional Services (Management, Network, Consulting, Financial, Legal, etc.)

District Administrative Fees

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%

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Number of Students For Fees		250.00	250.00	250.00	250.00	250.00
Percentage To Use		5%	5%	5%	5%	5%
		\$101,760	\$103,236	\$104,938	\$106,464	\$107,954

Budget Line: 7200-730

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

	Ping Year	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 FEPP Income	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Percent of Total Revenue	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fiat Annual Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	#REF!	#REF!	#REF!	#REF!	#REF!

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Fiat Rate Accounting Fees (Annual Amount)	\$0.00	\$3,000.00	\$3,060.00	\$3,121.20	\$3,183.62	\$3,247.30
Per Student Accounting Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of Revenue Accounting Fee	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fiat Rate Annual Auditor Fees	\$0.00	\$8,000.00	\$8,160.00	\$8,323.20	\$8,489.66	\$8,659.46
	\$0	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 7500-310

Legal Fees

Charter schools usually run into issues for which they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees	\$2,500.00	\$2,500.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04

Budget Line: 7100-310

Professional Development

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop / Conference Registration	\$0.00	\$2,000.00	\$2,100.00	\$2,205.00	\$2,315.25	\$2,431.01
Onsite Professional Development	\$0.00	\$1,000.00	\$1,050.00	\$1,102.50	\$1,157.63	\$1,215.51
PD Supplies (i.e. Books, Materials, etc.)	\$0.00	\$500.00	\$525.00	\$551.25	\$578.81	\$607.75
Travel Expenses Related For Prof. Dev.	\$0.00	\$350.00	\$367.50	\$385.88	\$405.17	\$425.43
Substitute Teachers for Professional Development	0.00	#REF!	#REF!	#REF!	#REF!	#REF!
Professional Development Total On Budget	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 6400-310
Budget Line: 6400-310
Budget Line: 6400-510
Budget Line: 6400-330
Budget Line: 6400-140

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Hourly Rate	\$0.00	\$70.00	\$71.40	\$72.83	\$74.28	\$75.77
Assumed Hours Per Week	0.0	9.0	10.0	11.0	12.0	14.0
	\$0	\$22,680	\$25,704	\$28,840	\$32,091	\$38,188

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Liability / Professional Insurance (Per Kid)	0.00	40.00	42.00	44.10	46.31	48.62
Estimated Property / Renters Insurance (Per Sq Ft)	0.80	0.80	0.84	0.88	0.93	0.97
Recommended Liability / Professional Insurance Amt		\$20,400.00	\$23,940.00	\$27,518.40	\$31,672.62	\$38,798.96
Recommended Property / Renters Insurance		\$25,920.00	\$30,240.00	\$34,927.20	\$40,007.52	\$49,009.21
Set the Liability / Professional Insurance Amount	0.00	20,400.00	23,940.00	27,518.40	31,672.62	38,798.96
Set the Property / Renters Insurance	0.00	25,920.00	30,240.00	34,927.20	40,007.52	49,009.21

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Travel Reimbursement (Annual Amount)	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development (Annual Amount)	500.00	0.00	0.00	500.00	0.00	0.00
Board Meeting Supplies (Annual Amount)	500.00	500.00	500.00	500.00	500.00	500.00

Budget Line: 7100-370
Budget Line: 7100-310
Budget Line: 7100-510

Marketing / Outreach

Charter Schools sometimes find themselves needing to spend money on items such as printing fliers, postcards and other materials as well as other services for reaching out to

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Professional Services Fees for Marketing	5,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Estimated Cost For Developing/Hosting A Website	2,500.00	250.00	250.00	250.00	250.00	250.00
Estimated Cost for Printed Marketing Materials	2,500.00	100.00	100.00	100.00	100.00	100.00
Estimated Cost For Online Social Media Marketing	2,500.00	500.00	500.00	500.00	500.00	500.00
Other Marketing Services	0.00	0.00	0.00	0.00	0.00	0.00

Budget Line: 7720-310
 Budget Line: 7720-310
 Budget Line: 7720-390
 Budget Line: 7720-390
 Budget Line: 7720-310

HS Advanced Programs Testing Fees

On the Revenue Page there are questions under the heading of "Additional FTE" where you can indicate the number of students you anticipate passing AICE, IB,

Student Success Rate On Advanced Tests? **60%** If you enter 50% here, we assume that only half of the tests that are taken will pass. So on the

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Advanced Placement						
Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

International Baccalaureate (IB) Programs

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
IB Program Membership Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Budget Line: 5100-730

Advanced International Certificate (AICE) Programs

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
AICE Program Membership Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Budget Line: 5100-730

Industry Certification Career Education / CAPE Certifications

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Average Cost Per Test	\$35.00					
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Other General Services 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Dues and Fees 1 - Per Student	0.00	1.00	1.02	1.04	1.06	1.08
	\$0	\$510	\$581	\$649	\$726	\$864
Prof. Administrative Services 1 - Per Student	0.00	4.00	4.08	4.16	4.24	4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
Non Prof. Administrative Services 1 - Per Student	0.00	10.00	10.20	10.40	10.61	10.82
	\$0	\$5,100	\$5,814	\$6,492	\$7,259	\$8,638
Administrative Dues and Fees 1 - Per Student	0.00	4.00	4.08	4.16	4.24	4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
Commun. Utils (Phone/Internet) 2 - Flat Rate	0.00	12,000.00	12,240.00	12,484.80	12,734.50	12,989.19
	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Communications (Postage) 1 - Per Student	0.00	7.50	7.65	7.80	7.96	8.12
	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478

Budget Line: 5100-730

Budget Line: 7300-310

Budget Line: 7300-390

Budget Line: 7300-730

Budget Line: 7900-370

Budget Line: 7300-370

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Reserve Fund - Percent of FEFP	0.00	2.00%	2.50%	2.50%	2.50%	2.50%
Reserve Fund - Total Additional Dollars	0.00	0.00	0.00	0.00	0.00	0.00
	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800

School Lunch and Breakfast Program

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

School Lunch Program

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

Lunch and Breakfast Counts and Costs

		Year 1	Year 2	Year 3	Year 4	Year 5
Breakfast	Percent FRL Students Ordering Breakfast	40.00%	40.00%	40.00%	40.00%	40.00%
	How Much Is Charged For Reduced Breakfast?	\$0.40	\$0.40	\$0.40	\$0.40	\$0.40
	Percent Of Other (Full Pay) Students Who Will Order Breakfast	15.00%	15.00%	15.00%	15.00%	15.00%
	Other Students Full Breakfast Rate	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
	How Much Does Each Breakfast Cost?	\$1.85	\$1.85	\$1.85	\$1.85	\$1.85
	Federal NSLP Reimbursement Rate For Breakfast	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30
Lunch	Percent FRL Students Ordering Lunch	75.00%	75.00%	75.00%	75.00%	75.00%
	How Much Is Charged For Reduced Lunch?	\$0.40	\$0.40	\$0.40	\$0.40	\$0.40
	Percent Of Other (Full Pay) Students Who Will Order Lunch	50.00%	50.00%	50.00%	50.00%	50.00%
	Other Students Full Lunch Rate	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
	How Much Does Each Lunch Cost?	\$2.40	\$2.40	\$2.40	\$2.40	\$2.40
	Federal NSLP Reimbursement Rate For Lunch	\$3.28	\$3.28	\$3.28	\$3.28	\$3.28

Budget Line: Revenue 3452

Budget Line: Revenue 3452

Budget Line: 7600-570

Budget Line: Revenue 3262

Budget Line: Revenue 3451

Budget Line: Revenue 3451

Budget Line: 7600-570

Budget Line: Revenue 3261

Equipment

Most contracts include all equipment and consumables that the school would need to operate the school lunch program, however, some do not. If you need to purchase

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Lunch Program Supplies	\$0.00	\$4,590.00	\$5,130.00	\$5,616.00	\$6,156.00	\$7,182.00
Capitalized Lunch Program Equipment (Over \$1,000)	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
onCap. Lunch Equipment/Furniture (Under \$1,000)	\$0.00	\$14,900.00	\$1,800.00	\$1,500.00	\$1,800.00	\$3,300.00
IT Equipment	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00
Computer Software (Point of sale software, etc.)	\$0.00	\$500.00	\$510.00	\$520.20	\$530.60	\$541.22

Budget Line: 7600-510

Budget Line: 7600-641

Budget Line: 7600-642

Budget Line: 7600-644

Budget Line: 7600-690

Cafeteria Staff

Most contracts include all equipment and consumables that the school would need to operate the school lunch program, however, some do not. If you need to purchase

Lunch Coordinator	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Lunch Coordinator	\$13.00	\$13.00	\$13.13	\$13.26	\$13.39	\$13.53
Number Of Staff Members		0.0	0.0	0.0	0.0	0.0
Hours Per Day For the Coordinator	4					
Additional Days Over 180 School Days	5					
Does the Coordinator Receive Benefits?	No					
Additional Lunch Staff Members	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Lunch Staff	\$11.00	\$11.00	\$11.11	\$11.22	\$11.33	\$11.45
Number Of Staff Members		0.0	0.0	0.0	0.0	0.0
Hours Per Day For the Lunch Staff	2					
Additional Days Over 180 School Days	2					
Do These Staff Members Receive Benefits?	No					

School Lunch Program Totals

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	\$0.00	\$211,431.60	\$232,372.80	\$254,793.60	\$278,888.40	\$325,234.80
Total Expenses	\$0.00	\$206,236.00	\$213,847.00	\$234,059.20	\$256,554.60	\$300,086.22

Transportation Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Student Participation

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

Percent of Students To Transport	25%	Estimate the percentage of your total students who will require transportation.			
Number of Students On a Bus	80	Enter the number of students you can transport on a single bus (See Comment).			
Estimated Kids	128	143	156	171	200
Estimated Busses	2	2	2	3	3

Buying and Operating Your Own Busses

Some charter schools opt to purchase their own busses. This would include not only the cost of the buses, but also the fuel, inspections, staff people to drive the buses and

Financing Calculator to Purchase / Lease a Bus

The calculator below helps you to estimate what payments would be on a bus, and then the next section asks you to enter the Actual Costs Related to Purchasing or Leasing a bus. If you find that

New Bust Cost

Initial Purchase Price For New Bus	\$0.00

Purchase / Loan Calculator

Interest Rate for Loan	9.00%
Number of Years (Term) for Loan	5

Lease Calculator

Money Factor	0.3750%
Lease Terms (Years)	5
Residual Value Percentage	57.00%

Total Monthly Payment	\$0.00
Total Annual Payment	\$0.00

Monthly Lease Payment	\$0.00
Annual Lease Payment	\$0.00

Actual Costs Related To Purchase 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the Annual Loan Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Enter the Annual Lease Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Estimated Miles Per Day	0.0	0.0	0.0	0.0	0.0	0.0
Estimated MPG Efficiency of the Bus	9.0	9.0	9.0	9.0	9.0	9.0
Estimated Cost of Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Maintenance Assumption	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Insurance Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 7800-651

Budget Line: 7800-360

Budget Line: 7800-460

Budget Line: 7800-390

Budget Line: 7800-310

Bus Driver Costs

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Bus Driver	\$11.00	\$11.00	\$11.11	\$11.22	\$11.33	\$11.45
Number of Bus Drivers Required		0	0	0	0	0
Hours Per Day for the Bus Driver	4					
Additional Days Over 180 School Days	5					
Does The Driver Receive Benefits?	No					

Budget Line: 7800-160

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

Per Day Contract Option

	Year 1	Year 2	Year 3	Year 4	Year 5
Cost Per Bus Per Day	\$400.00	\$408.00	\$416.16	\$424.48	\$432.97
Number Of Busses Needed	2	2	2	3	3
	\$144,000	\$146,880	\$149,818	\$229,221	\$233,805

Budget Line: 7800-390

Per Student Contract Option

	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	\$0	\$0	\$0	\$0

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Public Transportation Passes Price Per Pass	\$65.00	\$66.30	\$67.63	\$68.98	\$70.36
Number of Students Utilizing	0	0	0	0	0
Number of Months Passes Are Needed For A Year	10	10	10	10	10
	\$0	\$0	\$0	\$0	\$0

Budget Line: 7800-390

Reimbursements

*The state reimburses schools on a per student basis. The amount they reimburse is published on their website at:

Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Reimbursed	128	143	156	171	200
Reimbursement Rate	\$531.00	\$548.00	\$565.55	\$583.65	\$602.34
	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468

Revenue: 3310-15

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Who The Meet Qualifications Above?	0	0	0	0	0
Per Student ESE Reimbursement Rate	\$1,656.00	\$1,709.02	\$1,763.74	\$1,820.20	\$1,878.48
	\$0	\$0	\$0	\$0	\$0

Revenue: 3310-15

General Transportation Totals

In general the amount charter schools typically bring in fo revenue from the transportation program only cover about 1/3 - 1/2 of the actual costs of providing the service. Below

	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Revenue	\$67,968.00	\$78,364.09	\$88,225.11	\$99,804.53	\$120,467.72
Expected Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

Additional Transportation Services

There may be additional needs for transportations depending on your school's program. For example, field trips or athletics programs. Some schools charge students to

If you have your own busses you are using

The calculator will use the assumptions entered above (bus driver hourly rate, miles per gallon for gas, etc.) to develop a total for transportation here.

Total Number of Events	12	18	24	36	48
Average Amount of Time for The Bus Driver per Event	4.0	4.0	4.0	4.0	4.0
Average Miles per Event	60.0	60.0	60.0	60.0	60.0
	\$575	\$871	\$1,173	\$1,777	\$2,393

Budget Line: 7800-160

Budget Line: 7800-460

If you are contracting a bus service

Total Number of Events	6	12	18	24	30
Average Cost Per Event	\$750.00	\$765.00	\$780.30	\$795.91	\$811.82
	\$4,500	\$9,180	\$14,045	\$19,102	\$24,355

Budget Line: 7800-390

Before and After Care Program Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income		\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Before and After Care (BAC) Assumptions

Many charter schools operate before and after care programs to provide care for students whose parents work. These programs often generate an additional revenue that can

Number of Students

	Year 1	Year 2	Year 3	Year 4	Year 5
How many regular morning attendees do you anticipate?	0	0	0	0	0
How many drop in attendees do you anticipate in the morning?	0	0	0	0	0
How many regular afternoon attendees do you anticipate?	0	0	0	0	0
How many drop in attendees do you anticipate in the afternoon?	0	0	0	0	0

Some schools also choose to offer care on days there are no school (i.e. professional development days, or a camp during spring break, etc.). If you wish to do this you

How many No School Days do you anticipate offering during the year	0	0	0	0	0
How many students are expected to participate in the no school days?	0	0	0	0	0

Times

This calculator assumes you will hire one person who will be the Before and After Care (BAC) Director, who could be paid at a different rate and have different hours than the

	BAC Director	Other Staff	Students
Morning Starting Time	6:00 AM	6:15 AM	6:30 AM
Morning Ending Time	8:30 AM	7:45 AM	7:45 AM
	2.5 hours	1.5 hours	1.25 hours
Afternoon Starting Time	2:30 PM	2:45 PM	3:00 PM
Afternoon Ending Time	6:30 PM	6:00 PM	6:00 PM
	4 hours	3.25 hours	3 hours
No School Days Start Time	6:00 AM	6:00 AM	6:30 AM
No School Days End Time	6:30 PM	6:00 PM	6:00 PM
	12.5 hours	12 hours	11.5 hours

Staffing

How many students can one staff member oversee? 15.00 Think about a staff:student ratio if you would like 1:15, enter 15 here. If you would like a 1:20 ratio, enter 20.

Based upon the above information, we recommend the following staff:

	Year 1	Year 2	Year 3	Year 4	Year 5
Morning Care	0	0	0	0	0
Afternoon Care	0	0	0	0	0
No School Days	0	0	0	0	0

How many staff would you like to budget for morning care	0.00	0.00	0.00	0.00	0.00
How many staff would you like to budget for afternoon care	0.00	0.00	0.00	0.00	0.00
How many staff would you like to budget for afternoon care	0.00	0.00	0.00	0.00	0.00

Hourly Rate for the Director?	15.00
Number of Days Beyond 180 For The Director?	5.00
Does the Director Receive Benefits?	Yes
Hourly Rate for the Additional Staff Members?	12.00
Number of Days Beyond 180 For The Other Staff?	1.00
Do the Other staff Receive Benefits?	No

Supplies

Your BAC program will likely need supplies (arts and crafts, games, consumables, snacks, etc.). The following allows you to establish a fund to use to start each year, and

	Year 1	Year 2	Year 3	Year 4	Year 5
What is the budget for initial supplies at the start of each year?	0.00	0.00	0.00	0.00	0.00
Is the amount you wish to budget for supplies each week for BAC?	0.00	0.00	0.00	0.00	0.00
	\$0	\$0	\$0	\$0	\$0

Cost To Students

For the rates associated with the BAC program, please enter a DAILY rate for each program for budgeting. Even if you plan to offer weekly rates, please assume a daily

	Year 1	Year 2	Year 3	Year 4	Year 5
Daily Regular Attendee Morning Rate	5.00	5.00	5.00	5.25	5.25
Daily Drop in Morning Rate	10.00	10.00	10.00	10.50	10.50
Daily Regular Attendee Afternoon Rate	15.00	15.00	15.00	15.75	15.75
Daily Drop in Afternoon Rate	30.00	30.00	30.00	31.50	31.50
Daily No School Day Rate	75.00	75.00	75.00	78.75	78.75
	\$0	\$0	\$0	\$0	\$0

Some schools offer families discounts. For example, perhaps students who qualify for free and reduced lunch would receive a discount, or perhaps siblings receive a

Discount Rate One (As Percent)	25%
Percent of Students Qualifying for Discount 1	50%
Discount Rate Two (As Percent)	10%
Percent of Students Qualifying for Discount 2	10%
Discount Rate Three (As Percent)	100%
Percent of Students Qualifying for Discount 3	2%

Total BAC Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Anticipated Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Anticipated Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Excess Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Custom Expenses Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
	Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
	Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within

Reference Title	Function Code	Object Code	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comment/Description
1	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
2	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
3	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
4	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
5	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
6	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
7	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
8	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
9	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
10	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
11	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
12	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
13	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
14	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
15	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
16	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
17	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
18	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
19	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
20	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
21	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
22	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
23	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
24	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
25	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
26	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
27	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
28	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
29	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
30	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
31	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
32	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
33	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
34	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
35	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
36	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
37	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
38	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
39	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
40	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
41	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
42	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
43	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
44	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
45	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
46	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
47	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
48	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
49	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
50	0	5100-Instr	310-PrfSvcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0

Custom Comments Page

This is a new feature that we are developing. It allows you to enter comments which will be added to the 5YrBudget tab

Revenue Comments

[illegible]

Expense Comments

[illegible]

Testing Charter School
Five Year Budget Projections
Complete Budget - Broward County

		Estimated Enrollment		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Income								
FEFP Calculations								
3310-01		Base FEFP Funding	\$0	\$3,056,353	\$3,463,991	\$3,850,305	\$4,279,887	\$5,062,678
3310-02		FEFP - ESE Guaranteed Allocation	\$0	\$70,034	\$78,756	\$90,910	\$99,632	\$112,715
3310-03		FEFP - Supplemental Academic Instruction	\$0	\$114,287	\$127,765	\$139,840	\$153,318	\$178,871
3310-04		FEFP - Discretionary Millage Compression Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-05		FEFP - Safe Schools Allocation	\$0	\$46,223	\$51,653	\$56,544	\$61,997	\$72,318
3310-06		FEFP - Instructional Materials Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-07		FEFP - Dual Enrollment Instructional Materials Allocati	\$0	\$0	\$0	\$0	\$0	\$0
3310-08		FEFP - Mental Health Assistance Allocation	\$0	\$28,205	\$31,525	\$34,502	\$37,822	\$44,132
3310-09		FEFP - Funds Compression and Hold Harmless Alloca	\$0	\$0	\$0	\$0	\$0	\$0
3310-10		FEFP - Sparsity Supplement	\$0	\$0	\$0	\$0	\$0	\$0
3310-11		FEFP - Reading Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-12		FEFP - Discretionary Local Effort	\$0	\$408,926	\$456,898	\$500,656	\$548,627	\$639,774
3310-13		FEFP - Proration to Funds Available	\$0	-\$3,911	-\$4,370	-\$4,789	-\$5,248	-\$6,120
3310-14		FEFP - Teacher Salary Increase Allocation Funds	\$0	\$0	\$0	\$0	\$0	\$0
3310-15		FEFP - Student Transportation Funds	\$0	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
3310-16		FEFP - Teachers Classroom Supply Assistance Progr	\$0	#REF!	#REF!	#REF!	#REF!	#REF!
3355		Class Size Reduction Allocations	\$0	\$544,969	\$628,397	\$710,618	\$803,642	\$967,164
		FEFP Subtotals	\$0	#REF!	#REF!	#REF!	#REF!	#REF!
Federal Funding Sources								
3230		Individuals with Disabilities Education Act (IDEA)	\$0	\$0	\$0	\$0	\$0	\$0
3240		Title I - Elementary and Secondary Education Act	\$0	\$0	\$0	\$0	\$0	\$0
3225		Title II - Teacher and Principal Training and Recruiting	\$0	\$0	\$0	\$0	\$0	\$0
3241		Title III - Language Instruction	\$0	\$0	\$0	\$0	\$0	\$0
3242		Title IV - Twenty-First Century Schools	\$0	\$0	\$0	\$0	\$0	\$0
3290		Other Federal Funds Through State	\$0	\$0	\$0	\$0	\$0	\$0
3271		Education Stabilization Funds	\$0	\$0	\$0	\$0	\$0	\$0
3201		Career and Technical Ed Grants (Carl Perkins)	\$0	\$0	\$0	\$0	\$0	\$0
3202		Medicaid	\$0	\$0	\$0	\$0	\$0	\$0
		Federal Funding Sources Subtotals	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program								
3261		NSLP - School Lunch Reimbursement	\$0	\$111,586	\$125,165	\$138,154	\$151,142	\$175,349
3262		NSLP - School Breakfast Reimbursement	\$0	\$9,090	\$6,048	\$6,696	\$7,398	\$8,586
3263		NSLP - Afterschool Snack Reimbursement	\$0	\$0	\$0	\$0	\$0	\$0
3269		NSLP - Other Food Services	\$0	\$0	\$0	\$0	\$0	\$0
3451		Selling Student Lunches	\$0	\$74,268	\$82,944	\$90,000	\$98,604	\$115,812
3452		Selling Student Breakfasts	\$0	\$16,488	\$18,216	\$19,944	\$21,744	\$25,488
3455		Selling Student Snacks	\$0	\$0	\$0	\$0	\$0	\$0
3456		Other Food Sales	\$0	\$0	\$0	\$0	\$0	\$0
		School Lunch Program Subtotals	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Other Income Sources								
3371		Voluntary Prekindergarten Program (VPK)	\$0	\$0	\$0	\$0	\$0	\$0
3372		Preschool Projects	\$0	\$0	\$0	\$0	\$0	\$0
3397		Charter School Capital Outlay Funds	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
3399		Other Miscellaneous State Revenue	\$0	\$0	\$0	\$0	\$0	\$0
3440		Gifts, Grants and Bequests	\$40,000	\$0	\$0	\$0	\$0	\$0
3460		Student Fees	\$0	\$0	\$0	\$0	\$0	\$0
3471		Preschool Program Fees	\$0	\$0	\$0	\$0	\$0	\$0
3473		School-Age Child Care Fees	\$0	\$0	\$0	\$0	\$0	\$0
3481		Charges for Services	\$0	\$0	\$0	\$0	\$0	\$0
3482		Charges for Sales	\$0	\$0	\$0	\$0	\$0	\$0
3492		Transportation for Student Activities	\$0	\$0	\$0	\$0	\$0	\$0
3495		Other Miscellaneous Local Sources	\$0	\$0	\$0	\$0	\$0	\$0
3720		Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
		Other Income Sources Subtotals	\$40,000	\$0	\$0	\$403,278	\$458,941	\$555,885
Total Income			\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Expenses								
51			0	0	0	0	0	0
5100	120	Instr - Classroom Teacher Salaries	\$0.00	\$1,439,393.94	\$1,631,313.52	\$1,823,232.90	\$1,919,192.69	\$2,207,071.76
5100	130	Instr - Other Certified Staff Member	\$0.00	\$383,838.38	\$412,626.32	\$383,838.44	\$431,818.29	\$575,757.79
5100	140	Instr - Substitute Teachers	\$0.00	\$40,000.00	\$46,000.00	\$49,000.00	\$46,000.00	\$49,000.00
5100	210	Instr - Retirement	\$0.00	\$13,537.50	\$15,176.25	\$16,387.50	\$17,456.26	\$20,662.51
5100	220	Instr - FICA	\$0.00	\$139,477.27	\$156,361.40	\$168,840.96	\$179,852.34	\$212,886.46
5100	230	Instr - Group Insurance	\$0.00	\$171,000.00	\$190,890.00	\$211,160.70	\$227,181.37	\$271,597.65
5100	240	Instr - Worker's Compensation	\$0.00	\$22,790.40	\$25,549.25	\$27,588.39	\$29,387.64	\$34,785.37
5100	250	Instr - Unemployment Compensation	\$0.00	\$8,208.00	\$9,720.00	\$9,936.00	\$10,584.00	\$12,528.00
5100	360	Instr - Rentals	\$0.00	\$27,554.68	\$30,692.05	\$33,861.79	\$35,515.03	\$40,315.25
5100	510	Instr - Supplies	\$0.00	\$35,700.00	\$25,650.00	\$28,641.60	\$32,023.51	\$38,107.98
5100	520	Instr - Textbooks	\$0.00	\$142,065.00	\$35,145.30	\$37,675.49	\$99,654.72	\$122,609.76

5100	644 Instr - Computer Hardware (Non Capitalized)	\$0.00	\$10,455.00	\$1,820.70	\$530.60	\$811.82	\$14,077.03
5100	730 Instr - Dues and Fees	\$0.00	\$510.00	\$581.40	\$649.21	\$725.87	\$863.78
5100	750 Instr - Other Personnel Services	\$0.00	\$38,000.00	\$45,000.00	\$46,000.00	\$49,000.00	\$58,000.00
	Total For 5100 (Basic Instruction)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
52							
5200	120 ESE - Classroom Teacher Salaries	\$0.00	\$143,939.39	\$143,939.41	\$191,919.24	\$191,919.25	\$239,899.09
5200	210 ESE - Retirement	\$0.00	\$1,068.75	\$1,068.75	\$1,425.00	\$1,425.00	\$1,781.25
5200	220 ESE - FICA	\$0.00	\$11,011.36	\$11,011.37	\$14,681.82	\$14,681.82	\$18,352.28
5200	230 ESE - Group Insurance	\$0.00	\$13,500.00	\$13,635.00	\$18,361.80	\$18,545.42	\$23,413.59
5200	240 ESE - Worker's Compensation	\$0.00	\$1,799.24	\$1,799.24	\$2,398.99	\$2,398.99	\$2,998.74
5200	250 ESE - Unemployment Compensation	\$0.00	\$648.00	\$648.00	\$864.00	\$864.00	\$1,080.00
5200	310 ESE - Professional and Technical Services	\$0.00	\$22,680.00	\$25,704.00	\$28,839.89	\$32,090.93	\$38,188.21
5200	510 ESE - Supplies	\$0.00	\$855.00	\$994.50	\$1,108.03	\$1,257.53	\$1,477.52
5200	750 ESE - Other Personnel Services	\$0.00	\$3,000.00	\$3,000.00	\$4,000.00	\$4,000.00	\$5,000.00
	Total For 5200 (Exceptional Education)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
62							
6200	510 MediaC. - Supplies	\$0.00	\$2,550.00	\$2,907.00	\$3,246.05	\$3,629.33	\$4,318.90
	Total For 6200 (Instructional Media Services)	\$0.00	\$2,550.00	\$2,907.00	\$3,246.05	\$3,629.33	\$4,318.90
63							
6300	130 Curric - Other Certified Staff Member	\$0.00	\$50,384.62	\$50,888.46	\$51,397.35	\$51,911.32	\$52,430.43
6300	210 Curric - Retirement	\$0.00	\$375.00	\$378.75	\$382.54	\$386.36	\$390.23
6300	220 Curric - FICA	\$0.00	\$3,854.42	\$3,892.97	\$3,931.90	\$3,971.22	\$4,010.93
6300	230 Curric - Group Insurance	\$0.00	\$4,500.00	\$4,545.00	\$4,590.45	\$4,636.35	\$4,682.72
6300	240 Curric - Worker's Compensation	\$0.00	\$629.81	\$636.11	\$642.47	\$648.89	\$655.38
6300	250 Curric - Unemployment Compensation	\$0.00	\$216.00	\$216.00	\$216.00	\$216.00	\$216.00
6300	750 Curric - Other Personnel Services	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
	Total For 6300 (Instructional/Curriculum Development)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
64							
6400	140 ProfDev - Substitute Teachers	\$0.00	\$2,625.00	\$3,000.00	\$3,125.00	\$3,375.00	\$4,000.00
6400	310 ProfDev - Professional and Technical Services	\$0.00	\$3,000.00	\$3,150.00	\$3,307.50	\$3,472.88	\$3,646.52
6400	330 ProfDev - Travel	\$0.00	\$350.00	\$367.50	\$385.88	\$405.17	\$425.43
6400	510 ProfDev - Supplies	\$0.00	\$500.00	\$525.00	\$551.25	\$578.81	\$607.75
6400	750 ProfDev - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
	Total For 6400 (Instructional Staff Training)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
65							
6500	310 EdTech - Professional and Technical Services	\$0.00	\$12,000.00	\$12,600.00	\$13,230.00	\$13,891.50	\$14,586.08
6500	644 EdTech - Computer Hardware (Non Capitalized)	\$0.00	\$82,425.00	\$10,429.50	\$10,638.09	\$7,454.99	\$55,934.68
	Total For 6500 (Instructional-Related Technology)	\$0.00	\$94,425.00	\$23,029.50	\$23,868.09	\$21,346.49	\$70,520.76
71							
7100	310 Board - Professional and Technical Services	\$3,000.00	\$2,500.00	\$5,000.00	\$5,600.00	\$5,202.00	\$5,306.04
7100	320 Board - Insurance and Bond Premiums	\$0.00	\$20,400.00	\$23,940.00	\$27,518.40	\$31,672.62	\$38,798.96
7100	510 Board - Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
	Total For 7100 (Board)	\$3,500.00	\$23,400.00	\$29,440.00	\$33,618.40	\$37,374.62	\$44,605.00
72							
7200	730 District - Dues and Fees	\$0.00	\$101,760.09	\$103,236.06	\$104,937.66	\$106,463.53	\$107,954.01
	Total For 7200 (General / District Administration)	\$0.00	\$101,760.09	\$103,236.06	\$104,937.66	\$106,463.53	\$107,954.01
73							
7300	110 Admin - Administrator Salaries	\$0.00	\$156,192.31	\$157,754.23	\$226,148.32	\$228,409.81	\$230,693.90
7300	160 Admin - Other Support Personnel	\$0.00	\$59,840.00	\$60,438.40	\$61,042.78	\$61,653.21	\$62,269.74
7300	210 Admin - Retirement	\$0.00	\$1,611.30	\$1,627.41	\$2,140.99	\$2,162.40	\$2,184.02
7300	220 Admin - FICA	\$0.00	\$16,526.47	\$16,691.74	\$21,970.12	\$22,189.82	\$22,411.72
7300	230 Admin - Group Insurance	\$0.00	\$18,000.00	\$18,180.00	\$22,952.25	\$23,181.77	\$23,413.59
7300	240 Admin - Worker's Compensation	\$0.00	\$2,700.40	\$2,727.41	\$3,589.89	\$3,625.79	\$3,662.05
7300	250 Admin - Unemployment Compensation	\$0.00	\$864.00	\$864.00	\$1,080.00	\$1,080.00	\$1,080.00
7300	310 Admin - Professional and Technical Services	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
7300	360 Admin - Rentals	\$0.00	\$15,990.00	\$17,946.60	\$19,517.18	\$22,096.81	\$25,817.53
7300	370 Admin - Communications	\$0.00	\$3,825.00	\$4,360.50	\$4,869.07	\$5,444.00	\$6,478.36
7300	390 Admin - Other Purchased Services	\$0.00	\$5,100.00	\$5,814.00	\$6,492.10	\$7,258.66	\$8,637.81
7300	510 Admin - Supplies	\$0.00	\$11,220.00	\$12,790.80	\$14,282.61	\$15,969.06	\$19,003.18
7300	622 Admin - AV Materials (Non Capitalized)	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
7300	642 Admin - Furniture, Fixtures (Non Capitalized)	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00
7300	644 Admin - Computer Hardware (Non Capitalized)	\$0.00	\$5,315.00	\$1,000.00	\$1,265.30	\$1,000.00	\$4,864.28
7300	730 Admin - Dues and Fees	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
7300	750 Admin - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Total For 7300 (School Administration)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
74							
7400	360 AquireFacility - Rentals	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
	Total For 7400 (Facilities Acquisition)	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
75							
7500	310 Fiscal - Professional and Technical Services	\$0.00	\$11,000.00	\$11,220.00	\$11,444.40	\$11,673.29	\$11,906.75
	Total For 7500 (Fiscal Services)	\$0.00	#REF!	#REF!	#REF!	#REF!	#REF!
76							

7600	510 Lunch - Supplies	\$0.00	\$4,590.00	\$5,130.00	\$5,616.00	\$6,156.00	\$7,182.00
7600	570 Lunch - Food	\$0.00	\$183,996.00	\$205,407.00	\$225,423.00	\$247,068.00	\$288,063.00
7600	641 Lunch - Furniture, Fixtures-Capitalized	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
7600	642 Lunch - Furniture, Fixtures (Non Capitalized)	\$0.00	\$14,900.00	\$1,800.00	\$1,500.00	\$1,800.00	\$3,300.00
7600	644 Lunch - Computer Hardware (Non Capitalized)	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00
7600	690 Lunch - Computer Software	\$0.00	\$500.00	\$510.00	\$520.20	\$530.60	\$541.22
	Total For 7600 (Food Services)	\$0.00	\$206,236.00	\$213,847.00	\$234,059.20	\$256,554.60	\$300,086.22
77							
7720	310 InfServ - Professional and Technical Services	\$7,500.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00
7720	390 InfServ - Other Purchased Services	\$5,000.00	\$600.00	\$600.00	\$600.00	\$600.00	\$600.00
	Total For 7720 (Information Services)	\$12,500.00	\$1,850.00	\$1,850.00	\$1,850.00	\$1,850.00	\$1,850.00
78							
7800	160 Trans - Other Support Personnel	\$0.00	\$528.00	\$799.92	\$1,077.23	\$1,632.00	\$2,197.76
7800	210 Trans - Retirement	\$0.00	\$3.96	\$6.00	\$8.08	\$12.24	\$16.48
7800	220 Trans - FICA	\$0.00	\$40.39	\$61.19	\$82.41	\$124.85	\$168.13
7800	240 Trans - Worker's Compensation	\$0.00	\$6.60	\$10.00	\$13.47	\$20.40	\$27.47
7800	390 Trans - Other Purchased Services	\$0.00	\$148,500.00	\$156,060.00	\$163,863.00	\$248,322.67	\$258,160.07
	Total For 7800 (Pupil Transportation)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
79							
7900	160 Facility - Other Support Personnel	\$0.00	\$152,320.00	\$153,843.20	\$155,381.63	\$156,935.45	\$197,465.02
7900	210 Facility - Retirement	\$0.00	\$1,142.40	\$1,153.82	\$1,165.36	\$1,177.02	\$1,480.99
7900	220 Facility - FICA	\$0.00	\$11,652.48	\$11,769.00	\$11,886.69	\$12,005.56	\$15,106.07
7900	230 Facility - Group Insurance	\$0.00	\$18,000.00	\$18,180.00	\$18,361.80	\$18,545.42	\$23,413.59
7900	240 Facility - Worker's Compensation	\$0.00	\$1,904.00	\$1,923.04	\$1,942.27	\$1,961.69	\$2,468.31
7900	250 Facility - Unemployment Compensation	\$0.00	\$864.00	\$864.00	\$864.00	\$864.00	\$1,080.00
7900	320 Facility - Insurance and Bond Premiums	\$0.00	\$25,920.00	\$30,240.00	\$34,927.20	\$40,007.52	\$49,009.21
7900	350 Facility - Repairs and Maintenance	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08
7900	370 Facility - Communications	\$0.00	\$12,000.00	\$12,240.00	\$12,484.80	\$12,734.50	\$12,989.19
7900	380 Facility - Public Utilities	\$0.00	\$8,160.00	\$9,302.40	\$10,387.35	\$11,613.86	\$13,820.49
7900	390 Facility - Other Purchased Services	\$0.00	\$13,620.00	\$14,626.80	\$15,593.52	\$16,669.46	\$18,483.61
7900	430 Facility - Electricity	\$0.00	\$34,020.00	\$38,556.00	\$43,259.83	\$48,136.39	\$57,282.31
7900	510 Facility - Supplies	\$0.00	\$12,750.00	\$14,535.00	\$16,230.24	\$18,146.66	\$21,594.52
7900	750 Facility - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$5,000.00
	Total For 7900 (Operation of Plant)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
99							
9999	999 Reserve - Reserve Funds	\$0.00	\$86,661.07	\$122,824.47	\$136,670.28	\$151,987.04	\$179,800.02
	Total For 9999 (Reserve Funds)	\$0.00	\$86,661.07	\$122,824.47	\$136,670.28	\$151,987.04	\$179,800.02
	Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Budget Totals						
	Total Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
	Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Projected Cash On Hand	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Testing Charter School
Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																
Other Income Sources																
3440		Gifts, Grants and Bequests	\$40,000	\$1	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
			\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
		Total Income	\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Expenses																
7100 - Board																
7100	310	Board - Professional and Technical Services	\$3,000	\$9											\$1,500	\$1,500
7100	510	Board - Supplies	\$500	\$9											\$250	\$250
		Total For 7100 (Board)	\$3,500												\$1,750	\$1,750
7720 - Information Services																
7720	310	InfServ - Professional and Technical Services	\$7,500	\$9											\$3,750	\$3,750
7720	390	InfServ - Other Purchased Services	\$5,000	\$9											\$2,500	\$2,500
		Total For 7720 (Information Services)	\$12,500												\$6,250	\$6,250
9999 - Reserve Funds																
		Total Expenses	#REF!												\$8,000	\$8,000
Budget Totals																
		Total Income	\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
		Total Expenses	#REF!												\$8,000	\$8,000
		Net Revenue	#REF!		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	-\$4,667	-\$4,667
		Projected Cash On Hand	#REF!		\$3,333	\$6,667	\$10,000	\$13,333	\$16,667	\$20,000	\$23,333	\$26,667	\$30,000	\$33,333	\$28,667	\$24,000

Page 539

Per Student Average	\$8,496	\$8,619	\$8,761	\$8,888	\$9,013
District Percentage Fee	5.00%	5.00%	5.00%	5.00%	5.00%
Maximum Students For Fee	250	250	250	250	250
Amount designated for TSIA (Excluded from Fees)					
Maintenance Portion (4.52% of base)	\$138,147	\$156,572	\$174,034	\$193,451	\$228,833
Growth Portion (1.41% of base)	\$43,095	\$48,842	\$54,289	\$60,346	\$71,384
TSIA Designated Totals	\$181,242	\$205,415	\$228,323	\$253,797	\$300,217
Total District Fee	\$101,760	\$103,238	\$104,938	\$106,464	\$107,954
Total To Reallocate To Capital Outlay	\$105,830	\$132,142	\$156,987	\$184,821	\$236,635

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Testing Charter School Charter School

Based on the 2024-25 FEFP Second Calculation
Broward

School District:

