

# Model Florida Charter School Application

**New Charter Application #000542**

## International Studies Academy High School

### **Submitted To:**

Broward County Public Schools  
Charter Schools Management/Support Department  
Broward County Public Schools  
600 SE 3rd Ave.  
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### **Submitted By:**

Victoriano Rodriguez  
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# GENERAL

## A. School Information

Open Date: **February 3, 2020**  
 Proposed Name: **International Studies Academy High School**  
 School Type: **High**  
 Grade Levels: **[9, 10, 11, 12]**  
 School District: **Broward**  
 Neighborhood / Community: **Hollywood/Dania Beach**  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **807 SW 25TH Avenue Miami, Florida 33135**  
 Phone: **305-643-2955**  
 Fax:  
 Web Site: **ischs.net**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **International Studies Charter High School (ISCHS), Inc (EMO)**

## B. Primary Contact Person

Name: **Victoriano Rodriguez**  
 Mailing Address: **807 SW 25TH Avenue Miami, Florida 33135**  
 Mobile Phone:  
 Alternate Phone: **(305) 975-7528**  
 Email: **vrodriguez@ischs.net**  
 Current Employer: **ISCH**

## C. Attendance Projections

Grade Level	2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		At Capacity 2024-25	
	Min.	Max.	Min.	Max.								
9	50	100	75	150	100	200	100	200	100	200	100	200
10	50	100	75	150	75	150	100	200	100	200	100	200
11	25	50	50	100	75	150	75	150	100	200	100	200
12			25	50	50	100	75	150	100	200	100	200
<b>Total</b>	<b>125</b>	<b>250</b>	<b>225</b>	<b>450</b>	<b>300</b>	<b>600</b>	<b>350</b>	<b>700</b>	<b>400</b>	<b>800</b>	<b>400</b>	<b>800</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Cremades Ventura, Gabriel	Board Member	P: M: 3056692906 E:	

		gabriel.cremades@maec.es	
Melian, Ileana	Board Chairperson	P: M: 3056692906 E: imelian@materacademyis.com	Mater Academy
Pardo, Roger	Board Secretary	P: M: 3056692906 E: rpardo@ischs.net	Realty Group Miami
Pollini, Corrine	Board Member	P: M: 8544707238 E: corinnepollini@gmail.com	Batica-Renov USA

## E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Correa, Michelle	Academic / Curriculum Development	P: M: E: mcorrea@ischs.net	ISCH
Jaynes, Jennifer	Academic / Curriculum Development	P: M: E: jjaynes@ischs.net	ISCH
Lima, Adri	Academic / Curriculum Development	P: M: E: alima@academica.org	Academica
Mallon, Kelly	Authorized Representative	P: M: E: kmallon@academica.org	Academica
Mancebo, Vanessa	Legal Advisor	P: M: E: vmancebo@academica.org	Academica
Martinez, Ana	Chief Financial Officer	P: M: E: amartinez@academica.org	Academica
McGuinn, Christine	Academic / Curriculum Development	P: M: E: cmcguinn@academica.org	Academica
Mestre, Francisco	Academic / Curriculum Development	P: M: E: fmestre@academica.org	Academica
Moreno, Richard	Consultant	P: M: E: rmoreno@bhope.com	Building Hope
		P:	

Nunez, Amy	Human Resource / Recruiting Advisor	M: E: anunez@academica.org	Academica
Papa, Collette	Legal Advisor	P: M: E: cpapa@academica.org	Academica
Rodriguez, Victoriano	Authorized Representative	P: M: E: vrodriguez@ischs.net	ISCH
Salazar, Liliana	Academic / Curriculum Development	P: M: E: lsalazar@academica.org	Academica

# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section Evaluation

### Final Rating

**Complete**

- Complete Rachel Askew, 2/24/20
- Complete Celina Chavez, 2/28/20
- Complete Martina Blanco, 2/28/20
- Complete LoriAyn Stickler, 2/28/20
- Complete Ann-Marie Evans, 2/28/20
- Complete Dorina Varsamis, 3/2/20
- Complete Detra Adams, 3/2/20
- Complete Debbie-Ann Scott, 3/3/20
- Complete Jill Young, 3/3/20
- Complete Reynaldo Tunnermann, 3/3/20
- Complete Rhonda Stephanik, 3/4/20
- Complete Deborah Gavilan, 3/4/20
- Complete Jane Landi, 3/4/20
- Complete Matt Schroeder, 3/4/20
- Complete Khandia Pinkney, 3/4/20
- Complete Allisyn Axelrod, 3/4/20
- Complete Denise Roberts, 3/4/20
- Complete Louise Ball, 3/4/20
- Complete Debra Kearns, 3/4/20
- Complete Angela Lublin, 3/4/20
- Complete Zuzel Rodriguez, 3/4/20
- Complete Laurie Steinberg, 3/4/20

Complete Neena Grosvenor, 3/4/20

Complete Marilyn Johnson, 3/4/20

Complete April Kowalski, 3/4/20

Complete Joe Luechauer, 3/4/20

Complete David Shelley, 3/4/20

Complete Leyda Sotolongo, 3/4/20

Complete Cortney Roberts, 3/4/20

Complete Sean Brown, 3/4/20

Complete Carmello Moussignac, 3/4/20

Complete Lourdes Panizo, 3/4/20

Complete Marion Williams, 3/5/20

Complete Donte Collins, 3/5/20

Complete Brenda Santiago, 3/5/20

Complete Blanca Guerra, 3/5/20

Complete Cecilia Zereceda, 3/5/20

Complete Aneatra King, 3/5/20

Complete Victoria Stanford, 3/5/20

Complete Maria Yen, 3/6/20

Complete Robert Hamberger, 3/6/20

Complete Brian King, 3/9/20

International Studies Charter High School, Inc., is filing this application to open International Studies Academy (ISA) High School – a replication of the successful, high performing 9-12 program at International Studies Charter High School (ISCHS). The applicant is a non-profit educational organization with 16 years of experience and a proven academic track record of success operating two High-Performing charter schools in Miami–Dade County.

ISCHS opened in 2004 in partnership with the Spanish, Italian, and French consulates for students interested in pursuing an International Studies (IS) education in Spanish, Italian, or French. In addition to required courses, the IS program offers a rigorous program in which students take courses immersed in the language of their choice. ISCHS also offers an Advanced Placement International Diploma (APID) program, offering the same challenging required curriculum, coupled with the pursuit of at least five Advanced Placement courses. The curriculum

at ISCHS has proven effective and high-performing. In 2019 ISCHS completed its 15<sup>th</sup> year of operations; it has received a letter grade of “A” for the past 14 of 15 school years and, most recently, ranked as the 3rd best high school in the state of Florida, and the top performing charter high school in the state. In 2015 ISCHS was designated a Blue Ribbon School, a distinction awarded by the U.S. Department of Education. In addition, the school was acclaimed nationally by top national publications such as *U.S. News and World Report*, which ranked the school as the 41<sup>st</sup> top high school overall in the nation, 11<sup>th</sup> best charter high school in the nation, and the number one charter high school in the state of Florida. [ISCHS is fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement \(SACS-CASI\) division.](#)

**Educational Need & Anticipated Student Population** - ISCHS’s success and offerings of a robust curriculum have resulted in a high demand from the community. Each year the school receives hundreds of applications, and many interested, deserving students are placed on the school’s extensive waiting list. Thus, replicating the ISCHS model via International Studies Academy High School would allow for more students to be served by the high performing educational program. The school will offer an open enrollment program; the school anticipates having a student population reflective of the district’s demographics. There will likely be high percentages of minority groups and economically disadvantaged students in the anticipated population, as indicated by Broward County demographics. [In addition, the school anticipates serving many foreign nationals pursuing the International Studies curriculum.](#)

**Vision & Mission** - The vision of International Studies Academy High School is to teach students to think and behave as citizens of the world, make decisions with integrity, and graduate with a sense of purpose. The School’s mission is to serve the needs of the community by offering a multi-lingual, multi-literate, and multi-cultural curriculum, preparing students to be thoughtful, educated members of a global society. Combined, the school’s purpose is to provide students with a demanding academic program that includes a bilingual/multilingual and multicultural education. International Studies Academy High School aims to empower students with the edge to compete in a global society, while providing them with the tools to succeed at the post-secondary level. Understanding and embracing people from other countries and cultures is a foundational component of the school – partly because this lends students a competitive edge in the increasingly interconnected world, and partly because the school will be located in Hollywood, one of the most culturally diverse cities in Broward County.