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation

\$5,330.98

Comparable Wage F

Small District Factor

1.0000

1.0259

2023-24

Base Funding

(WFTE x BSA x CWF x

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	Base Funding (WFTE x BSA x CWF x
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	286	1.122	320.8920	\$ 1,754,975
111 Basic K-3 with ESE Services	46	1.122	51.6120	\$ 282,269
102 Basic 4-8	148	1.000	148.0000	\$ 809,420
112 Basic 4-8 with ESE Services	18	1.000	18.0000	\$ 98,443
103 Basic 9-12	0	0.988	0.0000	\$ -
113 Basic 9-12 with ESE Services	0	0.988	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0	3.706	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0	3.706	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0	3.706	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0	5.707	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0	5.707	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0	5.707	0.0000	\$ -
130 ESOL (Grade Level PK-3)	8	1.208	9.6640	\$ 52,853
130 ESOL (Grade Level 4-8)	4	1.208	4.8320	\$ 26,426
130 ESOL (Grade Level 9-12)	0	1.208	0.0000	\$ -
300 Career Education (Grades 9-12)	0	1.072	0.0000	\$ -
Totals	510.00		553.0000	\$ 3,024,386

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional	Number of FTE	2023-24 Base Funding
Advanced Placement	0	\$ -
International Baccalaureate	0	\$ -
Advanced International Certificate	0	\$ -
Industry Certified Career Education	0	\$ -
Early High School Graduation	0	\$ -
Small District ESE Supplement	0	\$ -
Dual Enrollment	0	\$ -
Total Additional FTE	0.0000	\$ -
Total Funded Weighted FTE	553.0000	\$ 3,024,386

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance Portion (4.52% of Base Funding)

(g) (k)

X

4.52%

\$

136,702

Growth Portion (1.41% of Base Funding)

(g) (k)

X

1.41%

\$

42,644

Total Salary Increase Allocation

\$

179,346

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student
46.0	PK-3	251	\$ 1,058 \$ 48,668
0.0	PK-3	252	\$ 3,418 \$ -
0.0	PK-3	253	\$ 6,974 \$ -
18.0	4-8	251	\$ 1,187 \$ 21,366
0.0	4-8	252	\$ 3,546 \$ -
0.0	4-8	253	\$ 7,102 \$ -
0.0	9-12	251	\$ 845 \$ -
0.0	9-12	252	\$ 3,204 \$ -
0.0	9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	64.00	Total ESE Guarantee	\$ 70,034

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's

UFTE share.	Charter School UFTE:	510.00	÷	District's	272,606.05
				=	0.1871%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's

WFTE share.	Charter School WFTE:	553.00	÷	District's	301,876.18
				=	0.1832%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain sc

UFTE share.	Charter School UFTE:	510.00	÷	District's Total	248,071.28
				=	0.2056%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's

UFTE share.	Charter School UFTE:	510.00	÷	District's Total	272,121.20
				=	0.1874%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UF

UFTE share.	Charter School UFTE:	510.00	÷	District's Total	247,586.43
				=	0.2060%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	59,093,840	x	0.1874%	\$ 110,742

5. Discretionary Millage Compression Allocation

.748 Mills (UFTE share)	(b)	0	x	0.1871%	\$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE	(f)	21,742,075	x	0.2060%	\$	44,789
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	13,292,890	x	0.2056%	\$	27,330
8. Discretionary Local Effort (WFTE share)	(c)	#####	x	0.1832%	\$	397,759
9. Proration to Funds Available (WFTE share)	(c)	#####	x	0.1832%	-\$	3,805

10. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors		
PK - 3	382.1680		1.0259		947.59 =	371,518	
4-8	170.8320		1.0259		904.74 =	158,562	
9-12	0.0000		1.0259		906.93 =	0	
Total *	553.0000						
						Total Class Size Reduction Funds	\$ 530,080

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

11. Student Transportation

Enter All Adjusted Fundable Riders	128	x	531	\$	67,968
Enter All Adjusted ESE Riders	0	x	1,656	\$	-

12. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid 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	\$ -
Total				\$ -

13. Food Service Allocation

Total			\$ 4,269,283

14. Total Less Salary Increase Allocation (for administrative fee calc

(k) \$ 4,089,937

15. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(l)

If you have more than a 75% ESE student population, please place a 1 in the following box:

\$ -

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career
- (b) District allocations multiplied by percentage from item 2A.
- (c) District allocations multiplied by percentage from item 2B.
- (d) District allocations multiplied by percentage from item 2C.
- (e) District allocations multiplied by percentage from item 2D.
- (f) District allocations multiplied by percentage from item 2E.
- (g) This allocation will be frozen as of the 2023-24 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are
- (h) 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.
- (i) 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),
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated
- (l) 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

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 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

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 Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Testing Charter School

Five Year Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Florida Educational Finance Program (FEFP)	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
IDEA Funds	\$0	\$0	\$0	\$0	\$0	\$0
Title 1 Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services	\$0	\$0	\$0	\$0	\$0	\$0
Financing, Investing and Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Fees and Costs for Services	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$0	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses						
Employee Costs						
Employee Salaries	\$0	\$2,429,062	\$2,660,603	\$2,946,163	\$3,092,847	\$3,620,785
Employee Benefits	\$0	\$242,739	\$264,841	\$296,936	\$314,710	\$373,037
Employer Costs	\$0	\$223,193	\$244,745	\$270,529	\$284,477	\$333,517
Total Employee Costs	\$0	\$2,894,993	\$3,170,189	\$3,513,629	\$3,692,034	\$4,327,339
Academic Supplies	\$0	\$181,670	\$65,222	\$71,222	\$137,144	\$167,122
Services and Contracts	\$15,500	\$127,790	\$143,290	\$152,954	\$162,012	\$184,060
Rentals, Leases and Subscriptions	\$0	\$43,545	\$48,639	\$53,379	\$57,612	\$66,133
Facilities Costs	\$0	\$393,250	\$497,085	\$612,831	\$740,800	\$881,101
Insurance	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
Utilities	\$0	\$58,005	\$64,459	\$71,001	\$77,929	\$90,570
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$21,400	\$2,800	\$2,500	\$2,800	\$4,300
AV / Computer Equipment	\$0	\$100,985	\$15,576	\$15,031	\$12,170	\$78,331
Software	\$0	\$500	\$510	\$520	\$531	\$541
Other Equipment & Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Travel Costs	\$0	\$350	\$368	\$386	\$405	\$425
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Transportation	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Other Expenses	\$500	\$18,860	\$21,328	\$23,645	\$26,254	\$31,004
Undefined Expenses	\$0	\$0	\$0	\$0	\$0	\$0
District Administrative Fees	\$0	\$101,760	\$103,236	\$104,938	\$106,464	\$107,954
Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Categorized Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)

Income

Florida Educational Finance Program (FEFP)	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
IDEA Funds	\$0	\$0	\$0	\$0	\$0	\$0
Title 1 Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services	\$0	\$0	\$0	\$0	\$0	\$0
Financing, Investing and Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Fees and Costs for Services	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$0	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses

Academic Expenses						
Employee Totals	\$0	\$2,498,797	\$2,776,296	\$3,038,921	\$3,214,452	\$3,806,200
Services	\$0	\$37,680	\$41,454	\$45,377	\$49,455	\$56,421
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$181,670	\$65,222	\$71,222	\$137,144	\$167,122
Maintenance	\$0	\$27,555	\$30,692	\$33,862	\$35,515	\$40,315
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$92,880	\$12,250	\$11,169	\$8,267	\$70,012
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$350	\$368	\$386	\$405	\$425
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$510	\$581	\$649	\$726	\$864
Total Academic Expenses	\$0	\$2,839,442	\$2,926,863	\$3,201,587	\$3,445,964	\$4,141,359

Administrative Expenses						
Employee Totals	\$0	\$259,734	\$262,283	\$343,924	\$347,303	\$350,715
Services	\$15,500	\$26,315	\$30,570	\$32,852	\$34,331	\$37,634
Insurance	\$0	\$20,400	\$23,940	\$27,518	\$31,673	\$38,799
Supplies and Materials	\$500	\$11,720	\$13,291	\$14,783	\$16,469	\$19,503
Maintenance	\$0	\$15,990	\$17,947	\$19,517	\$22,097	\$25,818
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$5,000	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$7,355	\$3,326	\$3,862	\$3,903	\$8,319
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$103,800	\$105,562	\$107,535	\$109,367	\$111,409
Total Administrative Expenses	\$16,000	\$450,315	\$456,918	\$549,992	\$565,143	\$592,197

Facilities Expenses						
Employee Totals	\$0	\$189,883	\$191,733	\$193,602	\$195,489	\$246,014
Services	\$0	\$25,620	\$26,867	\$28,078	\$29,404	\$31,473
Insurance	\$0	\$25,920	\$30,240	\$34,927	\$40,008	\$49,009
Supplies and Materials	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Maintenance	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
Utilities	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
Computers	\$0	\$42,180	\$47,858	\$53,647	\$59,750	\$71,103
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0

Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Expenses	\$0	\$676,853	\$793,783	\$923,086	\$1,065,451	\$1,278,699

Food Services Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$4,590	\$5,130	\$5,616	\$6,156	\$7,182
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$16,400	\$2,800	\$2,500	\$2,800	\$4,300
IT Equipment	\$0	\$750	\$0	\$0	\$0	\$0
Software	\$0	\$500	\$510	\$520	\$531	\$541
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Food Services Expenses	\$0	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086

Transportation Expenses

Employee Totals	\$0	\$579	\$877	\$1,181	\$1,789	\$2,410
Services	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Transportation Expenses	\$0	\$149,079	\$156,937	\$165,044	\$250,112	\$260,570

Community Services Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Community Services Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Other Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800

Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Function / Object Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
State Funding	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding Through State	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

Expenses						
5000 Functions - Academic						
100's - Salaries	\$0	\$2,007,172	\$2,233,879	\$2,447,991	\$2,588,930	\$3,071,729
200's - Employee Costs	\$0	\$383,041	\$425,859	\$471,645	\$502,377	\$600,086
300's - Services and Contracts	\$0	\$50,235	\$56,396	\$62,702	\$67,606	\$78,503
400's - Power Services	\$0	\$0	\$0	\$0	\$0	\$0
500's - Supplies and Materials	\$0	\$178,620	\$61,790	\$67,425	\$132,936	\$162,195
600's - Capitalized Expenses	\$0	\$10,455	\$1,821	\$531	\$812	\$14,077
700's - Other Miscellaneous Costs	\$0	\$41,510	\$48,581	\$50,649	\$53,726	\$63,864
Total 5000 Functions - Academic	\$0	\$2,671,032	\$2,828,326	\$3,100,942	\$3,346,386	\$3,990,454

6000 Functions - Support and Student Services						
Employee Totals	\$0	\$53,010	\$53,888	\$54,522	\$55,286	\$56,430
Services	\$0	\$9,575	\$9,669	\$9,763	\$9,859	\$9,955
Insurance	\$0	\$15,350	\$16,118	\$16,923	\$17,770	\$18,658
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$3,050	\$3,432	\$3,797	\$4,208	\$4,927
Utilities	\$0	\$82,425	\$10,430	\$10,638	\$7,455	\$55,935
Computers	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total 6000 Functions - Support and Student Services	\$0	\$168,410	\$98,536	\$100,644	\$99,578	\$150,905

7000 Functions - Administrative Services (Excluding Facilities)						
Employee Totals	\$0	\$216,560	\$218,993	\$288,268	\$291,695	\$295,161
Services	\$0	\$39,753	\$40,168	\$51,837	\$52,397	\$52,963
Insurance	\$15,500	\$211,205	\$228,517	\$243,751	\$336,424	\$360,411
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$500	\$200,306	\$223,828	\$245,822	\$269,693	\$314,748
Utilities	\$0	\$30,005	\$6,636	\$6,882	\$7,234	\$13,161
Computers	\$0	\$107,800	\$109,562	\$112,535	\$114,367	\$116,409
Total 7000 Functions - Administrative Services (Excl	\$16,000	\$805,630	\$827,702	\$949,095	\$1,071,810	\$1,152,853

7900, 7400, 8100 Functions - Facilities						
Employee Totals	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Services	\$0	\$33,563	\$33,890	\$34,220	\$34,554	\$43,549
Insurance	\$0	\$440,200	\$548,959	\$669,994	\$803,678	\$953,809
Supplies and Materials	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Maintenance	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$4,000	\$4,000	\$4,000	\$4,000	\$5,000
Total 7900, 7400, 8100 Functions - Facilities	\$0	\$676,853	\$793,783	\$923,086	\$1,065,451	\$1,278,699

9000 Functions - Community Services						
Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0

Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Total 9000 Functions - Community Services	\$0	\$0	\$0	\$0	\$0	\$0

Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	-\$16,000	-\$4,408,585	-\$4,671,173	-\$5,210,438	-\$5,735,212	-\$6,752,712

Testing Charter School

Modified Accrual Cash Flow Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Total FEFP Funding	\$0	\$0	\$0	\$0	\$0	\$0
District Funding (Oct FTE)	\$0	\$0	\$0	\$0	\$0	\$0
District Funding (Feb FTE)	\$0	\$0	\$0	\$0	\$0	\$0
Capital Funds	\$0	\$0	\$0	\$0	\$0	\$0
Individuals with Disabilities Act	\$0	\$0	\$0	\$0	\$0	\$0
Title 1	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0
Interest Income or Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Gifts and Grants	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$0	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

Expenses						
100's - Salaries						
Administrative Staff	\$0	\$156,192	\$157,754	\$226,148	\$228,410	\$230,694
Instructional Staff	\$0	\$2,017,556	\$2,238,768	\$2,450,388	\$2,594,842	\$3,075,159
Substitute Teachers	\$0	\$42,625	\$49,000	\$52,125	\$49,375	\$53,000
Paraprofessionals / Teacher Asst	\$0	\$0	\$0	\$0	\$0	\$0
Office and Other Staff	\$0	\$59,840	\$60,438	\$61,043	\$61,653	\$62,270
Lunch Staff	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Staff	\$0	\$528	\$800	\$1,077	\$1,632	\$2,198
Maintenance Staff	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Community Services Staff	\$0	\$0	\$0	\$0	\$0	\$0
210, 230, 290 - Employee Benefits	\$0	\$200,301	\$219,199	\$242,903	\$255,445	\$299,451
220, 240, 250, 750 - Employer Costs	\$0	\$319,630	\$351,387	\$388,562	\$410,742	\$485,102
Total Salaries and Benefits	\$0	\$2,948,993	\$3,231,189	\$3,577,629	\$3,759,034	\$4,405,339

Purchased / Contract Services						
310 - Professional / Technical Services	\$10,500	\$54,470	\$61,250	\$66,269	\$70,484	\$78,339
320 - Insurance and Bond Premiums	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
330 - Travel	\$0	\$350	\$368	\$386	\$405	\$425
350 - Repairs and Maintenance	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
360 - Software & Equipment Lease	\$0	\$43,545	\$48,639	\$53,379	\$57,612	\$66,133
370 - Communications	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478
380 - Utilities	\$0	\$0	\$0	\$0	\$0	\$0
390 - Other Purchased Services	\$5,000	\$154,200	\$162,474	\$170,955	\$256,181	\$267,398
Total Purchased / Contract Services	\$15,500	\$305,210	\$333,820	\$360,904	\$464,460	\$509,287

Facilities						
360 - Rent	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
370 - Communications	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
380 - Utilities	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
390 - Other Services	\$0	\$13,620	\$14,627	\$15,594	\$16,669	\$18,484
430 - Electricity	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
720 - Debt Service / Acquisition	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities	\$0	\$445,800	\$554,725	\$675,726	\$809,154	\$959,376

Materials & Supplies						
460 - Fuel	\$0	\$0	\$0	\$0	\$0	\$0
510,530 - Supplies and Journals	\$500	\$68,665	\$63,032	\$70,176	\$78,261	\$92,792
570 - Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
590 - Other Materials	\$0	\$0	\$0	\$0	\$0	\$0
Total Materials & Supplies	\$500	\$252,661	\$268,439	\$295,599	\$325,329	\$380,855

Other Expenses						
730 - Dues and Fees	\$0	\$2,550	\$2,907	\$3,246	\$3,629	\$4,319
730 - District Administrative Fees	\$0	\$101,760	\$103,236	\$104,938	\$106,464	\$107,954
720 - Debt Service / Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0
790 - Miscellaneous Expense	\$0	\$0	\$0	\$0	\$0	\$0
Debt Payments	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Elsewhere	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Expenses	\$0	\$190,971	\$228,968	\$244,854	\$262,080	\$292,073

Expenses (without Capitalized Items)	\$16,000	\$4,143,635	\$4,617,141	\$5,154,711	\$5,620,056	\$6,546,930
SubTotal (Net Income Before Depreciation)	-\$16,000	-\$4,143,635	-\$4,617,141	-\$5,154,711	-\$5,620,056	-\$6,546,930
Depreciation	\$0	\$0	\$0	\$0	\$0	\$0
Net Income After Depreciation (Accrual Basis)	-\$16,000	-\$4,143,635	-\$4,617,141	-\$5,154,711	-\$5,620,056	-\$6,546,930
Add Depreciation	\$0	\$0	\$0	\$0	\$0	\$0

Capitalized Expenses

520,610 - Textbooks & Library Books	\$0	\$142,065	\$35,145	\$37,675	\$99,655	\$122,610
620,630 - Equipment and Materials	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
640 - Furniture	\$0	\$21,400	\$2,800	\$2,500	\$2,800	\$4,300
640 - Computers	\$0	\$98,945	\$13,250	\$12,434	\$9,267	\$74,876
650 - Busses	\$0	\$0	\$0	\$0	\$0	\$0
680 - Remodeling and Renovations	\$0	\$0	\$0	\$0	\$0	\$0
690 - Software	\$0	\$500	\$510	\$520	\$531	\$541
Total Capitalized Expenses	\$0	\$264,950	\$54,031	\$55,727	\$115,156	\$205,782

Testing Charter School

MDCPS Budget Template Categories

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Enrollment						
Kindergarten Through 5th Grade		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
6th Grade Through 8th Grade		0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)
9th Grade Through 12th Grade		0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)

Income						
State Sources	\$0	\$0	\$0	\$0	\$0	\$0
Federal Sources	\$0	\$0	\$0	\$0	\$0	\$0
Local Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Sources	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

Expenses						
Instruction						
Salaries (includes classroom teachers, contract or hour	\$0	\$2,009,797	\$2,236,879	\$2,451,116	\$2,592,305	\$3,075,729
Fringe Benefits	\$0	\$428,041	\$477,859	\$525,645	\$559,377	\$667,086
Contracted Profesional Services (includes Therapists &	\$0	\$22,680	\$25,704	\$28,840	\$32,091	\$38,188
Classroom Supplies & Equipment	\$0	\$39,605	\$30,077	\$33,547	\$37,489	\$44,512
Teacher Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks	\$0	\$142,065	\$35,145	\$37,675	\$99,655	\$122,610
Student Activities	\$0	\$27,555	\$30,692	\$33,862	\$35,515	\$40,315
Computer - Equipment & Repair for Instruction	\$0	\$92,880	\$12,250	\$11,169	\$8,267	\$70,012
Software for Instruction	\$0	\$500	\$510	\$520	\$531	\$541
Sub-Total Instruction	\$0	\$2,763,122	\$2,849,117	\$3,122,374	\$3,365,229	\$4,058,993

Pupil Personnel Services						
Salaries (includes counselor, school nurse, health assist	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Professional Services (counseling and psyc	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Pupil Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0

Media Services						
Salaries (includes Librarian)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Library Books	\$0	\$0	\$0	\$0	\$0	\$0
Audio Visual Materials	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Media Services	\$0	\$0	\$0	\$0	\$0	\$0

Curriculum Development						
Salaries (includes Curriculum Specialist)	\$0	\$50,385	\$50,888	\$51,397	\$51,911	\$52,430
Fringe Benefits	\$0	\$10,575	\$10,669	\$10,763	\$10,859	\$10,955
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Development Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Student Activities	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Curriculum Development	\$0	\$10,575	\$10,669	\$10,763	\$10,859	\$10,955

Staff Development						
Workshops	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$350	\$368	\$386	\$405	\$425
Professional Services	\$0	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
Sub-Total Staff Development	\$0	\$3,350	\$3,518	\$3,693	\$3,878	\$4,072

Instruction Related Technology						

Salaries (includes Technology Personnel)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Networks	\$12,500	\$13,850	\$14,450	\$15,080	\$15,742	\$16,436
Hardware Maintenance	\$0	\$750	\$0	\$0	\$0	\$0
Computer Learning Labs	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Instruction Related Technology	\$12,500	\$14,600	\$14,450	\$15,080	\$15,742	\$16,436

Board						
Professional Services (Legal)	\$3,000	\$2,500	\$5,000	\$5,600	\$5,202	\$5,306
Insurance	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Board	\$3,000	\$48,820	\$59,180	\$68,046	\$76,882	\$93,114

General Administration						
Management Fees	\$0	\$7,140	\$8,140	\$9,089	\$10,162	\$12,093
Administrative Fees	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total General Administration	\$0	\$7,140	\$8,140	\$9,089	\$10,162	\$12,093

School Administration						
Salaries (includes Principal, Secretary & other Office Personnel)	\$0	\$216,032	\$218,193	\$287,191	\$290,063	\$292,964
Fringe Benefits	\$0	\$43,702	\$44,091	\$56,733	\$57,240	\$57,751
Equipment Rental / Lease	\$0	\$15,990	\$17,947	\$19,517	\$22,097	\$25,818
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Advertising and Promotion	\$0	\$0	\$0	\$0	\$0	\$0
License Fees	\$0	\$104,310	\$106,143	\$108,184	\$110,093	\$112,273
Uniforms	\$0	\$0	\$0	\$0	\$0	\$0
Postage	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478
Printing	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$500	\$11,720	\$13,291	\$14,783	\$16,469	\$19,503
Office Equipment	\$0	\$5,315	\$1,000	\$1,265	\$1,000	\$4,864
Computer Equipment	\$0	\$7,040	\$2,326	\$2,597	\$2,903	\$3,455
Sub-Total School Administration	\$500	\$407,935	\$407,350	\$495,139	\$505,309	\$523,106

Facilities Acquisition & Construction						
Building Lease / Rent	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
Remodeling & Renovation	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
Purchase of Building & Fixed Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Land	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Facilities Acquisition & Construction	\$0	\$380,500	\$482,550	\$596,601	\$722,653	\$859,506

Fiscal Services						
Salaries (Accounting & Bookkeeping Personnel)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Professional Services (payroll, accounting, auditing)	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
Sub-Total Fiscal Services	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907

Food Services						
Salaries (Food Service Workers)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Materials & Supplies	\$0	\$4,590	\$5,130	\$5,616	\$6,156	\$7,182
Equipment Rental/Lease	\$0	\$16,400	\$2,800	\$2,500	\$2,800	\$4,300
Inspection Fees	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Food Services	\$0	\$204,986	\$213,337	\$233,539	\$256,024	\$299,545

Pupil Transportation Services						
Salaries (Drivers & Transportation Workers)	\$0	\$528	\$800	\$1,077	\$1,632	\$2,198
Fringe Benefits	\$0	\$51	\$77	\$104	\$157	\$212
Contracted Transportation Services	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Buses	\$0	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Fuel	\$0	\$0	\$0	\$0	\$0	\$0

Sub-Total Pupil Transportation Services	\$0	\$149,079	\$156,937	\$165,044	\$250,112	\$260,570

Operation of Plant

Salaries (Custodians, Crossing Guards, Security)	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Fringe Benefits	\$0	\$37,563	\$37,890	\$38,220	\$38,554	\$48,549
Purchased Services (Custodial, fire and alarm, pest control)	\$0	\$13,620	\$14,627	\$15,594	\$16,669	\$18,484
Lawn Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Pest Control	\$0	\$0	\$0	\$0	\$0	\$0
Security Services	\$0	\$0	\$0	\$0	\$0	\$0
Property Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone Services	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Water & Sewer	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
Electricity	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Custodial Supplies & Equipment	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Sub-Total Operation of Plant	\$0	\$270,433	\$280,993	\$291,558	\$302,790	\$370,184

Maintenance of Plant

Repairs and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Maintenance of Plant	\$0	\$0	\$0	\$0	\$0	\$0

Administrative Technology Services

Internal Technology Support	\$0	\$0	\$0	\$0	\$0	\$0
Technology Personnel	\$0	\$0	\$0	\$0	\$0	\$0
Systems Operations	\$0	\$0	\$0	\$0	\$0	\$0
Systems Planning & Analysis	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Administrative Technology Services	\$0	\$0	\$0	\$0	\$0	\$0

After Care Programs

After Care Salary	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total After Care Programs	\$0	\$0	\$0	\$0	\$0	\$0

Debt Service

Redemption of Principal	\$0	\$0	\$0	\$0	\$0	\$0
Interest	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Debt Service	\$0	\$0	\$0	\$0	\$0	\$0

Reserve Funds	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

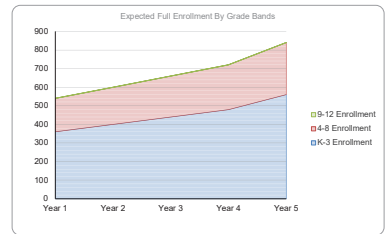
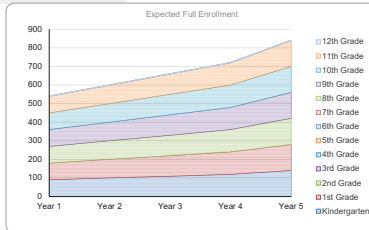
Total Expenditure	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Excess of Revenues over Expenditures	-\$16,000	-\$4,408,585	-\$4,671,173	-\$5,210,438	-\$5,735,212	-\$6,752,712

Enrollment Estimates

Expected Full Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	90	100	110	120	140
1st Grade	90	100	110	120	140
2nd Grade	90	100	110	120	140
3rd Grade	90	100	110	120	140
4th Grade	90	100	110	120	140
5th Grade	90	100	110	120	140
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment	540	600	660	720	840

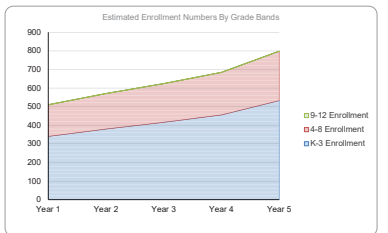
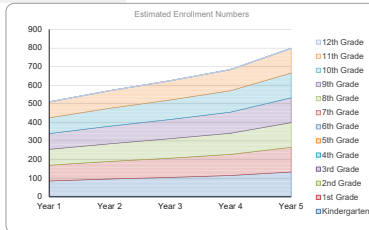
	Year 1	Year 2	Year 3	Year 4	Year 5
K-3 Enrollment	360	400	440	480	560
4-8 Enrollment	180	200	220	240	280
9-12 Enrollment	0	0	0	0	0
Total Enrollment	540	600	660	720	840



Estimated Enrollment Numbers Based On 95% of seats are full.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	85	95	104	114	133
1st Grade	85	95	104	114	133
2nd Grade	85	95	104	114	133
3rd Grade	85	95	104	114	133
4th Grade	85	95	104	114	133
5th Grade	85	95	104	114	133
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment	510	570	624	684	798

	Year 1	Year 2	Year 3	Year 4	Year 5
K-3 Enrollment	340	380	416	456	532
4-8 Enrollment	170	190	208	228	266
9-12 Enrollment	0	0	0	0	0
Total Enrollment	510	570	624	684	798



Special Populations Totals

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	57	65	71	79	91
Gifted Students	7	7	12	12	12
ELL Students	12	12	18	18	18
Free / Reduced Lunch	252	282	312	342	386
Anticipated Full Enrollment	540	600	660	720	840
Estimated / Budgeted Enrollment	510	570	624	684	798

Budget Revenue Numbers

FEFP Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Unweighted FTE	510.00	570.00	624.00	684.00	798.00
Weighted FTE	550.93	615.56	674.51	739.14	861.93

Assumed FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Assumed Categorical Increase	3.20%	3.20%	3.20%	3.20%	3.20%
Assumed ESE Guarantee Increase	0%	0%	0%	0%	0%

Per Student Base Allocation	\$5,407.62	\$5,485.35	\$5,564.21	\$5,644.20	\$5,725.34

Base Funding	\$3,056,353	\$3,483,991	\$3,850,305	\$4,279,887	\$5,062,670
ESE Guarantee	\$70,034	\$78,766	\$86,910	\$95,312	\$112,716
Other Categorical FEFP	\$1,206,666	\$1,370,232	\$1,525,588	\$1,699,963	\$2,016,600

Total Calculated FEFP	\$4,333,053	\$4,912,979	\$5,462,811	\$6,075,162	\$7,192,001
Per Student Average FEFP Total	\$8,498	\$8,619	\$8,761	\$8,898	\$9,013

Staffing Totals

Staff List

Total Number Of Staff Members									
Position	Initial Rate	Pinp Year	Year 1	Year 2	Year 3	Year 4	Year 5		
Principal	\$60,000		1.0	1.0	1.0	1.0	1.0		
Assistant Principal	\$65,000		1.0	1.0	2.0	2.0	2.0		
Business Manager	\$18,000H		1.0	1.0	1.0	1.0	1.0		
Registrar	\$14,000H		1.0	1.0	1.0	1.0	1.0		
Curriculum Specialist	\$50,000		1.0	1.0	1.0	1.0	1.0		
Classroom Teachers	\$47,500		30.0	34.0	38.0	40.0	46.0		
Physical Education Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
Art Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
Music Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
World Language Teacher(s)	\$47,500		1.0	1.2	1.0	1.0	2.0		
Reading Specialist(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
ESOL Teacher(2)	\$47,500		1.0	1.0	1.0	2.0	2.0		
Other Teachers	\$47,500		1.0	1.2	1.0	1.0	2.0		
ESE Teacher(s)	\$47,500		2.0	2.0	3.0	3.0	4.0		
Gifted Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
Maintenance 1	\$18,000H		3.0	3.0	3.0	3.0	4.0		
Security 1	\$25,000H		1.0	1.0	1.0	1.0	1.0		

Gross Salary Amounts									
Position	Pinp Year	Year 1	Year 2	Year 3	Year 4	Year 5			
Principal		\$60,000	\$61,599	\$62,515	\$63,440	\$64,374			
Assistant Principal		\$65,000	\$66,155	\$67,333	\$68,569	\$69,819			
Business Manager		\$18,440	\$18,614	\$18,793	\$18,974	\$19,156			
Registrar		\$14,400	\$14,624	\$14,850	\$15,078	\$15,310			
Curriculum Specialist		\$50,385	\$50,888	\$51,397	\$51,911	\$52,430			
Classroom Teachers		\$1,439,394	\$1,631,314	\$1,823,233	\$1,919,193	\$2,207,072			
Physical Education Teacher		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Art Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Music Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
World Language Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Reading Specialist(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
ESOL Teacher(2)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Other Teachers		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
ESE Teacher(s)		\$95,960	\$95,960	\$143,939	\$143,939	\$191,919			
Gifted Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Maintenance 1		\$112,330	\$113,443	\$114,579	\$115,723	\$116,841			
Security 1		\$40,000	\$40,400	\$40,804	\$41,212	\$41,624			

Employee Cost Summary

	Pinp Year	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Salary Amounts	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Benefits Amounts	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Other Employee Costs	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Total Employee Costs	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Total Budgeted Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Percentage of Employee Costs	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Other Charts

Transportation Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Students	128	143	156	171	200
Per Student Revenue	\$531	\$548	\$566	\$584	\$602

Transportation Summary With ESE Transportation					
	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Students	128	143	156	171	200
Per Student Revenue	\$531	\$548	\$566	\$584	\$602

Estimated Total Revenue	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Estimated Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

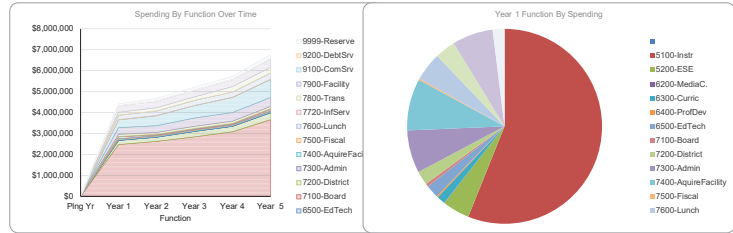
ESE Transportation Stude	0	0	0	0	0
ESE Per Student Revenue	\$1,658	\$1,739	\$1,764	\$1,839	\$1,878
Estimated Total Revenue	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Estimated Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

School Lunch Program Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Daily Breakfasts	140	155	171	188	215
Estimated Daily Lunches	318	356	390	427	498
Total Assumed Revenue	\$211,432	\$232,373	\$254,794	\$278,888	\$325,230
Total Assumed Expenses	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086

Expenses Summary

Function	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
5100-Instr	\$0	\$0	\$0	\$0	\$0	\$0
5200-ESE	\$0	\$2,472,530	\$2,626,039	\$2,837,344	\$3,079,204	\$3,658,203
6200-MediaC	\$0	\$198,502	\$201,800	\$263,599	\$267,183	\$332,191
6300-Curric	\$0	\$2,550	\$2,907	\$3,248	\$3,629	\$4,319
6400-PrftDev	\$0	\$60,980	\$61,557	\$62,161	\$62,770	\$63,389
6500-EdTech	\$0	\$10,475	\$11,043	\$11,370	\$11,832	\$12,690
7100-Board	\$0	\$94,425	\$23,030	\$23,868	\$21,346	\$70,521
7200-District	\$3,500	\$23,400	\$26,449	\$33,818	\$37,375	\$44,605
7300-Admin	\$0	\$101,760	\$103,236	\$104,538	\$106,464	\$107,954
7400-AquireFac	\$0	\$312,304	\$311,172	\$398,141	\$407,782	\$425,882
7500-Fiscal	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
7600-Lunch	\$0	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086
7720-InfServ	\$12,500	\$1,850	\$1,850	\$1,850	\$1,850	\$1,850
7800-Trans	\$0	\$148,078	\$158,937	\$165,044	\$255,112	\$300,570
7900-Facility	\$0	\$298,853	\$313,783	\$329,086	\$345,451	\$421,899
9100-Combinv	\$0	\$0	\$0	\$0	\$0	\$0
9200-DebtSrv	\$0	\$0	\$0	\$0	\$0	\$0
9999-Reserve	\$0	\$86,061	\$122,824	\$136,670	\$151,987	\$179,800





Welcome to the Florida Charter Support Unit School Budget Template

This tool is developed for creating a five year budget for a Florida Charter School. This tool is best used when creating a budget from scratch, and does not include tools to help compare previous spending

Please see the "Instructions" page of this sheet to learn more about how to use this tool (Click Here To Jump There).

Before we begin, we need some basic information about your school.

Select Which School District Your School Is In: D6-Broward
What Is The Name Of Your School? Testing Charter School

Some Basic Reference Information:

Black text are instructions and labels. Please read this information to ensure you are entering information correctly.	Cells that are YELLOW are for entering information.	Blue text is reference and instruction information to assist you with using the tool. This will have valuable instructions if you've never used this	Cells that have this light berry color have additional information hidden in comments. Mouse over these cells to learn more	Red text is information that has been calculated based on information you've entered into the spreadsheet.	Text in light purple and at the right of a sheet informs you where a specific item will be included in the budget.

All tabs that are underlined in light yellow are questionnaire tabs that you need to go through and fill out.

All tabs that are underlined in blue are budget documents.

All tabs that are underlined in green are additional budget summaries.

For additional assistance, please email help@charter.support

The Charter Support Unit's Privacy Policy can be found at: <https://charter.support/privacy>



Florida's Charter Support Unit Budget Template News

This page updates each time you open this worksheet or select "Update News Sheet" from the "Budget Tools" menu item.

We will use this page to post notes about when new versions are available or if there are any issues that have been identified.

Update The News Feed

Posted On

Posted By

Note

Instructions On How To Use The CSU Budget Template

The following are basic instructions on how to use the Budget Template Tool. Please notice that on the left column the symbols help you to drill down into the content. Click each plus symbol to expand that topic and learn more.



Allowing Google Sheets To Use App Scripts

In General, how do I use this tool?

What do all of the tabs in the worksheet do?

Use the "Budget Tools" menu available in Google Sheets

Can I download and use this tool in Excel?

Enrollment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Enrollment Estimates

One of the first decisions you will need to make is your enrollment. In Florida revenue is all dependent on your enrollment based on two reporting dates (in October, and February). Your official funding will be based on an average of the enrollment at these two counts. It is extremely important to try to get your enrollment estimates accurate when building a budget as small changes in enrollment can have drastic changes on your budget. We recommend you be as conservative as possible with your enrollment estimates.

Use Student Count or Classes? **2 - Number of Students**

The calculator will allow you to either enter the Number of Classes or the Number of students in the calculator below. Select which method you would rather use, and the calculator will adjust your numbers accordingly to accurately calculate your enrollment.

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

Year 1	Year 2	Year 3	Year 4	Year 5
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
90	100	110	120	140
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Percentage of seats full? **95%**

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

Total Anticipated Enrollment (If Full)	540	600	660	720	840
Total Budgetted Enrollment (Assuming empty seats)	510	570	624	684	798
Total Number of Sections / Classes	30	34	38	40	46

Special Populations

Some students qualify for additional funding levels based on their needs as a special education student, a gifted student, or if they are in an ESOL program.

	ESE	Gifted	ESOL	FRL
Kindergarten	10%	0%	3%	50%
1st Grade	15%	2%	3%	50%
2nd Grade	15%	2%	3%	50%
3rd Grade	13%	2%	3%	50%
4th Grade	10%	3%	3%	50%
5th Grade	8%	3%	3%	50%
6th Grade	0	0	0	0
7th Grade	0	0	0	0
8th Grade	0	0	0	0
9th Grade	0	0	0	0
10th Grade	0	0	0	0
11th Grade	0	0	0	0
12th Grade	0	0	0	0

Exceptional Student Education Enrollment	57	65	71	79	91
Gifted Enrollment	7	7	12	12	12
English to Speakers of Language Enrollment	12	12	18	18	18
Free and Reduced Lunch Enrollment	252	282	312	342	396

High Needs Special Education Populations

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 (251 or Level 1).

Kind - 3rd	Level 1 (251)	43	49	53	59	68
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0

Top number for each section is calculated based on the total ESE entered above,

	Level 5 (255)	0	0	0	0	0

minus the numbers

4th - 8th	Level 1 (251)	14	16	18	20	23
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0
	Level 5 (255)	0	0	0	0	0

9th - 12th	Level 1 (251)	0	0	0	0	0
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)	0	0	0	0	0
	Level 4 (254)	0	0	0	0	0
	Level 5 (255)	0	0	0	0	0

Enrollment Summary (Informational Only)

This is just for your information. Nothing needs to be completed below.