**Educational Plan & School Design** – International Studies Academy High School aims to challenge students across the curriculum, while giving them a head start towards being competitive in the 21<sup>st</sup> century interconnected, fast-paced marketplace. First and foremost, students are supported in their pursuit of meeting or exceeding state standards. They will have the opportunity to take advanced courses, with the potential to earn college credits while in high school. Next, they are guided in practicing to think critically and creatively about topics and issues, while learning how to communicate and collaborate effectively with others. International Studies Academy High School will be staffed with high quality teachers culled from within the community, as well as from around the world.

**School Culture** – International Studies Academy High School will aim to maintain a friendly, family feel. The classroom will be a place for discourse and investigation, in which students are taught *how* to think, not *what* to think. The school will nurture and emphasize its international culture. All lessons, at all levels, will be framed from a cultural perspective, as appropriate, while celebrating that which makes each student unique. In this vein, students can expect for there to be various support systems in place to buoy them academically, socially, and emotionally.

**Community Engagement** - The school will be committed to nurturing the involvement of all

stakeholders. Parents will be encouraged to actively participate in their child's education via the SAC and the Parent Teacher Student Organization (PTSO). The school will host both academic events (Open House, New Parent Orientation) and social events (International Potluck, student talent shows) to cultivate a family feel within International Studies Academy, much like that of the school to be replicated. The school will also work to partner with its local municipality, as well as local business partners. Much like the school of replication, International Studies Academy will have close ties to the consulates represented in the IS and APID curriculum.

The governing board of the proposed school is comprised of the same team of professionals who are responsible for the operation of ISCHS. This team is comprised of individuals who have expertise in curriculum (of both the state and that of IS programs), finance, school management, and governance to be able to replicate the existing ISCHS model. The applicant has the financial capability, human resources, ownership of the existing school design. The factors corroborate International Studies Charter High School, Inc.'s ability to replicate the ISCHS design.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –

# EDUCATIONAL PLAN

## 1. Mission, Guiding Principles and Purpose

Section Evaluation		Final Rating
Meets the Standard	Rhonda Stephanik, 4/28/20	Meets the Standard

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

**Vision** - The School's vision is to teach students to think and behave as citizens of the world, make decisions with integrity, and graduate with a sense of purpose.

**Mission** - The School's mission is to serve the needs of the community by offering a multi-lingual, multi-literate, and multi-cultural curriculum, preparing students to be thoughtful, educated members of a global society.

The School's primary purpose is to provide students with a demanding academic program that includes a bilingual and multi-cultural education, empowering students with the edge to compete in a global society, while providing them an advantage to succeed at the post-secondary level. Understanding and embracing people from other countries and cultures is a foundational component of the School's premise; as such, one of the school's guiding principles is that all stakeholders must work together cooperatively to understand one another, as well as to learn from each other. Equipped with a rigorous, multilingual and multi-literate education, as well as the invaluable experience of working with people from varied cultures, the School's graduates will leave the charter school with a zest for learning, a sense of purpose in their community and world, and a belief in their own efficacy.

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

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) Sections 3 & 4 pgs 6-30*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) Section 5 31-41 & Section 21 116-123*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) Section 5 31-41*

*C. Provide the page number(s) of the material within this application that describes how the*

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

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

- *Improve student learning and academic achievement. PAGE(S) Sections 3 & 4 pgs 6-30*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) Section 4 pgs 14-30*
- *Encourage the use of innovative learning methods. PAGE(S) Section 3 pgs6-13*
- *Require the measurement of learning outcomes. PAGE(S)Section 5 pgs 31-41*

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

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

- *Create innovative measurement tools. PAGES(S) NA*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) Section 5 pgs 31-41*
- *Expand the capacity of the public school system. PAGE(S)Section 2 pgs 2-5*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) NA*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S)Section 13 pgs 99-100*

## Attachments

### Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

## 2. Target Population and Student Body

### Section Evaluation

		Final Rating
Meets the Standard	Jill Young, 2/29/20	Meets the Standard
Meets the Standard	Marion Williams, 3/5/20	

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. If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

**Anticipated Student Population:** International Studies Academy High School will be open to children eligible to attend grades 9<sup>th</sup> thru 12<sup>th</sup> in Broward County. The school will have an open admissions policy and therefore be available to any student, as described in F.S. §1002.33(10), who submits a timely application (prior to the posted deadlines), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants will have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

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.

**Enrollment Preferences** - In accordance with 1002.33(10)(d), F.S., the charter school will give enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in the charter school
- Students who are the children of a member of the governing board of the charter school
- Students who are the children of an employee of the charter school
- Students who are the children of an active duty member of any branch of the U.S. Armed Forces
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#).

Certain enrollment preferences and limitations, as allowed by law, will be given to certain student populations. **Please see Section 14 for details.**

**Enrollment Limitation** – In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. The eligibility standards for the school require all students to demonstrate proficiency in their chosen language; proficiency will be determined using an entrance exam in the student's chosen language.

**\*1002.31 Controlled Open Enrollment** – Pursuant to Florida law, a charter school may be exempt from the requirements of s.1002.31 if the school is open to any student covered in an inter-district agreement and any student residing in the school district in which the charter school is located. Section 1002.31 states in pertinent part, a 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 controlled open enrollment process, if the school has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's governing board will determine the school's capacity based upon its charter school contract and post current capacity determinations on the school's website. As part of its controlled open

enrollment process, the school will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s. [1002.33](#). Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a) (e). As part of its controlled open enrollment process, the school may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. [1002.33](#)(10) as described above.

**Demographic of the population and/or area the School intends to serve:** The school’s stakeholders always strive to serve a student population, reflective of the surrounding community and school district. By having an open admissions policy, we guarantee that the school’s target population is aligned to our purpose and mission of delivering a meaningful academic program that enables all students who walk through our doors to become confident, self-directed, and responsible lifelong learners.

The applicant intends to locate in Broward County Florida. The following public schools were selected to determine need and service students in 9<sup>th</sup>- 12<sup>th</sup> grade and operate within a 5-mile radius of the proposed site in the Hollywood/Dania Beach general location. Four of these schools are Broward County operated schools and one is a charter school.

School Name	Type	FRL Rate (%)	Minority Rate (%)	ELL	SWD	Grad Rate	2019 Grade	Enrollment	% of Perm. Capacity
TRADITIONAL HIGH SCHOOLS									
Hallandale High School	Senior High	88.6%	93.9%	12.2%	12.2%	94.8%	C	1,353	76
Hollywood Hills High School	Senior High	79.1%	80.0%	13.5%	13.2%	97.8%	C	1,959	87
South Broward High School	Senior High	73.4%	72.7%	8.9%	10.3%	89.4%	C	2,325	101
Stranahan High School	Senior High	78.8%	94.2%	9.5%	11.1%	88.5%	C	1,411	59
	Average	80.0%	85.2%	11.0%	11.7%	92.6%		1,762	81

CHARTER SCHOOLS									
Ben Gamla Preparatory Scho	6th-12th	45.9%	42.2%	13.0%	8.1%	NA	B	220	NA
	Average	45.9%	42.2%	13.0%	8.1%	NA		220	NA
BROWARD COUNTY	K-12	60%	80%	12%	14%	84%	B	270,978	NA
FLORIDA	K-12	62.7%	73%	10%	14%	86%	NA	2,846,857	NA

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

The school has not selected an exact location but has identified the Hollywood/Dania Beach area as a location of need. The address of 441 NE 2nd St, Dania Beach, FL 33004 was used to collect data for purposes of this application but is not the intended site location for the school.

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

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>9</b>	100	150	200	200	200
<b>10</b>	100	150	150	200	200
<b>11</b>	50	100	150	150	200

12	0	50	100	150	200
<b>TOTAL</b>	250	450	600	700	800

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

We believe that the School will meet a specific need in the community based on the demonstrated demand for educational choice options. The student population projections were based upon ***Broward County growth statistics; Broward County School District’s Concurrency Study; the successful operation of the Miami based International Studies Charter High School; and a comparison of the performance of public high schools located within 5 miles of the target area.*** As noted in the demographic summary analysis included in Attachment T, the targeted area being considered is reporting a growth index as follows.

**Broward Country Growth:**

This current growth trend shows a population increase during the 2019-2024 years. In addition, and in relation to the current growth trend, we reviewed the Broward County School District’s Concurrency Report and determined that there is a need for increased student stations.

<b>Census Data</b>	<b>0-4 Miles</b>	<b>5-15 Miles</b>
Growth 2000-2010	3.5%	3.4%
Growth 2010-2019	9.8%	9.7%
Growth 2019-2024	14.40%	14.0%
Growth 2024-2029	2.1%	2.2%

**Broward County School District Concurrency:**

The current concurrency study indicates that the Broward County School District operated high schools located within 5 miles of the selected area are at an average capacity of 81% with one school exceeding 100% capacity.

<b>School Name</b>	<b>% of Perm. Capacity</b>
Hallandale High School	76
Hollywood Hills High School	87

South Broward High School	101
Stranahan High School	59
Average	81

**Comparison of the ISCH-H and Public Schools operating within 5 miles of the target area.**

School Name	Type	FRL Rate (%)	Minority Rate (%)	ELL	SWD	Grad Rate	2019 Grade	Enrollment	% of Perm. Capacity
<b>TRADITIONAL HIGH SCHOOLS</b>									
Hallandale High School	Senior High	88.6%	93.9%	12.2%	12.2%	94.8%	C	1,353	76
Hollywood Hills High School	Senior High	79.1%	80.0%	13.5%	13.2%	97.8%	C	1,959	87
South Broward High School	Senior High	73.4%	72.7%	8.9%	10.3%	89.4%	C	2,325	101
Stranahan High School	Senior High	78.8%	94.2%	9.5%	11.1%	88.5%	C	1,411	59
	Average	80.0%	85.2%	11.0%	11.7%	92.6%		1,762	81
International Studies Charter High School	Senior High	73.3%	76.0%	8.5%	NA	99.0%	A	401	NA

As shown in the table above, the school of replication as operated in Miami-Dade County, outperforms the district operated high schools located within 5 miles of the target area with similar demographics.

*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 takes into account the enrollment and growth of the existing International Studies Charter School model, the current demand for additional student stations in the targeted area, and the need for a high-quality high school in the area. This school will also provide another choice for the students within the community. We believe that the school will enroll 9<sup>th</sup> and 10<sup>th</sup> grade primarily during the first year, with a smaller number of 11<sup>th</sup> graders and will grow organically in subsequent years as reflected on the enrollment chart above.

## Attachments

### Section 2: Target Population and Student Body

– No Attachments –

## 3. Educational Program Design

### Section Evaluation

		Final Rating
Meets the Standard	Ann-Marie Evans, 2/28/20	Meets the Standard
Meets the Standard	Martina Blanco, 2/28/20	
Meets the Standard	LoriAyn Stickler, 2/28/20	
Meets the Standard	Louise Ball, 3/4/20	
Meets the Standard	Matt Schroeder, 3/4/20	
Meets the Standard	Zuzel Rodriguez, 3/4/20	
Partially Meets the Standard	Neena Grosvenor, 3/4/20	
Meets the Standard	Merilyn Johnson, 3/4/20	
Meets the Standard	Joe Luechauer, 3/4/20	
Meets the Standard	David Shelley, 3/4/20	
Partially Meets the Standard	Cortney Roberts, 3/4/20	
Meets the Standard	Blanca Guerra, 3/5/20	

Meets the Standard Detra Adams, 3/5/20

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

The School will infuse multicultural and multilingual perspectives into a rigorous standards-based curriculum as required by Broward County Public Schools and the Florida Department of Education. All curriculum is aimed at creating a learning environment that is engaging, meets or exceeds Florida Standards, and prepares students for success at the next level of education. In addition to meeting all state mandated educational criteria, the School will frame curriculum in a global context, offering families a unique opportunity for their children to foster an understanding of the increasingly interconnected world. This multilingual, multicultural model is designed to foster a better understanding of the world community, therefore ensuring the student's success in globalized educational programs and the job market. The demands of the 21<sup>st</sup> century classroom are in preparing students for careers that do not yet exist; therefore, an emphasis must be placed not only content but on the skill set that will prepare students for this rapidly changing global marketplace. This model is based on the already successful programs offered at International Studies Charter High School (ISCHS) which has been designated a High Performing School by the FLDOE since 2011.

**International Studies Charter High School, Inc. School's Historical Report Card (Inception-2**

School	School ID	Year	Grade	Sum Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Me Sta Wri
		2018-19	A	880	90	93	N/A
		2017-18	A	849	93	79	N/A
		2016-17	A	825	90	85	N/A
		2015-16	A	718	80	60	N/A
		2014-15	A	507	85	63	N/A
		2013-14	A	656	79	90	84

<b>International Studies Charter High School</b>	<b>7007</b>	2012-13	A	629	76	80	76
		2011-12	A	653	71	77	92
		2010-11	A	599	61	92	86
		2009-10	A	631	71	87	90
		2008-09	A	589	75	87	90
		2007-08	A	551	57	81	86
		2006-07	B	524	39	83	87
		2005-06	A	430	50	83	96
		2004-05	A	455	64	84	86

Regardless of program enrollment, all students take courses in English, Mathematics, Science, and Social Studies each year, assigned in accordance with state graduation requirements. To ensure high school success, all core curriculum is aligned to Florida Standards. The school's curriculum will exceed state standards for students; students will have the potential to earn college credit upon high school graduation via Advanced Placement classes (and examination), Dual Enrollment courses and, for those enrolled in French IS, via the French Baccalaureate exam. The number of potential college credits a student can earn via the aforementioned opportunities can range from three credits to 60 credits (i.e.; an Associate of Arts).

Embedded within all courses taught at the School is the P21 Framework. This educational model incorporates the 4Cs Research Series; the 4Cs are Creativity, Critical Thinking, Collaboration, and Communication.<sup>[1]</sup> According to this framework, each of these skills is vital to the future of education in the following ways:

**Creativity** - "The well-documented, shifting global paradigm from manufacturing to knowledge-based to innovation economies makes the ability to solve problems creatively a necessary skill for educational and workforce success. In an age when much of the world's information can be quickly accessed on a smartphone, a premium is placed on the ability to use that knowledge in creative ways to produce valuable outcomes and solve complex problems."

**Critical Thinking** - "... Critical thinking [is comprised of] two dimensions— cognitive skills and dispositions. The cognitive skill dimension includes the sub-skills of interpretation, analysis, evaluation, inference, explanation, and self-regulation, and the dispositional dimension includes the affective characteristics that are necessary for the cognitive sub-skills to thrive."

**Collaboration** - "The nature of collaboration is shifting to a more sophisticated skill set. In addition to collaborating face-to-face with colleagues across a conference table, 21st century workers increasingly accomplish tasks through mediated interactions with peers halfway across the world whom they may never meet face-to-face....Collaboration is worthy of inclusion as a 21st century skill because the importance of cooperative interpersonal capabilities is higher and the skills involved are more sophisticated than in the prior industrial era."