Kind - 3rd	Total Enr.	340	380	416	456	532
	ESE	43	49	53	59	68
	Gifted	3	3	6	6	6
	ESOL	8	8	12	12	12
	FRL	168	188	208	228	264

4th - 8th	Total Enr.	170	190	208	228	266
	ESE	14	16	18	20	23
	Gifted	4	4	6	6	6
	ESOL	4	4	6	6	6
	FRL	84	94	104	114	132

9th - 12th	Total Enr.	0	0	0	0	0
	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0

Total Enr.	Total Enr.	510	570	624	684	798
	ESE	57	65	71	79	91
	Gifted	7	7	12	12	12
	ESOL	12	12	18	18	18
	FRL	252	282	312	342	396

Revenue Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

State Revenue Estimator Numbers (Informational Only)

This CSU Budget tool includes the state charter school revenue estimator. This version of the tool is based on the 2024-25 FEPP Second Calculation. The following numbers are

Total Base Funding	\$ -
Total ESE Guarantee	\$ 21,366
Supplemental Academic Instruction	\$ -
Discretionary Millage Compression Allocation	\$ -
Safe Schools Allocation	\$ -
Instructional Materials Allocation	\$ -
Dual Enrollment Instructional Material Allocation	\$ -
ESE Applications Allocation	\$ -
Mental Health Assistance Allocation	\$ -
Total Funds Compression and Hold Harmless Allocation	\$ -
Sparsity Supplemental	\$ -
Reading Allocations	\$ -
Discretionary Local Effort	\$ -
Teacher Salary Increase Allocation	\$ 110,742
Proration to Funds Available	\$ -
Class Size Reduction	\$ -
Student Transportation - General	\$ -
Student Transportation - ESE Riders	\$ -
Federal: Military and Indian Lands	\$ -
Federal: Civilians on Federal Lands	\$ 67,968
Federal: Students with Disabilities	\$ -
Florida Teachers Classroom Supply Assistance	Total
Food Service Allocation	\$ -
Total FEPP	\$ -

Historical State Revenue Numbers (Informational Only)

This section is another informational section. In the next section you are going to be asked to make assumptions about the percentage increase you anticipate in state funding. In

Florida Educational Finance Program Base Funding Numbers

			County District Differential			1.0259
	State Base	State Total	Base Increase	Other Incr.	Total Incr.	Dist Totals
Final Calculation 2006-07	\$3,981.61	\$6,847.56				\$7,024.91
Final Calculation 2007-08	\$4,079.74	\$7,142.79	2.46%	6.88%	4.31%	\$7,327.79
Final Calculation 2008-09	\$3,886.14	\$6,846.84	(4.75%)	(3.34%)	(4.14%)	\$7,024.17
Final Calculation 2009-10	\$3,630.62	\$6,846.98	(6.58%)	8.64%	0.00%	\$7,024.32
Final Calculation 2010-11	\$3,623.76	\$6,897.38	(0.19%)	1.78%	0.74%	\$7,076.02
Final Calculation 2011-12	\$3,479.22	\$6,217.18	(3.99%)	(16.36%)	(9.86%)	\$6,378.20
Final Calculation 2012-13	\$3,582.98	\$6,374.82	2.98%	1.97%	2.54%	\$6,539.93
Final Calculation 2013-14	\$3,752.30	\$6,769.44	4.73%	8.07%	6.19%	\$6,944.77
Final Calculation 2014-15	\$4,031.77	\$6,891.39	7.45%	(5.22%)	1.80%	\$7,069.88
Final Calculation 2015-16	\$4,154.45	\$7,089.54	3.04%	2.64%	2.88%	\$7,273.16
Final Calculation 2016-17	\$4,160.71	\$7,197.06	0.15%	3.45%	1.52%	\$7,383.46
Final Calculation 2017-18	\$4,203.95	\$7,307.02	1.04%	2.20%	1.53%	\$7,496.27
Final Calculation 2018-19	\$4,204.42	\$7,432.88	0.01%	4.04%	1.72%	\$7,625.39
Final Calculation 2019-20	\$4,279.49	\$7,649.72	1.79%	4.39%	2.92%	\$7,847.85
Final Calculation 2020-21	\$4,319.49	\$8,034.39	0.93%	10.23%	5.03%	\$8,242.48
Final Calculation 2021-22	\$4,372.91	\$7,812.67	1.24%	(7.41%)	(2.76%)	\$8,015.02
Second Calculation 2022-23	\$4,587.40	\$8,216.74	4.90%	5.51%	5.17%	\$8,429.55
Conference Calculation 2023-24	\$5,139.73	\$8,648.11	12.04%	(3.33%)	5.25%	\$8,872.10

Historical Program Cost Factors

	Elementary	Middle	High School
2006-07	1.035	1.000	1.088
2007-08	1.048	1.000	1.066
2008-09	1.066	1.000	1.052
2009-10	1.074	1.000	1.033
2010-11	1.089	1.000	1.031
2011-12	1.102	1.000	1.019
2012-13	1.117	1.000	1.020
2013-14	1.125	1.000	1.011
2014-15	1.126	1.000	1.004
2015-16	1.115	1.000	1.005
2016-17	1.103	1.000	1.001
2017-18	1.107	1.000	1.001
2018-19	1.108	1.000	1.000
2019-20	1.120	1.000	1.005
2020-21	1.124	1.000	1.012
2021-22	1.126	1.000	1.010
2022-23	1.126	1.000	0.999
2022-23	1.112	1.000	0.988

Historical Capital Outlay Funds

Capital Outlay has had a lot of changes over the years in the way it is calculated. Therefore, looking at the historical data may not be as helpful as looking at the above numbers, but it is provided here for you as a reference to review.

	Elementary	Middle	High School
2006-7	\$680.55	\$760.03	\$998.00
2007-8	\$623.95	\$698.91	\$918.60
2008-9	\$542.80	\$611.28	\$804.78
2009-10	\$491.28	\$555.65	\$732.51
2010-11	\$395.12	\$451.81	\$597.62
2011-12	\$337.44	\$389.52	\$516.72
1998-99	\$394.00	\$452.00	\$598.00
1999-00	\$403.63	\$462.80	\$612.43
2001-02	\$679.81	\$774.10	\$1,018.40
2012-13	\$290.00	\$310.00	\$450.00
2013-14	\$411.98	\$472.56	\$625.68
2014-15	\$336.33	\$347.34	\$444.36
2015-16	\$199.03	\$196.92	\$102.02
2016-17		\$284.28	
2017-18		\$182.75	
2018-19		\$500.00	
2019-20		\$509.50	
2020-21		\$521.22	

US CPI	
1.90%	2018
2.30%	2019
1.40%	2020

2021-22	\$528.52	7.00%	2021
2022-23	\$565.51	6.50%	2022

Revenue Assumptions For This Budget

Virtual Charter School?

Virtual Charter Schools are now funded based on FEFP similar to other charter schools, however, some categorical funds are not included. Florida Statute 1002.45(6)(b) list the

Is this school a virtual charter school?	No
If yes, what percentage of the school's students reside within the county the school is operated?	100%

FEFP State Funding Increases

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Other Funds Increase	3.20%	3.20%	3.20%	3.20%	3.20%
ESE Guarantee Increase	0%	0%	0%	0%	0%
Elem Program Factor	1.116	1.116	1.116	1.116	1.116
MS Program Factor	1.000	1.000	1.000	1.000	1.000
HS Program Factor	1.002	1.002	1.002	1.002	1.002

Overall Average FEFP Revenue Per Student	\$8,496	\$8,619	\$8,761	\$8,888	\$9,013

Capital Outlay

Prior to the 2023 legislative session, Florida Law indicates that the annual capital outlay amount per student would be adjusted by changes in the Consumer Price Index issued by

Current Charter School Capital Outlay Amt. Est.	\$563.00	0	0	0	0	0
Does School Qualify for CO	No	No	Yes	Yes	Yes	Yes
Assume Consumer Price Index	6.50%	3.82%	3.82%	3.82%	3.82%	3.82%
Qualify For ESE Increase	No	No	No	No	No	No
Qualify for FRL Increase	No	No	No	No	No	No
Per Student Assumption	\$599.60	\$622.50	\$646.28	\$670.97	\$696.60	\$696.60
Your School's Per Student (Weighted) Amount	\$0.00	\$0.00	\$646.28	\$670.97	\$696.60	\$696.60
Total Capital Outlay Estimate	\$0	\$0	\$403,278	\$458,941	\$555,885	\$555,885

Additional FTE

Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education

Ping Year	Year 1	Year 2	Year 3	Year 4
To be paid year 1 (Cls from pln 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)

Advanced Placement Courses

Number of students scoring 3 or higher on subject exam	0	0	0	0	0
AB Program Generated FTE	0	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)

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	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)
(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	0	0	0	0

(0.16 FTE for each student receiving a 4 or higher)
(0.30 FTE for each student receiving an IB diploma)

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 embeded 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	0	0	0	0

(0.025 FTE for each student earning CAPE Digital Tool Certificates)
(0.20 FTE for certification which is on the statewide articulation for college credit list)
(0.10 FTE for certification which does not allow for college articulation)
(0.30 FTE for completion of courses & embeded certifications on the CAPE list)
(0.50 FTE for certifications that result in articulation of 15-29 college credits)
(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	0	0	0	0

(0.25 FTE for each student graduating 1 semester early)
(0.50 FTE for each student graduating 2 or more semesters early)

Dual Enrollment

Florida Statute 1011.62(1)(i) provides that schools are able to claim additional FTE for students who participate in dual enrollment programs. Instructional

FTE allowed through Dual Enrollment	0	0	0	0	0

Enter the TOTAL FTE you are eligible for, NOT THE NUMBER OF STUDENTS.

Small District ESE Supplement

The state's general appropriation's act provides a small amount of funds to supplement small districts who have severely handicapped students (ESE)

Small District ESE Supplement	0	0	0	0	0

This is extremely uncommon, enter in the FTE number from your district only if they have confirmed you are eligible.

Total Additional FTE	0.0	0.0	0.0	0.0	0.0
Total Additional FTE Funding Amounts	\$0	\$0	\$0	\$0	\$0

Special (and Unusual) Additional Funding Categories

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. Only

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

Include Additional State Funding Sources

Do you wish to include the Teacher Salary Increase	Yes
Do you wish to include the Teachers Classroom	No
If yes, how much per full time teacher?	\$100.00

Federal Funding

Florida Statute 1002.33(17)(c) says that charter schools are eligible for federal funding. However, the state does not have equations available for how these funds are distributed. In

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

District's Threshold	70%	Your current FRL is calculated at 49%. So you would NOT qualify for Title 1 Funds

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.

	Threshold Levels			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)
	70%	80%	90%	
Amount Per Student	\$0.00	\$0.00	\$0.00	

Additional Federal Funding Amounts

Below are a list of other Title Federal funding programs that the school MAY be eligible for. Please discuss with your district before you include these funds in your budget. If

	Per FTE or Flat?	Year 1	Year 2	Year 3	Year 4	Year 5
IDEA (Individuals with Disabilities Education Act)	1 - Per Student	0	0	0	0	0
Title II (Supporting Effective Instruction)	1 - Per Student	0	0	0	0	0
Title III (English Learners & Immigrant Ed)	1 - Per Student	0	0	0	0	0
Title IV-A (Student Support & Academic Enrichment)	1 - Per Student	0	0	0	0	0
Title IV-B (21st Century Community Learning Center)	1 - Per Student	0	0	0	0	0
Title V (Rural Education Initiative)	1 - Per Student	0	0	0	0	0
Title VI (Native Persons Education)	1 - Per Student	0	0	0	0	0
Title VII (Homeless Children and Youth)	1 - Per Student	0	0	0	0	0

Financing (Loans)

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Rate (Percent)	0%	0%	0%	0%	0%	0%
Term/Length of Loan (Years)	0	0	0	0	0	0
Interest Only Length? (Years)	0	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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Interest Payments On Above Loans	0	0	0	0	0	0
Calculated Principal Payments On Above Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Calculated Payment Amounts On Above Loans	0	0	0	0	0	0

Enter actual Principal/Interest Payments To Include in the budget

Interest Payments To Include In The Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Principal Payments To Include In The Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Debt Service Amount Being Included In Budget	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Other Miscellaneous 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

	Object Code	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
CSP Planning Grant	3399-OtherState	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Financial Backer/Donations	3440-Donations	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 1	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 2	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 3	3440-Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising Efforts	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 1	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 2	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 3	3495-OtherMiscell	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Estimated Expense	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Net Revenue	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI
Cash Balance	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI	\$REFI

Elementary Specialists Minutes Calculator

The following calculator will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering

	Phys. Ed.	Art	Music	Social Studies	Reading Spec.	Math	Language Arts
Kindergarten	45	45	45	60	45	60	60
1st Grade	45	45	45	60	45	60	60
2nd Grade	45	45	45	60	45	60	60
3rd Grade	45	45	45	60	45	60	60
4th Grade	45	45	45	60	45	60	60
5th Grade	45	45	45	60	45	60	60

Full Time Teacher Mins. Avail.	1950	Enter how many minutes a full-time teacher can teach during the week (For example, 5.5 hours a day would be 5.5 hours x 60 minutes x 5 days = 1,650 minutes)

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help

	Middle School	High School
Number of sections per day in the master schedule	0	0
How many sections per day can a full time teacher teach	0	0
Number of non class size sections per day	0	0
Class Size in NON CORE courses	0	0

(i.e. 4 periods a day for block periods, 7 periods a day for more traditional schedules etc.)
 Include only instructional time (time with students, not planning time).
 Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements.
 Enter the maximum class size you will allow in non core courses that are not required to meet class size reduction numbers.

The following assumptions are used to determine the number of ESE, Gifted, and ESOL teachers you will need based on the enrollment at your

ESE Case Load	25	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	22	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	10	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 the enrolment of your school, and the information you provided above, the calculator recommends that you consider the following number of teachers as a minimum. In the

		Year 1	Year 2	Year 3	Year 4	Year 5
secondary (9-5) Calculus	Classroom Teachers	30	34	38	40	45
	Physical Education Teachers	1	1	1	1	1
	Art Teachers	1	1	1	1	1
	Music Teachers	1	1	1	1	1
high HS (9-12) Calculus	World Language Teachers	1	1,2	0	0	2
	Full Time Middle Schoolers who teach	0	0	0	0	0
	Part Time Middle Schoolers who teach	0	0	0	0	0
	Special Education	0	0	0	0	EVALUATE
	Reading Specialists	1	1	1	1	1
	Gifted Teachers	1	1	1	1	1
	Other Academic	1	1	1	1	1
	Full Time Teachers	0	0	0	0	0
	Other Academic	1	1,2	1	1	2
	Other Academic	1	1	1	1	1

Teaching Staff Numbers

If you used the above calculators, the calculator has estimated the number of teachers you will need, and the estimates are included in the table above. By default the table below uses

		Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE	Budget Function	Budget Object
mentary (K-5) Calcula	Classroom Teachers	30	34	34	34	34	100000	2000000
	Physical Education Teachers	1	1	1	1	1	100000	2000000
	Art Teachers	1	1	1	1	1	100000	2000000
	Music Teachers	1	1	1	1	1	100000	2000000
	World Language Teachers	1	1	1	1	1	100000	2000000
nd HS (6-12) Calcula	Full Time and Part Time Teachers and Benefits	10	10	10	10	10	100000	2000000
	Part Time Minibus Teachers and Benefits	1	1	1	1	1	100000	2000000
	Reading Specialists	1	1	1	1	1	100000	2000000
	ESOL Teachers	1	1	1	1	1	100000	2000000
	Gifted/Talented	1	1	1	1	1	100000	2000000
	ELL Teachers	1	1	1	1	1	100000	2000000
	Title I Teachers	1	1	1	1	1	100000	2000000
	Other Teachers	1	1	1	1	1	100000	2000000
	Other Teachers	1	1	1	1	1	100000	2000000
	Other Teachers	1	1	1	1	1	100000	2000000

[illegible]

The table below is for

	Salary							Benefits				
	July Rate	Ping Year	FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5	Hours Per Week	Weeks Per Year	Benefits	Budget Function	Budget Object
Business Manager	115,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Secretary / Administrative Assistant	115,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Office	115,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Register	114,000	0.0	1.0	1.0	1.0	1.0	1.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Educational Assistant	112,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Library Assistant	112,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Physical Education Assistant	112,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Other Assistant	112,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
School Nurse	112,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Maintenance	110,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Security 1	112,000	0.0	0.0	1.0	1.0	1.0	1.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Security 2	90,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Other Health Activities	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Other Health Activities	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Other Health Activities	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Other Health Activities	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Lunch Staff	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Lunch Staff	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Lunch Staff	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support
Maintenance	80,000	0.0	0.0	0.0	0.0	0.0	0.0	40.0	48.0	Yes	7200_Accrual	1000_Support

Please be aware that there are a few additional staff members that are calculated elsewhere in this budget tool, such as lunch program staff, transportation staff and before/after care staff. The

ADD A TABLE HERE FOR OTHER STAFF PEOPLE

Substitutes can be handled in a variety of different ways. Some schools pay their substitutes as independent contractors (a flat rate, without withholding taxes, and they receive a 1099 at

If your school wishes to hire full-time, regular substitute teachers, please include how many and their salary in the next two lines.

Full Time Substitute Teachers To Include	0.00	0.00	0.00	0.00	0.00
Salary Amount for full time substitutes	\$35,000.00				

The following questions will help you calculate DAILY substitute teachers (which is more common). Both the information above, and the information below will be included in the budget.

Do you wish to include daily substitutes on your payroll or have them as independent contractors?	Independent Contractors (No Taxes, 1099)
What is the DAILY RATE you will pay substitutes?	\$125.00
How many substitutes per full-time teacher do you want to assume you will need for covering classes?	8.0
If you wish to include additional days of substitutes for	0.0 (Professional development is classified in a different accounting code)

Teacher Salary Information

Teacher Salary	\$47,500	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes \$48,000 and another makes \$52,000 the average would be \$50,000)
Pay For Unused PTO/Hours	0	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?
Only Teachers or All Staff?	0 - All Staff	Include Only Teachers or All Staff ?
Number of unused days	0	On average, how many days do you assume your teachers will have left at the end of the year?
Pay Daily Rate or Flat Rate	Only Daily	Only daily is based on salary / number of days (180 days for teachers or 200 days for other salaried staff members). Hourly staff is hourly rate x weekly hours / 5
Flat Rate Reimbursement	\$100.00	If you select Flat rate above, this amount will be used for all staff for the PTO by back calculation.

12.34) require that charter schools utilize a performance based salary schedule. To learn more visit <http://www.ficso.org/new-salary-schedule-requirements/> and <http://www.ficso.org/teacher>

Will you be giving flat rate raises or percentage raises for your staff? - Flat Rate					
	Highly Effective	Effective	Needs improvement	Unsatisfactory	Cost of Living
What percentage of your teachers will score at each level?	0%	2%	0.75%	0%	1.50%
What rate do you want to give to each staff member in each category?	Must be the largest increase	Highly Effective	Stable; raise must be \$0	Stable; raise must be \$0	Only 0 - 50% of Effective
What percentage raises do you want to assume for all other staff members?	1%				

Benefits Information

FTE For Benefits	80%
Combine for Benefits	1%

Group Insurance

MONTHLY Health Insurance Amount Per FTE Employee	\$350.00
MONTHLY Add'l Group Benefits Allowed Per FTE Employee	\$20.00
Assumed annual percentage increase for insurance costs	1%
PERCENTAGE of staff you anticipate participating in insurance	100%

Retirement Contributions

PERCENTAGE of salary allowed for retirement contribution	2%
PERCENTAGE of staff you anticipate participating in retirement	95%

Additional Employer Costs (Taxes, Payroll processing, etc.)

Employer FICA Tax Rate	6.20%
Employer Medicare Tax Rate	1.45%
Federal Unemployment Percent	0%
Federal Unemployment Maximum Cap	\$0.00
State Unemployment Percent	2%
State Unemployment Maximum Cap	\$6,000.00
Worker's Comp Insurance Percentage Rate	4%

Most charter schools are not going to contract with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on

Payroll Fees (PER FTE)	\$1,000.00
Payroll Fees (PER EMPLOYEE)	\$1,000.00

Additional Staff Stipends

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

Stipend Description	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Function	Budget Object
Stipend 1 Extra Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 2 Special Needs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 3 Project Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 4 Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 5 Professional Dev.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 6 IT/Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 7 Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 8 Lunch Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 9 Fieldtrips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100
Stipend 10 Community Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0100-insr	100-CAT-100

on these rates in SIFT (Part 1) and on the number of employees there are currently (line 2) and there is an average salary calculation (based on their actual salaries). **THIS SHEET IS ONLY FOR SALARIED EMPLOYEES**, and hourly employees should NOT be included on this page. On the "Enrollment" page, you will be asked to provide the average salary for each employee. The system uses the average teacher salary, and the number of teachers to determine the salaries. This information on this page will further define the employee costs. For example, say you have indicated an average teacher salary of \$42,000, and that you will need 10 teachers. If you add 6 teachers on this page, the salaries for those six teachers will be based on this figure, and the remaining four teachers will use the average \$42,000. If, however, you indicated on the Enrollment and Staff pages that you only need 4 teachers, but you selected the appropriate 10 teachers, the system will calculate the salaries for the 4 teachers based on the \$42,000 figure. This will automatically calculate the salaries for the 6 teachers based on the data provided on the Enrollment and Staff pages. Be sure to also double check the "FTE" column for each year to make sure that they are marked correctly. 1.0 FTE is a full time employee, 0.5 is a half time employee (i.e. 20 hours per week).

Ongoing Budget Totals	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

[illegible]

Facilities Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income		\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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

Estimated Square Feet Per Student	60

Students (if at capacity)	540	600	660	720	840
Recommended Building Size:	32,400	36,000	39,600	43,200	50,400

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 others have special deals. If

Facilities Calculation Method	3 - Per Student Calculator

Select how you would like to calculate the facilities costs for this budget:

- 1 - Exact Costs (You enter just the total amount for rent for each year)
- 2 - Per Square Foot Calculator (You enter the rate per foot, and the number of square feet)
- 3 - Per Student Calculator (You enter the amount you anticipate per student in rent)
- 4 - Purchase Financing Calculator (Will help you to calculate loan rates and paymer

Option 1 - Exact Cost Entry

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)

	Year 1	Year 2	Year 3	Year 4	Year 5
Exact Cost Entry					
Is This Lease or Debt Service Payment?					

Budget Lines: 7400-369

Option 2 - Per Square Foot Calculator

Rental space varies significantly based on the location. Rural, less expensive areas may be able to find rental space for as low as \$5-10 per square foot per year, whereas

	Year 1	Year 2	Year 3	Year 4	Year 5
Per Square Foot Calculator					
Is This Lease or Debt Service Payment?					

Budget Lines: 7400-369

Option 3 - Per Student Calculator

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Type	1 - Use the maximum capacity enrollment	Enter whether you want to use the Maximum capacity or the assumed capacity with				
Number of Students		540	600	660	720	840
Annual Per Student Cost (Ping Yr actual Cost)	\$0.00	\$700.00	\$800.00	\$900.00	\$1,000.00	\$1,020.00
Total Estimated Annual Cost	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
Is This Lease or Debt Service Payment?	1 - Lease Payment					

Budget Line: 7400-369

Option 4 - Purchase Financing Calculator

Some schools finance projects that have been estimated for a few years (look at purchasing their Facilities instead of renting or leasing). The calculator below is a simple

	Year 1	Year 2	Year 3	Year 4	Year 5
Purchase Financing Calculator					
Is This Lease or Debt Service Payment?					

Budget Lines 7400-710 & 7400-720

Other Facilities Costs

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage	0	32,400	36,000	39,600	43,200	50,400
Electricity (Enter per square foot rate)	\$0.00	\$1.05	\$1.07	\$1.09	\$1.11	\$1.14
	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Water and Sewer Utilities (Enter a per student per year rate)	\$0.00	\$16.00	\$16.32	\$16.65	\$16.98	\$17.32
	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
Other Services (i.e. fire alarm, pest control, etc.) (Enter a per student per year rate)	\$0.00	\$12.00	\$12.24	\$12.48	\$12.73	\$12.99
	\$0	\$6,120	\$6,977	\$7,791	\$8,710	\$10,365
HVAC Maintenance and Service (Enter a flat annual amount)	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
	\$0	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Inspections (i.e. sprinkler, fire, etc.)	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08

Budget Line 7900-430

Budget Line: 7900-380

Budget Line: 7900-390

Budget Line: 7900-390

(Enter a flat annual amount)	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706	Budget Line: 7900-390
Repairs and Maintenance of Facility (Enter a flat annual rate)	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08	Budget Line: 7900-350
Remodeling and Rennovations (Enter a flat annual rate)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-680
Maintenance Supplies (Enter a per student per year rate)	\$0.00	\$25.00	\$25.50	\$26.01	\$26.53	\$27.06	Budget Line: 7900-510
Cleaning Services (If outsourcing) (Enter a per square foot rate)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-390

Supplies and Equipment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Textbooks / Curriculum Materials / Assessments

Textbooks

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible New Students	540	600	660	720	840	
New Students Each Year	540	60	60	60	60	120
Average Cost Per Textbook	\$80.00	\$80.00	\$80.80	\$81.61	\$82.42	\$83.25

Books for New Students/Additional Enrollment

Total Students To Buy Books For	0	540	60	60	60	120
Number of Books To Buy Per Student	0	3	3	3	3	3
	\$0	\$129,600	\$14,544	\$14,689	\$14,836	\$29,969

Budet Line: 5100-520

Replacement Books

Number of Replacement Books To Purchase	0	0	81	90	99	27
	\$0	\$0	\$6,545	\$7,345	\$8,160	\$2,248

Budet Line: 5100-520

New Textbook Adoption

Textbook Adoption (New Series)	0	0	0	0	720	840
	\$0	\$0	\$0	\$0	\$59,345	\$69,929

Budet Line: 5100-520

Consumable Books

Number of Consumable Books To Purchase	0	1,080	1,200	1,320	1,440	1,680
Average Consumable Cost Each	0.00	\$8.00	\$8.08	\$8.16	\$8.24	\$8.32
	\$0	\$8,640	\$9,696	\$10,772	\$11,869	\$13,986

Budet Line: 5100-520

Total Textbook Funds \$0 \$138,240 \$30,785 \$32,806 \$94,211 \$116,131

Academic Software

Some schools elect to use software to assist with software. This is not intended as digital textbooks, but are considered more actual curriculum software programs.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum Provider Subscriptions PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscription PER STUDENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software Subscription Per School	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
	\$0	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412

Budet Line: 6300-360

Budet Line: 5100-360

Budet Line: 5100-360

Assessments

Many assessments, such as the FAST, EOCs and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Assessment Cost	0.00	\$7.50	\$7.65	\$7.80	\$7.96	\$8.12
School Wide Assessment Cost	0.00	0.00	0.00	0.00	0.00	0.00
	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478

Budet Line: 5100-520

Technology / Equipment

Office Equipment

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Copy Machine Lease (Cost per student)	0.00	25.00	25.00	25.00	26.25	26.25
Additional Annual Funds for Office Machine Leases	0.00	0.00	0.00	0.00	0.00	0.00
Additional Funds for Office Equipment Purchases	0.00	2,000.00	1,000.00	1,000.00	1,000.00	1,000.00
	\$0	\$14,750	\$15,250	\$16,600	\$18,955	\$21,948

Budet Line: 7300-360

Budet Line: 7300-360

Budet Line: 7300-644

Staff Computers

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Teachers On Staff	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
New Teachers Each Year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Other Staff Members	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
New Other staff Members Each Year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Number of Teacher Computers	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cost Per Teacher Computer	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Number of Administrative Computers	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cost Per Administrative Computer	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budet Line: 5100-360

or 5100-643/644

Budet Line: 7300-360

or 7300-643/644

Purchase or Lease staff Computers? 1 - Purchase This determines which budget line to put the costs of the staff computers above on.

Student Computers

Anticipated Students Per Computer	4.00	If you enter 3 here, it will mean for every three students you buy one computer (i.e. 90 kids = 30 computers).
How long do you assume computers will last?	4.00	This will create a schedule for computer purchases that includes replacements in future years.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Recommended Number of Computers	0	135	15	15	15	165

The next two sections allow you to indicate two different types of computers and how many you will purchase outright. (You can separate out what the two types are so you

Type 1 - Number of Computers	0	135	15	15	15	165
Type 1 - Estimated Cost Per Machine/Station	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
Type 2 - Number of Computers	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	\$250.00	\$255.00	\$260.10	\$265.30	\$270.61	\$276.02
	\$0	\$34,425	\$3,902	\$3,980	\$4,059	\$45,543

Budet Line: 6500-360

or 6500-643/644

Purchase or Lease Student Computers? **1 - Purchase** This determines which budget line to put the costs of the staff computers above on.

Instructional Technology

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Number of Classrooms		30	34	38	40	46
New Classrooms Each Year		30	4	4	2	6
Cost PER CLASSROOM for Instructional Tech.	\$1,600.00	\$1,600.00	\$1,632.00	\$1,664.64	\$1,697.93	\$1,731.89
Number of Classrooms To Outfit	0	30	4	4	2	6
Additional Annual Instructional Tech Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$48,000	\$6,528	\$6,659	\$3,396	\$10,391

Budget Line: 6500-644

IT Service Provider

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Annual IT Service Provider Contract Amounts	\$0.00	\$12,000.00	\$12,600.00	\$13,230.00	\$13,891.50	\$14,586.08

Budget Line: 6500-310

Additional Software

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per Staff Member Annual Subscriptions	60.00	60.00	60.60	61.21	61.82	62.44
Per Student Annual Subscriptions	0.00	0.00	0.00	0.00	0.00	0.00
Additional Annual Amount To Include Each Year	0.00	0.00	0.00	0.00	0.00	0.00
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 6500-310

Additional Furniture, Fixtures and Equipment (FF&E)

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Number of Classrooms	0	30	34	38	40	46
New Classrooms Each Year	0	30	4	4	2	6
Estimated Per Classroom Furniture Costs	2,850.00	2,850.00	2,878.50	2,907.29	2,936.36	2,965.72
Number of Classrooms To Outfit Each Year	0.00	30.00	4.00	4.00	2.00	6.00
Purchase or Lease Classroom Furniture?	2 - Lease	2 - Lease	2 - Lease	2 - Lease	2 - Lease	2 - Lease
	\$0	\$22,555	\$25,592	\$28,660	\$30,209	\$34,903
Estimate Total Office Furniture Needs	0.00	5,000.00	0.00	0.00	0.00	0.00
Purchase or Lease Office Furniture?	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase
	\$0	\$5,000	\$0	\$0	\$0	\$0
Media Center Furniture	0.00	0.00	0.00	0.00	0.00	0.00
Purchase or Lease Media Center Furniture?	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase	1 - Purchase
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-360
or 5100-641/642

Budget Line: 7300-360
or 7300-641/642

Budget Line: 6200-360
or 6200-641/642

Other General Supplies 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies 1 - Per Student	\$0.00	\$70.00	\$45.00	\$45.90	\$46.82	\$47.75
	\$0	\$35,700	\$25,650	\$28,642	\$32,024	\$38,108
Library Books, Supplies & Equip. 1 - Per Student	\$0.00	\$5.00	\$5.10	\$5.20	\$5.31	\$5.41
	\$0	\$2,550	\$2,907	\$3,246	\$3,629	\$4,319
ESE Materials (Per ESE Kid) 1 - Per ESE Stude	\$0.00	\$15.00	\$15.30	\$15.61	\$15.92	\$16.24
	\$0	\$855	\$995	\$1,108	\$1,258	\$1,478
Office Supplies & Minor Equip. 1 - Per Student	\$0.00	\$22.00	\$22.44	\$22.89	\$23.35	\$23.81
	\$0	\$11,220	\$12,791	\$14,283	\$15,969	\$19,003
Administrative Equipment 1 - Per Student	\$0.00	\$4.00	\$4.08	\$4.16	\$4.24	\$4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455

Budget Line: 5100-510

Budget Line: 6200-510

Budget Line: 5200-510

Budget Line: 7300-510

Budget Line: 7300-622

Services

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Professional Services (Management, Network, Consulting, Financial, Legal, etc.)

District Administrative Fees

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%

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Number of Students For Fees		250.00	250.00	250.00	250.00	250.00
Percentage To Use		5%	5%	5%	5%	5%
		\$101,760	\$103,236	\$104,938	\$106,464	\$107,954

Budget Line: 7200-730

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

	Ping Year	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 FEPP Income	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Percent of Total Revenue	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fiat Annual Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	#REF!	#REF!	#REF!	#REF!	#REF!

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Fiat Rate Accounting Fees (Annual Amount)	\$0.00	\$3,000.00	\$3,060.00	\$3,121.20	\$3,183.62	\$3,247.30
Per Student Accounting Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of Revenue Accounting Fee	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fiat Rate Annual Auditor Fees	\$0.00	\$8,000.00	\$8,160.00	\$8,323.20	\$8,489.66	\$8,659.46
	\$0	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 7500-310

Legal Fees

Charter schools usually run into issues for which they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary.

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees	\$2,500.00	\$2,500.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04

Budget Line: 7100-310

Professional Development

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop / Conference Registration	\$0.00	\$2,000.00	\$2,100.00	\$2,205.00	\$2,315.25	\$2,431.01
Onsite Professional Development	\$0.00	\$1,000.00	\$1,050.00	\$1,102.50	\$1,157.63	\$1,215.51
PD Supplies (i.e. Books, Materials, etc.)	\$0.00	\$500.00	\$525.00	\$551.25	\$578.81	\$607.75
Travel Expenses Related For Prof. Dev.	\$0.00	\$350.00	\$367.50	\$385.88	\$405.17	\$425.43
Substitute Teachers for Professional Development	0.00	#REF!	#REF!	#REF!	#REF!	#REF!
Professional Development Total On Budget	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Budget Line: 6400-310
Budget Line: 6400-310
Budget Line: 6400-510
Budget Line: 6400-330
Budget Line: 6400-140

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Hourly Rate	\$0.00	\$70.00	\$71.40	\$72.83	\$74.28	\$75.77
Assumed Hours Per Week	0.0	9.0	10.0	11.0	12.0	14.0
	\$0	\$22,680	\$25,704	\$28,840	\$32,091	\$38,188

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Liability / Professional Insurance (Per Kid)	0.00	40.00	42.00	44.10	46.31	48.62
Estimated Property / Renters Insurance (Per Sq Ft)	0.80	0.80	0.84	0.88	0.93	0.97
Recommended Liability / Professional Insurance Amt		\$20,400.00	\$23,940.00	\$27,518.40	\$31,672.62	\$38,798.96
Recommended Property / Renters Insurance		\$25,920.00	\$30,240.00	\$34,927.20	\$40,007.52	\$49,009.21
Set the Liability / Professional Insurance Amount	0.00	20,400.00	23,940.00	27,518.40	31,672.62	38,798.96
Set the Property / Renters Insurance	0.00	25,920.00	30,240.00	34,927.20	40,007.52	49,009.21

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Travel Reimbursement (Annual Amount)	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development (Annual Amount)	500.00	0.00	0.00	500.00	0.00	0.00
Board Meeting Supplies (Annual Amount)	500.00	500.00	500.00	500.00	500.00	500.00

Budget Line: 7100-370
Budget Line: 7100-310
Budget Line: 7100-510

Marketing / Outreach

Charter Schools sometimes find themselves needing to spend money on items such as printing fliers, postcards and other materials as well as other services for reaching out to

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Professional Services Fees for Marketing	5,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Estimated Cost For Developing/Hosting A Website	2,500.00	250.00	250.00	250.00	250.00	250.00
Estimated Cost for Printed Marketing Materials	2,500.00	100.00	100.00	100.00	100.00	100.00
Estimated Cost For Online Social Media Marketing	2,500.00	500.00	500.00	500.00	500.00	500.00
Other Marketing Services	0.00	0.00	0.00	0.00	0.00	0.00

Budget Line: 7720-310
 Budget Line: 7720-310
 Budget Line: 7720-390
 Budget Line: 7720-390
 Budget Line: 7720-310

HS Advanced Programs Testing Fees

On the Revenue Page there are questions under the heading of "Additional FTE" where you can indicate the number of students you anticipate passing AICE, IB,

Student Success Rate On Advanced Tests? **60%** If you enter 50% here, we assume that only half of the tests that are taken will pass. So on the

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

International Baccalaureate (IB) Programs

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
IB Program Membership Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Budget Line: 5100-730

Advanced International Certificate (AICE) Programs

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Cost Per Test	\$35.00					
AICE Program Membership Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Budget Line: 5100-730

Industry Certification Career Education / CAPE Certifications

Anticipated Kids Passing Tests	0	0	0	0	0	0
Number of Tests To Budget for	0	0	0	0	0	0
Average Cost Per Test	\$35.00					
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 5100-730

Other General Services 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Dues and Fees 1 - Per Student	0.00	1.00	1.02	1.04	1.06	1.08
	\$0	\$510	\$581	\$649	\$726	\$864
Prof. Administrative Services 1 - Per Student	0.00	4.00	4.08	4.16	4.24	4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
Non Prof. Administrative Services 1 - Per Student	0.00	10.00	10.20	10.40	10.61	10.82
	\$0	\$5,100	\$5,814	\$6,492	\$7,259	\$8,638
Administrative Dues and Fees 1 - Per Student	0.00	4.00	4.08	4.16	4.24	4.33
	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
Commun. Utils (Phone/Internet) 2 - Flat Rate	0.00	12,000.00	12,240.00	12,484.80	12,734.50	12,989.19
	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Communications (Postage) 1 - Per Student	0.00	7.50	7.65	7.80	7.96	8.12
	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478

Budget Line: 5100-730

Budget Line: 7300-310

Budget Line: 7300-390

Budget Line: 7300-730

Budget Line: 7900-370

Budget Line: 7300-370

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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Reserve Fund - Percent of FEFP	0.00	2.00%	2.50%	2.50%	2.50%	2.50%
Reserve Fund - Total Additional Dollars	0.00	0.00	0.00	0.00	0.00	0.00
	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800

School Lunch and Breakfast Program

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

School Lunch Program

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

Lunch and Breakfast Counts and Costs

		Year 1	Year 2	Year 3	Year 4	Year 5
Breakfast	Percent FRL Students Ordering Breakfast	40.00%	40.00%	40.00%	40.00%	40.00%
	How Much Is Charged For Reduced Breakfast?	\$0.40	\$0.40	\$0.40	\$0.40	\$0.40
	Percent Of Other (Full Pay) Students Who Will Order Breakfast	15.00%	15.00%	15.00%	15.00%	15.00%
	Other Students Full Breakfast Rate	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
	How Much Does Each Breakfast Cost?	\$1.85	\$1.85	\$1.85	\$1.85	\$1.85
	Federal NSLP Reimbursement Rate For Breakfast	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30
Lunch	Percent FRL Students Ordering Lunch	75.00%	75.00%	75.00%	75.00%	75.00%
	How Much Is Charged For Reduced Lunch?	\$0.40	\$0.40	\$0.40	\$0.40	\$0.40
	Percent Of Other (Full Pay) Students Who Will Order Lunch	50.00%	50.00%	50.00%	50.00%	50.00%
	Other Students Full Lunch Rate	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
	How Much Does Each Lunch Cost?	\$2.40	\$2.40	\$2.40	\$2.40	\$2.40
	Federal NSLP Reimbursement Rate For Lunch	\$3.28	\$3.28	\$3.28	\$3.28	\$3.28

Budget Line: Revenue 3452

Budget Line: Revenue 3452

Budget Line: 7600-570

Budget Line: Revenue 3262

Budget Line: Revenue 3451

Budget Line: Revenue 3451

Budget Line: 7600-570

Budget Line: Revenue 3261

Equipment

Most contracts include all equipment and consumables that the school would need to operate the school lunch program, however, some do not. If you need to purchase

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Lunch Program Supplies	\$0.00	\$4,590.00	\$5,130.00	\$5,616.00	\$6,156.00	\$7,182.00
Capitalized Lunch Program Equipment (Over \$1,000)	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
onCap. Lunch Equipment/Furniture (Under \$1,000)	\$0.00	\$14,900.00	\$1,800.00	\$1,500.00	\$1,800.00	\$3,300.00
IT Equipment	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00
Computer Software (Point of sale software, etc.)	\$0.00	\$500.00	\$510.00	\$520.20	\$530.60	\$541.22

Budget Line: 7600-510

Budget Line: 7600-641

Budget Line: 7600-642

Budget Line: 7600-644

Budget Line: 7600-690

Cafeteria Staff

Most contracts include all equipment and consumables that the school would need to operate the school lunch program, however, some do not. If you need to purchase

Lunch Coordinator	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Lunch Coordinator	\$13.00	\$13.00	\$13.13	\$13.26	\$13.39	\$13.53
Number Of Staff Members		0.0	0.0	0.0	0.0	0.0
Hours Per Day For the Coordinator	4					
Additional Days Over 180 School Days	5					
Does the Coordinator Receive Benefits?	No					
Additional Lunch Staff Members	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Lunch Staff	\$11.00	\$11.00	\$11.11	\$11.22	\$11.33	\$11.45
Number Of Staff Members		0.0	0.0	0.0	0.0	0.0
Hours Per Day For the Lunch Staff	2					
Additional Days Over 180 School Days	2					
Do These Staff Members Receive Benefits?	No					

School Lunch Program Totals

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	\$0.00	\$211,431.60	\$232,372.80	\$254,793.60	\$278,888.40	\$325,234.80
Total Expenses	\$0.00	\$206,236.00	\$213,847.00	\$234,059.20	\$256,554.60	\$300,086.22

Transportation Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Student Participation

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

Percent of Students To Transport	25%	Estimate the percentage of your total students who will require transportation.			
Number of Students On a Bus	80	Enter the number of students you can transport on a single bus (See Comment).			
Estimated Kids	128	143	156	171	200
Estimated Busses	2	2	2	3	3

Buying and Operating Your Own Busses

Some charter schools opt to purchase their own busses. This would include not only the cost of the buses, but also the fuel, inspections, staff people to drive the buses and

Financing Calculator to Purchase / Lease a Bus

The calculator below helps you to estimate what payments would be on a bus, and then the next section asks you to enter the Actual Costs Related to Purchasing or Leasing a bus. If you find that

New Bust Cost

Initial Purchase Price For New Bus	\$0.00

Purchase / Loan Calculator

Interest Rate for Loan	9.00%
Number of Years (Term) for Loan	5

Lease Calculator

Money Factor	0.3750%
Lease Terms (Years)	5
Residual Value Percentage	57.00%

Total Monthly Payment	\$0.00
Total Annual Payment	\$0.00

Monthly Lease Payment	\$0.00
Annual Lease Payment	\$0.00

Actual Costs Related To Purchase 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

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the Annual Loan Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Enter the Annual Lease Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Estimated Miles Per Day	0.0	0.0	0.0	0.0	0.0	0.0
Estimated MPG Efficiency of the Bus	9.0	9.0	9.0	9.0	9.0	9.0
Estimated Cost of Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Maintenance Assumption	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Insurance Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0	\$0	\$0	\$0	\$0	\$0

Budget Line: 7800-651

Budget Line: 7800-360

Budget Line: 7800-460

Budget Line: 7800-390

Budget Line: 7800-310

Bus Driver Costs

	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Hourly Rate for Bus Driver	\$11.00	\$11.00	\$11.11	\$11.22	\$11.33	\$11.45
Number of Bus Drivers Required		0	0	0	0	0
Hours Per Day for the Bus Driver	4					
Additional Days Over 180 School Days	5					
Does The Driver Receive Benefits?	No					

Budget Line: 7800-160

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

Per Day Contract Option

	Year 1	Year 2	Year 3	Year 4	Year 5
Cost Per Bus Per Day	\$400.00	\$408.00	\$416.16	\$424.48	\$432.97
Number Of Busses Needed	2	2	2	3	3
	\$144,000	\$146,880	\$149,818	\$229,221	\$233,805

Budget Line: 7800-390

Per Student Contract Option

	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	\$0	\$0	\$0	\$0

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Public Transportation Passes Price Per Pass	\$65.00	\$66.30	\$67.63	\$68.98	\$70.36
Number of Students Utilizing	0	0	0	0	0
Number of Months Passes Are Needed For A Year	10	10	10	10	10
	\$0	\$0	\$0	\$0	\$0

Budget Line: 7800-390

Reimbursements

*The state reimburses schools on a per student basis. The amount they reimburse is published on their website at:

Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Reimbursed	128	143	156	171	200
Reimbursement Rate	\$531.00	\$548.00	\$565.55	\$583.65	\$602.34
	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468

Revenue: 3310-15

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Who The Meet Qualifications Above?	0	0	0	0	0
Per Student ESE Reimbursement Rate	\$1,656.00	\$1,709.02	\$1,763.74	\$1,820.20	\$1,878.48
	\$0	\$0	\$0	\$0	\$0

Revenue: 3310-15

General Transportation Totals

In general the amount charter schools typically bring in fo revenue from the transportation program only cover about 1/3 - 1/2 of the actual costs of providing the service. Below

	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Revenue	\$67,968.00	\$78,364.09	\$88,225.11	\$99,804.53	\$120,467.72
Expected Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

Additional Transportation Services

There may be additional needs for transportations depending on your school's program. For example, field trips or athletics programs. Some schools charge students to

If you have your own busses you are using

The calculator will use the assumptions entered above (bus driver hourly rate, miles per gallon for gas, etc.) to develop a total for transportation here.

Total Number of Events	12	18	24	36	48
Average Amount of Time for The Bus Driver per Event	4.0	4.0	4.0	4.0	4.0
Average Miles per Event	60.0	60.0	60.0	60.0	60.0
	\$575	\$871	\$1,173	\$1,777	\$2,393

Budget Line: 7800-160

Budget Line: 7800-460

If you are contracting a bus service

Total Number of Events	6	12	18	24	30
Average Cost Per Event	\$750.00	\$765.00	\$780.30	\$795.91	\$811.82
	\$4,500	\$9,180	\$14,045	\$19,102	\$24,355

Budget Line: 7800-390

Before and After Care Program Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Estimated Income		\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Estimated Expense		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Revenue		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Before and After Care (BAC) Assumptions

Many charter schools operate before and after care programs to provide care for students whose parents work. These programs often generate an additional revenue that can

Number of Students

	Year 1	Year 2	Year 3	Year 4	Year 5
How many regular morning attendees do you anticipate?	0	0	0	0	0
How many drop in attendees do you anticipate in the morning?	0	0	0	0	0
How many regular afternoon attendees do you anticipate?	0	0	0	0	0
How many drop in attendees do you anticipate in the afternoon?	0	0	0	0	0

Some schools also choose to offer care on days there are no school (i.e. professional development days, or a camp during spring break, etc.). If you wish to do this you

How many No School Days do you anticipate offering during the year	0	0	0	0	0
How many students are expected to participate in the no school days?	0	0	0	0	0

Times

This calculator assumes you will hire one person who will be the Before and After Care (BAC) Director, who could be paid at a different rate and have different hours than the

	BAC Director	Other Staff	Students
Morning Starting Time	6:00 AM	6:15 AM	6:30 AM
Morning Ending Time	8:30 AM	7:45 AM	7:45 AM
	2.5 hours	1.5 hours	1.25 hours
Afternoon Starting Time	2:30 PM	2:45 PM	3:00 PM
Afternoon Ending Time	6:30 PM	6:00 PM	6:00 PM
	4 hours	3.25 hours	3 hours
No School Days Start Time	6:00 AM	6:00 AM	6:30 AM
No School Days End Time	6:30 PM	6:00 PM	6:00 PM
	12.5 hours	12 hours	11.5 hours

Staffing

How many students can one staff member oversee? 15.00 Think about a staff:student ratio if you would like 1:15, enter 15 here. If you would like a 1:20 ratio, enter 20.

Based upon the above information, we recommend the following staff:

	Year 1	Year 2	Year 3	Year 4	Year 5
Morning Care	0	0	0	0	0
Afternoon Care	0	0	0	0	0
No School Days	0	0	0	0	0

How many staff would you like to budget for morning care	0.00	0.00	0.00	0.00	0.00
How many staff would you like to budget for afternoon care	0.00	0.00	0.00	0.00	0.00
How many staff would you like to budget for afternoon care	0.00	0.00	0.00	0.00	0.00

Hourly Rate for the Director?	15.00
Number of Days Beyond 180 For The Director?	5.00
Does the Director Receive Benefits?	Yes
Hourly Rate for the Additional Staff Members?	12.00
Number of Days Beyond 180 For The Other Staff?	1.00
Do the Other staff Receive Benefits?	No

Supplies

Your BAC program will likely need supplies (arts and crafts, games, consumables, snacks, etc.). The following allows you to establish a fund to use to start each year, and

	Year 1	Year 2	Year 3	Year 4	Year 5
What is the budget for initial supplies at the start of each year?	0.00	0.00	0.00	0.00	0.00
Is the amount you wish to budget for supplies each week for BAC?	0.00	0.00	0.00	0.00	0.00
	\$0	\$0	\$0	\$0	\$0

Cost To Students

For the rates associated with the BAC program, please enter a DAILY rate for each program for budgeting. Even if you plan to offer weekly rates, please assume a daily

	Year 1	Year 2	Year 3	Year 4	Year 5
Daily Regular Attendee Morning Rate	5.00	5.00	5.00	5.25	5.25
Daily Drop in Morning Rate	10.00	10.00	10.00	10.50	10.50
Daily Regular Attendee Afternoon Rate	15.00	15.00	15.00	15.75	15.75
Daily Drop in Afternoon Rate	30.00	30.00	30.00	31.50	31.50
Daily No School Day Rate	75.00	75.00	75.00	78.75	78.75
	\$0	\$0	\$0	\$0	\$0

Some schools offer families discounts. For example, perhaps students who qualify for free and reduced lunch would receive a discount, or perhaps siblings receive a

Discount Rate One (As Percent)	25%
Percent of Students Qualifying for Discount 1	50%
Discount Rate Two (As Percent)	10%
Percent of Students Qualifying for Discount 2	10%
Discount Rate Three (As Percent)	100%
Percent of Students Qualifying for Discount 3	2%

Total BAC Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Anticipated Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Anticipated Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Excess Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Custom Expenses Page

Ongoing Budget Totals		Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Total Enrollment	0	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
	Estimated Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
	Estimated Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
	Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within

Reference Title	Function Code	Object Code	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Comment/Description
1	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
2	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
3	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
4	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
5	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
6	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
7	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
8	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
9	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
10	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
11	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
12	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
13	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
14	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
15	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
16	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
17	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
18	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
19	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
20	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
21	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
22	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
23	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
24	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
25	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
26	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
27	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
28	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
29	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
30	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
31	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
32	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
33	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
34	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
35	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
36	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
37	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
38	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
39	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
40	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
41	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
42	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
43	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
44	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
45	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
46	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
47	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
48	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
49	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
50	0	5100-Instr	310-PrfSrvs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0

Custom Comments Page

This is a new feature that we are developing. It allows you to enter comments which will be added to the 5YrBudget tab.

Revenue Comments

[illegible]

Expense Comments

[illegible]

Testing Charter School
Five Year Budget Projections
Complete Budget - Broward County

		Estimated Enrollment		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Income								
FEFP Calculations								
3310-01		Base FEFP Funding	\$0	\$3,056,353	\$3,463,991	\$3,850,305	\$4,279,887	\$5,062,678
3310-02		FEFP - ESE Guaranteed Allocation	\$0	\$70,034	\$78,756	\$90,910	\$99,632	\$112,715
3310-03		FEFP - Supplemental Academic Instruction	\$0	\$114,287	\$127,765	\$139,840	\$153,318	\$178,871
3310-04		FEFP - Discretionary Millage Compression Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-05		FEFP - Safe Schools Allocation	\$0	\$46,223	\$51,653	\$56,544	\$61,997	\$72,318
3310-06		FEFP - Instructional Materials Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-07		FEFP - Dual Enrollment Instructional Materials Allocati	\$0	\$0	\$0	\$0	\$0	\$0
3310-08		FEFP - Mental Health Assistance Allocation	\$0	\$28,205	\$31,525	\$34,502	\$37,822	\$44,132
3310-09		FEFP - Funds Compression and Hold Harmless Alloca	\$0	\$0	\$0	\$0	\$0	\$0
3310-10		FEFP - Sparsity Supplement	\$0	\$0	\$0	\$0	\$0	\$0
3310-11		FEFP - Reading Allocation	\$0	\$0	\$0	\$0	\$0	\$0
3310-12		FEFP - Discretionary Local Effort	\$0	\$408,926	\$456,898	\$500,656	\$548,627	\$639,774
3310-13		FEFP - Proration to Funds Available	\$0	-\$3,911	-\$4,370	-\$4,789	-\$5,248	-\$6,120
3310-14		FEFP - Teacher Salary Increase Allocation Funds	\$0	\$0	\$0	\$0	\$0	\$0
3310-15		FEFP - Student Transportation Funds	\$0	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
3310-16		FEFP - Teachers Classroom Supply Assistance Progr	\$0	#REF!	#REF!	#REF!	#REF!	#REF!
3355		Class Size Reduction Allocations	\$0	\$544,969	\$628,397	\$710,618	\$803,642	\$967,164
		FEFP Subtotals	\$0	#REF!	#REF!	#REF!	#REF!	#REF!
Federal Funding Sources								
3230		Individuals with Disabilities Education Act (IDEA)	\$0	\$0	\$0	\$0	\$0	\$0
3240		Title I - Elementary and Secondary Education Act	\$0	\$0	\$0	\$0	\$0	\$0
3225		Title II - Teacher and Principal Training and Recruiting	\$0	\$0	\$0	\$0	\$0	\$0
3241		Title III - Language Instruction	\$0	\$0	\$0	\$0	\$0	\$0
3242		Title IV - Twenty-First Century Schools	\$0	\$0	\$0	\$0	\$0	\$0
3290		Other Federal Funds Through State	\$0	\$0	\$0	\$0	\$0	\$0
3271		Education Stabilization Funds	\$0	\$0	\$0	\$0	\$0	\$0
3201		Career and Technical Ed Grants (Carl Perkins)	\$0	\$0	\$0	\$0	\$0	\$0
3202		Medicaid	\$0	\$0	\$0	\$0	\$0	\$0
		Federal Funding Sources Subtotals	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program								
3261		NSLP - School Lunch Reimbursement	\$0	\$111,586	\$125,165	\$138,154	\$151,142	\$175,349
3262		NSLP - School Breakfast Reimbursement	\$0	\$9,090	\$6,048	\$6,696	\$7,398	\$8,586
3263		NSLP - Afterschool Snack Reimbursement	\$0	\$0	\$0	\$0	\$0	\$0
3269		NSLP - Other Food Services	\$0	\$0	\$0	\$0	\$0	\$0
3451		Selling Student Lunches	\$0	\$74,268	\$82,944	\$90,000	\$98,604	\$115,812
3452		Selling Student Breakfasts	\$0	\$16,488	\$18,216	\$19,944	\$21,744	\$25,488
3455		Selling Student Snacks	\$0	\$0	\$0	\$0	\$0	\$0
3456		Other Food Sales	\$0	\$0	\$0	\$0	\$0	\$0
		School Lunch Program Subtotals	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Other Income Sources								
3371		Voluntary Prekindergarten Program (VPK)	\$0	\$0	\$0	\$0	\$0	\$0
3372		Preschool Projects	\$0	\$0	\$0	\$0	\$0	\$0
3397		Charter School Capital Outlay Funds	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
3399		Other Miscellaneous State Revenue	\$0	\$0	\$0	\$0	\$0	\$0
3440		Gifts, Grants and Bequests	\$40,000	\$0	\$0	\$0	\$0	\$0
3460		Student Fees	\$0	\$0	\$0	\$0	\$0	\$0
3471		Preschool Program Fees	\$0	\$0	\$0	\$0	\$0	\$0
3473		School-Age Child Care Fees	\$0	\$0	\$0	\$0	\$0	\$0
3481		Charges for Services	\$0	\$0	\$0	\$0	\$0	\$0
3482		Charges for Sales	\$0	\$0	\$0	\$0	\$0	\$0
3492		Transportation for Student Activities	\$0	\$0	\$0	\$0	\$0	\$0
3495		Other Miscellaneous Local Sources	\$0	\$0	\$0	\$0	\$0	\$0
3720		Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
		Other Income Sources Subtotals	\$40,000	\$0	\$0	\$403,278	\$458,941	\$555,885
Total Income			\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!
Expenses								
51			0	0	0	0	0	0
5100	120	Instr - Classroom Teacher Salaries	\$0.00	\$1,439,393.94	\$1,631,313.52	\$1,823,232.90	\$1,919,192.69	\$2,207,071.76
5100	130	Instr - Other Certified Staff Member	\$0.00	\$383,838.38	\$412,626.32	\$383,838.44	\$431,818.29	\$575,757.79
5100	140	Instr - Substitute Teachers	\$0.00	\$40,000.00	\$46,000.00	\$49,000.00	\$46,000.00	\$49,000.00
5100	210	Instr - Retirement	\$0.00	\$13,537.50	\$15,176.25	\$16,387.50	\$17,456.26	\$20,662.51
5100	220	Instr - FICA	\$0.00	\$139,477.27	\$156,361.40	\$168,840.96	\$179,852.34	\$212,886.46
5100	230	Instr - Group Insurance	\$0.00	\$171,000.00	\$190,890.00	\$211,160.70	\$227,181.37	\$271,597.65
5100	240	Instr - Worker's Compensation	\$0.00	\$22,790.40	\$25,549.25	\$27,588.39	\$29,387.64	\$34,785.37
5100	250	Instr - Unemployment Compensation	\$0.00	\$8,208.00	\$9,720.00	\$9,936.00	\$10,584.00	\$12,528.00
5100	360	Instr - Rentals	\$0.00	\$27,554.68	\$30,692.05	\$33,861.79	\$35,515.03	\$40,315.25
5100	510	Instr - Supplies	\$0.00	\$35,700.00	\$25,650.00	\$28,641.60	\$32,023.51	\$38,107.98
5100	520	Instr - Textbooks	\$0.00	\$142,065.00	\$35,145.30	\$37,675.49	\$99,654.72	\$122,609.76

Testing Charter School
Five Year Budget Projections
Complete Budget - Broward County

		Estimated Enrollment						
Func	Obj	Description	Planning Year	510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
			Year 1	Year 2	Year 3	Year 4	Year 5	
	5100	644 Instr - Computer Hardware (Non Capitalized)	\$0.00	\$10,455.00	\$1,820.70	\$530.60	\$811.82	\$14,077.03
	5100	730 Instr - Dues and Fees	\$0.00	\$510.00	\$581.40	\$649.21	\$725.87	\$863.78
	5100	750 Instr - Other Personnel Services	\$0.00	\$38,000.00	\$45,000.00	\$46,000.00	\$49,000.00	\$58,000.00
		Total For 5100 (Basic Instruction)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
52								
	5200	120 ESE - Classroom Teacher Salaries	\$0.00	\$143,939.39	\$143,939.41	\$191,919.24	\$191,919.25	\$239,899.09
	5200	210 ESE - Retirement	\$0.00	\$1,068.75	\$1,068.75	\$1,425.00	\$1,425.00	\$1,781.25
	5200	220 ESE - FICA	\$0.00	\$11,011.36	\$11,011.37	\$14,681.82	\$14,681.82	\$18,352.28
	5200	230 ESE - Group Insurance	\$0.00	\$13,500.00	\$13,635.00	\$18,361.80	\$18,545.42	\$23,413.59
	5200	240 ESE - Worker's Compensation	\$0.00	\$1,799.24	\$1,799.24	\$2,398.99	\$2,398.99	\$2,998.74
	5200	250 ESE - Unemployment Compensation	\$0.00	\$648.00	\$648.00	\$864.00	\$864.00	\$1,080.00
	5200	310 ESE - Professional and Technical Services	\$0.00	\$22,680.00	\$25,704.00	\$28,839.89	\$32,090.93	\$38,188.21
	5200	510 ESE - Supplies	\$0.00	\$855.00	\$994.50	\$1,108.03	\$1,257.53	\$1,477.52
	5200	750 ESE - Other Personnel Services	\$0.00	\$3,000.00	\$3,000.00	\$4,000.00	\$4,000.00	\$5,000.00
		Total For 5200 (Exceptional Education)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
62								
	6200	510 MediaC. - Supplies	\$0.00	\$2,550.00	\$2,907.00	\$3,246.05	\$3,629.33	\$4,318.90
		Total For 6200 (Instructional Media Services)	\$0.00	\$2,550.00	\$2,907.00	\$3,246.05	\$3,629.33	\$4,318.90
63								
	6300	130 Curr - Other Certified Staff Member	\$0.00	\$50,384.62	\$50,888.46	\$51,397.35	\$51,911.32	\$52,430.43
	6300	210 Curr - Retirement	\$0.00	\$375.00	\$378.75	\$382.54	\$386.36	\$390.23
	6300	220 Curr - FICA	\$0.00	\$3,854.42	\$3,892.97	\$3,931.90	\$3,971.22	\$4,010.93
	6300	230 Curr - Group Insurance	\$0.00	\$4,500.00	\$4,545.00	\$4,590.45	\$4,636.35	\$4,682.72
	6300	240 Curr - Worker's Compensation	\$0.00	\$629.81	\$636.11	\$642.47	\$648.89	\$655.38
	6300	250 Curr - Unemployment Compensation	\$0.00	\$216.00	\$216.00	\$216.00	\$216.00	\$216.00
	6300	750 Curr - Other Personnel Services	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
		Total For 6300 (Instructional/Curriculum Development)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
64								
	6400	140 ProfDev - Substitute Teachers	\$0.00	\$2,625.00	\$3,000.00	\$3,125.00	\$3,375.00	\$4,000.00
	6400	310 ProfDev - Professional and Technical Services	\$0.00	\$3,000.00	\$3,150.00	\$3,307.50	\$3,472.88	\$3,646.52
	6400	330 ProfDev - Travel	\$0.00	\$350.00	\$367.50	\$385.88	\$405.17	\$425.43
	6400	510 ProfDev - Supplies	\$0.00	\$500.00	\$525.00	\$551.25	\$578.81	\$607.75
	6400	750 ProfDev - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
		Total For 6400 (Instructional Staff Training)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
65								
	6500	310 EdTech - Professional and Technical Services	\$0.00	\$12,000.00	\$12,600.00	\$13,230.00	\$13,891.50	\$14,586.08
	6500	644 EdTech - Computer Hardware (Non Capitalized)	\$0.00	\$82,425.00	\$10,429.50	\$10,638.09	\$7,454.99	\$55,934.68
		Total For 6500 (Instructional-Related Technology)	\$0.00	\$94,425.00	\$23,029.50	\$23,868.09	\$21,346.49	\$70,520.76
71								
	7100	310 Board - Professional and Technical Services	\$3,000.00	\$2,500.00	\$5,000.00	\$5,600.00	\$5,202.00	\$5,306.04
	7100	320 Board - Insurance and Bond Premiums	\$0.00	\$20,400.00	\$23,940.00	\$27,518.40	\$31,672.62	\$38,798.96
	7100	510 Board - Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
		Total For 7100 (Board)	\$3,500.00	\$23,400.00	\$29,440.00	\$33,618.40	\$37,374.62	\$44,605.00
72								
	7200	730 District - Dues and Fees	\$0.00	\$101,760.09	\$103,236.06	\$104,937.66	\$106,463.53	\$107,954.01
		Total For 7200 (General / District Administration)	\$0.00	\$101,760.09	\$103,236.06	\$104,937.66	\$106,463.53	\$107,954.01
73								
	7300	110 Admin - Administrator Salaries	\$0.00	\$156,192.31	\$157,754.23	\$226,148.32	\$228,409.81	\$230,693.90
	7300	160 Admin - Other Support Personnel	\$0.00	\$59,840.00	\$60,438.40	\$61,042.78	\$61,653.21	\$62,269.74
	7300	210 Admin - Retirement	\$0.00	\$1,611.30	\$1,627.41	\$2,140.99	\$2,162.40	\$2,184.02
	7300	220 Admin - FICA	\$0.00	\$16,526.47	\$16,691.74	\$21,970.12	\$22,189.82	\$22,411.72
	7300	230 Admin - Group Insurance	\$0.00	\$18,000.00	\$18,180.00	\$22,952.25	\$23,181.77	\$23,413.59
	7300	240 Admin - Worker's Compensation	\$0.00	\$2,700.40	\$2,727.41	\$3,589.89	\$3,625.79	\$3,662.05
	7300	250 Admin - Unemployment Compensation	\$0.00	\$864.00	\$864.00	\$1,080.00	\$1,080.00	\$1,080.00
	7300	310 Admin - Professional and Technical Services	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
	7300	360 Admin - Rentals	\$0.00	\$15,990.00	\$17,946.60	\$19,517.18	\$22,096.81	\$25,817.53
	7300	370 Admin - Communications	\$0.00	\$3,825.00	\$4,360.50	\$4,869.07	\$5,444.00	\$6,478.36
	7300	390 Admin - Other Purchased Services	\$0.00	\$5,100.00	\$5,814.00	\$6,492.10	\$7,258.66	\$8,637.81
	7300	510 Admin - Supplies	\$0.00	\$11,220.00	\$12,790.80	\$14,282.61	\$15,969.06	\$19,003.18
	7300	622 Admin - AV Materials (Non Capitalized)	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
	7300	642 Admin - Furniture, Fixtures (Non Capitalized)	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00
	7300	644 Admin - Computer Hardware (Non Capitalized)	\$0.00	\$5,315.00	\$1,000.00	\$1,265.30	\$1,000.00	\$4,864.28
	7300	730 Admin - Dues and Fees	\$0.00	\$2,040.00	\$2,325.60	\$2,596.84	\$2,903.47	\$3,455.12
	7300	750 Admin - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$5,000.00	\$5,000.00	\$5,000.00
		Total For 7300 (School Administration)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
74								
	7400	360 AquireFacility - Rentals	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00
		Total For 7400 (Facilities Acquisition)	\$0.00	\$378,000.00	\$480,000.00	\$594,000.00	\$720,000.00	\$856,800.00

Testing Charter School
Five Year Budget Projections
Complete Budget - Broward County

		Estimated Enrollment							
Func	Obj	Description	Planning Year	510 (of 540) Year 1	570 (of 600) Year 2	624 (of 660) Year 3	684 (of 720) Year 4	798 (of 840) Year 5	
75	7500	310 Fiscal - Professional and Technical Services	\$0.00	\$11,000.00	\$11,220.00	\$11,444.40	\$11,673.29	\$11,906.75	
		Total For 7500 (Fiscal Services)	\$0.00	#REF!	#REF!	#REF!	#REF!	#REF!	
76	7600	510 Lunch - Supplies	\$0.00	\$4,590.00	\$5,130.00	\$5,616.00	\$6,156.00	\$7,182.00	
	7600	570 Lunch - Food	\$0.00	\$183,996.00	\$205,407.00	\$225,423.00	\$247,068.00	\$288,063.00	
	7600	641 Lunch - Furniture, Fixtures-Capitalized	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	
	7600	642 Lunch - Furniture, Fixtures (Non Capitalized)	\$0.00	\$14,900.00	\$1,800.00	\$1,500.00	\$1,800.00	\$3,300.00	
	7600	644 Lunch - Computer Hardware (Non Capitalized)	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00	
	7600	690 Lunch - Computer Software	\$0.00	\$500.00	\$510.00	\$520.20	\$530.60	\$541.22	
		Total For 7600 (Food Services)	\$0.00	\$206,236.00	\$213,847.00	\$234,059.20	\$256,554.60	\$300,086.22	
77	7720	310 InfServ - Professional and Technical Services	\$7,500.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	
	7720	390 InfServ - Other Purchased Services	\$5,000.00	\$600.00	\$600.00	\$600.00	\$600.00	\$600.00	
		Total For 7720 (Information Services)	\$12,500.00	\$1,850.00	\$1,850.00	\$1,850.00	\$1,850.00	\$1,850.00	
78	7800	160 Trans - Other Support Personnel	\$0.00	\$528.00	\$799.92	\$1,077.23	\$1,632.00	\$2,197.76	
	7800	210 Trans - Retirement	\$0.00	\$3.96	\$6.00	\$8.08	\$12.24	\$16.48	
	7800	220 Trans - FICA	\$0.00	\$40.39	\$61.19	\$82.41	\$124.85	\$168.13	
	7800	240 Trans - Worker's Compensation	\$0.00	\$6.60	\$10.00	\$13.47	\$20.40	\$27.47	
	7800	390 Trans - Other Purchased Services	\$0.00	\$148,500.00	\$156,060.00	\$163,863.00	\$248,322.67	\$258,160.07	
		Total For 7800 (Pupil Transportation)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
79	7900	160 Facility - Other Support Personnel	\$0.00	\$152,320.00	\$153,843.20	\$155,381.63	\$156,935.45	\$197,465.02	
	7900	210 Facility - Retirement	\$0.00	\$1,142.40	\$1,153.82	\$1,165.36	\$1,177.02	\$1,480.99	
	7900	220 Facility - FICA	\$0.00	\$11,652.48	\$11,769.00	\$11,886.69	\$12,005.56	\$15,106.07	
	7900	230 Facility - Group Insurance	\$0.00	\$18,000.00	\$18,180.00	\$18,361.80	\$18,545.42	\$23,413.59	
	7900	240 Facility - Worker's Compensation	\$0.00	\$1,904.00	\$1,923.04	\$1,942.27	\$1,961.69	\$2,468.31	
	7900	250 Facility - Unemployment Compensation	\$0.00	\$864.00	\$864.00	\$864.00	\$864.00	\$1,080.00	
	7900	320 Facility - Insurance and Bond Premiums	\$0.00	\$25,920.00	\$30,240.00	\$34,927.20	\$40,007.52	\$49,009.21	
	7900	350 Facility - Repairs and Maintenance	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08	
	7900	370 Facility - Communications	\$0.00	\$12,000.00	\$12,240.00	\$12,484.80	\$12,734.50	\$12,989.19	
	7900	380 Facility - Public Utilities	\$0.00	\$8,160.00	\$9,302.40	\$10,387.35	\$11,613.86	\$13,820.49	
	7900	390 Facility - Other Purchased Services	\$0.00	\$13,620.00	\$14,626.80	\$15,593.52	\$16,669.46	\$18,483.61	
	7900	430 Facility - Electricity	\$0.00	\$34,020.00	\$38,556.00	\$43,259.83	\$48,136.39	\$57,282.31	
	7900	510 Facility - Supplies	\$0.00	\$12,750.00	\$14,535.00	\$16,230.24	\$18,146.66	\$21,594.52	
	7900	750 Facility - Other Personnel Services	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$5,000.00	
		Total For 7900 (Operation of Plant)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
99	9999	999 Reserve - Reserve Funds	\$0.00	\$86,661.07	\$122,824.47	\$136,670.28	\$151,987.04	\$179,800.02	
		Total For 9999 (Reserve Funds)	\$0.00	\$86,661.07	\$122,824.47	\$136,670.28	\$151,987.04	\$179,800.02	
		Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
		Budget Totals							
		Total Income	\$40,000	#REF!	#REF!	#REF!	#REF!	#REF!	
		Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
		Net Revenue	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
		Projected Cash On Hand	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

Testing Charter School
Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																
Other Income Sources																
3440		Gifts, Grants and Bequests	\$40,000	\$1	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
			\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
		Total Income	\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Expenses																
7100 - Board																
7100	310	Board - Professional and Technical Services	\$3,000	\$9											\$1,500	\$1,500
7100	510	Board - Supplies	\$500	\$9											\$250	\$250
		Total For 7100 (Board)	\$3,500												\$1,750	\$1,750
7720 - Information Services																
7720	310	InfServ - Professional and Technical Services	\$7,500	\$9											\$3,750	\$3,750
7720	390	InfServ - Other Purchased Services	\$5,000	\$9											\$2,500	\$2,500
		Total For 7720 (Information Services)	\$12,500												\$6,250	\$6,250
9999 - Reserve Funds																
		Total Expenses	#REF!												\$8,000	\$8,000
Budget Totals																
		Total Income	\$40,000		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
		Total Expenses	#REF!												\$8,000	\$8,000
		Net Revenue	#REF!		\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	-\$4,667	-\$4,667
		Projected Cash On Hand	#REF!		\$3,333	\$6,667	\$10,000	\$13,333	\$16,667	\$20,000	\$23,333	\$26,667	\$30,000	\$33,333	\$28,667	\$24,000

Page 586

Per Student Average	\$8,496	\$8,619	\$8,761	\$8,888	\$9,013
District Percentage Fee	5.00%	5.00%	5.00%	5.00%	5.00%
Maximum Students For Fee	250	250	250	250	250
Amount designated for TSIA (Excluded from Fees)					
Maintenance Portion (4.52% of base)	\$138,147	\$156,572	\$174,034	\$193,451	\$228,833
Growth Portion (1.41% of base)	\$43,095	\$48,842	\$54,289	\$60,346	\$71,384
TSIA Designated Totals	\$181,242	\$205,415	\$228,323	\$253,797	\$300,217
Total District Fee	\$101,760	\$103,238	\$104,938	\$106,464	\$107,954
Total To Reallocate To Capital Outlay	\$105,830	\$132,142	\$156,987	\$184,821	\$236,635

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Testing Charter School Charter School

Based on the 2024-25 FEFP Second Calculation
Broward

School District:

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation

\$5,330.98

Comparable Wage F

Small District Factor

1.0000

1.0259

2023-24

Base Funding

(WFTE x BSA x CWF x

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	Base Funding (WFTE x BSA x CWF x
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	286	1.122	320.8920	\$ 1,754,975
111 Basic K-3 with ESE Services	46	1.122	51.6120	\$ 282,269
102 Basic 4-8	148	1.000	148.0000	\$ 809,420
112 Basic 4-8 with ESE Services	18	1.000	18.0000	\$ 98,443
103 Basic 9-12	0	0.988	0.0000	\$ -
113 Basic 9-12 with ESE Services	0	0.988	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0	3.706	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0	3.706	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0	3.706	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0	5.707	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0	5.707	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0	5.707	0.0000	\$ -
130 ESOL (Grade Level PK-3)	8	1.208	9.6640	\$ 52,853
130 ESOL (Grade Level 4-8)	4	1.208	4.8320	\$ 26,426
130 ESOL (Grade Level 9-12)	0	1.208	0.0000	\$ -
300 Career Education (Grades 9-12)	0	1.072	0.0000	\$ -
Totals	510.00		553.0000	\$ 3,024,386

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional	Number of FTE	2023-24 Base Funding
Advanced Placement	0	\$ -
International Baccalaureate	0	\$ -
Advanced International Certificate	0	\$ -
Industry Certified Career Education	0	\$ -
Early High School Graduation	0	\$ -
Small District ESE Supplement	0	\$ -
Dual Enrollment	0	\$ -
Total Additional FTE	0.0000	\$ -
Total Funded Weighted FTE	553.0000	\$ 3,024,386

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance Portion (4.52% of Base Funding)

(g) (k)

X

4.52%

\$

136,702

Growth Portion (1.41% of Base Funding)

(g) (k)

X

1.41%

\$

42,644

Total Salary Increase Allocation

\$

179,346

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student	
46.0	PK-3	251	\$ 1,058	\$ 48,668
0.0	PK-3	252	\$ 3,418	\$ -
0.0	PK-3	253	\$ 6,974	\$ -
18.0	4-8	251	\$ 1,187	\$ 21,366
0.0	4-8	252	\$ 3,546	\$ -
0.0	4-8	253	\$ 7,102	\$ -
0.0	9-12	251	\$ 845	\$ -
0.0	9-12	252	\$ 3,204	\$ -
0.0	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	64.00	Total ESE Guarantee	\$	70,034

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's

UFTE share.	Charter School UFTE:	510.00	÷	District's	272,606.05
				=	0.1871%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's

WFTE share.	Charter School WFTE:	553.00	÷	District's	301,876.18
				=	0.1832%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain sc

UFTE share.	Charter School UFTE:	510.00	÷	District's Total	248,071.28
				=	0.2056%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's

UFTE share.	Charter School UFTE:	510.00	÷	District's Total	272,121.20
				=	0.1874%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UF

UFTE share.	Charter School UFTE:	510.00	÷	District's Total	247,586.43
				=	0.2060%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	59,093,840	x	0.1874%	\$	110,742

5. Discretionary Millage Compression Allocation

.748 Mills (UFTE share)	(b)	0	x	0.1871%	\$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE	(f)	21,742,075	x	0.2060%	\$	44,789
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	13,292,890	x	0.2056%	\$	27,330
8. Discretionary Local Effort (WFTE share)	(c)	#####	x	0.1832%	\$	397,759
9. Proration to Funds Available (WFTE share)	(c)	#####	x	0.1832%	-\$	3,805

10. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors		
PK - 3	382.1680		1.0259		947.59 =	371,518	
4-8	170.8320		1.0259		904.74 =	158,562	
9-12	0.0000		1.0259		906.93 =	0	
Total *	553.0000						
					Total Class Size Reduction Funds	\$	530,080

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

11. Student Transportation

Enter All Adjusted Fundable Riders	128	x	531	\$	67,968
Enter All Adjusted ESE Riders	0	x	1,656	\$	-

12. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid 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	\$ -
Total				\$ -

13. Food Service Allocation

Total			\$	4,269,283

14. Total Less Salary Increase Allocation (for administrative fee calc

(k)	\$	4,089,937

15. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)	\$	-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career
 - (b) District allocations multiplied by percentage from item 2A.
 - (c) District allocations multiplied by percentage from item 2B.
 - (d) District allocations multiplied by percentage from item 2C.
 - (e) District allocations multiplied by percentage from item 2D.
 - (f) District allocations multiplied by percentage from item 2E.
 - (g) This allocation will be frozen as of the 2023-24 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are
 - (h) 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.
 - (i) 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),
 - (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated
 - (l) 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
- 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
 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
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
 Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Testing Charter School

Five Year Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Florida Educational Finance Program (FEFP)	\$0	\$4,333,053	\$4,912,979	\$5,466,811	\$6,079,482	\$7,192,001
Capital Outlay	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
IDEA Funds	\$0	\$0	\$0	\$0	\$0	\$0
Title 1 Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services	\$0	\$0	\$0	\$0	\$0	\$0
Financing, Investing and Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Fees and Costs for Services	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$40,000	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses						
Employee Costs						
Employee Salaries	\$0	\$2,429,062	\$2,660,603	\$2,946,163	\$3,092,847	\$3,620,785
Employee Benefits	\$0	\$242,739	\$264,841	\$296,936	\$314,710	\$373,037
Employer Costs	\$0	\$223,193	\$244,745	\$270,529	\$284,477	\$333,517
Total Employee Costs	\$0	\$2,894,993	\$3,170,189	\$3,513,629	\$3,692,034	\$4,327,339
Academic Supplies	\$0	\$181,670	\$65,222	\$71,222	\$137,144	\$167,122
Services and Contracts	\$15,500	\$127,790	\$143,290	\$152,954	\$162,012	\$184,060
Rentals, Leases and Subscriptions	\$0	\$43,545	\$48,639	\$53,379	\$57,612	\$66,133
Facilities Costs	\$0	\$393,250	\$497,085	\$612,831	\$740,800	\$881,101
Insurance	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
Utilities	\$0	\$58,005	\$64,459	\$71,001	\$77,929	\$90,570
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Furniture	\$0	\$21,400	\$2,800	\$2,500	\$2,800	\$4,300
AV / Computer Equipment	\$0	\$100,985	\$15,576	\$15,031	\$12,170	\$78,331
Software	\$0	\$500	\$510	\$520	\$531	\$541
Other Equipment & Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Travel Costs	\$0	\$350	\$368	\$386	\$405	\$425
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Transportation	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Other Expenses	\$500	\$18,860	\$21,328	\$23,645	\$26,254	\$31,004
Undefined Expenses	\$0	\$0	\$0	\$0	\$0	\$0
District Administrative Fees	\$0	\$101,760	\$103,236	\$104,938	\$106,464	\$107,954
Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Categorized Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Florida Educational Finance Program (FEFP)	\$0	\$4,333,053	\$4,912,979	\$5,466,811	\$6,079,482	\$7,192,001
Capital Outlay	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
IDEA Funds	\$0	\$0	\$0	\$0	\$0	\$0
Title 1 Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Transportation Funds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services	\$0	\$0	\$0	\$0	\$0	\$0
Financing, Investing and Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Fees and Costs for Services	\$0	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$40,000	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses						
Academic Expenses						
Employee Totals	\$0	\$2,498,797	\$2,776,296	\$3,038,921	\$3,214,452	\$3,806,200
Services	\$0	\$37,680	\$41,454	\$45,377	\$49,455	\$56,421
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$181,670	\$65,222	\$71,222	\$137,144	\$167,122
Maintenance	\$0	\$27,555	\$30,692	\$33,862	\$35,515	\$40,315
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$92,880	\$12,250	\$11,169	\$8,267	\$70,012
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$350	\$368	\$386	\$405	\$425
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$510	\$581	\$649	\$726	\$864
Total Academic Expenses	\$0	\$2,839,442	\$2,926,863	\$3,201,587	\$3,445,964	\$4,141,359