**Communication** - "The P21 Framework provides a conceptualization of 21st century communication skills that aligns with these broader definitions and theories. The Framework emphasizes effectively using oral, written, and nonverbal communication skills for multiple purposes (e.g., to inform, instruct, motivate, persuade, and share ideas); effective listening; using technology to communicate; and being able to evaluate the effectiveness of communication efforts—all within diverse contexts. This conceptualization reflects the broader work in communication regarding communicative competence, Computer Mediated Communication, and interpersonal immediacy, suggesting that the P21 Framework can be an effective model of improving K-12 students' communication skills."

The combination of the educational program with the P21 framework will result in students who are well-rounded and prepared for the interconnected marketplace.

*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 School follows a classroom-based learning environment. At a minimum, all students are enrolled in core classes, as well as at least two foreign language courses (unless remediation is needed for either English and/or mathematics, or the student has fulfilled required credits, and is pursuing AP/Dual Enrollment classes); those enrolled in the IS program have an additional humanities course in their selected foreign language. Students will be provided with opportunities to interact and engage with native language speakers online through partnerships with schools in other countries as part of at least one core subject class each year, thereby reinforcing the 4 C's of the P21 Framework in a real-world context. In an effort to nurture international partnerships, as well as the authenticity of the multicultural experience for all stakeholders, the School will recruit teachers from within the community as well as abroad.

In an effort to maintain small learning communities, the school will keep student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools, with ratios of 1:25 for high schools. These ratios may be smaller or larger in IS or other elective courses, depending on the area of study. For example, the Physical Education course may have more students, as it is a requirement for all high school students, and there is no classroom size confine; in contrast, a French Humanities IS course may only have 15 students, depending on the number of proficient French speakers/readers of the language who enrolled in the school in a given year.

The mission of the School is to prepare its students for success at the next level; in essence, the school aims to support students on their journey to high school graduation, and postsecondary success. To this end, the School will focus on closing achievement gaps, increasing high school graduation rates, and supporting success at the next level of education for its students. These goals, coupled with a rich understanding of other languages and cultures, are the hallmark of the

School. Armed with classroom lessons and proficient language and cultural skills, the school aims to ensure that all students ultimately graduate with a sense of purpose, and make positive contributions to their global community.

Multilingual, multi-literate, and multicultural experiences will be woven into the fabric of the school's culture. The primary focus of all classes will be to meet or exceed state standards, while facilitating discussion regarding differing cultural views in varying subject areas (as appropriate). This ensures that students work collaboratively on deepening their understanding of lessons and each other, resulting in wider, more comprehensive world views. These goals will be supported through the practice of using the P21 Framework, with a focus on the 4 Cs, in every classroom in the following ways:

### **Creativity**

Teachers will: encourage students to think about old ideas in new ways; provide students with opportunities to conduct exploratory learning; allow for some degree of choice in the classroom; nurture the students' intrinsic motivation; and provide opportunities for students to use their imaginations.

The nature of the school's multicultural program will help spark creativity. All students will be encouraged to consider their cultural framework, as well as that of other cultures, in exploring the subject at hand. Over time, this will yield students who think as citizens of the world because of their exposure to the unique cultural frames of many other students. Supporting the creative growth of students will help them be considerate of varying viewpoints and approaches when tackling issues.

### **Critical Thinking**

Teachers will: teach students to conduct their own research and analyses of topics/situations, and empower them to assess, identify, and develop their own solutions to problems or issues. In order to make decisions with integrity, students will need to hone their ability to think critically. Most knowledge is easily accessible via smart phone or computer; therefore, teaching rote information is out-of-date. Instead, students will be taught *how* to use the information that is at their disposal as well as be provided with real life situations where they will need to apply knowledge and information to problem solve. This is an invaluable skill, given that most of the jobs today's students will have do not yet exist! Thus, students must be prepared to rapidly shift their knowledge and skill set into ever changing fields if they want to be competitive in the marketplace of the future.

### **Collaboration**

Teachers will: properly identify suitable learning opportunities for students to work together; ensure that students are part of diverse groups of varying makeup and size; plan lessons and projects that guide students in honing their social and cognitive skills to work with others; ensure that there is individual accountability for each student in meeting a group's goals.

Students must regularly work together to learn how to become thoughtful global citizens. With an eye towards creating heterogeneous groups (varying culture, ability level) teachers will guide students to work together to create and problem-solve. Possessing strong collaboration aptitudes is already a valuable skill in today's world, and will only be more desirable in our increasingly interconnected society.

### **Communication**

Teachers will: help students assess their intended audience as they craft their messages; identify the communication goal (i.e., inform, teach, persuade, etc.); and, finally, teach students how to evaluate the effectiveness of their communication.

Effective communication is key in binding the 4Cs together, and in creating students who think and behave as global citizens. Students at the School will literally be learning how to communicate effectively in different languages, which requires some understanding of cultural frameworks. In addition, students will be exposed to multi-faceted levels of communication, including, but not limited to: writings, presentations, interpersonal, intercultural, small-group, large-group, and even organizational. Learning how to successfully navigate each of these levels of communication, particularly in a multilingual, multicultural context, will facilitate the growth of the School's vision of an educated, thoughtful world citizen.

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

The School's educational design is modeled after International Studies Charter High School (ISCHS), the successful HP charter school being replicated. For the past 14 out of 15 school years, ISCHS has been an A rated school as per the Florida Department of Education, and was ranked as the third best high school in the state for the 2018-2019 school year. Like ISCHS, students at the School may select to enroll in the Advanced Placement International Diploma (APID) or International Studies (IS) programs, and all students will take required courses in English, mathematics, science, social studies, and physical education, among other state requirements (i.e., virtual school and fine art) as applicable for a given cohort (regardless of program enrollment). All students who graduate from ISCHS are proficient in at least two languages; the School will also claim this distinction. Research shows that students who have contact with individuals from diverse backgrounds demonstrate greater cultural awareness, and political participation<sup>[2]</sup>. Thus, by replicating this program, the School will aim to promote more advanced, multilingual, and successful students to the college level.

The literature pointing to the long-term success of bilingual or multilingual students is exhaustive. Students who are bilingual exhibit better cognitive functioning and control. Research suggests that bilingual students outperform their monolingual peers on the same assessments<sup>[3]</sup>, across all content areas. Upon entering the workforce, those who speak two or more languages often have an advantage in not only receiving a job offer, but also in increased earning potential over the course of their careers<sup>[4]</sup>. The benefits of speaking more than one language may extend to advanced age: there is some evidence that bilingualism slows cognitive aging, and may prevent dementia and strokes<sup>[5]</sup>. Truly, the investment of learning a second (or third!) language pays in dividends over a lifetime. For these reasons, the educational program at ISCHS is invaluable, and deserving of replication by the School.

Unlike ISCHS, however, the School is incorporating the P21 Framework into its instructional methodologies from its inception. The school will maintain a rigorous multilingual, multicultural curriculum that meets or exceeds state standards, and will also implement the 4Cs with fidelity into the classroom. The result of this mission will be students who are both academically successful and ready to exhibit 21st century learning outcomes.

*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)*

The School will abide by the school calendar utilized by the ESP. Please see *Attachment B*

*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.*

The School is committed to ensuring that all students make academic achievements and receive equitable access to resources to support their attainment of state standards. In the classroom, all curriculum will be tailored to meet the diverse needs of learners. The education program utilizes standards-based and state-adopted texts that align to Florida Standards. When utilized with fidelity, this program will help all students attain mastery of state standards, and prepare students for success at the next level of their education. In addition, the school will employ adequate ELL and ESE personnel, as well as counseling staff, to support and properly service students as deemed necessary and according to needs. In all classes, at all levels, there will be an eye set to cultural frameworks, and their effects on the topics at hand when appropriate. Students will be given the opportunity to share the viewpoint from their cultural bases, while learning about that of others, in a communicative and collaborative environment. In-house tutoring will be offered year-round for any students who need additional support to meet standards. Enrichment will be available to all students after school by way of clubs such as language clubs, honor societies, service clubs, SECME, etc. to foster collaboration amongst students through the nurturing of shared interests, which aligns with the school's mission.