Administrative Expenses						
Employee Totals	\$0	\$259,734	\$262,283	\$343,924	\$347,303	\$350,715
Services	\$15,500	\$26,315	\$30,570	\$32,852	\$34,331	\$37,634
Insurance	\$0	\$20,400	\$23,940	\$27,518	\$31,673	\$38,799
Supplies and Materials	\$500	\$11,720	\$13,291	\$14,783	\$16,469	\$19,503
Maintenance	\$0	\$15,990	\$17,947	\$19,517	\$22,097	\$25,818
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$5,000	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$7,355	\$3,326	\$3,862	\$3,903	\$8,319
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$103,800	\$105,562	\$107,535	\$109,367	\$111,409
Total Administrative Expenses	\$16,000	\$450,315	\$456,918	\$549,992	\$565,143	\$592,197

Facilities Expenses						
Employee Totals	\$0	\$189,883	\$191,733	\$193,602	\$195,489	\$246,014
Services	\$0	\$25,620	\$26,867	\$28,078	\$29,404	\$31,473
Insurance	\$0	\$25,920	\$30,240	\$34,927	\$40,008	\$49,009
Supplies and Materials	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Maintenance	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
Utilities	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
Computers	\$0	\$42,180	\$47,858	\$53,647	\$59,750	\$71,103
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0

Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities Expenses	\$0	\$676,853	\$793,783	\$923,086	\$1,065,451	\$1,278,699

Food Services Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$4,590	\$5,130	\$5,616	\$6,156	\$7,182
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$16,400	\$2,800	\$2,500	\$2,800	\$4,300
IT Equipment	\$0	\$750	\$0	\$0	\$0	\$0
Software	\$0	\$500	\$510	\$520	\$531	\$541
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Food Services Expenses	\$0	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086

Transportation Expenses

Employee Totals	\$0	\$579	\$877	\$1,181	\$1,789	\$2,410
Services	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Transportation Expenses	\$0	\$149,079	\$156,937	\$165,044	\$250,112	\$260,570

Community Services Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Community Services Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Other Expenses

Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0
IT Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0

Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800

Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Function / Object Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
State Funding	\$0	\$4,265,085	\$4,834,615	\$5,378,586	\$5,979,677	\$7,071,533
Transportation Funds	\$0	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Federal Funding Through State	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program Revenue	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Community Services Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue	\$40,000	\$0	\$0	\$403,278	\$458,941	\$555,885
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses						
5000 Functions - Academic						
100's - Salaries	\$0	\$2,007,172	\$2,233,879	\$2,447,991	\$2,588,930	\$3,071,729
200's - Employee Costs	\$0	\$383,041	\$425,859	\$471,645	\$502,377	\$600,086
300's - Services and Contracts	\$0	\$50,235	\$56,396	\$62,702	\$67,606	\$78,503
400's - Power Services	\$0	\$0	\$0	\$0	\$0	\$0
500's - Supplies and Materials	\$0	\$178,620	\$61,790	\$67,425	\$132,936	\$162,195
600's - Capitalized Expenses	\$0	\$10,455	\$1,821	\$531	\$812	\$14,077
700's - Other Miscellaneous Costs	\$0	\$41,510	\$48,581	\$50,649	\$53,726	\$63,864
Total 5000 Functions - Academic	\$0	\$2,671,032	\$2,828,326	\$3,100,942	\$3,346,386	\$3,990,454

6000 Functions - Support and Student Services						
Employee Totals	\$0	\$53,010	\$53,888	\$54,522	\$55,286	\$56,430
Services	\$0	\$9,575	\$9,669	\$9,763	\$9,859	\$9,955
Insurance	\$0	\$15,350	\$16,118	\$16,923	\$17,770	\$18,658
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$3,050	\$3,432	\$3,797	\$4,208	\$4,927
Utilities	\$0	\$82,425	\$10,430	\$10,638	\$7,455	\$55,935
Computers	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total 6000 Functions - Support and Student Services	\$0	\$168,410	\$98,536	\$100,644	\$99,578	\$150,905

7000 Functions - Administrative Services (Excluding Facilities)						
Employee Totals	\$0	\$216,560	\$218,993	\$288,268	\$291,695	\$295,161
Services	\$0	\$39,753	\$40,168	\$51,837	\$52,397	\$52,963
Insurance	\$15,500	\$211,205	\$228,517	\$243,751	\$336,424	\$360,411
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$500	\$200,306	\$223,828	\$245,822	\$269,693	\$314,748
Utilities	\$0	\$30,005	\$6,636	\$6,882	\$7,234	\$13,161
Computers	\$0	\$107,800	\$109,562	\$112,535	\$114,367	\$116,409
Total 7000 Functions - Administrative Services (Excl	\$16,000	\$805,630	\$827,702	\$949,095	\$1,071,810	\$1,152,853

7900, 7400, 8100 Functions - Facilities						
Employee Totals	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Services	\$0	\$33,563	\$33,890	\$34,220	\$34,554	\$43,549
Insurance	\$0	\$440,200	\$548,959	\$669,994	\$803,678	\$953,809
Supplies and Materials	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Maintenance	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$4,000	\$4,000	\$4,000	\$4,000	\$5,000
Total 7900, 7400, 8100 Functions - Facilities	\$0	\$676,853	\$793,783	\$923,086	\$1,065,451	\$1,278,699

9000 Functions - Community Services						
Employee Totals	\$0	\$0	\$0	\$0	\$0	\$0
Services	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0	\$0

Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0	\$0
Total 9000 Functions - Community Services	\$0	\$0	\$0	\$0	\$0	\$0

Debt Services	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Net Revenue	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

Testing Charter School

Modified Accrual Cash Flow Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
Income						
Total FEFP Funding	\$0	\$4,333,053	\$4,912,979	\$5,466,811	\$6,079,482	\$7,192,001
District Funding (Oct FTE)	\$0	\$2,166,527	\$2,456,489	\$2,733,406	\$3,039,741	\$3,596,000
District Funding (Feb FTE)	\$0	\$2,166,527	\$2,456,489	\$2,733,406	\$3,039,741	\$3,596,000
Capital Funds	\$0	\$0	\$0	\$403,278	\$458,941	\$555,885
Individuals with Disabilities Act	\$0	\$0	\$0	\$0	\$0	\$0
Title 1	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch Program	\$0	\$211,432	\$232,373	\$254,794	\$278,888	\$325,235
Interest Income or Loan Proceeds	\$0	\$0	\$0	\$0	\$0	\$0
Gifts and Grants	\$40,000	\$0	\$0	\$0	\$0	\$0
Other Income Sources	\$0	\$0	\$0	\$0	\$0	\$0
Undefined Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$8,877,538	\$10,058,331	\$11,591,694	\$12,896,793	\$15,265,122

Expenses						
100's - Salaries						
Administrative Staff	\$0	\$156,192	\$157,754	\$226,148	\$228,410	\$230,694
Instructional Staff	\$0	\$2,017,556	\$2,238,768	\$2,450,388	\$2,594,842	\$3,075,159
Substitute Teachers	\$0	\$42,625	\$49,000	\$52,125	\$49,375	\$53,000
Paraprofessionals / Teacher Asst	\$0	\$0	\$0	\$0	\$0	\$0
Office and Other Staff	\$0	\$59,840	\$60,438	\$61,043	\$61,653	\$62,270
Lunch Staff	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Staff	\$0	\$528	\$800	\$1,077	\$1,632	\$2,198
Maintenance Staff	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Community Services Staff	\$0	\$0	\$0	\$0	\$0	\$0
210, 230, 290 - Employee Benefits	\$0	\$200,301	\$219,199	\$242,903	\$255,445	\$299,451
220, 240, 250, 750 - Employer Costs	\$0	\$319,630	\$351,387	\$388,562	\$410,742	\$485,102
Total Salaries and Benefits	\$0	\$2,948,993	\$3,231,189	\$3,577,629	\$3,759,034	\$4,405,339

Purchased / Contract Services						
310 - Professional / Technical Services	\$10,500	\$54,470	\$61,250	\$66,269	\$70,484	\$78,339
320 - Insurance and Bond Premiums	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
330 - Travel	\$0	\$350	\$368	\$386	\$405	\$425
350 - Repairs and Maintenance	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
360 - Software & Equipment Lease	\$0	\$43,545	\$48,639	\$53,379	\$57,612	\$66,133
370 - Communications	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478
380 - Utilities	\$0	\$0	\$0	\$0	\$0	\$0
390 - Other Purchased Services	\$5,000	\$154,200	\$162,474	\$170,955	\$256,181	\$267,398
Total Purchased / Contract Services	\$15,500	\$305,210	\$333,820	\$360,904	\$464,460	\$509,287

Facilities						
360 - Rent	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
370 - Communications	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
380 - Utilities	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
390 - Other Services	\$0	\$13,620	\$14,627	\$15,594	\$16,669	\$18,484
430 - Electricity	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
720 - Debt Service / Acquisition	\$0	\$0	\$0	\$0	\$0	\$0
Total Facilities	\$0	\$445,800	\$554,725	\$675,726	\$809,154	\$959,376

Materials & Supplies						
460 - Fuel	\$0	\$0	\$0	\$0	\$0	\$0
510,530 - Supplies and Journals	\$500	\$68,665	\$63,032	\$70,176	\$78,261	\$92,792
570 - Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
590 - Other Materials	\$0	\$0	\$0	\$0	\$0	\$0
Total Materials & Supplies	\$500	\$252,661	\$268,439	\$295,599	\$325,329	\$380,855

Other Expenses						
730 - Dues and Fees	\$0	\$2,550	\$2,907	\$3,246	\$3,629	\$4,319
730 - District Administrative Fees	\$0	\$101,760	\$103,236	\$104,938	\$106,464	\$107,954
720 - Debt Service / Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0
790 - Miscellaneous Expense	\$0	\$0	\$0	\$0	\$0	\$0
Debt Payments	\$0	\$0	\$0	\$0	\$0	\$0
Reserve Fund	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Elsewhere	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Expenses	\$0	\$190,971	\$228,968	\$244,854	\$262,080	\$292,073

Expenses (without Capitalized Items)	\$16,000	\$4,143,635	\$4,617,141	\$5,154,711	\$5,620,056	\$6,546,930
SubTotal (Net Income Before Depreciation)	\$24,000	\$4,733,903	\$5,441,189	\$6,436,983	\$7,276,737	\$8,718,192
Depreciation	\$0	\$0	\$0	\$0	\$0	\$0
Net Income After Depreciation (Accrual Basis)	\$24,000	\$4,733,903	\$5,441,189	\$6,436,983	\$7,276,737	\$8,718,192
Add Depreciation	\$0	\$0	\$0	\$0	\$0	\$0

Capitalized Expenses

520,610 - Textbooks & Library Books	\$0	\$142,065	\$35,145	\$37,675	\$99,655	\$122,610
620,630 - Equipment and Materials	\$0	\$2,040	\$2,326	\$2,597	\$2,903	\$3,455
640 - Furniture	\$0	\$21,400	\$2,800	\$2,500	\$2,800	\$4,300
640 - Computers	\$0	\$98,945	\$13,250	\$12,434	\$9,267	\$74,876
650 - Busses	\$0	\$0	\$0	\$0	\$0	\$0
680 - Remodeling and Renovations	\$0	\$0	\$0	\$0	\$0	\$0
690 - Software	\$0	\$500	\$510	\$520	\$531	\$541
Total Capitalized Expenses	\$0	\$264,950	\$54,031	\$55,727	\$115,156	\$205,782

Testing Charter School

MDCPS Budget Template Categories

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)

Enrollment

Kindergarten Through 5th Grade		510 (of 540)	570 (of 600)	624 (of 660)	684 (of 720)	798 (of 840)
6th Grade Through 8th Grade		0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)
9th Grade Through 12th Grade		0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)	0 (of 0)

Income

State Sources	\$0	\$4,333,053	\$4,912,979	\$5,870,089	\$6,538,423	\$7,747,886
Federal Sources	\$0	\$120,676	\$131,213	\$144,850	\$158,540	\$183,935
Local Sources	\$0	\$90,756	\$101,160	\$109,944	\$120,348	\$141,300
Other Sources	\$40,000	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$40,000	\$4,544,485	\$5,145,352	\$6,124,883	\$6,817,311	\$8,073,121

Expenses

Instruction						
Salaries (includes classroom teachers, contract or hour	\$0	\$2,009,797	\$2,236,879	\$2,451,116	\$2,592,305	\$3,075,729
Fringe Benefits	\$0	\$428,041	\$477,859	\$525,645	\$559,377	\$667,086
Contracted Profesional Services (includes Therapists &	\$0	\$22,680	\$25,704	\$28,840	\$32,091	\$38,188
Classroom Supplies & Equipment	\$0	\$39,605	\$30,077	\$33,547	\$37,489	\$44,512
Teacher Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks	\$0	\$142,065	\$35,145	\$37,675	\$99,655	\$122,610
Student Activities	\$0	\$27,555	\$30,692	\$33,862	\$35,515	\$40,315
Computer - Equipment & Repair for Instruction	\$0	\$92,880	\$12,250	\$11,169	\$8,267	\$70,012
Software for Instruction	\$0	\$500	\$510	\$520	\$531	\$541
Sub-Total Instruction	\$0	\$2,763,122	\$2,849,117	\$3,122,374	\$3,365,229	\$4,058,993

Pupil Personnel Services

Salaries (includes counselor, school nurse, health assist	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Professional Services (counseling and psyc	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Pupil Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0

Media Services

Salaries (includes Librarian)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Library Books	\$0	\$0	\$0	\$0	\$0	\$0
Audio Visual Materials	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Media Services	\$0	\$0	\$0	\$0	\$0	\$0

Curriculum Development

Salaries (includes Curriculum Specialist)	\$0	\$50,385	\$50,888	\$51,397	\$51,911	\$52,430
Fringe Benefits	\$0	\$10,575	\$10,669	\$10,763	\$10,859	\$10,955
Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
Development Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Student Activities	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Curriculum Development	\$0	\$10,575	\$10,669	\$10,763	\$10,859	\$10,955

Staff Development

Workshops	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$350	\$368	\$386	\$405	\$425
Professional Services	\$0	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
Sub-Total Staff Development	\$0	\$3,350	\$3,518	\$3,693	\$3,878	\$4,072

Instruction Related Technology

Salaries (includes Technology Personnel)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Networks	\$12,500	\$13,850	\$14,450	\$15,080	\$15,742	\$16,436
Hardware Maintenance	\$0	\$750	\$0	\$0	\$0	\$0
Computer Learning Labs	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Instruction Related Technology	\$12,500	\$14,600	\$14,450	\$15,080	\$15,742	\$16,436
Board						
Professional Services (Legal)	\$3,000	\$2,500	\$5,000	\$5,600	\$5,202	\$5,306
Insurance	\$0	\$46,320	\$54,180	\$62,446	\$71,680	\$87,808
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Board	\$3,000	\$48,820	\$59,180	\$68,046	\$76,882	\$93,114
General Administration						
Management Fees	\$0	\$7,140	\$8,140	\$9,089	\$10,162	\$12,093
Administrative Fees	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total General Administration	\$0	\$7,140	\$8,140	\$9,089	\$10,162	\$12,093
School Administration						
Salaries (includes Principal, Secretary & other Office Personnel)	\$0	\$216,032	\$218,193	\$287,191	\$290,063	\$292,964
Fringe Benefits	\$0	\$43,702	\$44,091	\$56,733	\$57,240	\$57,751
Equipment Rental / Lease	\$0	\$15,990	\$17,947	\$19,517	\$22,097	\$25,818
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Advertising and Promotion	\$0	\$0	\$0	\$0	\$0	\$0
License Fees	\$0	\$104,310	\$106,143	\$108,184	\$110,093	\$112,273
Uniforms	\$0	\$0	\$0	\$0	\$0	\$0
Postage	\$0	\$3,825	\$4,361	\$4,869	\$5,444	\$6,478
Printing	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$500	\$11,720	\$13,291	\$14,783	\$16,469	\$19,503
Office Equipment	\$0	\$5,315	\$1,000	\$1,265	\$1,000	\$4,864
Computer Equipment	\$0	\$7,040	\$2,326	\$2,597	\$2,903	\$3,455
Sub-Total School Administration	\$500	\$407,935	\$407,350	\$495,139	\$505,309	\$523,106
Facilities Acquisition & Construction						
Building Lease / Rent	\$0	\$378,000	\$480,000	\$594,000	\$720,000	\$856,800
Remodeling & Renovation	\$0	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
Purchase of Building & Fixed Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Land	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Facilities Acquisition & Construction	\$0	\$380,500	\$482,550	\$596,601	\$722,653	\$859,506
Fiscal Services						
Salaries (Accounting & Bookkeeping Personnel)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Professional Services (payroll, accounting, auditing)	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
Sub-Total Fiscal Services	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
Food Services						
Salaries (Food Service Workers)	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Food	\$0	\$183,996	\$205,407	\$225,423	\$247,068	\$288,063
Materials & Supplies	\$0	\$4,590	\$5,130	\$5,616	\$6,156	\$7,182
Equipment Rental/Lease	\$0	\$16,400	\$2,800	\$2,500	\$2,800	\$4,300
Inspection Fees	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Food Services	\$0	\$204,986	\$213,337	\$233,539	\$256,024	\$299,545
Pupil Transportation Services						
Salaries (Drivers & Transportation Workers)	\$0	\$528	\$800	\$1,077	\$1,632	\$2,198
Fringe Benefits	\$0	\$51	\$77	\$104	\$157	\$212
Contracted Transportation Services	\$0	\$148,500	\$156,060	\$163,863	\$248,323	\$258,160
Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Buses	\$0	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Fuel	\$0	\$0	\$0	\$0	\$0	\$0

Sub-Total Pupil Transportation Services	\$0	\$149,079	\$156,937	\$165,044	\$250,112	\$260,570

Operation of Plant

Salaries (Custodians, Crossing Guards, Security)	\$0	\$152,320	\$153,843	\$155,382	\$156,935	\$197,465
Fringe Benefits	\$0	\$37,563	\$37,890	\$38,220	\$38,554	\$48,549
Purchased Services (Custodial, fire and alarm, pest control)	\$0	\$13,620	\$14,627	\$15,594	\$16,669	\$18,484
Lawn Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Pest Control	\$0	\$0	\$0	\$0	\$0	\$0
Security Services	\$0	\$0	\$0	\$0	\$0	\$0
Property Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Telephone Services	\$0	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Water & Sewer	\$0	\$8,160	\$9,302	\$10,387	\$11,614	\$13,820
Electricity	\$0	\$34,020	\$38,556	\$43,260	\$48,136	\$57,282
Custodial Supplies & Equipment	\$0	\$12,750	\$14,535	\$16,230	\$18,147	\$21,595
Sub-Total Operation of Plant	\$0	\$270,433	\$280,993	\$291,558	\$302,790	\$370,184

Maintenance of Plant

Repairs and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Maintenance of Plant	\$0	\$0	\$0	\$0	\$0	\$0

Administrative Technology Services

Internal Technology Support	\$0	\$0	\$0	\$0	\$0	\$0
Technology Personnel	\$0	\$0	\$0	\$0	\$0	\$0
Systems Operations	\$0	\$0	\$0	\$0	\$0	\$0
Systems Planning & Analysis	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Administrative Technology Services	\$0	\$0	\$0	\$0	\$0	\$0

After Care Programs

After Care Salary	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total After Care Programs	\$0	\$0	\$0	\$0	\$0	\$0

Debt Service

Redemption of Principal	\$0	\$0	\$0	\$0	\$0	\$0
Interest	\$0	\$0	\$0	\$0	\$0	\$0
Sub-Total Debt Service	\$0	\$0	\$0	\$0	\$0	\$0

Reserve Funds	\$0	\$86,661	\$122,824	\$136,670	\$151,987	\$179,800
Unclassified Above	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenditure	\$16,000	\$4,408,585	\$4,671,173	\$5,210,438	\$5,735,212	\$6,752,712
Excess of Revenues over Expenditures	\$24,000	\$135,900	\$474,179	\$914,445	\$1,082,100	\$1,320,409

FLORIDA CHARTER SCHOOL

Charts and Graphs Regarding Budget Assumptions

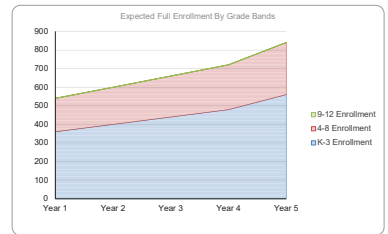
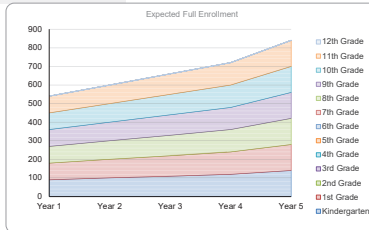
Florida Charter Support Unit Budget Template Tool

Enrollment Estimates

Expected Full Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	90	100	110	120	140
1st Grade	90	100	110	120	140
2nd Grade	90	100	110	120	140
3rd Grade	90	100	110	120	140
4th Grade	90	100	110	120	140
5th Grade	90	100	110	120	140
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment	540	600	660	720	840

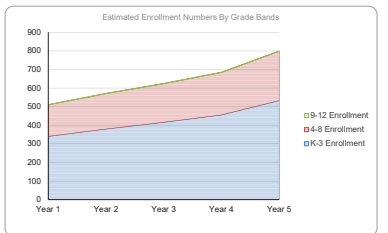
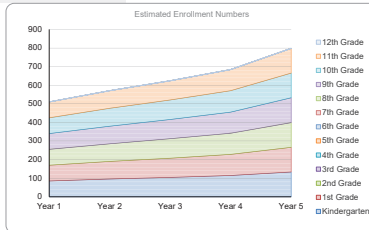
	Year 1	Year 2	Year 3	Year 4	Year 5
K-3 Enrollment	360	400	440	480	560
4-8 Enrollment	180	200	220	240	280
9-12 Enrollment	0	0	0	0	0
Total Enrollment	540	600	660	720	840



Estimated Enrollment Numbers Based On 95% of seats are full.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	85	95	104	114	133
1st Grade	85	95	104	114	133
2nd Grade	85	95	104	114	133
3rd Grade	85	95	104	114	133
4th Grade	85	95	104	114	133
5th Grade	85	95	104	114	133
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment	510	570	624	684	798

	Year 1	Year 2	Year 3	Year 4	Year 5
K-3 Enrollment	340	380	416	456	532
4-8 Enrollment	170	190	212	242	286
9-12 Enrollment	0	0	0	0	0
Total Enrollment	510	570	624	684	798



Special Populations Totals

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	57	65	71	79	91
Gifted Students	7	7	12	12	12
ELL Students	12	12	18	18	18
Free / Reduced Lunch	252	282	312	342	386
Anticipated Full Enrollment	540	600	660	720	840
Estimated / Budgeted Enrollment	510	570	624	684	798

Budget Revenue Numbers

FEFP Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Unweighted FTE	510.00	570.00	624.00	684.00	798.00
Weighted FTE	\$50.93	\$15.56	\$14.51	\$13.14	\$81.93

Assumed FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Assumed Categorical Increase	3.20%	3.20%	3.20%	3.20%	3.20%
Assumed ESE Guarantee Increase	0%	0%	0%	0%	0%

Per Student Base Allocation	\$5,407.62	\$5,485.35	\$5,564.21	\$5,644.20	\$5,725.34

Base Funding	\$3,056,353	\$3,483,991	\$3,850,305	\$4,279,887	\$5,062,670
ESE Guarantee	\$70,034	\$78,766	\$86,970	\$95,312	\$112,716
Other Categorical FEFP	\$1,206,666	\$1,370,232	\$1,525,598	\$1,699,963	\$2,016,600

Total Calculated FEFP	\$4,333,053	\$4,933,079	\$5,462,873	\$6,075,162	\$7,191,996
Per Student Average FEFP Total	\$8,496	\$8,619	\$8,761	\$8,898	\$8,913

Staffing Totals

Staff List

Total Number Of Staff Members									
Position	Initial Rate	Pin Year	Year 1	Year 2	Year 3	Year 4	Year 5		
Principal	\$80,000		1.0	1.0	1.0	1.0	1.0		
Assistant Principal	\$65,000		1.0	1.0	2.0	2.0	2.0		
Business Manager	\$18,000H		1.0	1.0	1.0	1.0	1.0		
Registrar	\$14,000H		1.0	1.0	1.0	1.0	1.0		
Curriculum Specialist	\$50,000		1.0	1.0	1.0	1.0	1.0		
Classroom Teachers	\$47,500		30.0	34.0	38.0	40.0	46.0		
Physical Education Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
Art Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
Music Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
World Language Teacher(s)	\$47,500		1.0	1.2	1.0	1.0	2.0		
Reading Specialist(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
ESOL Teacher(2)	\$47,500		1.0	1.0	1.0	2.0	2.0		
Other Teachers	\$47,500		1.0	1.2	1.0	1.0	2.0		
ESE Teacher(s)	\$47,500		2.0	2.0	3.0	3.0	4.0		
Gifted Teacher(s)	\$47,500		1.0	1.0	1.0	1.0	1.0		
Maintenance 1	\$18,000H		3.0	3.0	3.0	3.0	4.0		
Security 1	\$25,000H		1.0	1.0	1.0	1.0	1.0		

Gross Salary Amounts									
Position	Pin Year	Year 1	Year 2	Year 3	Year 4	Year 5			
Principal		\$80,692	\$91,599	\$92,515	\$93,440	\$94,374			
Assistant Principal		\$65,500	\$66,155	\$133,633	\$134,969	\$136,319			
Business Manager		\$17,440	\$17,614	\$38,163	\$38,574	\$38,980			
Registrar		\$22,400	\$22,624	\$22,860	\$23,076	\$23,310			
Curriculum Specialist		\$50,385	\$50,888	\$51,397	\$51,911	\$52,430			
Classroom Teachers		\$1,439,394	\$1,631,314	\$1,823,233	\$1,919,193	\$2,207,072			
Physical Education Teacher		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Art Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Music Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
World Language Teacher(s)		\$47,980	\$57,576	\$47,980	\$47,980	\$55,960			
Reading Specialist(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
ESOL Teacher(2)		\$47,980	\$47,980	\$47,980	\$95,960	\$95,960			
Other Teachers		\$47,980	\$57,576	\$47,980	\$47,980	\$95,960			
ESE Teacher(s)		\$95,960	\$95,960	\$143,939	\$143,939	\$191,919			
Gifted Teacher(s)		\$47,980	\$47,980	\$47,980	\$47,980	\$47,980			
Maintenance 1		\$112,330	\$113,443	\$114,579	\$115,723	\$155,841			
Security 1		\$40,000	\$40,400	\$40,804	\$41,212	\$41,624			

Employee Cost Summary

	Pin Year	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Salary Amounts	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Benefits Amounts	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Other Employee Costs	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Total Employee Costs	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Total Budgeted Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Percentage of Employee Costs	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Other Charts

Transportation Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Students	128	143	156	171	200
Per Student Revenue	\$531	\$548	\$566	\$584	\$602

Transportation Summary With ESE Transportation					
	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Students	128	143	156	171	200
Per Student Revenue	\$531	\$548	\$566	\$584	\$602

Estimated Total Revenue	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Estimated Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

ESE Transportation Stude	0	0	0	0	0
ESE Per Student Revenue	\$1,658	\$1,739	\$1,764	\$1,839	\$1,878
Estimated Total Revenue	\$67,968	\$78,364	\$88,225	\$99,805	\$120,468
Estimated Expenses	#REF!	#REF!	#REF!	#REF!	#REF!

School Lunch Program Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Daily Breakfasts	140	155	171	188	215
Estimated Daily Lunches	318	356	390	427	498
Total Assumed Revenue	\$211,432	\$232,373	\$254,794	\$278,888	\$325,230
Total Assumed Expenses	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086

Expenses Summary

Function	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
5100-Instr	\$0	\$0	\$0	\$0	\$0	\$0
5200-ESE	\$0	\$2,472,530	\$2,626,039	\$2,837,344	\$3,079,204	\$3,658,203
6200-MediaC	\$0	\$198,502	\$201,800	\$263,599	\$267,183	\$332,191
6300-Curric	\$0	\$2,550	\$2,907	\$3,248	\$3,629	\$4,319
6400-PrftDev	\$0	\$60,980	\$61,557	\$62,161	\$62,770	\$63,389
6500-EdTech	\$0	\$10,475	\$11,043	\$11,370	\$11,832	\$12,690
7100-Board	\$0	\$94,425	\$23,030	\$23,868	\$21,346	\$70,521
7200-District	\$3,500	\$23,400	\$26,449	\$33,818	\$37,375	\$44,605
7300-Admin	\$0	\$101,760	\$103,236	\$104,538	\$106,464	\$107,954
7400-AquireFac	\$0	\$312,304	\$311,172	\$398,141	\$407,782	\$425,882
7500-Fiscal	\$0	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907
7600-Lunch	\$0	\$206,236	\$213,847	\$234,059	\$256,555	\$300,086
7720-InfServ	\$12,500	\$1,850	\$1,850	\$1,850	\$1,850	\$1,850
7800-Trans	\$0	\$148,078	\$158,937	\$165,044	\$255,112	\$300,570
7900-Facility	\$0	\$298,853	\$313,783	\$329,086	\$345,451	\$421,899
9100-Combinv	\$0	\$0	\$0	\$0	\$0	\$0
9200-DebtSrv	\$0	\$0	\$0	\$0	\$0	\$0
9999-Reserve	\$0	\$86,061	\$122,824	\$136,670	\$151,987	\$179,800

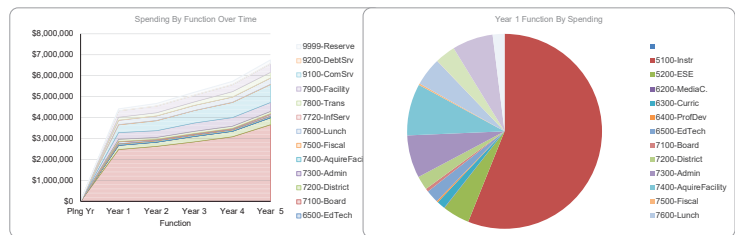


EXHIBIT 2

Transcript

February 10, 2025, 3:30PM

● **Rhonda L. Stephanik** started transcription



Rhonda L. Stephanik 0:03

Go ahead and get started with the capacity interview for innovation preparatory Charter.

Miss Adams.



Detra Adams 0:16

Good morning.

My name is Deetra Adams.

I'm a coordinator with the choice Charter schools Management support department. Standard 2D of the Florida principals and standards for Quality Charter School authorizing provides that a quality sponsor will grant charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the state approval criteria rigorously.

Evaluate each application through a thorough review of the written proposal.

A substantive interview with the applicant group and other due diligence to examine the applicant's experience and capacity conducted by knowledgeable and competent evaluators.



Wanda Collins 1:01

Play.



Detra Adams 1:03

As stated in the state issued model Florida charter application overview regarding capacity interviews, applicants may have the opportunity to present their plan and demonstrate the team's capacity.

To open and maintain a high quality charter school as well as to answer questions about their proposal.

Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a

recording or transcript.

With that being said, Please note that this meeting is being recorded.

The Superintendent's Charter review, the superintendent's Charter Application Review Committee, will direct questions to members of the proposed charter schools founding.

Or governing board members as well as individuals who will be directly working with the Charter school located in Broward County, Florida.

When answering questions, please state your name and role or position with the application prior to answering questions.

Please feel free to use your copy of the application to assist you in responding to the review Committee's questions. If you do not understand the question, please ask that it is be.



Wanda Collins 2:20

Play me a song.



Detra Adams 2:24

Please ask that it is rephrased. The goal is to help the evaluator determine the Charter applicants and or team's capacity to operate a high quality school.

Please be clearly and slowly.

OK. Rhonda, back to you.



Rhonda L. Stephanik 2:43

OK, Miss Collins, good morning.



Wanda Collins 2:46

Good morning.



Rhonda L. Stephanik 2:46

Can you please state your name for the record and your title with the organization?



Wanda Collins 2:52

Good morning.

My name is Wanda Collins.

My title with the organization is the president.



Rhonda L. Stephanik 2:59

OK. And will there be anyone else joining you today?



Wanda Collins 3:03

They weren't able to join us today.

Do some heart to some prior obligations.



Rhonda L. Stephanik 3:07

OK.

OK, perfect.

Thank you very much.



Wanda Collins 3:12

Are you welcome?



Rhonda L. Stephanik 3:13

We are going to go a little bit out of order this morning.

Generally, we like to go in the order of the application, but because of scheduling conflicts, this is a very busy time of year. We are going to start off with our safety and security section.

So miss nykiel?



Morgan E. Nykiel 3:37

Good morning and thank you very much for that and I apologize for shuffling things around this morning.

I'm Morgan nykiel.

I am one of our compliance coordinators in safety and security with the school district and I have a few questions for you based upon your responses in the application.

First, I wanted to inquire regarding your coverage for safe school officer.

Do you have an option that you are looking to implement?

Four year safe school officer coverage.



Wanda Collins 4:12

You would.

We would take the following steps.

We'll partner with law enforcement or security agencies.

We will also work with these agencies to assign safe school officers to our to our school facility.



Morgan E. Nykiel 4:26

All right.

And what is your understanding of the requirement of SA school officer present on campus?

The requirement for safe school.



Wanda Collins 4:36

My understanding of.

It.

As far as their responsibilities there, well, there's the responsible.



Morgan E. Nykiel 4:45

No, just with the fact of their their coverage and requirement for when there to be on campus.



Wanda Collins 4:54

Oh, there will be there to open.

You know, like before school is open and during school hours and when.

During dismissal.



Morgan E. Nykiel 5:07

So yeah, during school hours.



Wanda Collins 5:07

In order to protect the safety of our students.



Morgan E. Nykiel 5:08

So a bell to bell requirement perfect.

And then do you have plans in place to be able to show ensure daily coverage so?

If you are missing.

Anyone that's attending like your your coverage, whichever option you're choosing, what is your plan for documenting that daily coverage and ensuring that daily coverage?

 **Wanda Collins** 5:36

As far as like with them, maybe with them clocking in, like making sure that they are the present.

 **Morgan E. Nykiel** 5:40

Well, whether.

Yes, for documentation.

 **Wanda Collins** 5:44

Yes, to make sure that you know we using a clock in system where they have to clock in and that's how we'll know whether or not they showed up for work.

 **Morgan E. Nykiel** 5:56

So you discussed a little bit regarding your active assailant response plans and and participate in emergency drills?

What?

Is do you have a a model plan for adoption for active assailant response or what?

What basis are you looking to follow?

 **Wanda Collins** 6:17

What our charter school governing board will adopt an active assailant response plan.

 **Morgan E. Nykiel** 6:23

OK.

 **Wanda Collins** 6:23

And also training as well.

Could they receive annual training on the plans, procedures during teacher staff

planning such as mock training exercises which we need to conduct it regularly to ensure preparedness and familiarity?



Morgan E. Nykiel 6:26

In training first.



Wanda Collins 6:39

With response strategies, our training will also be conducted by qualified instructors with experience in law enforcement or military operations.

As well as training on emergency drills, the drills will be conducted at our school and they must be coordinated with the District, school safety specialist and documentation required by subsection will be provided by our school to the sponsoring District school safety specialist by the method and time.



Morgan E. Nykiel 7:06

OK.

Thank you for that.

I was actually gonna follow up there with a a little more explaining on the the training to be provided to staff.



Wanda Collins 7:13

Oh, you're welcome.



Morgan E. Nykiel 7:13

So I appreciate that. Perfect.



Wanda Collins 7:15

Of course, you're welcome.



Morgan E. Nykiel 7:16

So can you go a little bit further into your understanding?

I know that one of the questions is regarding our school safety and discipline reporting as well as the the timely and accurate reporting of incidents.

So what can you explain your familiarity with cessor and the requirements of cessor rule 6 a 1.0017?

That's our school environmental safety incident reporting statistics assess our information.

 **Wanda Collins** 7:43

As far as like with documentation.

 **Morgan E. Nykiel** 7:46

Documentation training. What is your understanding?

Because I believe in in your reference in your application you referred to.

Sharing threats, unlawful acts and emergencies regarding requirements of reporting to parents, but assessor is actually a far more comprehensive than that and also I was wondering what additional information.

You can provide of your awareness of the assessor reporting and assessor training requirements.

 **Wanda Collins** 8:14

Yeah, I do. I know that.

Yeah, we are to report incidents through the school environment safety incident reporting.

Are you to assessor correct assessor system and well, I understand Assessor collects data on.

 **Morgan E. Nykiel** 8:22

Yes, ma'am.

 **Wanda Collins** 8:29

Incidents of crime as well as violence that you know that's occurs at the school in any disruptive behaviours that occur on school grounds as well as during like, save something was happen on the school bus so and as well as off campus.

Or school sponsored events.

 **Morgan E. Nykiel** 8:48

What is your understanding of the the training component that's required for?

Our assessor, information assessor, reporting.

 **Wanda Collins** 8:57

Well, my understanding is that we need to get.

We have to have.

Someone in place to.

Have have someone.

Have an individual that knows how to report those incidents.

 **Morgan E. Nykiel** 9:09

Hmm.

So that the requirement through our training through the state as well as through district training.

 **Wanda Collins** 9:16

Yes, correct.

And you know, like and like you said, I know that we as far as with threads, we must notify parents of threats to students in a timely manner as well as unlawful acts. Must that occur on school grounds, during transportation or in school sponsored events.

That includes weapons.

Possessions or use sex offence, natural emergencies, exposure as a resource result of a man made emergency.

In murder, homicide or manslaughter. But I know that there should be training so that.

The school in the school is aware of the the the process.

On how to report the incident and keep track of those incidents.

 **Morgan E. Nykiel** 9:55

All right.

Thank you.

 **Wanda Collins** 9:59

Are you welcome?

 **Morgan E. Nykiel** 9:59

So you went into some information here regarding your threat assessment teams

and those core required to be part of that.
I do see. I was wondering.
Maybe there's some confusion here with this.
I see the Florida Student Threat assessment guidelines.
So so we have switched to the Florida model.

 **Wanda Collins** 10:20
Play me a song.

 **Morgan E. Nykiel** 10:23
Have you?
Do you have awareness and you've reviewed that with our right management role
with six a 1.0019?
I was just asking because this is I was.

 **Wanda Collins** 10:32
It's.

 **Morgan E. Nykiel** 10:33
I was a little confused because we had our previous requirement of our C Stag
model, which is the comprehensive Student Threat assessment guidelines, which is
no longer in use. What we're currently using now is the Florida model for threat
management.
So I think that that.

 **Wanda Collins** 10:47
Yeah, the Florida, the Florida.
Is that the Florida Student Threat assessment guidelines?

 **Morgan E. Nykiel** 10:51
No, ma'am. It's referred to as the Florida model for threat management.
So that's where I wasn't sure.
So you are aware of the fact that we have changed that over and referring to rule the
six a 1.0019?

 **Wanda Collins** 11:00

Oh, yes, yes I am.

Yes.

 **Morgan E. Nykiel** 11:05

OK.

So I and I do see that most of your your explanation here is is.

In line with what those?

Teams should look like.

And and and meeting once a month and things like that.

But I just wanted to provide the clarification there, that it it's the the the terminology that you would use just just for your awareness.

It's the Florida model for threat management, so that's.

Slightly different than than what that is there though.

Kind of referring to the comprehensive Student Threat assessment guidelines as our old system.

Let's go ahead and just move on and discuss fortify Florida.

Are you familiar with the and can you describe the requirements for our fortify Florida training and advertisement?

 **Wanda Collins** 11:57

That again.

 **Morgan E. Nykiel** 11:57

So four to five Florida is that tip reporting system required to be used across the state and if you can explain your familiarity with the advertising requirements and training requirements for four to five Florida tip reporting system.

 **Wanda Collins** 12:14

OK, so Santa, please again, you said fortified Florida.

 **Morgan E. Nykiel** 12:17

Four to five. Florida. Are you familiar with that?

Tip reporting system.

 **Wanda Collins** 12:27
Oh.

 **Morgan E. Nykiel** 12:30
Fortify FL fortify Fort.

 **Wanda Collins** 12:30
Is it?
Is it the?
Is it the? Is it?
Is it a website where you can submit tips?

 **Morgan E. Nykiel** 12:36
Yes, ma'am.

 **Wanda Collins** 12:37
Yes, a four step process is submit a tip.

 **Morgan E. Nykiel** 12:41
So can you please describe your familiarity with the advertising requirements and training requirements for those tip reporting system?

 **Wanda Collins** 12:54
I don't know.
I have to see if I put my notes.

 **Morgan E. Nykiel** 12:58
That's OK.
So I I don't want to.
I don't want to necessarily take up too much time. Oh, go ahead.

 **Wanda Collins** 13:28
OK.

So, OK, could you 'cause? OK, so I know 'cause. I know what four to five Florida is, but you were you were saying that there is advertisement.



Morgan E. Nykiel 13:34

Yes, ma'am.

There's advertising and training requirements for four to five Florida, so that would be within our Rule 6, a 1.0018 and our school safety requirements does outline a lot of those requirements. And so for advertising on campus and to students as well as train.



Wanda Collins 13:43

No.



Morgan E. Nykiel 13:53

For students and parents, so that would be something that I would just recommend.



Wanda Collins 13:57

Oh, you've been as far as posting a something.

Yeah. You mean as far as like posting a poster about suspicious activity reporting?



Morgan E. Nykiel 14:07

That that's one of the requirements also within our our our student devices to our students. And then there were there also a requirement for training to our students.



Wanda Collins 14:09

Yes.



Morgan E. Nykiel 14:19

During the first five days of the school year and.

Also requirement now for training for our parents and sending that out to the community. So just something that.

To review as well, within our rule for school safety requirements that rule 1.0018.



Wanda Collins 14:38

OK, 1.0018.



Morgan E. Nykiel 14:40

Yes, ma'am.

That's our school safety requirement rule that outlines the majority of these requirements that are usually addressed within our section here with safety and security.

So then also then.

I'm not going to ask you our next question then of your familiarity of those requirements in that rule, so.



Wanda Collins 14:55

Sorry so so now that you mentioned that. So that's far as I OK school safety requirements and monitoring.



Morgan E. Nykiel 15:05

Yes, ma'am. That's the Florida Department of Education rule that does bring together a lot of the requirements that are in statute as well as some additional specificity with reporting to the Office of Safe Schools.



Wanda Collins 15:16

OK, alright, I.



Morgan E. Nykiel 15:17

All right.

Yes, I would highly recommend familiarizing yourself with that rule, because that's going to give you a nice general guideline for a lot of our requirements and reporting there.



Wanda Collins 15:27

Right, this is as far as like establishing policies that require the school safety specialist.



Morgan E. Nykiel 15:27

How about?

Yes, a lot of our policies are required. A lot of our actions that we are required to take

and those are all required of our charter schools as well. Our our Charter public schools, not just our traditional public schools.

 **Wanda Collins** 15:35

Is that in addition to that to that?
Play me a song.
OK.

 **Morgan E. Nykiel** 15:49

So last year we had passed House Bill 1473 that increased our requirements for our physical security.
And some additional specificity there.
What are? How do you intend to implement the requirements there in House Bill 1473 for our physical security measures and associated progressive discipline for violations?

 **Wanda Collins** 16:16

Mike, can you please rephrase the question?

 **Morgan E. Nykiel** 16:18

Apologies for House Bill 1473 that was passed last year and implemented into statute.
There were a multitude of requirements for physical security on campus, and I was wondering how you intend to implement or what is your understanding of those physical security requirements and how you intend to implement that?

 **Wanda Collins** 16:42

I thought I had answered that earlier about the school safety.
We are officers on on site.

 **Morgan E. Nykiel** 16:49

That is something that's been in place for a few years now that does not address the physical security of locked spaces and safer areas that are addressed in our House Bill 1473 that were passed last year.
So.

 **Wanda Collins** 17:06

One moment.

 **Morgan E. Nykiel** 17:06

I would say then that would be something to definitely review for a requirement for our House Bill 1473 of our locked instructional spaces are locked perimeter.

 **Wanda Collins** 17:14

So as far as that, I, yeah, I was gonna say I include perimeter indoor security. Are we speaking about that bill?

 **Morgan E. Nykiel** 17:22

Yes, ma'am.

Yes, ma'am.

 **Wanda Collins** 17:23

And training for school personnel.

 **Morgan E. Nykiel** 17:26

Yes, ma'am.

 **Wanda Collins** 17:27

Oh, yeah. So yeah, yeah.

Well, yeah we had.

Yeah, we had that in place was we'll make sure that the school keep the interest in exits blocked when students are on campus or when staff are when open.

So we'll make sure that we have.

Of security.

In place as well as.

Teachers in certain areas to make sure that the doors are kept locked and students are secured as well as locked classrooms.

 **Morgan E. Nykiel** 17:56

Perfect.

Yes, locked instructional space is perfect.
Thank you very much.

 **Wanda Collins** 18:00

Yeah, yeah.

 **Morgan E. Nykiel** 18:02

And then, of course, the the progressive discipline requirements of of violation of any of those physical security measures, or knowing violations of those security measures.

So I know we're bouncing from topic to topic. I apologize.

 **Wanda Collins** 18:12

Well, we'll keep, we'll develop a.

Yeah. Well, we'll develop a discipline policy for staff who violate safety requirements.

And then the school will report violations of safety requirements to the appropriate school official or governing board and also will get the Department of Law Enforcement involved.

To help provide grants to grants to help our school with security assessments as well.

 **Morgan E. Nykiel** 18:43

So, and I apologize, this was intended to be kind of separate.

I know that we kind of talked about it a little bit before with Cesar.

Like I said the the notification requirement to parents regarding the threats, unlawful acts and emergencies is kind of independent obsessor, though those very often our cessor incidents.

How do you intend to implement a process for those notifications to parents?

What? What type of process do you look to be using for that?

 **Wanda Collins** 19:14

There's a system that you can that you can use where it gives.

Automatically receive a call.

 **Morgan E. Nykiel** 19:24

Yeah, there are multitudes of systems with that.

So we're talking about those direct communications through through telephone text emails. OK. OK.

 **Wanda Collins** 19:28

Yes, direct communications through telephone, correct and e-mail, yeah.

 **Morgan E. Nykiel** 19:34

So I I would.

I would encourage some some review of some of those rules for our assessor, the the 1.0017, the school safety requirements of the 1.0018, and then our Florida model for threat management. As you are working to develop a lot.

Of these policies, the the threat management rules 1.0019.

As you are working to develop some of these processes and and get things a little bit more concrete, as you're opening your facility.

 **Wanda Collins** 20:03

OK.

 **Morgan E. Nykiel** 20:04

And I appreciate some of the clarification from your statements that you provided.

 **Wanda Collins** 20:07

Of course, you're welcome.

You're welcome.

 **Morgan E. Nykiel** 20:12

Thank you very much.

 **Wanda Collins** 20:14

Welcome.

 **Rhonda L. Stephanik** 20:16

OK.

Thank you, Morgan.

At this time, we are now going to begin going through the Educational performance

section of the application for any of the committee members who were not able to join us on the call today, I will be asking their questions for them so that we can take that inform.

Back to them.

When we meet so they will have an understanding of the information that you have provided.

As well as this meeting is being recorded and transcribed so they will be able to.

Follow along with any of your responses to their questions, beginning with Section 2 with the target population and student body.

 **Wanda Collins** 20:59
OK.

 **Rhonda L. Stephanik** 21:05
In this section, it was indicated that.
There were many references to Grade 6 and I know that the previous application that. Was submitted was for AK-6, but this one was changed to AK-5.
But those indicators that there would be a 6th grade were still left in.
They were in the executive summary.
They were in the target population and student body and then also I believe the the curriculum and instructional design. So I just wanted to bring that to your attention.

 **Wanda Collins** 21:37
Replay.

 **Rhonda L. Stephanik** 21:42
Moving down to our educational program design and curriculum and instruction. Design section we do have some questions regarding literacy, so I will now turn this over to Terry Coyle and Melissa Miller.

 **Wanda Collins** 21:58
Thank you.

 **Terri L. Coyle** 22:00

Good morning, Miss Collins.

I'm Terry Coyle, curriculum supervisor, literacy and mtss for K5.

 **Wanda Collins** 22:01

Hi, good morning.

Play me a song.

 **Terri L. Coyle** 22:07

I have some questions for you and then I will pass the MIC to Melissa Miller, OK.

 **Wanda Collins** 22:12

OK.

 **Terri L. Coyle** 22:13

All right. So some of these are multi step multi question questions. So bear with me.

 **Wanda Collins** 22:18

Play me a song.

 **Terri L. Coyle** 22:20

I will try to just try to get the information that we're asking for based on the information you provided, but beginning with your.

Educational program design. Is it the plan of the of the school to opt into the district's reading plan or to opt out and develop your own reading plan?

 **Wanda Collins** 22:37

Play me a song.

OK, we are.

We plan on opting into the District K through 12 comprehensive evidence based reading plan for K through 5.

 **Terri L. Coyle** 22:47

OK, so having said that you did mention several programs that are not state adopted programs like success for all and USA test prep. Those are not state adopted

evidence based curriculum materials.

So is it your plan to use state adopted curriculum?

 **Wanda Collins** 23:10

Yes, it is our plan to use data to curriculum.

 **Terri L. Coyle** 23:14

OK.

So the application identifies pre-K through 5:00 and 6:00.

So you will not be implementing 6th grade or will you?

 **Wanda Collins** 23:26

We will not be implementing 6th grade.

 **Terri L. Coyle** 23:29

OK.

So looking at your curriculum design then do you know what state adaptive curriculum you would be using for ELA and for reading intervention?

 **Wanda Collins** 23:45

Yes.

 **Terri L. Coyle** 23:46

What are they?

 **Wanda Collins** 23:52

Moment for ELA and reading intervention.

 **Terri L. Coyle** 23:55

Yes.

 **Wanda Collins** 24:06

All right, so the best standards in ELA and mathematics and literacy standards for science as applicable to course in grade level will also utilize fast results to identify weaknesses and strengthen plan.



Terri L. Coyle 24:15

Right.



Wanda Collins 24:18

Accordingly, are the lesson plans will incorporate.



Terri L. Coyle 24:22

OK, you're going off track there, 'cause. That's not what I'm asking.

I'm asking specifically to identify the programs that you will use for reading and for ELA and writing for K5.

And for bogus saying strictly on literacy, I'm not focusing on any other subject area.



Melissa J. Miller 24:45

She used to teach the the best standards like you said, but it needs to be an identified, approved curriculum.



Wanda Collins 24:46

OK.

The best.

Right. So I will be using again.

We'll be using the best standards.

The ELA best standards.



Terri L. Coyle 25:01

If you don't know then then you know, because the ones you've identified here, the ones you've identified, are not.



Wanda Collins 25:03

Wait, hold on one moment.

I'm gonna look in, she said.

I can refer to.

Can I refer to the application?



Terri L. Coyle 25:11

Yes, and as mentioned, you speak to success for all in USA test prep which are not date adopted.

So that's why I'm asking you to clarify.



Wanda Collins 25:19

Play.

OK.

So LA ELA state standards for K through five typically cover four key areas. Reading, writing, speaking and listening, and language with each grade level progressively building upon foundational skills like phonics, vocabulary development, comprehension strategies, a text analysis grammar, improper writing mechanics, all aimed at aimed at develop.

Proficient readers and writers across various.

Text types are reading foundational skills for K through two letter recognition and sound association.

Phonics decoding skills, fluency practice, understanding basic text structures of reading comprehension K through five. I'm identifying main ideas and key details on making inferences and predictions.

Analyzing characters and plot development.

Comparing and contrasting text.

Understanding different text genres.

Narrative, informational poetry, writing K through 5A, sentence structure and grammar, capitalization and punctuation.

Narrative writing, a personal stories retelling, events, informative writing, facts, research, opinion writing, speaking and listening is for K through five as well following directions and participating in discussions.

Asking relevant questions and responding appropriately.

Are presenting information clearly and concisely active listening skills language K through five vocabulary development, grammar, usage nouns, verbs, adjectives, understanding figurative language.



Terri L. Coyle 27:20

Miss Collins, that is not what we're asking you, ma'am. That is not what we're asking for.

 **Wanda Collins** 27:23

Stop.

That's the ELLELL ELA standards for K25.

 **Terri L. Coyle** 27:33

I'm not asking you for standards.

I asked you what programs you will be using that are stayed adopted, but we'll move on.

 **Wanda Collins** 27:39

Oh. Oh, what programs, OK.

 **Terri L. Coyle** 27:40

So based on based on your, based on the information you provided to us in your application, what criteria will you use to determine the programs you will select for student to meet needs at different levels.

 **Wanda Collins** 27:43

The.

 **Terri L. Coyle** 27:56

So how will you know the program meets the needs of your kids?

How are you gonna make that determination?

 **Wanda Collins** 28:03

Well, depends on the challenge of learning level.

 **Terri L. Coyle** 28:11

OK.

 **Wanda Collins** 28:13

So there are there strengths in their weaknesses. Will determine which program is most effective for, for use with them.



Terri L. Coyle 28:21

OK.

So what was your what will your professional development plan look like to make sure the teachers are well trained in the state adopted curriculum that you will be using?



Wanda Collins 28:36

This is specifically for ELA.



Terri L. Coyle 28:41

When it comes to training your teachers, what is the plan to make sure that they are well trained and then we'll implement with fidelity?



Wanda Collins 28:50

It's an excellent question.

Probably a self-assessment or like I said, their their current shrimps and weaknesses and reading, writing, speaking and listening skills followed by specific, measurable goals.

Focus on improving those areas with actionable steps like targeted reading strategies, writing practice exercises.

As well as opportunities to engage in discussions to enhance communication skills, all outline with a clear timeline for progress tracking.

Some key points would be the self-assessment.

I think the self-assessment would help us identify areas where the student needs the most improvement, such as decoding skills, comprehension strategies, grammar usage, essay writing, or public speaking.

And that will.

Also help us determine what program will be best for them.

It is also what help us analyze their current level of proficiency and different ELL domains based on their classroom performance and standardized test and feedback from their teachers.



Terri L. Coyle 30:01

What assessments will be used to determine student progress?
To determine teacher effectiveness.

 **Wanda Collins** 30:07

The many of there's many assessments that are required throughout the year.

 **Terri L. Coyle** 30:14

For example.

 **Wanda Collins** 30:18

All right.

Needs to wait.

Hold on a moment.

I have a number to so I remember the name of it.

The Darth I ready and the fast.

 **Terri L. Coyle** 30:40

So how will you monitor that implementation to make sure teachers are following programs as designed?

 **Wanda Collins** 30:46

Well, we're already, but it it it logs. What students?

The students progress is already is a built in system.

Where you know, it tracks their their their performance and and and it gives the teachers data.

 **Terri L. Coyle** 31:04

I'm speaking about teachers.

 **Wanda Collins** 31:04

And they utilize that data to see if the students have made any progress.

 **Terri L. Coyle** 31:06

How are you?

How are you?

Monitor the teachers implementing the programs correctly.

 **Wanda Collins** 31:11

Well, to have data data talks.

 **Terri L. Coyle** 31:11

How is that?

 **Wanda Collins** 31:13

Data talks.

Data talks well, like with meetings with with the assistant principal, who is assigned to their team.

 **Terri L. Coyle** 31:24

Thank you. On Page 27 of your application you you speak to 60 minute blocks whereas 90 minute blocks of uninterrupted instruction is required in statute.

 **Wanda Collins** 31:25

You're welcome.

 **Terri L. Coyle** 31:38

So how will you ensure that your students will be receiving that 90 minutes of uninterrupted in addition to the extra time they'll still need for interventions?

 **Wanda Collins** 31:50

Can you please repeat what you said?

You said OK, page 27, it states.

 **Terri L. Coyle** 31:53

On page 27, you mentioned 60 minute, a 60 minute blocks for your instruction.

The state requirement is 90 minutes of uninterrupted instruction in reading for K5 that doesn't include the extra time that's required for intervention.

 **Wanda Collins** 32:01

Yeah.

 **Terri L. Coyle** 32:10

So how will you make sure that those students are getting the required instructional time?

 **Wanda Collins** 32:12

Play.

 **Terri L. Coyle** 32:13

Because right now it's it says 60 minutes.

 **Wanda Collins** 32:13

Well, that's 60.

 **Terri L. Coyle** 32:16

So that doesn't fit.

 **Wanda Collins** 32:17

Yes. During the during the there's there's also time.

In there's like a literacy. There's like, a literacy period where that's an additional, I think 90 minutes. And during that time is when we incorporate additional reading time.

 **Terri L. Coyle** 32:36

So you have a 90 minute block as well as a 60 minute block for literacy.

 **Wanda Collins** 32:40

Yes, yes.

 **Terri L. Coyle** 32:42

OK.

Where can that be found in the application?

 **Wanda Collins** 32:46

It should be.

It should be on the the schedule where it shows like a time.

Additional time for.

For is. Is it for fluency?

It's on our schedule.

 **Terri L. Coyle** 33:04

K.

We'll go back and look at that.

And then for your interventions, what is your plan for addressing Tier 2 and Tier 3 students?

 **Wanda Collins** 33:13

Can you please repeat your question?

 **Terri L. Coyle** 33:15

For reading interventions, what is the plan for addressing the needs of your Tier 2 and Tier 3 students for reading intervention?

 **Wanda Collins** 33:22

For reading intervention.

 **Terri L. Coyle** 33:24

What data will you use to place them?

 **Wanda Collins** 33:30

Change what your one and Tier 2 students.

OK, so as far as reading intervention for Tier 1?

There are going to going to be some accommodation for students with a disability, students with an individual education plan and students who are English language learners.



Terri L. Coyle 33:47

And three men.



Wanda Collins 33:55

We're going to provide print rich, explicit and systematic.

Programs in place for them as well as well as scaffold information and differentiate instruction based on the individual needs, as well as provide them with corrective feedback.

Help build background and content knowledge.

We're going to incorporate writing in response to reading and incorporate the principles of universal design for learning as well.

And now for Tier 2.

Standards aligned. It will will also provide accommodations for students with disability students within IEP and students who are English language learners provide explicit systematic small group teacher LED instruction matched to student need.

Targeting gaps in learning to reduce barriers to students, ability to meet Tier 1 expectations.

Provide multiple opportunities to practice the targeted skills and receive corrective feedback and occurs in addition to core instruction.

And intensive, individualized instruction intervention.

Because of her tier one and Tier 2 students.



Terri L. Coyle 35:05

How will you monitor that that's being done?



Wanda Collins 35:06

Over.



Terri L. Coyle 35:08

What is the the plan to make sure that the students are having their needs met?



Wanda Collins 35:10

Oh, the portfolio student portfolios.



Terri L. Coyle 35:16

OK.



Wanda Collins 35:16

Will keep a running record of their progress.



Terri L. Coyle 35:17

So with that.

OK.

So I'm gonna pass the mic to Melissa.

Melissa, you could take it from here. Thanks. Thank you.



Wanda Collins 35:26

OK.



Melissa J. Miller 35:26

Sure, no problem.



Wanda Collins 35:26

Thank you.



Melissa J. Miller 35:28

Just to build back a little bit on what Terry was talking about. You know in state statute.

Now we do have that 90 minute uninterrupted instructional block, and then there also needs to be time in your schedule apart from the 90 minute block for those Tier 3 interventions.

So I think what is really important is what programs are you going to be using during that Tier 3 time with students to meet specific needs.



Wanda Collins 35:54

There's a it's called basic skills in reading, and it's for grades.

K through two and three through 5, and then it's a program called functioning reading skills.



Melissa J. Miller 36:03

That's course code.

That's the course code, but that's not the curriculum that's being used to identify to meet the need.

OK.

So maybe you wanna look into that a little bit 'cause there's improved.



Wanda Collins 36:14

Although like system will use a systematic instruction in foundation arena, skills like funic awareness, phonics, fluency, we use online program.



Melissa J. Miller 36:24

Right.



Wanda Collins 36:24

As as well as.

The I ready?



Melissa J. Miller 36:29

OK. OK, great.

Can you talk a little bit about how you're planned on differentiating instruction in the classroom for students?



Wanda Collins 36:40

And instruction would depend on the individual student themselves.

Where they would the students that need additional.

Time will be, you know, paired in in a group.

And you know, so that way that they won't, you know, be dumb.

They won't be just disrupted.

While working on their individual levels, because they'll each be working on the individual levels and based on their levels is how they'll be grouped within the classroom.



Melissa J. Miller 37:12

OK. And who's going to be providing professional development for your teachers?
And how will that be determined?
What the needs for professional development are?

 **Wanda Collins** 37:23

No professional development will have a liaison that will coordinate the professional development for teachers.

 **Melissa J. Miller** 37:31

A liaison like with me.

 **Wanda Collins** 37:32

Yes, for reading and math.

 **Melissa J. Miller** 37:35

OK.

What about extended learning opportunities?

How will the students be identified and what will be the frequency and duration for extended learning opportunities for your students?

 **Wanda Collins** 37:48

Oh, it's the extended learning opportunities, will we?

We won't have like before and after school programs.

That will be dedicated to students who need additional reading instruction and fluency instruction, as well as mathematics instruction.

And that will probably be Monday through Friday.

 **Melissa J. Miller** 38:16

OK.

 **Wanda Collins** 38:17

And then on on Saturday, if need be.

 **Melissa J. Miller** 38:21

OK.

What about mtss?

The application didn't really provide evidence of a state adopted RTI mtss process to use to meet the needs of students.

Please describe your mtss process for reading interventions and who will be responsible for this.

 **Wanda Collins** 38:43

OK.

So with the tiers and the MTS are used to describe the level and intensity of instruction and intervention and are not used to categorize students themselves or specific programs just to determine the effectiveness of each tier and then monitor the progress regularly to ensure the strength of the. Entire system.

 **Melissa J. Miller** 39:04

So who'll be responsible for that?

 **Wanda Collins** 39:08

Well, as far as what?

Year 1.

All students will receive general academic and behavior instruction and support. This tier is the foundation for all school activities that involve student and adult behavior and that.

 **Melissa J. Miller** 39:22

Adults will be in charge of the whole process, the mcass process.

 **Wanda Collins** 39:24

Were, yes, adults, I was. Yep, exactly.

 **Melissa J. Miller** 39:27

Which ones will be in charge?

Who would be in charge of the mtss process at your school?

 **Wanda Collins** 39:32
Can you please repeat your question?

 **Melissa J. Miller** 39:34
Who would be in charge of the mtss process at your school?
Who will lead that process?

 **Wanda Collins** 39:40
Who will lead the program?

 **Melissa J. Miller** 39:42
Yes.

 **Wanda Collins** 39:43
Someone from the esse department.

 **Melissa J. Miller** 39:47
OK, 'cause mtss is not part of ese.

 **Wanda Collins** 39:48
The director.

 **Melissa J. Miller** 39:49
It is about your general education and how well your construction's going, OK?

 **Wanda Collins** 39:55
Yep.

 **Melissa J. Miller** 39:56
I definitely would advise to make sure that you go and look into the interventions that are on our approved list and make sure you're familiar with our reading plan and the programs that are state adopted.
That's all I have.
Thank you.



Rhonda L. Stephanik 40:12

OK.

Thank you very much, Terry and Melissa.

We're now going to shift down to elementary math and we have Tanya Hutkowski with just a couple questions and clarification, Tanya.



Tanya R. Hutkowski 40:28

Good afternoon, everyone.

I'm Tony Hutkowski elementary math curriculum supervisor and this mine is really easy.

Miss Collins? Two very simple questions that you just, I just need clarification on first one. Was your plan for mathematics did reference the best standards, but as far as when we come to student thinking, you included the 8 mathematical.

Thinking and reasoning standards, which were from the previous.

Standards, rather than the thinking reasoning standards that are included as part of best so.

My question is, are you thinking of switching that up and including the the best?

Thinking of thinking and raising standards as opposed to the 8 mathematical Standards.



Wanda Collins 41:26

Well, I did.

We do plan on using.



Tanya R. Hutkowski 41:27

It's not.

It's not a major. That's not a major, major thing and certainly would not affected your application, but it's just something to, you know, if you're doing the best standards, you kind of want everything to go hand in hand.



Wanda Collins 41:32

Play.

Yes. What we were do plan on implementing the standards for mathematics K25.

The best standards, the mathematical thinking and reason standards.



Tanya R. Hutkowski 41:50

Perfect then.



Wanda Collins 41:51

OK.



Tanya R. Hutkowski 41:51

That's fine then.

That's fine.

My other question came to because I did see your mathematics curriculum and I just need a little.

I wanted to know what your rationale was because I saw that you're and I'm going to pull up your plan.

So I can speak to it because you have a different mathematics curriculum for each grade level, and I just wanted to know what the rationale was for that. And so for example.

At grade KUR using.

Yeah, let's see what it was.

You are using.

Florida's well for first grade, you're using HMH for 2nd grade, you're using Envision?

For 3rd grade, you're using Florida reveal for 4th grade, you're using stem scopes and then it says Florida's best standards for math.

And I'm not quite sure what that was, so I was just wondering what that rationale was for the choices of curriculum.



Wanda Collins 42:43

Nope.



Tanya R. Hutkowski 42:49

You know, in general we would want.

Consistency.



Wanda Collins 42:51

OK.

Yeah. So the the reason the reason we the choices of the reason why we chose those particular.

Books is because when we did, we did our research, we found that some books were. Closer aligned to the Florida best standards than other books, there were some. And also I thought I provided the documentation that showed which books were close more closely aligned to the Florida standards.

There are some books that.

Were 100% aligned, like between 90 to 100% line.

So we chose those books because they were closely aligned to the Florida best standards versus some other books.

So that's why there is a different. That's why we chose the books that we chose.



Tanya R. Hutkowski 43:40

OK. Then if that was that's working for you and your students, then that's all the questions I had. Thank you very much.



Wanda Collins 43:45

OK. Are you welcome?



Rhonda L. Stephanik 43:49

OK.



Wanda Collins 43:49

Play.



Rhonda L. Stephanik 43:49

Great. Thank you very much. Next for elementary science, our elementary science representative is not on the call, I believe, but she did have just a brief question that she did not see anything related to the educational program design.

Could you briefly?

Explain what the educational program design looks like.

For science.



Wanda Collins 44:23

OK1 moment.



Rhonda L. Stephanik 44:24

Is it gonna be hands on inquiry?
What type of materials are going to be used?



Wanda Collins 44:30

Hands on mini labs.



Rhonda L. Stephanik 44:30

How will the students?
Is that going to be everyday?
Like what?
What would that look like in in the school?



Wanda Collins 44:47

Looked at my I had to look through the the.
Hold on, momentumbrash.



Rhonda L. Stephanik 45:01

It did appear that you had included a little bit of information about the curriculum as it relates to science, but nothing in terms of the educational program design.



Wanda Collins 45:11

You know, would be hands on.
K through five science program, where labs would be every every Friday.



Rhonda L. Stephanik 45:27

OK. Anything else that you would like to add for that?



Wanda Collins 45:31

Yes.
'Cause, we want the you know we want more so of real use, a lot of real world examples during instruction and hands on. So like the minute the, the the labs will be on Friday but then many labs will be on Monday to Friday to give students.

An accurate depiction of what's going on and to kind of connect what they're learning to what is actually going on in the real world.



Rhonda L. Stephanik 46:05

OK.

Alright, I will make sure that the reviewer for this section receive that information that you have provided for elementary social studies.

Same thing there.

What does the educational program design look like for social studies instruction and then also which social studies materials will you be using for K5?



Wanda Collins 46:43

Most mostly inquiry based learning for social studies education, where students will actively explore questions, analyze primary sources, they'll be able to collaborate with peers and critically evaluate information to construct their own understanding of historical, geographical and societal concept often.

Well, and it'll be based on like a diverse perspective.

In real world applications, through hands on activities said it similar to what they'll be doing in science, but it'll be more focused on social studies.

So they'll both be using hands on activities in order to connect.

What they're learning to the real world and then we're going to place a strong emphasis on developing critical thinking, media literacy as well as civic engagement skills.



Rhonda L. Stephanik 47:43

And which curriculum will you be selecting?



Wanda Collins 47:54

OK.

So the curriculum.

To me.

Probably the the the C3 framework with like I said, with the emphasis on inquiry.

And analytical thinking.



Rhonda L. Stephanik 48:18

Can you rephrase or restate that again? My screen froze temporarily.



Wanda Collins 48:23

Oh yes, of course.

Well, I'll probably use an include. Our curricula option will be the like the C3 framework, and it will focus on inquiry.

So he's mostly anchored based learning where they're, you know, thinking critically and analytically as well as civic action, along with standards aligned materials.

Tell it to specific grade levels so it'll be standards aligned materials that will use.



Rhonda L. Stephanik 48:53

Alrighty, now moving down to the section of student performance, there were a few comments also included there that I would just like to read to you.

The reviewer stated that the application fails to include evidence of assessments to determine baseline data, progress monitoring and student academic performance for students in grades K1 and two.

What assessments will the school use to gather baseline data and what will the school use to progress monitor?



Wanda Collins 49:38

But can you please rephrase your question?



Rhonda L. Stephanik 49:42

Sure. What assessments will the school use to gather baseline data?

For students in K1 and two.

How are you going to begin to assess where any potential students are as they enter their school?

Should you be granted a Charter?



Wanda Collins 50:06

Oh, the fast. OK, the fastest or the forward assessment for students thinking the fast.

They will use those as progress monitoring assessments.



Rhonda L. Stephanik 50:22

OK.



Wanda Collins 50:23

And collect that data.



Rhonda L. Stephanik 50:24

The submitted.



Wanda Collins 50:26

So we'll probably use like automated tools.

Like like I said, those test scores as well as behavior reports.

And also the teachers will be having conversations having like data conversations with the students, and then we'll use that.

As a as a progress monitoring.



Rhonda L. Stephanik 50:50

OK.

The reviewer also indicated that the progression plan document that was submitted is outdated.

So if you are granted.

A Charter you will need to make sure that you are using the most current documents because that one is not current.

And then also to the OR the reviewer indicated that.

This application that was submitted for this cycle was nearly identical to the application that was withdrawn in May of 2024, indicating that there was not much.

That was improved upon in terms of this particular section of the application, so.



Wanda Collins 51:43

Well, actually I did.



Rhonda L. Stephanik 51:44

The the same issues that.

 **Wanda Collins** 51:47

Actually, I did go in and make improvements based on the feedback from the analyst during the previous.

 **Rhonda L. Stephanik** 51:53

Correct and I'm. I'm just speaking specifically to this section.

 **Wanda Collins** 51:54

Thank you.

 **Rhonda L. Stephanik** 51:58

That Section 5 for student performance was nearly identical.

So there was not much that changed. And so the concerns that were found previously were still present.

In in this section. OK, so I just wanted to point that out.

 **Wanda Collins** 52:13

Well, whatever.

OK 'cause I went. I went through each section and I made the necessary correction for for each section based on the feedback that was provided.

So I don't know why it, I don't know why they would say that it's the same when I went in and made the necessary changes per the feedback that was given to me.

 **Rhonda L. Stephanik** 52:37

I'm just reading what was provided to me, OK.

 **Wanda Collins** 52:41

OK.

 **Rhonda L. Stephanik** 52:41

So we're now going to.

 **Wanda Collins** 52:41

All right.

Well, I do apologize, but I did go in and make the corrections.



Rhonda L. Stephanik 52:46

Right. And that was evident in in some other sections, it was clear that there have been updates made to this application, but for Section 5, there is some similarity. It was nearly identical.

So moving on to section 6, we are going to go into our exceptional student section and we should have our representatives from.

Esol here? Or not esol?

I'm sorry, ese.



Wanda Collins 53:15

Play.



Rhonda L. Stephanik 53:15

I see Yolanda Martinez, will you be asking the questions today?



Yolanda V. Martinez 53:22

Yes. Can you all hear me?



Rhonda L. Stephanik 53:24

Yes, ma'am.



Yolanda V. Martinez 53:25

OK, awesome.

Good morning and welcome.



Wanda Collins 53:29

Good morning.



Yolanda V. Martinez 53:30

Based on the application, there are four questions that I'm gonna ask just for clarification purposes.

Question number one is and by the way, I'm sorry, Yolanda Martinez.

I know Rhonda introduced me, but I just wanted to make sure I am the specialist for DHHVIN charter schools for Broward County, the ESC department.

So question #1 is, what is the testing plan to include students with disability and standardized testing when a liable accommodations?

What is your school going to do to support those students?

 **Wanda Collins** 54:02

What?

Support students with disabilities.

 **Yolanda V. Martinez** 54:08

Yes.

Yes, what?

What testing plan?

What is the plan that your school has to include our SWD students? We're taking those standardized tests and to allow them those accommodations.

 **Wanda Collins** 54:25

Oh, they, well you. They get more time when it when the students with disability take the test.

They're, you know, they're going to be in a area where they get as much time is needed to take the test.

 **Yolanda V. Martinez** 54:39

OK. Is it?

 **Wanda Collins** 54:40

You get extended time.

 **Yolanda V. Martinez** 54:42

OK. Anything else you would like to add in regards to that part?

 **Wanda Collins** 54:47

Well, we'll meet all the accommodations per their independent, the report, or per

their IEP, because their IEP usually give specific details about their accommodations. As far as testing is concerned.



Yolanda V. Martinez 55:00

OK.

So yes, that's exactly what and just remember that one identify student with disability, you're not just looking for students who have an IEP, you're also looking for your students who have a 504, who has a physical mental impairment and the importance of reviewing those accommodations and.



Wanda Collins 55:05

What?

What?

Correct.

I'mitted.



Yolanda V. Martinez 55:16

To ensure the base on each student's accommodations, the student the school's meeting their needs. OK.



Wanda Collins 55:22

Yes, OK.

Yes. Yep.



Yolanda V. Martinez 55:23

OK.

And just a future reference, you need to be a little bit more specific in regards that. And because it seems to be a little bit of vague statement, so it didn't give us a true picture of those accommodations being provided to all of our students who are students with disability, and that includes our 88504 students.

OK, question #2, what is the school's plan for quarterly progress monitoring of academic achievement and IEP or EP goals attaining for students with disability and gift to students?

What is the plan for quarterly progress monitoring?

 **Wanda Collins** 56:12

So as far as.

The plan is OK.

So you are you speaking about what plan is in place to help them with their goals?

 **Yolanda V. Martinez** 56:23

So what is the school going to do every quarterly to look at the students of those subgroups to help them achieve the academic the academic part of it, of them.

 **Wanda Collins** 56:34

Well, I know that.

 **Yolanda V. Martinez** 56:34

So what is the plan?

 **Wanda Collins** 56:36

Like I said I the IP does clearly define achievable goal with specific criteria for measuring progress like benchmarks or data points.

And they'll be provided necessary accommodations and modifications based on where they're at with their their goal in specialized services, the students will receive your require access to the curriculum.

 **Yolanda V. Martinez** 56:45

OK.

 **Wanda Collins** 57:02

And progress monitoring.

 **Yolanda V. Martinez** 57:03

Yeah, but.

 **Wanda Collins** 57:04

Regular regular data collection and analysis will be used to track the students

progress towards those goals and make a judge adjustments adjustments to interventions if needed.



Yolanda V. Martinez 57:17

OK.



Wanda Collins 57:17

As far as and if they have behavior goals, then there will be strategies in place to address any behavior challenges impacting learning and then make the necessary adjustments to ensure that those students are on track to obtaining their goals in meeting those goals.

Adjustments to the learning environment or assessments methods to support the student, such as therapy, counseling or assistive technology if required. Depending on the student, the individual student, and what will work best for their particular needs.



Yolanda V. Martinez 57:51

OK.

So just so you have a better understanding, this is talking about your general at teachers, whether you guys are doing to monitor the the students.



Wanda Collins 57:53

Yeah.

Sure.

Yes, this.

Yeah, this is what the the teach the teachers will do to monitor.



Yolanda V. Martinez 58:04

The IEP process does their individual plan and you know you have a team.

Who monitors that?

But those students, if they're still struggling, we still have a responsibility.

So the question it's it had to do what is the plan of you like?

Are you training the teachers?

You're meeting quarterly.

What data are you looking at?

 **Wanda Collins** 58:21
Oh, yes, yes, yes. Like, yeah, we have those data.

 **Yolanda V. Martinez** 58:21
What you said what you said data analysis.

 **Wanda Collins** 58:24
Yes. Well, yes, we will have conversations with the teachers and that would also be a part of the of their their PLC meetings. I prefer professional learning community meetings.
Will where?
Where they'll learn about, you know, how to make sure that their the students with disabilities are meeting the goals.

 **Yolanda V. Martinez** 58:49
OK.

 **Wanda Collins** 58:50
And we'll have.
Those we have those meetings on a weekly basis.

 **Yolanda V. Martinez** 58:55
K.
The next question is what is the school's procedure to ensure parent participation involvement in the gifted EP meeting?

 **Wanda Collins** 59:11
What is my parent involvement in the gifted meetings?

 **Yolanda V. Martinez** 59:14
Yeah. What is the procedure?
What are you guys are going to do to get the involvement of those parents?
What is the plan?

 **Wanda Collins** 59:23

One moment.

So what is the peer to get parents involved?

Encourage them to.

To come to open house, come to.

Pair you know parent student.

Meetings parent student, teacher meetings.

You know, send Flyers home when there is a parent.

Involved like parent events where parents get involved in the students, academics.

So that we can share insights about their child strengths.

Entrance interests and potential areas of concern, while also being informed by the gifted programs curriculum and how addresses their child's specific abilities.

 **Yolanda V. Martinez** 1:00:34

OK, alright. And the last question is going to be, how does the school plan to ensure appropriate untimely provision of the gifted procedure safeguards to the parents of gifted students?

 **Wanda Collins** 1:00:49

Don't.

Application.

So how is your question?

How do you ensure timely?

 **Yolanda V. Martinez** 1:01:05

How do you how does the school plan to ensure appropriate?

And timely provision of the gift of procedural safeguards.

Specifically to the students, up to the parents of gifted students.

 **Wanda Collins** 1:01:32

The school will provide parents with up prior written notice, giving them in a reasonable amount of time before any proposal, refusal, refusal to initiate a change the program.



Yolanda V. Martinez 1:01:46

OK.

Alright, so just to give you a little bit more clarification, every time there the parents need to be provided with the gift of procedure safeguards, that is.



Wanda Collins 1:01:55

Yes.



Yolanda V. Martinez 1:01:56

So that is a written copy that has to be provided every single year.

So that's really what and of course you just said with we have provide the with written notice and the communication OK that will be it for me.

I appreciate aronda back back to you and Miss Collins. Have a great day.



Wanda Collins 1:02:13

All right. Have a great day.

Thank you.



Rhonda L. Stephanik 1:02:15

There goes my light again.

Thank you, Yolanda.

We're now going to move into the section of ESOL we have Lisa Otto Longo to ask those questions regarding ESL.



Leyda C. Sotolongo 1:02:21

Are you doing?

Thanks, I do.