To support the attainment of state-adopted standards for the prospective student population, the school will:

- Regularly review data as a faculty, within departments, by grade level, and by subgroup to plan targeted lessons and remediation strategies/opportunities;
- Ensure that there is evidence of differentiated instruction across all curriculum, and some degree of lesson tailoring to meet the needs of all learners (i.e., ELLs, SPED students, advanced students, etc.)
- [Create a culture of high expectations wherein all students are encouraged to maximize their academic potential; and,](#)
- Meet/exceed performance-based curricular objectives in alignment with the Florida Standards.

The school will offer several opportunities to address the needs of students who require additional support to meet state standards. First, remediation will be built in to the school's master schedule for support in English and Mathematics. Students will be enrolled in Intensive Reading and/or Intensive Mathematics courses as needed, in order to aid the student's academic growth in these key content areas. These classes will utilize state and/or district adopted curriculum with fidelity, as these have already been thoroughly vetted and aligned to state standards.

**Reading Interventions** - Students in grades 9-12 who need remediation in Reading (as evidenced by FSA performance level 1 or 2, or regressors from a level 3, 4, or 5 to a level 2 or lower) will be placed in an Intensive Reading course in addition to their English class. Students in need of Reading intervention with a specific emphasis on foundational reading skills, will be placed in Intensive Reading+. Students in need of an Intensive Reading course, but not foundational reading skills, will be placed in either Intensive Reading (IR) or Intensive Reading Enrichment, as appropriate. Those in 11<sup>th</sup> and 12<sup>th</sup> grade retaking the FSA will be placed in Intensive Reading. These classes will meet for 100 minutes every other day, based on the alternating block schedule. If the class falls during the student's daily class (which is visited for 55 minutes daily) the student will receive 275 minutes of instruction weekly.

**Mathematics Interventions** - Students in grades 9-12 who need remediation in Mathematics (as evidenced by FSA performance level 1 or 2, or regressors from a level 3, 4, or 5 to a level 2 or lower) will be placed in an Intensive Mathematics course in addition to their Mathematics class. Students performing at a level 2, or who have regressed, will be placed in Intensive Math, with the course and course code assigned by grade level. These classes will meet for 100 minutes every other day, based on the alternating block schedule. If the class falls during the student's daily

class (which is visited for 55 minutes daily) the student will receive 275 minutes of instruction weekly.

**Additional Remediation** - The school will offer additional remediation opportunities by way of pull-out tutoring, afterschool tutoring (guided by content appropriate faculty members), and Saturday school study sessions (also led by faculty) to fill any learning gaps. The school will ensure that the remediation opportunities that go beyond the scope of the typical school day will be clearly posted in various areas of the school, and made readily available for parents, in order to maximize participation. Additionally, such opportunities will be posted on the school's website and will be communicated via automated phone calls and email. Those students needing emotional support and encouragement in pursuit of standards attainment may be partnered with a faculty member as part of a mentorship program throughout the school year as well.

**Early Warning System** - The school plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators as well as any other data required by the district:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in language arts or mathematics during any grading period; and
- A Level 1 score on the statewide, standardized assessments in ELA or mathematics.

The School's RtI/MTSS team will oversee and monitor the early warning system, including:

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, and the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

The SPED Specialist, who will follow the district plan to address the needs of this population, will serve students at the school who are SPED. It should be noted that the school will only provide services for students who require Special Education within the General Education setting. Please see *Section 6* for additional information.

Students at the school who are ELL will be served by English for Speakers of Other Languages (ESOL) endorsed personnel, who will follow the district curriculum to address the needs of this population. Please see *Section 7* for additional information.

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[1] According to a 2016 report by the World Economic Forum, "By one popular estimate, 65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist." Even "old" jobs will look radically different in workplaces transformed by technology, changing demographics, and globalization.

<http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>

4Cs Research Series:

[http://www.p21.org/storage/documents/docs/Research/P21\\_4Cs\\_Research\\_Brief\\_Series\\_-\\_Creativi](http://www.p21.org/storage/documents/docs/Research/P21_4Cs_Research_Brief_Series_-_Creativi)

[http://www.p21.org/storage/documents/docs/Research/P21\\_4Cs\\_Research\\_Brief\\_Series\\_-\\_Critical](http://www.p21.org/storage/documents/docs/Research/P21_4Cs_Research_Brief_Series_-_Critical)

Dede, C. (2010). Comparing frameworks for 21st century skills. 21st century skills: Rethinking how students learn, 20, 51-76.

[http://www.p21.org/storage/documents/docs/Research/P21\\_4Cs\\_Research\\_Brief\\_Series\\_-\\_Comm](http://www.p21.org/storage/documents/docs/Research/P21_4Cs_Research_Brief_Series_-_Comm)

[2] **Diversity policy in higher education: the impact of college student exposure to diversity on cultural awareness and political participation**

<http://www.tandfonline.com/doi/abs/10.1080/02680930210127577>

[3] **The Bilingual Advantage: Language, Literacy, and the US Labor Market**

<https://books.google.com/books?hl=en&lr=&id=2mllBAAQBAJ&oi=fnd&pg=PR9&dq=benefits+of+b>

[4] **The long-term effects of bilingualism on children of immigration: student bilingualism and future earnings**

<http://www.tandfonline.com/doi/abs/10.1080/13670050.2013.816264>

[5] **Healthy linguistic diet: the value of linguistic diversity and language learning across the lifespan**

<https://www.repository.cam.ac.uk/bitstream/handle/1810/264363/Bak%20MehmedbegovicJLSP%20>

## Attachments

### Section 3: Educational Program Design

3.1	<a href="#">Attachment B - School Schedule &amp; Calendar</a>	May, Bonnie, 2/3/20 5:10 PM	PDF / 1,013.385 KB
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## Notes

### **Detra Adams, 3/5/20 5:42 PM:**

Secondary Literacy: Is it the School's intention to follow Florida's new B.E.S.T. Standards for Literacy? Is it the School's intention to opt-in to the District's K-12 Comprehensive Evidence-Based Reading Plan and follow it in its entirety (student placement, curriculum, progress monitoring)? The FLDOE has approved the implementation of new standards for ELA/Writing. This will necessitate the adoption of new curriculum and progress monitoring tools. The School will need to transition to these new requirements to meet compliance.

### **Cortney Roberts, 3/4/20 5:52 PM:**

Explain the schoolwide design specifically for MTSS implementation.

### **Neena Grosvenor, 3/4/20 5:11 PM:**

No mention of a school library program to support the school program especially in the use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized? 1006.40 (3) (d) School library media services; establishment and maintenance.?Establish and maintain a program of school library media services for all public schools in the district, including school library media

centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

## 4. Curriculum and Instructional Design

### Section Evaluation

#### Final Rating

**Partially Meets the Standard**

Meets the Standard	Ann-Marie Evans, 2/28/20
Meets the Standard	Martina Blanco, 2/28/20
Meets the Standard	LoriAyn Stickler, 2/28/20
Meets the Standard	Louise Ball, 3/4/20
Meets the Standard	Matt Schroeder, 3/4/20
Meets the Standard	Zuzel Rodriguez, 3/4/20
Partially Meets the Standard	Neena Grosvenor, 3/4/20
Meets the Standard	Merilyn Johnson, 3/4/20
Meets the Standard	Joe Luechauer, 3/4/20
Partially Meets the Standard	David Shelley, 3/4/20
Partially Meets the Standard	Cortney Roberts, 3/4/20
Meets the Standard	Blanca Guerra, 3/5/20
Partially Meets the Standard	Detra Adams, 3/5/20
Meets the Standard	Brian King, 3/9/20

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

### **Frameworks and Strategies across Curriculum**

Uniform throughout all curriculum and classes will be the regular contributions of students' cultural frameworks to the lessons at hand; there will always be an eye on varying perspectives, and their implications. Furthermore, all staff members will be trained on key instructional strategies to

ensure mission and vision driven instruction from the school's inception. Among these are:

### **P21 Framework**

As stated previously, in *Section 3 A-C* the P21 Framework looks to educate students for success in the 21<sup>st</sup> century. To do this, teachers will be expected to incorporate the 4Cs in their classrooms when appropriate: Creativity, Critical Thinking, Collaboration, and Communication. Students at the School will be exposed to a rigorous academic program that will include multilingual, multi-literate, and multicultural aspects woven into their curriculum. The addition of this global perspective is purposeful – just as fluency in multiple languages is becoming a near-requirement in today's marketplace, so is it the necessity of skills that bridge cultural differences to work together effectively. As such, the school will implement the P21 Framework to instruct well-rounded, thoughtful world citizens.

### **CRISS Training**

CRISS is an acronym that stands for Creating Independence through Student-owned Strategies. Essentially, this instructional model is aimed at helping students learn across all content areas by actively reading, writing, listening, and discussing. Students are aided in discovering the ways that they most effectively learn, while employing the CRISS skills to meet their learning goals. CRISS strategies align easily with the P21 Framework, as both models encourage critical thinking, collaboration, and communication. CRISS is an appropriate strategy for the school, as the student population will be multicultural; therefore, a model that encourages students to think independently (while discussing concepts with peers) is a natural fit for a school that intends to foster critical thinking and collaboration.

### **Kagan Differentiated Instruction**

The multicultural and multilingual makeup of the school's anticipated student population will require differentiated instruction for all students. Teachers will be trained in the Kagan Differentiated Instruction program (particularly in mixed-ability classrooms). The school will reflect a student body with a wide range of cultural frameworks, talents, and abilities. As such, it is crucial that teachers know when and how to employ instructional strategies that will maximize the number of students meeting or exceeding Florida standards. Furthermore, the school anticipates having a significant population of ELL students blended into core content classes; as such, it is vital that teachers have an array of instructional tactics at their disposal to ensure that the learning needs of **all** students are being met. The Kagan strategies for Differentiated Instruction provide techniques to scaffold lesson content, thereby supporting student learning over time as well.

**Systems for Providing Differentiated Instruction:** Given that the School will be home to a diverse student population, comprised of local students, foreign nationals, SPED students, and ELL students, it is evident that a one-size-fits all educational model will not be sufficient. In response to this challenge, the school will ensure that there are a variety of differentiated instructional strategies employed by all teachers to ensure that ALL students' learning needs are met. It should be noted, however, that the differentiated instructional strategies are aimed at changing the *how* of learning, not *what* of the learning outcome. Teachers will adhere to state standards, and must maintain rigor in all lessons, regardless of *how* the lesson is taught.

As previously stated, one step towards this goal will be training the faculty in the Kagan strategies for Differentiated Instruction. This professional development program is specifically aimed at helping teachers understand their mixed-ability classrooms to meet the needs of every child. Apart from this training, teachers will also utilize strategies that include, but are not limited to:

- Regularly evaluating (formally and informally) student progress in the classroom to meet

specific needs;

- Engaging students’ varying learning styles (i.e., visual, tactile, kinesthetic, auditory);
- Framing subjects in appealing and/or diverse ways to pique students’ interests;
- Encouraging students to collaborate, as appropriate to a task, in different groupings (pairs, small group, mixed-level) to foster learning;
- Allowing students to work independently, as appropriate to a task, to support independent learning; and,
- Employing strategies such as Round Robin and Think-Pair-Share to maintain and foster a student centered learning environment

**Technology Integration**

Classes will contain smartboards, as well as internet access. The students will use varied media resources, including videos, audio, websites, calculators, etc., to enrich and deepen their learning experiences. Students will be encouraged to be technologically proficient to meet the demands of the 21<sup>st</sup> century marketplace. Technology-based programs have been budgeted and will be purchased to support students’ individualized progress and growth. These include: iReady, IXL, Pearson Access, and USA Test Prep. Each of these programs will provide tailored instruction and progress monitoring aligned to state standards, and student’s personal needs. Because these programs are personalized, they will serve two purposes: first, remediation when necessary, and secondly, as enrichment for students who are already achieving above grade level.

**ELL Strategies**

Please see *Section 7* for a detailed listing of strategies for ESOL students.

**Core Curriculum**

All core curriculum will be aligned to Florida Standards; the School will use state or district-adopted textbooks and curriculum. As these texts have already been researched and thoroughly vetted by the FLDOE and/or Broward County Public Schools, the School is confident that students will meet or exceed Florida Standards given the already proven success of the ISCHS model.

**English**

The English curriculum will be rigorous, and the textbook that will be utilized (i.e., Houghton Mifflin Harcourt *Collections*) is aligned to state standards. The English program will promote academic excellence in reading, writing, and communication. Students will develop and refine their reading and writing skills via critical analysis of the texts they read; the adopted text itself is geared towards laying a foundation for high school and post-secondary readiness (including Advanced Placement exam success and college-level work). Aside from text, students will be taught to analyze and employ alternate media communication forms. All English courses will guide students to be strong readers and writers, and critical consumers of media. In-house tutoring will be available throughout the school year for any students in need of additional support in meeting state standards.

ELA/Reading courses will be offered in grades 9-12 in accordance with Broward County’s Student Progression Plan:

Course Name	Course Number

Grade 9	
Intensive Reading	1000410I1
Intensive Reading Plus	1000410P1
Intensive Reading Enrichment	1000410E1
English I	100131001
English Honors I	100132001
English Honors I Gifted	100132002
English I through ESOL	100230002
Grade 10	
Intensive Reading	1000410I2
Intensive Reading Plus	1000410P2
Intensive Reading Enrichment	1000410E2
English I for Credit Recovery	100131501
English II	100134001
English Honors II	100135001
English Honors II Gifted	100135002

English II through ESOL	100231002
Grade 11	
Intensive Reading Retakers	1000410T1
Intensive Reading Plus (11 <sup>th</sup> & 12 <sup>th</sup> )Retakers	1000410RP
English II for Credit Recovery	100134501
English III	100137001
English Honors III	100138001
English Honors III Gifted	100138002
English III through ESOL>	100232002
Grade 12	
Intensive Reading Retakers	1000410T2
Intensive Reading Plus (11 <sup>th</sup> & 12 <sup>th</sup> )Retakers	1000410RP
English III for Credit Recovery	100137501
English IV	100140001
English Honors IV	100141001
English Honors IV Gifted	100141002

English IV through ESOL	100252002
English IV for Credit Recovery	100140201
English IV: Florida College Prep	100140501
English IV: Florida College Prep	100140502
Advanced Placement English Language and Composition	100142001
Advanced Placement English Literature and Composition	100143001

<b>ESOL Course by Proficiency Level</b>	
Developmental Language Arts Through ESOL 1	1002381L1
Developmental Language Arts Through ESOL 2	1002381L2
Developmental Language Arts Through ESOL 3	1002381L3
Developmental Language Arts Through ESOL 4	1002381L4

**Primary instructional strategies in English**

*Reading Strategies:* The English program will include strategies (read-alouds, chunking, collaborative reading) and varied supplemental materials and media to meet the needs of students at all levels. Students will master reading and writing via continuous infusion of reading and literacy skills. Classroom libraries (with varied texts, at varied levels) will be available in each English class to provide the opportunity to read and increase reading proficiency.