Good morning, Miss Collins. How are you?



Wanda Collins 1:02:29

Good morning.

I'm OK. How are you?



Leyda C. Sotolongo 1:02:30

Good, good.

Thank you.

So I have a couple of questions for clarification and I'm going to start off by asking is it your intent to follow the district's K12 easel plan?

 **Wanda Collins** 1:02:40

Oh yes it is.

 **Leyda C. Sotolongo** 1:02:42

OK, having said that, what assessments are used to place EL LS into the easel program?

How do you have kids?

 **Wanda Collins** 1:02:54

So what?

So what placements will place students into the ELL program?

 **Leyda C. Sotolongo** 1:02:59

What assessments correct?

 **Wanda Collins** 1:03:09

And those tests are the best determines if a student is Inca ell, correct?

 **Leyda C. Sotolongo** 1:03:14

Correct.

 **Wanda Collins** 1:03:16

Let me see.

I know what we'll assess is the home language preferences.

Assess their educational background.

English proficiency level and academic content knowledge in English.

 **Leyda C. Sotolongo** 1:03:35

Right. So parents come in, they check off. If there's another language spoken in the home.

What assessments are used then? What?

What do you give to determine whether the child is is ell?

 **Wanda Collins** 1:03:44

The oh the wider assess placement test.

 **Leyda C. Sotolongo** 1:03:50

OK.

No, that's not what we give here in Broward County.

So I asked the questions because again, it's not clear in your application.

 **Wanda Collins** 1:04:02

I know that it's not the home language survey or the the Lope.

 **Leyda C. Sotolongo** 1:04:05

That's the survey that your parents complete, and they check off whether there is another language spoken at home. Once there is a check mark there there, the child has to be assessed.

 **Wanda Collins** 1:04:09

Play me a song.

 **Leyda C. Sotolongo** 1:04:14

So my question is, what assessments are given to determine placement?

 **Wanda Collins** 1:04:17

Oh, the the Kaufman test.

 **Leyda C. Sotolongo** 1:04:22

Hey, that's that's one. But that's not given.

That's not the primary assessment, and there are rules around that assessment.

First, particular students and grade levels.

 **Wanda Collins** 1:04:38

Let me look into my application.



Leyda C. Sotolongo 1:04:39

OK so.

OK.



Wanda Collins 1:04:48

You said it's not in there.



Leyda C. Sotolongo 1:04:51

No, that's why I was asking.



Wanda Collins 1:05:08

What?

I see.

The Loop is not. It is not one of the tests.



Leyda C. Sotolongo 1:05:18

No.



Wanda Collins 1:05:18

The coughing testing Lo P placement test for assessing, reading, writing and language use skills.

Play me a song.



Leyda C. Sotolongo 1:05:30

Yeah, yeah, I know.

I have to.

I have to download.

So again, I would just, you know, ask that you go back because that's really that's at the heart of everything else that happens with the student from, you know, moving forward from that assessment.

That's what kind of guides the process.

So I would encourage you to go back and and take a look at those assessments.

So I'm gonna continue just for the sake of time.

What supplemental materials will you use to make language comprehensible to El

LS?

What supplemental materials?

 **Wanda Collins** 1:06:10

I asked supplemental materials.

I know. OK for this is for me.

One moment.

Play.

I know I had it somewhere.

Here.

Star renaissance.

Literacy circles.

Wilson foundations.

 **Leyda C. Sotolongo** 1:07:08

OK. Do you know when you would use those?

And what the targets would be for each of those programs you would be?

 **Wanda Collins** 1:07:18

It would just depend on the student themselves or when will we when we would use of those resources.

 **Leyda C. Sotolongo** 1:07:27

OK.

Can you share when the school is able to provide extension of services like when does extension of services come into play for Els?

 **Wanda Collins** 1:08:07

Is that problem?

Is is that in regards to placement?

 **Leyda C. Sotolongo** 1:08:11

No, that's once the child is in the program.

When do we offer extension of services?

 **Wanda Collins** 1:08:14

I once challenged the program.

OK.

Further, within 30 days.

 **Leyda C. Sotolongo** 1:08:37

I'm fighting to be sent now.

So again, I would ask that you go back and and review extension of services as well.

The next question is how and when are Els exited from the easel program?

What's the criteria for exit?

 **Wanda Collins** 1:08:57

Oh my home on my I found my extension of services.

It covers extensive service.

OK.

So the Lea procedure for determining extension of services should include the timeline based on Deuce. The role of the ELL committee in the supporting documentation use determine if continued ESOL services are necessary.

I know that you saw program a state funded program for eligible EI LS in Grace 12.

So, and it's designed to meet the needs of the EI LS who come from homes where the native language is not English.

 **Rhonda L. Stephanik** 1:09:38

Are you reading that from the application that you submitted?

 **Wanda Collins** 1:09:40

Yes, I'm reading there from the application.

 **Rhonda L. Stephanik** 1:09:41

Are you finding that information elsewhere?

 **Wanda Collins** 1:09:43

No, that's from the application.

I mean, I'm using a Finder to to see where I wrote it directly from the application.



Rhonda L. Stephanik 1:09:52

OK, because I I'm not sure later.

Do you remember finding that in the application or is that why?



Wanda Collins 1:09:55

Yes, in it's in.

It's in procedures.



Leyda C. Sotolongo 1:09:57

No, that's why I'm asking the the question.



Rhonda L. Stephanik 1:09:58

OK.



Wanda Collins 1:09:59

It's in yes, in procedures.



Rhonda L. Stephanik 1:10:00

OK.



Wanda Collins 1:10:02

The procedure section of the application on page 95.



Leyda C. Sotolongo 1:10:06

Lines you 5.

Let's see what is going on here so far it.

When I went to Portugal, I went because at least has an easy way.



Wanda Collins 1:10:14

Repl.



Leyda C. Sotolongo 1:10:15

They didn't want to take home and be, but look at what OK95 from what I'm looking

at.

Oh yeah, 95 from what I'm looking at speaks to.

 **Wanda Collins** 1:10:28

Is at the bottom of the bottom of page 95. Next to procedures explanation.

 **Leyda C. Sotolongo** 1:10:28

Integration.

You do have a second time.

You don't.

Do you have any second time that Alejandro continue to remain?

For me, it's early warning systems at the bottom.

95 I'm not really sure, Rhonda.

 **Wanda Collins** 1:10:40

Why does this strange?

This is the. This is the the application that I downloaded from what what I submitted Florida administrative code.

Also known as section 11 covers extension of services in the English for Speakers of Other languages, Esau program for English language Learners, ELL.

The town procedures explanation the ELA procedures for determining extension of services should include the timeline based on Deuce, the role of the ELL Committee, and the supporting documentation used to determine if continued ESOL services are necessary.

 **Leyda C. Sotolongo** 1:11:16

OK.

I'll have to go back and and check that in your in your application.

When do you know then what?

 **Rhonda L. Stephanik** 1:11:22

I do see it in there later.

 **Leyda C. Sotolongo** 1:11:22

The OK.



Rhonda L. Stephanik 1:11:24

I do see it OK.



Leyda C. Sotolongo 1:11:24

All right. All right. I'll take a look.

Can you share them with the exit criteria is.

Hi there.



Wanda Collins 1:11:36

All right, establish clear criteria for when an ELL students ready to ex the ESL program.



Leyda C. Sotolongo 1:11:38

Finding.



Wanda Collins 1:11:42

Collaboration, foster collaboration to es LS teachers, mainstream teachers, administrators, and specialists to ensure coordinated support for ELLS by implementing these strategies, we can create and inclusive learning environment that allows ELLS to access the same quality education as their peers, promoting their acad.

Achievement and language development.



Leyda C. Sotolongo 1:12:04

OK. But the question was what?



Wanda Collins 1:12:06

Regardless of the approach.



Leyda C. Sotolongo 1:12:08

Sorry, what criteria is used to exit the students from the ELL program?



Wanda Collins 1:12:13

Yes, I'm getting to that.

Regardless of the approach implemented, EI is received instruction which is comprehensible, equal incomparable in amount, scope, sequence and quality. So what we'll use is evidence based on observations during classroom visits, through lesson plans, through use of materials and audio visuals. So whatever was used will whatever all the information provided in their portfolio that was used during data talks as well as during. What data talks with the students and data talks with administrators as far as the students? Progress on assessments will determine whether or not this exit the student.



Leyda C. Sotolongo 1:13:07

OK.

So just to clarify, the state has very specific criteria and they have to meet that criteria in order to exit. So that, I mean it is what it is as far as what the criteria is. So you may want to take a look at that as well, OK.



Wanda Collins 1:13:23

Yes, I did.



Leyda C. Sotolongo 1:13:26

OK.

So what is the criteria?



Wanda Collins 1:13:26

Yes.



Leyda C. Sotolongo 1:13:27

Specifically, what assessments and what is the criteria?



Wanda Collins 1:13:49

Right. So they will have to achieve a proficient score on both the statewide English Language proficiency assessment like the the SCHELLA and the Florida Standards Assessment, the English language Arts ELA or the Florida Standards Alternate assessment FSAA depending on their grade level needs.

Essentially, they must demonstrate proficiency in both language skills and academic content content in English.



Leyda C. Sotolongo 1:14:14

Thanks Sela is not something that's not an assessment given in Broward County.
So I'm not really sure.

Where you got that information, but we don't use that here.

So I'm gonna go ahead and there's just two more questions and one of them is just basically for.



Wanda Collins 1:14:33

So you don't use it.

We don't use the CELLA.



Leyda C. Sotolongo 1:14:37

Sale. No, we used to many years ago.



Wanda Collins 1:14:45

I have found that information on the website.



Leyda C. Sotolongo 1:14:49

Hmm.



Wanda Collins 1:14:50

I know that there's four domains.



Leyda C. Sotolongo 1:14:53

Yes, listening, speaking, reading and writing. Correct.



Wanda Collins 1:14:56

Right, right. The four domains in in English speaking and writing. Correct. OK.



Leyda C. Sotolongo 1:15:00

But no, they do not.

 **Wanda Collins** 1:15:00

So that's oh, OK.

So that's just it.

Just to OK.

 **Leyda C. Sotolongo** 1:15:03

Yeah. OK. So in the application, it states that the bilingual Letal department provides support services, which I guess we do including interpretate interpreters, translators to help you know, students and families.

But I just wanted to clarify that those services are not provided directly to Charter.

We would go through venture design, so I just wanted to clarify that point that was. Included in your application.

And then the very last question is how will access data be used to inform instruction?

 **Wanda Collins** 1:15:29

OK.

And this is for ELL students, correct?

 **Leyda C. Sotolongo** 1:15:48

That's correct.

 **Wanda Collins** 1:15:56

Well, we'll OK. So we'll use it to provide insights into our current English language proficiency levels across listening, reading, writing and speaking, allowing teachers to tell their instruction to address specific language needs.

Differentiating learning activities and tracking progress over time, ultimately helping to design targeted interventions and support strategies to accelerate language developments.

Some key ways that will use it, of course.

Like I had mentioned earlier, is an individual identify.

Individual strengths and weaknesses and analyze those individuals individual student scores to pinpoint areas where each student needs more support, whether it's vocabulary acquisition, grammar, usage, or comprehension skills, and also group those students strategically.

Use their scores to create small groups based on simple language proficiency levels. Enable teachers to provide targeted instruction that aligns with their specific needs. So that way they can work on their level and that and that what that would allow for them to.

When they're learning on their level, so it's more student specific instruction and student specific classroom setup. So that way the student doesn't get frustrated. And ultimately that will lead to their demise.

So wanna create a classroom that student centered and student focused so that the student can learn.

At a level that's most suitable to meet their needs.

So also teachers will be setting appropriate learning goals for those particular students based on the level, and they can establish individualized learning objectives that focus on students specific language development goals.



Leyda C. Sotolongo 1:17:28

Perfect.



Wanda Collins 1:17:42

And then select appropriate materials and activities to remember how you said how we're going to use those resources.

Earlier and.

This will align with that earlier question.

Choosing curriculum materials and classroom activity that align with the Students language proficiency level, ensuring they are appropriately challenged but not overwhelmed or stressed.

We don't want them to school.

School is.

A place that they regret going to, we want them to be happy about going to school and know that they're comfortable there.

So we want to provide a student focused classroom that allows the students to learn. And make progress at their individual levels.



Leyda C. Sotolongo 1:18:28

Sounds great.

OK.

Thank you, miss Collins.

That's it for us, Rhonda. Thank you.

 **Wanda Collins** 1:18:32

OK. Are you welcome?

 **Rhonda L. Stephanik** 1:18:35

OK.

Thank you later very much for your questions.

We're now going to go to the section for school culture and discipline, and I believe, Deborah Kearns, you're still with us today to ask those questions.

You're still on mute.

 **Debra B. Kearns** 1:19:03

Oops, sorry.

Hi, good morning, everyone.

 **Rhonda L. Stephanik** 1:19:04

There we go.

Now I can hear you.

 **Debra B. Kearns** 1:19:05

Good morning.

Good morning, Miss Collins.

My name is Deborah Kearns.

I'm with the Department of Equity. Good morning.

 **Wanda Collins** 1:19:08

Good morning.

 **Debra B. Kearns** 1:19:10

Good morning equity divers in school climate.

Just a couple of questions about Section 8 for you, all right.

 **Wanda Collins** 1:19:18

Play me a song.

Play me a song.



Debra B. Kearns 1:19:28

Expectations for students related discipline, including the right to appeal. Is that correct?



Wanda Collins 1:19:31

Play me a song.



Debra B. Kearns 1:19:34

Act.



Wanda Collins 1:19:34

Yes, that is correct.



Debra B. Kearns 1:19:36

OK.

Thank you.

So then I'm gonna ask for some clarification.



Wanda Collins 1:19:38

Are you welcome?



Debra B. Kearns 1:19:41

There seem to be some language that appeared to be in conflict all right.

Within Section 8 of the application, it also states with regard to suspension appeal, that an appeal may be made to the Superintendent to answer the charges addressed to the principal whose decision will be final, and then it also goes on to say.

It also goes on to say that the Board shall act on any appeal to expulsion.

The statements don't seem aligned specifically with the suspension appeal procedures for charter schools as outlined within the Code of Student Conduct.

Does the applicant does your school intend to align with the district practices, and if so, how specifically will you be doing that with regard to suspension appeal?

 **Wanda Collins** 1:20:37

Oh, that's a question that I remember doing a little bit of research.
And I that's a similar that was a similar question that was asked during Alliance interview when I heard and I have made changes to the question cause the curriculum is well, the suspension process is aligned with the school board.

 **Debra B. Kearns** 1:20:59

OK, as a as a charter school, can you clarify?
If a parent of one of the students in your charter school.
Intends to appeal a decision to suspend made by your Charter school principal.
What pathway specifically, will that appeal follow?
To whom will it be routed and and whose decision making will be involved relative to the decision of your school principal to suspend a student of your charter school?

 **Wanda Collins** 1:21:40

Hold one moment.

 **Debra B. Kearns** 1:21:54

Your application.

 **Wanda Collins** 1:21:55

Now this as far as this far Charter school of us following the school.

 **Debra B. Kearns** 1:22:00

OK, if if you are a charter school of Broward County Public schools, in the Code of conduct, there is a suspension appeals process outlined and it varies a little bit for charter schools from from that of the actual Broward County public schools.
So in reading your response.
It it seemed that the the section of the application doesn't seem to speak specifically to the pathway that a suspension appeal would follow.
Within the Charter school environment, I'm asking if you can clarify to whom is that routed and whose decisions are involved in a suspension appeal.

 **Wanda Collins** 1:22:35

OK. OK. OK.

OK.

Let's see what the process is.



Debra B. Kearns 1:22:50

And then as you're looking, there's also a statement about the board acting on appeals to expulsion.

It it's not clear if you're referencing your charter board or the school board.

It just it's. It's either it's. It could be semantics.

It could be unclear, but in reading that section and re reading that section, your response doesn't seem to speak specifically to the responsibility of the Charter school and the process.

That parents of charter schools would follow in appealing a decision to suspend, which is then different from from disagreeing with an expulsion.



Wanda Collins 1:23:26

To be let be looking my. That's what I'm doing now is looking.

I'm looking right.

This one I'm looking right now an application to see where.

As far as the appeals process, I know I had made a correction to it.

Let me see. OK.



Debra B. Kearns 1:24:22

For your reference, in the current code of conduct, it's actually the section. It's just before the discipline matrix in the rear of the code of Conduct book. There's a narrative that explains.



Wanda Collins 1:24:28

Play.



Debra B. Kearns 1:24:34

How parents may appeal decisions to suspend.



Wanda Collins 1:24:35

Yeah, but yeah. So yeah, I have here. Yeah, student.

Yeah, student and his or her parent regarding must give written notice of the intention to expel and the reasons. Therefore, no, no, no, that's not. That's not the appeal process.



Debra B. Kearns 1:24:40

It's a little.



Wanda Collins 1:24:50

Hold on, Mama.

With these systems.

Student Superintendent charter.

Yeah, the board.

The Board shall act on any appeal to expulsion. Due process rights will be included in all student handbooks in a manner that will facilitate understanding by students and their parents.



Debra B. Kearns 1:25:08

OK.

So Miss Collins, respectfully, that language is not reflected in your application and the narrative that you provided doesn't seem consistent with what you just read.

That was why I had the question.



Wanda Collins 1:25:20

That's in my application.

What I just read is an application.



Debra B. Kearns 1:25:28

All right, I'll, I'll refer to Mr. Phonic. I upon review of the most recent application, I did not see that the language of the Code of Conduct on the appeal for the charters.



Wanda Collins 1:25:40

Yes on there.



Debra B. Kearns 1:25:40

Was was aligned specifically and then it also speaks to.
It says that.

 **Wanda Collins** 1:25:48
Said.

 **Debra B. Kearns** 1:25:50
The board.
Will respond to appeals of expulsion.
Can you elaborate on what you mean by that?

 **Wanda Collins** 1:26:02
So there's there's an appeal. Then the board will.
Respond to the to the request from the parent.

 **Debra B. Kearns** 1:26:13
What? What is an expulsion appeal?

 **Wanda Collins** 1:26:16
Play.

 **Debra B. Kearns** 1:26:17
What do you mean by that?

 **Wanda Collins** 1:26:19
Well, if the parent doesn't feel like the student should be expelled, then they then go
through the due process rights.

 **Debra B. Kearns** 1:26:29
OK. And are you speaking to the Charter board or the school board?

 **Wanda Collins** 1:26:30
With the board.
Detroit, yes, the charter board.
I apologize, the Charter board.



Debra B. Kearns 1:26:35

OK. No, I wasn't trying to trip you up it the actual the Superintendent by statute has the authority for expulsion and the decisions around expulsion thereby would be the school board of Broward County.

Again, I just it it. It seems that upon review of your section, the language that you presented in the application doesn't seem consistent with the statutory or the guidelines in the code book.



Wanda Collins 1:26:50

Where they're making.

Because that's what it's the.



Debra B. Kearns 1:27:03

That's all.



Wanda Collins 1:27:06

Charter governing Board will vote whether to make a request to the Superintendent that a student be considered.

For expulsion by the school district.



Debra B. Kearns 1:27:13

K.

So if.



Wanda Collins 1:27:16

Only the sponsor can expel a student from the school. Therefore, the decision to expel lies only with the school board of Broward County.



Debra B. Kearns 1:27:24

OK, so procedurally from your charter school, if a student is being disciplined under the discipline matrix for a a behavior that requires A10 day suspension and recommendation for expulsion, are you saying that every single one of those decisions will be vetted through your actual governing board and?

Not just your school principal.



Wanda Collins 1:27:49

Correct. The principal may request.
Yes, the governing board.



Debra B. Kearns 1:27:53

OK.
My suggestion would simply be that the narrative of your application.



Wanda Collins 1:27:57

The principal.



Debra B. Kearns 1:28:02

Be clear so that the actual actions and procedures that your school plans to follow, whether it's providing a family or parent or guardian with an opportunity to appeal a suspension.
Or actions relative to expulsion are very clearly delineated in your application.



Wanda Collins 1:28:18

Repl.



Debra B. Kearns 1:28:23

And upon review the application, it it didn't seem that they were cleanly lined.
Also, within your application I did not see any language speaking to your school's procedures for dismissal of a student or your guidelines for dismissal of a student from a charter school.
I believe there are guidelines statutorily, and I I didn't.
They're not covered in the code of Conduct for Broward Schools.
I'm curious if your charter school has made provision for that and where that's annotated in your application.



Wanda Collins 1:28:54

For the missile of a student.



Debra B. Kearns 1:28:57

Dismissal of a student.



Wanda Collins 1:29:25

When you say dismiss or are we talking about early dismissal like procedures for?



Debra B. Kearns 1:29:30

No, no. Florida Statute has provisions around charter schools.

Ability to dismiss a student.

Release them from their school.

And I don't see any in your. There was no language to that in this section that I reviewed Section 8.

It is not covered in the Code of Conduct for Broward Schools believe it's a requirement and I'm curious if it's where might we find that information for review in your application?



Wanda Collins 1:29:55

OK so.

So what it OK so.

What? What does the school consider grounds for dismissing a student?



Debra B. Kearns 1:30:08

I'm asking what your developed procedures are for that act. If it is to happen under your Charter school.



Wanda Collins 1:30:08

Thanks for.

Play me a song.



Debra B. Kearns 1:30:17

And where they are in your application.



Wanda Collins 1:30:17

Well, the well, we may dismiss a student who doesn't meet the school's academic

standards and student who failure fails to follow rules who don't follow rules and regulations and who don't maintain eligibility as defined by the school board's Policy.



Debra B. Kearns 1:30:38

Where is that reflected in your application?



Wanda Collins 1:30:39

Where's?



Debra B. Kearns 1:30:47

And again just.



Wanda Collins 1:30:47

I'm just.

It's it's in.

It's in the student. What I'm doing is just.

Paraphrasing.



Debra B. Kearns 1:30:55

OK, if you're looking the the procedures for dismissal of a student from a charter school wouldn't be in the code of Conduct of Broward Schools. That would be something that would have been a procedure of your own school.



Wanda Collins 1:30:57

It's in the student.

From a charter.



Debra B. Kearns 1:31:10

And the question is, we didn't see it.

I didn't see it reflected in the application.

I'm wondering where it may be access for review and if it's included in your application somewhere.

That's all the same question I've asked.



Wanda Collins 1:31:22

OK. Hello. One moment, 'cause.
I just what I did was just.
I'm.



Debra B. Kearns 1:31:28

Is there a procedure?
If so, if you want to explain it, but it's not in the application.



Wanda Collins 1:31:30

It's the school culture and discipline.
Is in the school culture discipline.
Well, they don't meet our, you know, 'cause core character traits of the school.



Debra B. Kearns 1:31:47

The character traits of the school. How does that correlate to dismissal from your school?



Wanda Collins 1:31:51

If they don't, if they don't follow the academic standards of our of the school, the schools, regular schools, schools, rules and regulations.



Debra B. Kearns 1:32:02

OK 'cause, I've I've heard you say character traits.



Wanda Collins 1:32:05

Care.



Debra B. Kearns 1:32:05

I've heard you say academics.



Wanda Collins 1:32:06

Right. That come that. That's part of their.
Yeah, the character traits of them following the rules and regulations.



Debra B. Kearns 1:32:14

And is there any specific procedure or guideline about when something might lead to dismissal?

Cause I've heard very subjective in general information. I'm wondering what is the procedure of where may be access for review? It's not.



Wanda Collins 1:32:29

Yeah, that's good.



Debra B. Kearns 1:32:30

Where may be located in your application.



Wanda Collins 1:32:32

When you say the when you say, what is the procedure?



Debra B. Kearns 1:32:36

How are those decisions made?

What are the guidelines and?



Wanda Collins 1:32:39

Oh dear. That's how decisions are made.

The decisions are made based on how the student is conducting themselves, or are they following the rules?

And are they abiding by the regulations of the of the school?



Debra B. Kearns 1:32:54

OK.

I don't know how else to ask this question.



Wanda Collins 1:32:55

The school administrator would make those determination, yeah.



Debra B. Kearns 1:32:56

I'm not hearing anything very specific.

I'm hearing general comments about.

Decisions that might be made based on a variety of of of considerations.

 **Wanda Collins** 1:33:07

The factors, yes.

 **Debra B. Kearns** 1:33:10

Again, where in your application are the guidelines or parameters for student dismissal?

I won't ask it again.

I've asked it a few times.

I didn't see it and I'm wondering if it's in your application. Thank you.

 **Wanda Collins** 1:33:21

Are you welcome?

Was in there.

Just I know it's in that.

The school discipline section.

 **Rhonda L. Stephanik** 1:33:40

OK.

Perhaps we can move on and Miss Kerns.

 **Debra B. Kearns** 1:33:43

Thank you.

 **Rhonda L. Stephanik** 1:33:44

You know, if you would like to take a look again at the information just to make sure that we didn't miss something, I was trying to look through it as well.

While the the explanations were going on, so we'll take a look at that and if we need to respond again, then we will, OK.

 **Wanda Collins** 1:34:06

OK.

Alright, OK.



Rhonda L. Stephanik 1:34:07

So moving on to management and staff.

Thing the representative for that section is not available to be here today, but just a couple things that she had noted from this section.

Is there was no description of the management structure of the school in Section C?

There was an attachment that showed projected staff positions on the budget and attachment M shows the organizational chart.

But could you describe a little bit in detail about these schools proposed management structure?



Wanda Collins 1:34:52

One moment.

No.

Play.

Because I thought I had provided a chart organization chart of the management structure.



Rhonda L. Stephanik 1:35:25

Right. She did say that attachment M showed the organizational chart, but it was not clear if that was everything that needed to be in there, or if there.



Wanda Collins 1:35:33

'Cause I know 'cause it.

Mostly the. So it'll be from the governing board to the principal.



Rhonda L. Stephanik 1:35:36

Was.



Wanda Collins 1:35:42

To the assistant principals to the teachers.

That would be the structure of the school.



Rhonda L. Stephanik 1:35:49

OK.

Also, she indicated that attachment Q is an old Broward County public schools teacher. Job description and the certification information that was included is outdated because it refers to a three-year FL DOE non renewable temporary certificate.

Those are not the current guidelines for upgrading.

A to a professional certificate.

So if this is the case, then you will need to make sure that you understand what the current certification guidelines are, because this this information was not accurate.

 **Wanda Collins** 1:36:30

Yes, I understand.

Yeah, there are requirements.

Earn a bachelor's degree.

Pass the Florida teacher certification exams.

Submit an application packet.

I know they have to obtain official statement of eligibility.

Under the other pass, a general knowledge test, the professional educational test in the subject area test and have a program portfolio.

 **Rhonda L. Stephanik** 1:36:58

OK, OK. So I will make sure that she receives that information. We're now going to shift down to our financial pieces.

 **Wanda Collins** 1:36:59

Play.

 **Rhonda L. Stephanik** 1:37:09

We're almost done.

I know we're a little bit over time, so I do appreciate everyone who has stayed with us today.

For the budget section, we have Marlem Aleman and Heidi Kagayat to ask the questions about the budget.

 **Wanda Collins** 1:37:25

One time.



Marlem N. Aleman 1:37:35

The first item is there was a discrepancy.

Oh.

Can anybody hear me?



Rhonda L. Stephanik 1:37:44

Yes, we can hear you.



Wanda Collins 1:37:45

Play.

Yes.



Rhonda L. Stephanik 1:37:57

Now she's gone. I don't see her, Marlon.

Are you there, Marlon?

OK, I think she may need to restart her computer.

Possibly. I don't know if it's frozen.

Or if she will be able to come back in quickly so.

For time's sake, let's jump down to financial management.

I know that there are a couple questions there and we have Ray and Ella.

And then when Marlem comes back online, we'll go ahead and ask those questions.



Heidi T. Cagayat 1:39:04

OK. Hello. Can you hear me now?



Rhonda L. Stephanik 1:39:06

Oh wait.



Reynaldo Tunnermann 1:39:06

Hello.



Rhonda L. Stephanik 1:39:07

Oh, OK.

So you're with Heidi?



Heidi T. Cagayat 1:39:09

Yes, I'm with Heidi.

I'm sorry about that.



Rhonda L. Stephanik 1:39:10

OK.



Heidi T. Cagayat 1:39:11

I don't know.



Rhonda L. Stephanik 1:39:11

No worries.



Heidi T. Cagayat 1:39:12

Something happened with my mic.



Rhonda L. Stephanik 1:39:14

No worries. OK. So sorry, ray.



Heidi T. Cagayat 1:39:15

OK.



Rhonda L. Stephanik 1:39:16

We're gonna go back to to budget.



Heidi T. Cagayat 1:39:19

Yes, OK.

Yes, there were two items part of the budget review that I just wanted to bring up. The first one is the Fe FP revenue on your five year budget summary. There was a small discrepancy was not a big discrepancy, but your budget for year one.

On your Fe FP revenue should tie in to the revenue worksheet to the state revenue worksheet.

And there was a variances of about \$63,000. And then the second item is for planning year of the budget. It shows a \$40,000 donation or grant.

 **Wanda Collins** 1:39:50
Play.

 **Heidi T. Cagayat** 1:39:58
But what is the source of of that \$40,000?
Because there were no documents provided.

 **Wanda Collins** 1:40:05
Well, I I think that you're provided with old documentation cause a new budget doesn't show \$40,000.
Play.

 **Heidi T. Cagayat** 1:40:15
OK.

 **Wanda Collins** 1:40:16
Yes, new budget.

 **Heidi T. Cagayat** 1:40:17
All right, because.

 **Wanda Collins** 1:40:18
We are not getting the \$40,000 grant.

 **Heidi T. Cagayat** 1:40:23
OK.
All right, because that's what I saw with the with what I was provided, OK. And I do have a question.
Which Tyson to your budget and it has to do with enrollment. So for your enrollment that's in the budget document, it shows your enrollment for the first year at 510 students.
So I just wanted to know what efforts, what recruitment efforts the school is doing to recruit that number of students?

 **Wanda Collins** 1:40:44
Play.

 **Heidi T. Cagayat** 1:40:50

Taking into consideration that.

The Charter school enrollment district wide has not seen a significant increase in the last couple of years as well as there has been an increase in the Florida Empowerment Scholarship programs.

So what are your recruiting efforts?

 **Wanda Collins** 1:41:08

Yeah.

Recruiting efforts.

For obtaining students.

 **Heidi T. Cagayat** 1:41:16

Yes, for your enrollment, so that you're able to reach that number of students that you have in your budget, the 510 students.

 **Wanda Collins** 1:41:27

Recruiting efforts would include.

Our unique features of our curriculum.

Actively will actively engage with the community through outreach events, utilized online platforms, and social media.

Build partnership with local organizations.

Host open houses and school tours.

Provide clear information about the application. Process will also focus on the specific needs and interests of the target student population so that we can attract them and get them to enroll at our school.

 **Heidi T. Cagayat** 1:42:03

Mm hmm.

 **Wanda Collins** 1:42:04

Identify our unique.
The unique attributes of our school.



Heidi T. Cagayat 1:42:10

OK.
Alright, OK.



Wanda Collins 1:42:12

Well, you know, let let them know what makes our school different from other charter schools and why our school be best suited for their for their students, whether it's our specialized curriculum, smaller class sizes, technology integration, and a specific focus on differentiated instruction to meet the different Lear. Style and learning needs of our students.



Heidi T. Cagayat 1:42:36

OK.
OK.
I just wanted to.
And you may know already from your research that the enrollment for charter schools has not been increasing, you know, at the same rate as in previous years.



Wanda Collins 1:42:49

Yes, I yes.



Heidi T. Cagayat 1:42:51

Now, with the rise of the scholarship program, so it is a very competitive market now.



Wanda Collins 1:42:57

Right.



Heidi T. Cagayat 1:42:58

OK.
All right.

 **Wanda Collins** 1:42:59
OK.

 **Heidi T. Cagayat** 1:42:59
That's it for me.
I wish you luck.

 **Wanda Collins** 1:43:01
All right.
Thank you.

 **Heidi T. Cagayat** 1:43:02
Bye bye.

 **Wanda Collins** 1:43:03
All right. Bye bye.

 **Rhonda L. Stephanik** 1:43:04
Thank you, marlem.
Now we'll go ahead to Ronaldo tournament. He has a couple other financial management questions.

 **Reynaldo Tunnermann** 1:43:14
Morning is calling.
My name is Reynaldo I have.

 **Wanda Collins** 1:43:16
Good morning.

 **Reynaldo Tunnermann** 1:43:19
A.
A question two question. You know, for the financial management section in the in that section, you know you have one that related to the standard procedure and it it

tells certain procedures and the one that I'm going to ask you the question is directly the operational checking account.

WC Wanda Collins 1:43:21

Repl.
Play.

RT Reynaldo Tunnermann 1:43:36

In that section says that.
I'm just squatting.
All operating expenses are subject to the same approval process.

WC Wanda Collins 1:43:41

None.

RT Reynaldo Tunnermann 1:43:44

Test as indicated for capital expenditures.
Unfortunately, no. In the in this application this section, there is nothing to say about capital expenditures.
Can you explain why will be the procedure?

WC Wanda Collins 1:44:03

Integers.

RT Reynaldo Tunnermann 1:44:06

I.
I repeat it again, it says that all operating expenses will follow the process of capital expenditures.
OK, but the application doesn't mention capital expenditures. There's no reference to that.

WC Wanda Collins 1:44:29

Expenditures.

RT Reynaldo Tunnermann 1:44:31

Yeah. I I think in section 21.
Look for that operational checking account.
That's the the section.

WC Wanda Collins 1:44:51
Let me see what kind of capital expenditure capital expenditures.

RT Reynaldo Tunnermann 1:44:56
Yeah, that's what it says.
Go to that part, it says.
Operational checking accounts and you will see that.

WC Wanda Collins 1:45:11
Oh yeah, operational checking accounts.
All expenses related to the operation of the school are paid from the operating account.
All operating expenses expenditures are subject to the same approval process indicated for capital expenditures.

RT Reynaldo Tunnermann 1:45:27
That the part.

WC Wanda Collins 1:45:29
You wanna know what our operating as is operating expenses stuff that?
That are needed to keep the the the school open.

RT Reynaldo Tunnermann 1:45:40
Yes. So what you're going to explain right now is the process the process. So it says all we follow the process, but there's no.

WC Wanda Collins 1:45:42
Yeah, operating.
Yeah.

RT Reynaldo Tunnermann 1:45:52

Explanation of that process in the application, the capital expenditure.

There's no section for that.

So go ahead and and say you know what?

WC Wanda Collins 1:46:01

Oh, that OK for that particular, OK.

The process will be the governing board.

RT Reynaldo Tunnermann 1:46:12

So that will be it all. All, all expenses will go to the governing board.

WC Wanda Collins 1:46:18

Correct of their budget.

Oh, yeah, budgetary approval by the governing board.

RT Reynaldo Tunnermann 1:46:24

OK.

WC Wanda Collins 1:46:25

In the schools on site administration facility and staff will report directly to the principal who their reports to the governing board, the accounting service contracted by the board, will provide bookkeeping and financial forecasting services to the governing board for its oversight and approval.

RT Reynaldo Tunnermann 1:46:41

OK.

So, but maybe you know, you should indicate who is going to identify the needs and then it will go through.

They will governing board.

WC Wanda Collins 1:46:51

Right. So that's the governing board, who is who identifies the needs?

RT Reynaldo Tunnermann 1:46:56

Going on board, identify the need is not the the OK, they're usually not.

WC Wanda Collins 1:46:58

Yes.

RT Reynaldo Tunnermann 1:47:02

It should be at the school level. You know the principal or somebody there, but anyway.

WC Wanda Collins 1:47:06

Well, it does.

The principal meets with this governing board.

RT Reynaldo Tunnermann 1:47:09

That what I'm saying.

Maybe he he or she identifies the need, you know? But.

WC Wanda Collins 1:47:13

Right. They the yeah, the principal meets with the governing board. 'cause. They're working together to devise the the plan. As far as the what?

RT Reynaldo Tunnermann 1:47:21

OK.

WC Wanda Collins 1:47:21

The budgeting plan.

RT Reynaldo Tunnermann 1:47:23

Alright, so I have LR. You know, the person that work with me is not here today, so I will ask the questions.

She wants to know, is it cash are going to be accepted in the school?

WC Wanda Collins 1:47:37

Is who gonna be accepted?

RT Reynaldo Tunnermann 1:47:38
Patch patch collections.

WC Wanda Collins 1:47:43
As cash collection is going to be accepted well, it just depends on.

RT Reynaldo Tunnermann 1:47:45
Yeah. Yeah, that's it.

WC Wanda Collins 1:47:49
What the if it's for the for this for if it's for a field trip, then yes.

RT Reynaldo Tunnermann 1:47:54
OK.
So the question, yes, the answer is yes, so.

WC Wanda Collins 1:47:57
Yes.

RT Reynaldo Tunnermann 1:48:00
What will be the procedures or policies that you have in handling cash to the bank?
It's not there, it's not in the application. That's the question.

WC Wanda Collins 1:48:22
Well, they will have to be trained.
The school personnel will have to be trained on money collection procedures.

RT Reynaldo Tunnermann 1:48:32
You know but, well, the question let me facilitate you the answer.
The question is, is there risk no handling cash and to go to the bank?
Risk you are taking a risk, you know.

WC Wanda Collins 1:48:43
Oh.

RT Reynaldo Tunnermann 1:48:44

So how do you mitigate the risk? Let's change it.
Let's change the paraphrase the question a different way.

WC Wanda Collins 1:48:52

So who is the whole job is the deposited.
The principal's job is deposit money at the bank.

RT Reynaldo Tunnermann 1:48:57

OK. And are you going to have an an, an?

WC Wanda Collins 1:48:59

And then provide the receipt to the to the governing board.

RT Reynaldo Tunnermann 1:49:05

Are you going to have, like, a kind of loss insurance or something happens with the money and the principal?
If so, unfortunately, when happens in the way to the bank?
The school you know plans to have something like that to mitigate.

WC Wanda Collins 1:49:19

Yes.

RT Reynaldo Tunnermann 1:49:22

OK.
So that's what that's all for me, miss calling.
Good luck.

WC Wanda Collins 1:49:26

Alright, thank you.

 **Rhonda L. Stephanik** 1:49:30

OK.
Thank you very much, Ronaldo.

Just one other thing that I would like to mention as it relates to transportation, I do see that you had made a change from the previous application where you said that the district was going to supply transportation to now the school.

Will be responsible for providing transportation to the students, and I just want to clarify.

Based on the comment from the reviewer that charter schools are not required to provide transportation.

To the students, but that's great if that's something that you are going to work to implement, should your application be approved.

But this section.

In particular, did not speak to any type of plan of. How are you going to secure bus transportation?

How will the students be transported?

And no other planning information around that.

It was only indicated that.

It would not be a barrier to providing equal access for all students residing within a reasonable distance of the Charter.

School. So just please keep that in mind that there really wasn't a plan provided in there as is required by the instructions for that section of the application. OK.



Wanda Collins 1:51:06

OK.



Rhonda L. Stephanik 1:51:07

At this time, this will conclude our question and answer session.

I'm going to read for you the next steps.

As it relates to this interview process.

So we do appreciate your time today.

I do understand that we have gone a little bit over.

The schedule time today and thank you for answering those questions from the Superintendent's Charter Application Review Committee.

From this point, we will take the information that you have provided today and present it to the larger review Committee for discussion. For those reviewers who were not able to be present on this call today, there will be the recording.

Of this interview, so they are able to listen to what your answers were for the

questions that they provided within the next few weeks, you will receive a phone call from us to the number that you had included on the cover sheet of the charter application to discuss.