*Writing Strategies:* Writing will be incorporated via reader response logs, two-column notes, directed journaling, and RAFT (Role, Audience, Format, Topic) essay writing. In addition, quick-writes, mapping, brainstorming, summary writing, and other varied written assignments will

be employed. Creative writing assignments will be infused into the curriculum as well.

*Cross-Curricular Planning:* The English department will work with all departments in integrating literacy across curriculum. Additionally, the department will work closely with the Social Studies department to plan cross-curricular units, helping to deepen students’ understanding of historical context.

If a student requires remediation in English, the student will be enrolled in an Intensive Reading course in addition to the required English course. All students who score below required proficiency levels on the FSA for English/Language Arts will be enrolled in an intensive reading course. The exceptions to this are ELL students, who are instead placed in two ESOL courses as applicable to the student’s grade level and language proficiency: English Through ESOL (the content course, scheduled by grade level); and Developmental Language Arts Through ESOL (the English language acquisition course, scheduled by ELL proficiency level).

The research-based texts and programs that will be employed by the school for English and Intensive Reading are:

<b>Grade/Level</b>	<b>Text*</b>	<b>Supplement/ Technology**</b>
9 (Regular, Honors, Gifted)	Houghton Mifflin Harcourt <i>Collections</i> and grade level novels	IXL, USA Test Prep
10 (Regular, Honors, Gifted)	Houghton Mifflin Harcourt <i>Collections</i> and grade level novels	IXL, USA Test Prep
11 (Regular, Honors, Gifted)	Houghton Mifflin Harcourt <i>Collections</i> and grade level novels	IXL, USA Test Prep
12 (Regular, Honors, Gifted)	Houghton Mifflin Harcourt <i>Collections</i> and grade level novels	IXL, USA Test Prep
12 English 4 College Prep	Houghton Mifflin Harcourt <i>Collections</i> and grade level novels	IXL, USA Test Prep
AP English Language and Composition	<i>The Language of Composition</i> , and varied texts	varies

AP English Literature and Composition	<i>The Norton Introduction to Literature</i> , and varied texts	varies
9-10 Intensive Reading Plus	Accelerated Reader Web-based Programming	IXL
11-12 Reading Retakers	Varied texts, and Accelerated Reader Web-based Programming	Khan Academy
9-12 ESOL Levels 1-4	Finish Line for ELLs 2.0 (Grades 9-12)	iReady

\*Rationale: All text materials are aligned to Florida Standards and the Comprehensive Research-based Reading Plan or, in the case of the AP courses, suggested/approved by the College Board.

\*\*Please see Technology Integration under Section 4 Frameworks and Strategies Across the Curriculum.

**Mathematics**

The mathematics curriculum will offer students a strong foundation in concepts and applications while providing them with opportunities to be critical problem solvers. Math teachers will incorporate vast implementation of technology and manipulatives to illustrate mathematic principles, while following the county and/or state curriculum guides. The school will offer free in-house tutoring to those students who need assistance in meeting performance benchmarks.

Mathematics courses will be offered in grades 9-12 in accordance with the county Student Progression Plan:

<b>Course</b>	<b>Course Code</b>
Algebra 1	120031001
Algebra 1 for Credit Recovery	120031501
Algebra 1 Honors	120032001

Algebra 1 Honors Gifted	120032002
Geometry	120631001
Geometry for Credit Recovery	120631501
Geometry Honors	120632001
Geometry Honors Gifted	120632002
Algebra 2	120033001
Algebra 2 for Credit Recovery	120033501
Algebra 2 Honors	120034001
Algebra 2 Honors Gifted	120034002
Intensive Mathematics (Grade 9)	120040009
Intensive Mathematics (Grade 10)	120040010
Intensive Mathematics (Grade 11)	120040011
Intensive Mathematics (Grade 12)	120040012
Math for College Success	120041001
Math for College Readiness	120070001
Pre-Calculus Honors	120234002

Pre-Calculus Honors Gifted	120234003
Calculus Honors	120230001
Calculus Honors Gifted	120230002
Advanced Placement Calculus AB	120231001
Advanced Placement Calculus BC	120232001
Probability & Statistics with Applications Honors	121030003
Probability & Statistics with Applications Honors Gifted	121030004
Advanced Placement Statistics	121032001
Advanced Topics in Mathematics	129831001

Students at risk of not meeting academic requirements of passing scores on the Algebra 1 and Geometry EOC exams will be enrolled in the appropriate Intensive Mathematics course.

Primary instructional strategies will include:

*Solidifying Mathematical Concepts:* Manipulatives, 3D models, application of concepts in real-world problem solving, think-alouds for instruction and generating understanding, mixed-ability groups, and reading of varied informational texts.

*Cross-Curricular Planning:* The Mathematics department will work closely with the Science department to plan cross-curricular lessons. As an overall STEM partnership within the school, the two departments can reinforce and put into practice many of the lessons students learn in each of these classes.

The research-based texts and programs that will be employed by the school for Mathematics are:

<b>Grade/Course</b>	<b>Text*</b>	<b>Supplement/ Technology**</b>
Algebra 1 (Regular, Honors,	Pearson <i>Algebra 1 Florida</i>	IXL, Math Nation

Gifted)	<i>Common Core</i>	Videos
Geometry (Regular, Honors, Gifted)	<i>Pearson Geometry Florida Common Core</i>	IXL, Math Nation Videos
Algebra 2 (Regular, Honors, Gifted)	<i>Pearson Algebra 2 Florida Common Core</i>	IXL
Intensive Mathematics (Grade 9)	Appropriate Pearson Florida Common Core text	IXL
Intensive Mathematics (Grade 10)	Appropriate Pearson Florida Common Core text	IXL
Intensive Mathematics (Grade 11)	Appropriate Pearson Florida Common Core text	IXL
Intensive Mathematics (Grade 12)	Appropriate Pearson Florida Common Core text	IXL
Math for College Success	<i>The Official SAT Study Guide</i>	IXL, Khan Academy
Math for College Readiness	<i>Blitzer Algebra and Trigonometry</i>	IXL, USA Test Prep
Pre-Calculus Honors, Gifted	<i>Blitzer Precalculus</i>	IXL
Calculus Honors, Gifted	<i>Pearson Calculus AP Edition</i>	IXL, Khan Academy
Advanced Placement Calculus AB	<i>Pearson Calculus AP Edition</i>	Barrons test prep text
Advanced Placement Calculus BC	<i>Pearson Calculus AP Edition</i>	Barrons test prep text

Probability & Statistics with Applications Honors, Gifted	Pearson <i>Statistics and Probability with Applications</i>	IXL
Advanced Placement Statistics	Bedford, Freeman and Worth <i>The Practice of Statistics for AP</i>	Barrons test prep text
Advanced Topics in Mathematics	Blitzer <i>Algebra and Trigonometry</i>	IXL, USA Test Prep

\*Rationale: All instructional materials and textbooks state-adopted, aligned to the Florida Standard and have proven effective in the HP replicated school.

\*\*Please see Technology Integration under Section 4 Frameworks and Strategies Across the Curriculum.

**Science**

The science curriculum will provide students with the opportunity to be inquisitive while applying the use of scientific method for discovery and learning. Students will learn to think critically and creatively when solving real life problems. Virtual and physical labs will provide students with hands-on experiences. All students will take Biology and Chemistry during high school. Each year, there will be a school-wide Science Fair competition to encourage STEM exploration. The Mathematics and Science departments will work together as a STEM department to plan projects and curriculum together. The goals of this initiative would be encouraging collaboration, creativity, and critical thinking among students, via cross-curricular, project-based authentic assessments. In the end, the school hopes to inspire students to think analytically about the problems in our community and world, and perhaps become innovators and agents of change.