 **Wanda Collins** 1:51:54
OK.

 **Rhonda L. Stephanik** 1:52:07
The committee's recommendation to the Superintendent, if the recommendation to the Superintendent to the school Board of Broward County, is an approval. The Charter office will move forward with the appropriate paperwork. To take to an upcoming board meeting, if the recommendation to the Superintendent to the school Board of Broward County is a denial, you will have the opportunity to withdraw the application from this cycle before it goes on record before the school board as a denial at the next. Or at one of the upcoming board meetings. If during the follow up phone call. The decision is to withdraw the application you will receive via e-mail a letter to indicate. Your decision, please complete that and return to Mrs. Dante Collins. Once we've received your final decision, the application will be finalized in charter tools and you will have the opportunity to see the specifics of the deficiencies noted in the application so that you have that information available to. You if you have any questions in the meantime, please feel free to e-mail me. Or misses Dante Collins with those questions. OK.

 **Wanda Collins** 1:53:21
OK.

 **Rhonda L. Stephanik** 1:53:21
That is it for today.
Thank you for your time and thank you to my committee members who were able to be here today.
For attending this capacity interview, OK, enjoy your day.

 **Wanda Collins** 1:53:35
Alright, thank you.

 **Rhonda L. Stephanik** 1:53:36
Thank you.
Bye bye.

 **Wanda Collins** 1:53:37
Bye bye bye.

● **Rhonda L. Stephanik** stopped transcription

EXHIBIT 3



Outlook

Innovation Preparatory Charter Application - Response Needed

From Rhonda L. Stephanik <rhonda.stephanik@browardschools.com>

Date Fri 3/14/2025 5:08 PM

To Wanda Collins <wandacollins400@gmail.com>

Cc Donte F. Collins <donte.collins@browardschools.com>; Nicolle M. Marciano Acum <Nicolle.MarcianoAcum@browardschools.com>

1 attachment (238 KB)

Innovation Preparatory Charter Application.pdf;

Good afternoon, Ms. Collins

Thank you for speaking with us yesterday regarding the status of the Innovation Preparatory Charter Application. Please find attached the letter informing you of your options. As discussed via phone, your options are to withdraw the application from the current cycle or move forward as a denial to The School Board of Broward County, FL.

If you choose to withdraw the application, the process concludes and any comments from the Superintendent's Charter Application Review Committee will be made visible to you. If you choose to have the application move forward as a denial, a board item for the denial will be presented through the Superintendent to The School Board of Broward County, FL at an upcoming Regular School Board Meeting. Once the School Board renders its decision, the outcome will be forwarded to the Florida Department of Education. We kindly ask that you provide your decision to this office by March 21, 2025.

If you have any questions or need additional clarification, please feel free to contact this office.

Sincerely,

Rhonda L. Stephanik, Coordinator
Charter Schools Management/Support
The School Board of Broward County, Florida
600 SE 3rd Avenue, 12th Floor
Fort Lauderdale, FL 33301
Tel: (754) 321-2135
Fax: (754) 321-2138
rhonda.stephanik@browardschools.com



Under Florida law, e-mail addresses, and all communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

EXHIBIT 4

From: Wanda Collins <wandacollins400@gmail.com>
Sent: Wednesday, March 19, 2025 9:35 AM
To: Rhonda L. Stephanik <rhonda.stephanik@browardschools.com>
Subject: Re: Innovation Preparatory Charter Application - Response Needed

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

Hey Rhonda,

I have made a decision.

Warm Regards,

Wanda Collins

On Fri, Mar 14, 2025 at 5:08 PM Rhonda L. Stephanik <rhonda.stephanik@browardschools.com> wrote:
Good afternoon, Ms. Collins

Thank you for speaking with us yesterday regarding the status of the Innovation Preparatory Charter Application. Please find attached the letter informing you of your options. As discussed via phone, your options are to withdraw the application from the current cycle or move forward as a denial to The School Board of Broward County, FL.

If you choose to withdraw the application, the process concludes and any comments from the Superintendent's Charter Application Review Committee will be made visible to you. If you choose to have the application move forward as a denial, a board item for the denial will be presented through the Superintendent to The School Board of Broward County, FL at an upcoming Regular School Board Meeting. Once the School Board renders its decision, the outcome will be forwarded to the Florida Department of Education. We kindly ask that you provide your decision to this office by March 21, 2025.

If you have any questions or need additional clarification, please feel free to contact this office.

Sincerely,

Rhonda L. Stephanik, Coordinator
Charter Schools Management/Support
The School Board of Broward County, Florida
600 SE 3rd Avenue, 12th Floor
Fort Lauderdale, FL 33301
Tel: (754) 321-2135
Fax: (754) 321-2138
rhonda.stephanik@browardschools.com



Under Florida law, e-mail addresses, and all communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

**Choice/Charter Schools Management
Support Department**

Donté F. Collins, Director

600 SE Third Avenue

Fort Lauderdale, Florida 33301

Phone: 754-321-2135 • Fax: 754-321-2138

donte.collins@browardschools.com

**The School Board of
Broward County, Florida**

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Brenda Fam, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

March 14, 2025

Dear Ms. Collins:

Thank you for submitting an application to The School Board of Broward County, Florida for consideration to open a Charter School in Broward County, Florida. The Superintendent's Charter Application Review Committee reviewed the application for Innovation Preparatory Charter and rated the section(s) below "**Partially Meets the Standard,**" or "**Did Not Meet the Standard,**" according to Florida Statutes:

- Section 3 Educational Program Design
- Section 4 Curriculum and Instructional Design
- Section 5 Student Performance
- Section 6 Exceptional Student Education
- Section 7 English Language Learners
- Section 8 School Climate and Discipline
- Section 11 Management and Staffing
- Section 17 Transportation
- Section 19 School Safety and Security
- Section 20 Budget

In addition, based on the responses provided during the capacity interview, the Superintendent's Charter Application Review Committee has determined that the clarification needed based on the questions asked was not explicitly provided. You have the option to voluntarily withdraw your application, which will negate the necessity to go before The School Board of Broward County, Florida as a denial.

Please indicate your decision below and email or fax this letter back to the Choice/Charter Schools Management Support Department at **754-321-2138** by March 21, 2025.

Innovation Preparatory Charter Application

March 14, 2025

Page **2** of **2**

_____ I would like to voluntarily withdraw my application and re-apply at a later time.

☒ I would like my application to go forward as a Denial to The School Board of Broward County, Florida.

Name of Applicant: (Please print) Wanda Collins

Signature of Applicant: Wanda Collins Date: 03/19/2025

I encourage you to contact the Choice/Charter Schools Management Support Department for clarification of these options prior to submitting your response, if necessary. We appreciate your efforts on behalf of the students in Broward County, Florida.

Sincerely,

Donté F. Collins

Donté F. Collins, Director
Choice/Charter Schools Management Support Department

EXHIBIT 5

Status: ORIGINAL



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

2025-05-13	Regular School Board Meeting
CATEGORY:	M. Strategy & Innovation
DEPARTMENT:	Charter Schools/Management Support

Agenda Item Number:	M-6.
Consent or Open Item:	Consent
Special Order:	NO
Time for Special Order:	

TITLE:	Denial of the Charter School Application - Innovation Preparatory Charter
REQUESTED ACTION:	Deny the Model Florida Charter School Application of Innovation Preparatory Charter, for the opening of a charter school for the 2025-2026 school year, based on the grounds specified in the Executive Summary and authorize the Superintendent to issue a notice of the denial. District-wide.

RATIONALE:

For the Requested Actions, Background/History, Alignment to the 2027 Goals and Guardrails, Measurable Outcome(s)/Return on Investment, Financial Impact, and Rationale, please see the Executive Summary.

EXHIBITS:

Executive Summary
IPC Deficiencies Summary
Draft Letter

FINANCIAL IMPACT:

There is no financial impact to the District.

STRATEGIC PLAN ALIGNMENT:**Student Focus Outcomes**

N/A

OR • Business Operations

BOARD ACTION:

(For Official School Board Records Only)

APPROVED

SOURCE OF ADDITIONAL INFORMATION

Name: Dr. Valerie S. Wanza	Phone: 754-321-2650
Name: Donte F. Collins	Phone: 754-321-2135

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Senior Leader & Title

Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer

Signature

Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer Apr.

Electronic Signature

Form \$4189 Revised 7/24

HH/JJS

Approved in

Open Board

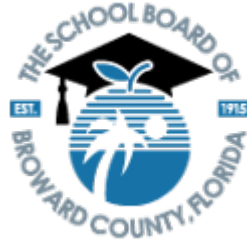
Meeting On:

May 13, 2025

By:

Debra Hixon

School Board Chair



For more information, please contact:

Name: Dr. Valerie S. Wanza

Title: Chief Strategy & Innovation Officer

Phone: 754-321-2650

EXECUTIVE SUMMARY

Innovation Preparatory Charter
Denial of the Charter School Application

Board Meeting Date: May 13, 2025

Recommended Action

Deny the Model Florida Charter School Application of Innovation Preparatory Charter, for the opening of a charter school for the 2025-2026 school year, based on the grounds specified in the Executive Summary and authorize the Superintendent to issue a notice of the denial.

District-zone Impact: District-wide

Impact if the Board Voted Yes or No

If the Board votes "Yes": The charter school application of Innovation Preparatory Charter will be denied and a notice of the denial and appeal procedures will be mailed to the applicant along with supporting documentation.

If the Board votes "No": The application for Innovation Preparatory Charter will be approved, subject to successful contract negotiations between the parties.

Background/History Pursuant to Section 1002.33, Florida Statutes, charter school applications shall be subject to the following Model Application Requirements (MAR) outlined in the Florida Charter School Application Evaluation Instrument:

- **MAR 1:** 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.
- **MAR 2:** The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.
- **MAR 3:** The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

Innovation Preparatory Charter, Denial of the Charter School Application

Page 2 of 2

The Superintendent of Schools appointed a Superintendent's Charter Schools Review Committee comprised of representatives from Elementary and Secondary Learning, Exceptional Student Education (ESE), Bilingual ESOL, Safety, Security and Emergency Preparedness, Budget, Facilities, Student Services, and other areas of the organization. Reviews were conducted utilizing the Florida Department of Education's Model Florida Charter School Application Evaluation Instrument.

The evaluation process consisted of a review of the application and a capacity interview with the applicant for Innovation Preparatory Charter. Based on the complete review process, the Committee determined that the application (see Innovation Preparatory Charter Deficiencies Summary) did not sufficiently address key components required of the Model Florida Charter School Application.

The Superintendent of Schools received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of Innovation Preparatory Charter, due to material deficiencies within application components that are necessary for the proper administration and operation of a charter school (see Innovation Preparatory Charter Deficiencies Summary).

Copies of all supporting documents are available in the Charter Schools Office on the 12th Floor of the KCW Administration Center.

Alignment to 2027 Goals and Guardrails

Business Operations

Measurable Outcome(s)/Return on Investment

N/A

Financial Impact

There is no financial impact to the District.

Innovation Preparatory Charter Deficiencies Summary

Applicants seeking to open a charter school must complete the Model Florida Charter School Application from the Florida Department of Education School Choice website or the District's Charter School website. The state standard application form clearly specifies statutorily required standards and supporting criteria that reviewers should expect to find. In order to demonstrate the quality of the proposed charter school, as well as the capacity of the applicant to meet the challenge of operating a quality charter school, applicants are asked to provide detailed plans in three areas critical to the success of the school:

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, a sponsor shall receive and review all applications for a charter school using the evaluation instrument developed by the Florida Department of Education. A sponsor shall receive and consider charter school applications for charter schools to be opened at a time determined by the applicant. Applications are reviewed and evaluated by the Superintendent's Charter Schools Review Committee which is comprised of representatives from several departments within the organization.

Evaluators' Comments and Recommendations:

The charter school application for Innovation Preparatory Charter was reviewed by the Superintendent's Charter Schools Review Committee and is recommended for denial. It is recommended that the application of Innovation Preparatory Charter is denied due to the following deficiencies:

- I. Failure to describe the educational foundation of the school and the teaching and learning strategies that will be employed. Section 1002.33(7)(a)2, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)2, Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, and any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate used of technology which comply with legal and professional standards."
 - i. Application Deficiency: The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District's Comprehensive Evidence-Based Reading Plan.
 - ii. Application Deficiency: The application fails to provide information regarding the educational program design for grade 6 although the

application discusses offering credit recovery courses for middle school students.

- iii. Application Deficiency: The application fails to identify the criteria that will be used to determine the appropriate programs and curriculum to be used to meet the needs of all students.
- iv. Application Deficiency: The application fails to include a professional development plan for teachers to ensure that the reading curriculum is implemented with fidelity and how implementation will be monitored.
- v. Application Deficiency: The application fails to indicate that the required 90 minutes of uninterrupted instruction in reading for grades K-5 will be provided as per State Board Rule. The application states 60 minutes.
- vi. Application Deficiency: The application fails to identify a plan for addressing Tier 2 and Tier 3 students which includes data management for placement of students and monitoring of implementation.
- vii. Application Deficiency: The application fails to include differentiated instruction to meet the needs of all students in all content areas, not just reading.
- viii. Application Deficiency: The application fails to clearly describe the professional development plan for the school which includes but is not limited to how the school will determine its needs, who will provide the professional development, and how it will be evaluated for effectiveness.
- ix. Application Deficiency: The application fails to clearly describe the Extended Learning Opportunities that will be offered to students which includes but is not limited to how students will be identified, the frequency of and duration of the extended learning opportunities, the types of extended learning opportunities, how the school will decide which curriculum material will be appropriate, who will be providing the instruction, and how the school will progress monitor the students who are receiving tutoring services.
- x. Application Deficiency: The application fails to include information for the science program that the school will offer.

II. Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)2 and 4, Florida Statutes; Section 1002.33(7)(a)2 and 4, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(6)(a)2, Florida Statutes, states that, "Charter School applications are subject to the following requirements: 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: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the state academic standards."

- i. Application Deficiency: The application fails to identify accurately the academic standards that the school will use for mathematics instruction.

- ii. Application Deficiency: The application fails to clearly explain its rationale for the choice of mathematics instructional materials.
- B. Section 1002.33(6)(a)4, Florida Statutes, states that, “Charter School applications are subject to the following requirements: Describes the reading curriculum and differentiated strategies that will be used for students reading a grade level or higher and a separate curriculum for students who are reading below grade level... A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.”
 - i. Application Deficiency: The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District’s Comprehensive Evidence-Based Reading Plan.
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 - v. Application Deficiency: The application fails to include differentiated instruction to meet the needs of all students in all content areas, not just reading.
- C. Section 1002.33(7)(a)2a, Florida Statutes, states that, “The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the state’s academic standards and grounded in scientifically based reading research.”
 - i. Application Deficiency: The application fails to provide a clear and coherent framework for teaching and learning.
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 - iii. Application Deficiency: The application fails to select a curriculum for grades K-5 that is state-adopted.
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 - v. Application Deficiency: The application fails to provide adequate evidence of a state-aligned Multi-tiered System of Support/Response to Intervention (MTSS/RtI) Process to meet the needs of all students.

- vi. Application Deficiency: The application fails to identify a state-adopted curriculum program for Tier 2 and Tier 3 interventions or a plan of implementation which includes but is not limited to data analysis, student placement for Tier 2 and Tier 3 interventions, person(s) responsible, frequency of interventions, documentation/data used for decision-making, and curriculum.
- III. Failure to 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. Section 1002.33(6)(a)3, Section 1002.33(7)(a)3, 4, and 5, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(6)(a)3, Florida Statutes, states that, “Charter school applications are subject to the following requirements: Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.”
 - i. Application Deficiency: The application fails to provide a current progression plan for students.
 - B. Section 1002.33(7)(a)3, Florida Statutes, states that, “The charter shall address and criteria for approval of the charter shall be based on: The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used...”
 - i. Application Deficiency: The application fails to include evidence of assessments to determine baseline data for students in grades K-2.
 - ii. Application Deficiency: The application fails to include evidence of progress monitoring and student academic performance for students in grades K-2.
- IV. Failure to demonstrate an understanding of the requirements of the school to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education. Section 1002.33(16)(a)3, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. State Board Rule 6A-6.03028, Florida Administrative Code, (1) “Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S. and State Board Rules 6A-6.03011 through 6A-6.0361, F.A.C.”
 - i. Application Deficiency: The application fails to provide a clear plan to ensure the participation in standardized testing with allowable accommodations for Students With Disabilities (SWD) as Section 1008.22, Florida Statutes and State Board Rules 6A-1.0943(3) and 6A-1.09401, Florida Administrative Code require.

- ii. Application Deficiency: The application fails to include the testing plan to include students with disabilities in standardized testing with allowable accommodations.
 - iii. Application Deficiency: The application fails to identify the specific measures to be used in the quarterly progress monitoring of SWD/Gifted students as required by State Board Rule 6A-6.03028(3)(h)7 and State Board Rule 6A-6.030191(4)(d), Florida Administrative Code.
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 - vi. Application Deficiency: The application fails to provide for clear, concise, and timely communication regarding procedural safeguards to parents of gifted students as required by State Board Rule 6A-6.03311(2)(a), Florida Administrative Code.
- V. Failure to demonstrate an understanding of the requirements of the school to serve English Language Learner students and to provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education as required in Section 1003.56, Florida Statutes: English language instruction for limited English proficient students and State Board Rules 6A-6.0900 to 6A-6.0909, Florida Administrative Code: Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. State Board Rule 6A-6.0902, Florida Administrative Code, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners and the state-approved District ELL Plan require that all student with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.
 - i. Application Deficiency: The application fails to correctly identify the assessments used for placement and the 20-day timeline to access from initial date of registration.
 - ii. Application Deficiency: The application fails to identify supplemental materials used to support English Language Learner (ELL) students.
 - B. State Board Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program requires that any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable

statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

- i. Application Deficiency: The application fails to demonstrate an understanding of the requirements to provide extension of services to ELL students.

C. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL Program require that all procedures be followed for a student to be properly exited from the ESOL Program.

- i. Application Deficiency: The application fails to provide a clear understanding of district policies and procedures for exiting ELLs from the ESOL Program.

VI. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)7, and 11, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)7, Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school's code of student conduct."

- i. Application Deficiency: The application fails to explain the correct references to the District's Student Code of Conduct as it relates to procedures for dismissal from a charter school.
- ii. Application Deficiency: The application fails to align with the suspension appeal procedures for charter schools as outlined in the District's Student Code of Conduct.

VII. Failure to describe how the day-to-day administration of the school's operations will be structured and fulfilled. Section 1002.33(7)(a)9 and 14, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)14, Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: "The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value."

- i. Application Deficiency: The application fails to provide a narrative of the management structure of the school in Section C of the application.
- ii. Application Deficiency: The application fails to show an understanding of the current teacher job description and certification information.

VIII. Failure to describe how the school will address transportation services for its student body. Section 1002.33(20), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(20), Florida Statutes, states that, "Transportation of charter school students shall be provided by the charter school consistent with the requirements of

subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the sponsor, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure the 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.

- i. Application Deficiency: The application fails to indicate if the school will provide transportation to the students. If the school does plan to transport students, no information was provided regarding the school's plan to secure transportation.

IX. Failure to provide a description of the school's plan to ensure the safety and security of its students and faculty. Section 1002.33(7)(a)11, Florida Statutes and Section 1002.33(16)(b)8,12, and 14, Florida Statutes, a required element of the Model Florida Charter School Application.

- A. Section 1002.33(16)(b)8, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.12, relating to safe-school officers."

- i. Application Deficiency: The application fails to provide details for the safe-school officer plan and documentation of daily coverage.

- B. Section 1002.33(16)(b)9, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(7), relating to threat management teams."

- i. Application Deficiency: The application fails to provide an understanding of the Florida Model for Threat Management and ensuring participation from mental health experts and law enforcement in the threat management process.

- C. Section 1002.33(16)(b)10, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(9), relating to School Environmental Safety Incident Reporting."

- i. Application Deficiency: The application fails to provide information regarding School Environmental Safety Incident Reporting (SESIR) particularly regarding SESIR training and reporting.

- D. Section 1002.33(16)(b)13, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(6)(d), relating to adopting an active assailant response plan."

- i. Application Deficiency: The application fails to provide details for the active assailant response plan adoption and use of plain language.

- E. Section 1002.33(16)(b)14, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool."

- i. Application Deficiency: The application fails to provide details for the FortifyFL requirements.

- X. Failure to provide financial projections for the school over the term of the charter. Section 1002.33(6)(a)5, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(6)(a)5, Florida Statutes, states that, “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: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.”
 - i. Application Deficiency: The application fails to align the FEFP revenue and the total revenue for year 5 on the FLDOE Revenue Estimate Worksheet.
 - ii. Application Deficiency: The application fails to provide documentation to support the \$40,000 donation for the planning year.
- XI. Failure to describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records. Section 1002.33(6)(a)5, Florida Statutes, Section 1002.33(7)(a)9, Florida Statutes, and Section 1002.33(7)(a)11, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)11, Florida Statutes, states that, “A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.”
 - i. Application Deficiency: The application fails to describe the approval processes for all operating expenditures and capital expenditures.
 - ii. Application Deficiency: The application fails to include the policy on compliance precautions and preventative measures for cash transactions.

It is requested that The School Board of Broward County, Florida authorize the Superintendent of Schools to notify Innovation Preparatory Charter of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (see Draft Letter).

Office of the Superintendent

Dr. Howard Hepburn

Superintendent of Schools

600 Southeast Third Avenue

Fort Lauderdale, Florida 33301

phone: 754-321-2600 • fax: 754-321-2701

Superintendent@browardschools.com

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**The School Board of
Broward County, Florida**

Debra Hixon, Chair
Sarah Leonardi, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Brenda Fam, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 16, 2025

Wanda Collins, President
2157 NW 37th Avenue
Coconut Creek, FL 33066

RE: CHARTER APPLICATION DENIAL - INNOVATION PREPARATORY CHARTER

Dear Ms. Collins:

Pursuant to Section 1002.33(6)(b)2.a(3), Florida Statutes, the purpose of this letter is to notify you of The School Board of Broward County, Florida's, action upon the charter school application you submitted for the 2025-2026 school year.

The School Board of Broward County, Florida, denied the charter school application for Innovation Preparatory Charter at its Regular School Board Meeting on May 13, 2025. The application was denied due to the deficiencies specified on the attached Innovation Preparatory Charter Deficiencies Summary.

Per Section 1002.33(6)(c)(1), Florida Statutes an applicant may appeal the denial of the applicant's application to The State Board of Education, no later than 30 days after receipt of the sponsor's decision.

Should any further information be needed, please contact **Donté F. Collins, Director, Choice/Charter Schools Management Support Department, at 754-321-2135.**

Sincerely,

Dr. Howard Hepburn
Superintendent of Schools

HH/RPV/VSW/DFC

c: Robert Paul Vignola, Deputy General Counsel
Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer
Donté F. Collins, Director, Choice/Charter Schools Management Support Department

School Board Meeting

May 13, 2025

Agenda Item M-6 Item Video Clip



RSBM 051325 M-6
Item Clip.mov

(see attached thumb drive)

EXHIBIT 6

Next item is m-6 can I have a motion examine a second. >> so moved. >> moved and second.\r\n\r\nAny public comment on m-5? >> m-6. >> sorry, m-6. DR. Holness. >> DR. Hepburn, this particular charter school was denied. Can you tell us in terms of being denied, how can the issue be recommended as pertained to this particular charter or school, how do they remedy a denial? >> first opportunity I have to appeal our decision in a denial at the state level. If there are unsuccessful with that, you know, they do have tubs to work with charter school management and they like to assist them in filling out their applications, really, mapping out what they're standard of service is going to be to students, the level of instructional practices and all the other elements within being a school period of how you service kids.\r\n\r\nWith you but the actual item is attached about what qualifications they did not meet and for this particular operator, if there are unsuccessful appealing with the state, I would suggest that they hop on with an expert at the charter company to provide additional support. >> when the district denied a charter school, what is the -- does the district have any concern as it, results, I mean as you would think of, the guidelines surrounding approval of charter school? What is? Is there any potential consequences for denying charter schools? >> no, there is no, risk for denial of charter schools. We go through the other process to make sure they're aligning themselves to other requirements that are aligned. In this particular case, a lot of elements were not aligned.\r\n\r\n>> MADAM Chair, we have Alhadeff for debate. >> MADAM Chair. >> go ahead, MS. Alhadeff. >> thank you. My if the board denies this approval, what are we doing for the students? >> this is this particular charter school is brand new, they have not enrolled any kids, they're applying to establish a charter schools so there is no issue with kids already being enrolled?\r\n\r\n>> okay. But you know, where I'm going with it. >> yes, absolutely. >> thank you. >> okay, all those in favor say aye. >> aye. >> nix opposed say no.\r\n\r\nMotion carries unanimously.

**Office of the Superintendent****Dr. Howard Hepburn****Superintendent of Schools**

600 Southeast Third Avenue

Fort Lauderdale, Florida 33301

phone: 754-321-2600 • fax: 754-321-2701

Superintendent@browardschools.comwww.browardschools.com**The School Board of
Broward County, Florida**Debra Hixon, Chair
Sarah Leonardi, Vice ChairLori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen ZemanDr. Howard Hepburn
Superintendent of Schools

May 23, 2025

Wanda Collins, President
2157 NW 37th Avenue
Coconut Creek, FL 33066**RE: DEFICIENCIES SUMMARY - INNOVATION PREPARATORY CHARTER**

Dear Ms. Collins:

Pursuant to Section 1002.33(6)(b)2.a(3), Florida Statutes, the purpose of this letter is to provide you with the deficiencies identified by the Superintendent's Charter Schools Review Committee for the application submitted for Innovation Preparatory Charter.

The School Board of Broward County, Florida, denied the charter school application during its Regular School Board Meeting on May 13, 2025. Please review the attached Deficiencies Summary for Innovation Preparatory Charter. Per Section 1002.33(6)(c)(1), Florida Statutes, an applicant may appeal the denial of the applicant's application to The State Board of Education no later than 30 days after receipt of the sponsor's decision.

Should any further information be needed, please contact **Donté F. Collins, Director, Choice/Charter Schools Management Support Department, at 754-321-2135.**

Sincerely,

Dr. Howard Hepburn
Superintendent of Schools

HH/RPV/VSW/DFC

c: Robert Paul Vignola, Deputy General Counsel
Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer
Donté F. Collins, Director, Choice/Charter Schools Management Support Department

Innovation Preparatory Charter Deficiencies Summary

Applicants seeking to open a charter school must complete the Model Florida Charter School Application from the Florida Department of Education School Choice website or the District's Charter School website. The state standard application form clearly specifies statutorily required standards and supporting criteria that reviewers should expect to find. In order to demonstrate the quality of the proposed charter school, as well as the capacity of the applicant to meet the challenge of operating a quality charter school, applicants are asked to provide detailed plans in three areas critical to the success of the school:

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, a sponsor shall receive and review all applications for a charter school using the evaluation instrument developed by the Florida Department of Education. A sponsor shall receive and consider charter school applications for charter schools to be opened at a time determined by the applicant. Applications are reviewed and evaluated by the Superintendent's Charter Schools Review Committee which is comprised of representatives from several departments within the organization.

Evaluators' Comments and Recommendations:

The charter school application for Innovation Preparatory Charter was reviewed by the Superintendent's Charter Schools Review Committee and is recommended for denial. It is recommended that the application of Innovation Preparatory Charter is denied due to the following deficiencies:

- I. Failure to describe the educational foundation of the school and the teaching and learning strategies that will be employed. Section 1002.33(7)(a)2, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)2, Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, and any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate used of technology which comply with legal and professional standards."
 - i. Application Deficiency: The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District's Comprehensive Evidence-Based Reading Plan.
 - ii. Application Deficiency: The application fails to provide information regarding the educational program design for grade 6 although the

application discusses offering credit recovery courses for middle school students.

- iii. Application Deficiency: The application fails to identify the criteria that will be used to determine the appropriate programs and curriculum to be used to meet the needs of all students.
- iv. Application Deficiency: The application fails to include a professional development plan for teachers to ensure that the reading curriculum is implemented with fidelity and how implementation will be monitored.
- v. Application Deficiency: The application fails to indicate that the required 90 minutes of uninterrupted instruction in reading for grades K-5 will be provided as per State Board Rule. The application states 60 minutes.
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II. Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)2 and 4, Florida Statutes; Section 1002.33(7)(a)2 and 4, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(6)(a)2, Florida Statutes, states that, "Charter School applications are subject to the following requirements: 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: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the state academic standards."

- i. Application Deficiency: The application fails to identify accurately the academic standards that the school will use for mathematics instruction.

- ii. Application Deficiency: The application fails to clearly explain its rationale for the choice of mathematics instructional materials.
- B. Section 1002.33(6)(a)4, Florida Statutes, states that, “Charter School applications are subject to the following requirements: Describes the reading curriculum and differentiated strategies that will be used for students reading a grade level or higher and a separate curriculum for students who are reading below grade level... A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.”
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 - v. Application Deficiency: The application fails to provide for the opportunity for parent to fully participate in the Gifted EP meeting as required by State Board Rule 6A-6.030191(2)(a), Florida Administrative Code.
 - vi. Application Deficiency: The application fails to provide for clear, concise, and timely communication regarding procedural safeguards to parents of gifted students as required by State Board Rule 6A-6.03311(2)(a), Florida Administrative Code.
- V. Failure to demonstrate an understanding of the requirements of the school to serve English Language Learner students and to provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education as required in Section 1003.56, Florida Statutes: English language instruction for limited English proficient students and State Board Rules 6A-6.0900 to 6A-6.0909, Florida Administrative Code: Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.0902, Florida Administrative Code, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners and the state-approved District ELL Plan require that all student with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.
 - i. Application Deficiency: The application fails to correctly identify the assessments used for placement and the 20-day timeline to access from initial date of registration.
 - ii. Application Deficiency: The application fails to identify supplemental materials used to support English Language Learner (ELL) students.
 - B. State Board Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program requires that any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable

statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

- i. Application Deficiency: The application fails to demonstrate an understanding of the requirements to provide extension of services to ELL students.

C. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL Program require that all procedures be followed for a student to be properly exited from the ESOL Program.

- i. Application Deficiency: The application fails to provide a clear understanding of district policies and procedures for exiting ELLs from the ESOL Program.

VI. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)7, and 11, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)7, Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school's code of student conduct."

- i. Application Deficiency: The application fails to explain the correct references to the District's Student Code of Conduct as it relates to procedures for dismissal from a charter school.
- ii. Application Deficiency: The application fails to align with the suspension appeal procedures for charter schools as outlined in the District's Student Code of Conduct.

VII. Failure to describe how the day-to-day administration of the school's operations will be structured and fulfilled. Section 1002.33(7)(a)9 and 14, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)14, Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: "The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value."

- i. Application Deficiency: The application fails to provide a narrative of the management structure of the school in Section C of the application.
- ii. Application Deficiency: The application fails to show an understanding of the current teacher job description and certification information.

VIII. Failure to describe how the school will address transportation services for its student body. Section 1002.33(20), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(20), Florida Statutes, states that, "Transportation of charter school students shall be provided by the charter school consistent with the requirements of

subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the sponsor, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure the 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.

- i. Application Deficiency: The application fails to indicate if the school will provide transportation to the students. If the school does plan to transport students, no information was provided regarding the school's plan to secure transportation.

IX. Failure to provide a description of the school's plan to ensure the safety and security of its students and faculty. Section 1002.33(7)(a)11, Florida Statutes and Section 1002.33(16)(b)8,12, and 14, Florida Statutes, a required element of the Model Florida Charter School Application.

- A. Section 1002.33(16)(b)8, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.12, relating to safe-school officers."

- i. Application Deficiency: The application fails to provide details for the safe-school officer plan and documentation of daily coverage.

- B. Section 1002.33(16)(b)9, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(7), relating to threat management teams."

- i. Application Deficiency: The application fails to provide an understanding of the Florida Model for Threat Management and ensuring participation from mental health experts and law enforcement in the threat management process.

- C. Section 1002.33(16)(b)10, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(9), relating to School Environmental Safety Incident Reporting."

- i. Application Deficiency: The application fails to provide information regarding School Environmental Safety Incident Reporting (SESIR) particularly regarding SESIR training and reporting.

- D. Section 1002.33(16)(b)13, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(6)(d), relating to adopting an active assailant response plan."

- i. Application Deficiency: The application fails to provide details for the active assailant response plan adoption and use of plain language.

- E. Section 1002.33(16)(b)14, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool."

- i. Application Deficiency: The application fails to provide details for the FortifyFL requirements.

- X. Failure to provide financial projections for the school over the term of the charter. Section 1002.33(6)(a)5, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(6)(a)5, Florida Statutes, states that, “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: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.”
 - i. Application Deficiency: The application fails to align the FEFP revenue and the total revenue for year 5 on the FLDOE Revenue Estimate Worksheet.
 - ii. Application Deficiency: The application fails to provide documentation to support the \$40,000 donation for the planning year.
- XI. Failure to describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records. Section 1002.33(6)(a)5, Florida Statutes, Section 1002.33(7)(a)9, Florida Statutes, and Section 1002.33(7)(a)11, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)11, Florida Statutes, states that, “A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.”
 - i. Application Deficiency: The application fails to describe the approval processes for all operating expenditures and capital expenditures.
 - ii. Application Deficiency: The application fails to include the policy on compliance precautions and preventative measures for cash transactions.

It is requested that The School Board of Broward County, Florida authorize the Superintendent of Schools to notify Innovation Preparatory Charter of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (see Draft Letter).

6A-6.0781 Procedures for Appealing a District School Board Decision Denying Application for Charter School.

The procedures for filing and reviewing all appeals to the State Board of Education under provisions of Section 1002.33(6), F.S., shall be as follows:

(1) **Appealing a Charter School Application Denial.** The district school board letter of denial required by Section 1002.33(6)(b)3.a., F.S., shall be provided to the applicant by the district school board via certified mail unless the applicant agrees in writing to accept receipt by hand delivery, regular mail, facsimile or electronic mail. Receipt of delivery shall be documented and filed with the Agency Clerk for the Department of Education. Within thirty (30) days after receipt by certified mail, or other verified mode of transmittal as provided by the parties' agreement, the decision of a district school board denying an application for a Charter School, the charter applicant may appeal the decision by submitting one (1) electronic copy and five (5) hard copies of the appeal to the Agency Clerk for the Department of Education, 325 West Gaines Street, Room 1520, Tallahassee, Florida 32399-0400.

(a) A copy of the appeal shall be sent by the applicant via regular mail or hand delivery, or by other mode of transmittal as provided by the parties' agreement, to the district school board, via the Superintendent or a designee of the Superintendent as specified within the letter of denial on or before the date of filing with the Agency Clerk. The applicant shall certify that it has provided the district school board a copy of the appeal as provided herein by filing a certificate of service with the Agency Clerk stating the person and address to which the copy was provided and the date of mailing or other transmittal. The State Board of Education does not have jurisdiction to hear late-filed appeals. The appeal must include: name and address of applicant; name and address of the district school board; date of the district school board decision; name and address of applicant's attorney or representative of record, if any; and written argument limited to due process and the reasons for denial identified in the district school board's notice of denial.

(b) The Charter School application, Form IEPC-M2 Florida Charter School Application Evaluation Instrument as incorporated by reference in Rule 6A-6.0786, F.A.C., available transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision shall constitute the record on appeal and shall be filed as exhibits to the appeal.

(c) Within thirty (30) days after receipt of the appeal the district school board shall file one (1) electronic copy and five (5) hard copies of its written arguments with the Agency Clerk for the Department of Education and certify that it has provided a copy to the charter school applicant or representative identified in the applicant's appeal by U.S. Mail, hand delivery, or other agreed upon mode of transmittal. The district school board shall file with its written arguments all documents considered by the district school board in making its decision that were not filed as exhibits to the applicant's appeal. The written arguments are limited to the reasons for denial identified in the district school board's notice of denial and any issues raised by the applicant in its appeal.

(d) Such written arguments required from both parties shall not exceed twenty (20) pages exclusive of any exhibit. The Chair of the Charter School Appeal Commission may grant leave to exceed the page limit only when necessary for both parties to address an extraordinarily large or complex set of issues on appeal. Written arguments may be produced by any duplicating or copying process which produces a clear black image on white paper. All written arguments shall be on 8 1/2" x 11" inch paper, double spaced, except quoted material and footnotes. Typewritten text, including footnotes must be no smaller than ten (10) pitch spacing, and there must be no more than twenty-six (26) lines of text per paper. Margins shall be no less than one inch at the top, bottom, left and right. All written arguments and exhibits must be bound with tabs for each exhibit with a table of contents detailing each section. Electronic and hardcopy appeal documents shall be numbered consecutively throughout the entire submission with no breaks.

(e) Failure to meet the requirements herein specified may cause rejection of the submission by the Chair of the Charter School Appeal Commission, where the failure could result in prejudice to the opposing party. The rejection shall describe the submission errors and the filing party shall have fifteen (15) days to resubmit an appeal that meets the requirements herein.

(2) **Procedures for Charter School Appeals.** Upon receipt of a timely filed appeal by a Charter School applicant, the Commissioner of Education or designee, shall convene a meeting of the Charter School Appeal Commission to consider the appeal, with at least seven (7) days notice to the applicant and the district school board of that hearing date.

(a) At the hearing before the Charter School Appeal Commission, each party will be given a maximum of ten (10) minutes to allow representative(s) to summarize the written arguments previously submitted. Each party will also be given additional time, as determined by the Chair of the Charter School Appeal Commission, to individually address each of the reasons for denial. No evidence will be received or testimony presented, only oral argument, will be heard by the Charter School Appeal Commission at this time.

(b) The Charter School Appeal Commission may question the parties. During these questions, the Charter School Appeal

Commission may, in its discretion, request information to clarify the documentation presented to it by the charter school applicant and the district school board, as set forth in the appeal and exhibits thereto. Ex parte communications with either party or communication among commission members regarding the appeal is prohibited.

(c) Upon reviewing the record on appeal and hearing oral summaries of written arguments, if presented, and consideration of the answers to questions, if asked, the Charter School Appeal Commission shall then proceed by majority vote to either accept or reject the decision of the district school board.

(d) The Charter School Appeal Commission's recommendation, record on appeal, written arguments of the parties, and a copy of the Charter School Appeal Commission transcripts will be forwarded to the State Board of Education.

(e) The State Board of Education shall consider the appeal and the Charter School Appeal Commission's recommendation at the next scheduled State Board of Education meeting and no later than ninety (90) calendar days after an appeal is filed. Each party shall have five (5) minutes to summarize their arguments. Additionally, the State Board of Education may, in its discretion, ask questions to clarify the issues on appeal. Ex parte communications with either party or communication among board members regarding the appeal is prohibited. The State Board of Education shall approve or deny the appeal.

(3) Motions.

(a) Motions before the Charter School Appeal Commission or State Board of Education shall be filed with the Agency Clerk in the same format as required in paragraph (1)(d) of this rule, except that they are limited to three (3) pages. Motions shall include a statement that the movant has conferred with the other party, shall state whether such party has any objection to the motion, and shall certify that the other party has been served with a copy of the motion. If there is an objection, the other party may file a response, subject to the same filing requirements as the motion, within five (5) business days of receipt of the motion, or the day before the hearing, whichever occurs first. A request for extension of the deadline or leave to exceed the maximum page limit must be requested prior to the date the motion or response is due and may be granted only where the opposing party will not be prejudiced. Oral arguments shall not be requested, but may be scheduled at the discretion of the ruling entity.

(b) The Chair of the Charter School Appeal Commission shall rule upon evidentiary, procedural, and non-jurisdictional motions submitted prior to the commission hearing.

(c) The Commissioner of Education shall rule upon evidentiary, procedural, and non-jurisdictional motions submitted before the State Board of Education. All other motions shall be ruled upon by the State Board of Education.

Rulemaking Authority 1002.33(28) FS. Law Implemented 1002.33(6) FS. History--New 2-2-97, Amended 5-27-12, 11-21-17.