Science courses will be offered in grades 9-12 in accordance with the county Student Progression Plan:

<b>Course Name</b>	<b>Course Number</b>
Biology 1	200031001
Biology 1 for Credit Recovery	200031501
Biology 1 Honors	200032001
Biology 1 Honors Gifted	200032002

Advanced Placement Biology	200034003
Anatomy and Physiology	200035001
Anatomy and Physiology Honors	200036001
Anatomy and Physiology Honors Gifted	200035002
Environmental Science	200134003
Environmental Science Honors	200134101
Advanced Placement Environmental Science	200138001
Physical Science	200331001
Physical Science Honors	200332001
Physical Science Honors Gifted	200332002
Chemistry 1	200334001
Chemistry 1 for Credit Recovery	200334501
Chemistry 1 Honors	200335001
Chemistry 1 Honors Gifted	200335002
Advanced Placement Chemistry	200337001
Physics 1	200338001

Physics 1 Honors	200339001
Physics 1 Honors Gifted	200339002
Advanced Placement Physics 1	200342101
Advanced Placement Physics 2	200342201

\*Students are required to adhere to EOC requirements for Biology, as stated by the FLDOE.

The primary instructional strategies in science will include:

*Inquiry Based Learning:* Students will conduct investigations independent of the teacher, unless otherwise directed or guided through process discovery. This will include the use of projects to give students hands-on experience at understanding varied scientific concepts, and the opportunity to work collaboratively, and think critically.

*Cross-Curricular Planning:* The Science department will work closely with the Mathematics department to plan cross-curricular lessons. As an overall STEM partnership within the school, the two departments can reinforce and put into practice many of the lessons students learn in each of these classes.

The research-based texts and programs that will be employed by the school for Science are:

<b>Course Name</b>	<b>Text*</b>	<b>Technology/Supplements**</b>
Biology 1 (Regular, Credit Recovery, Honors, Gifted)	<i>Pearson Miller &amp; Levine Biology</i>	Pearson Biology Benchmark, USA Test Prep
Advanced Placement Biology	<i>Biology AP</i> , Campbell Pearson Education Inc.	Barron's AP Biology
Anatomy and Physiology (Regular, Honors, Gifted)	<i>Pearson Human Anatomy and Physiology</i>	Discovery Education
Environmental Science (Regular, Honors)	<i>Freeman Environmental Science for AP</i>	Barron's AP Environmental Science
Advanced Placement Environmental Science	<i>Freeman Environmental Science for AP</i>	Barron's AP Environmental Science

Physical Science (Regular, Honors, Gifted)	Pearson <i>Fundamentals of Physical Science</i>	Khan Academy
Chemistry 1 (Regular, Credit Recovery, Honors, Gifted)	Pearson <i>Chemistry Florida</i>	Khan Academy
Advanced Placement Chemistry	Pearson <i>AP Chemistry</i>	Barron's AP Chemistry
Physics 1 (Regular, Honors, Gifted)	Prentice Hall <i>Conceptual Physics</i>	Khan Academy
Advanced Placement Physics 1	Nat'l Geographic <i>Serway College Physics (Physics 1)</i>	Barron's AP Physics 1
Advanced Placement Physics 2	Nat'l Geographic <i>Serway College Physics (Physics 2)</i>	Barron's AP Physics 2

\*Rationale: All instructional materials and textbooks state-adopted, aligned to the Florida Standards and have proven effective in the HP replicated school. Those materials selected for AP classes are aligned to the College Board assessment.

\*\*Please see Technology Integration under Section 4 Frameworks and Strategies Across the Curriculum.

**Social Science**

The social studies curriculum will be taught using a social, analytical, and critical approach. As the school’s mission and vision state, students will be taught to think and behave as global citizens, with an appreciation and respect for other cultures, customs, and heritages. Students will have a variety of opportunities to reenact historical events, including mock trials and elections. Students will take the courses required by the FLDOE: World History, U.S. History, U.S. Government, and Economics with Financial Literacy. Several historical facets will be highlighted across all curriculum throughout the school year, including "American Founders Month" each September (pursuant to s. 683.1455, F.S), as well as patriotism, veterans, women's history, African American history/heritage, and Hispanic history/heritage. The School believes that the multicultural heritage of the student body will contribute to the school’s world-views in the classroom, making for a richer, more complete understanding of global affairs.

Social Science courses will be offered in grades 9-12 in accordance with the county Student Progression Plan:

<b>Course Name</b>	<b>Course Number</b>
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United States History	210031001
United States History for Credit Recovery	210031501
United States History Honors	210032001
United States History Honors Gifted	210032002
Advanced Placement United States History	210033001
Economics with Financial Literacy	210233501
Economics with Financial Literacy for Credit Recovery	210234002
Economics with Financial Literacy Honors	210234501
Economics with Financial Literacy Honors Gifted	210234502
Advanced Placement Microeconomics	210236001
Advanced Placement Macroeconomics	210237001
Advanced Placement Human Geography	210340002
Philosophy	210534003
Philosophy Honors	212091001
United States Government	210631001
United States Government for Credit Recovery	210631501

United States Government Honors	210632001
United States Government Honors Gifted	210632003
Advanced Placement United States Government and Politics	210642001
Advanced Placement Comparative Government and Politics	210642002
Psychology 1	210730003
Psychology 1 Honors	210730004
Advanced Placement Psychology	210735002
World History	210931001
World History for Credit Recovery	210931501
World History Honors	210932001
World History Honors Gifted	210932002
Advanced Placement European History	210938003
Advanced Placement World History	210942001
World Cultural Geography	210330004

Students in US History regular, honors or gifted (typically 11<sup>th</sup> grade) will be required to take the US History EOC Exam, which will constitute 30% of the student's course grade.

Strategies that will be used within Social Studies include:

***Inquiry-based Learning:*** Using primary sources of information, students will be encouraged to draw on prior knowledge to analyze, interpret, and question sources. Additionally, they will utilize secondary sources to enrich the understanding of primary sources, as well as the topics at hand. Given the multicultural nature of the school, there will be a special focus on the effect of historical events across cultures/nations, thereby deepening comprehension.

***Hands-on Practice:*** As appropriate, students will have the opportunity to practice some of the lessons being learned. Through mock-trials, Model United Nations, Mock Bill Passing, debates, and assigned opportunities to draft their own versions of historical documents, students will learn the realities of many social issues in a hands-on way.

***Cross-Curricular Planning:*** The department will work closely with the English department to plan cross-curricular units, helping to deepen student understanding of historical context.

<b>Course</b>	<b>Text*</b>	<b>Technology/Supplement**</b>
United States History (Regular, Credit Recovery, Honors, Gifted)	Pearson <i>US History</i>	USA Test Prep, Periodicals
Advanced Placement United States History	<i>Of the People: A History of the United States</i>	Barron's AP US History
Economics with Financial Literacy (Regular, Credit Recovery, honors, Gifted)	Pearson <i>Economics</i>	Periodicals, Financial Advisor seminars
Advanced Placement Microeconomics	McGraw-Hill <i>Principles of Economics</i>	Periodicals, Barron's AP Microeconomics
Advanced Placement Macroeconomics	McGraw-Hill <i>Principles of Economics</i>	Periodicals, Barron's AP Macroeconomics
Advanced Placement Human Geography	Prentice Hall <i>The Cultural Landscape: An Introduction to Human Geography</i>	Peterson's AP Human Geography
Philosophy (Regular, Honors) (IS)	Varies	Varies
United States Government	Pearson <i>US Government and</i>	US Government website, live

(Regular, Credit Recovery, Honors, Gifted)	<i>Economics</i>	streams of congressional/senate sessions
Advanced Placement United States Government and Politics	Prentice Hall <i>Government by the People</i>	US Government website, live streams of congressional/senate sessions
Advanced Placement Comparative Government and Politics	Pearson <i>Understanding the Political World: A Comparative Introduction to Political Science</i>	Periodicals, live streaming/replay of world events
Psychology 1 (Regular, Honors)	Cengage Learning <i>Psychology</i>	USA Test Prep
Advanced Placement Psychology	McGraw-Hill <i>Understanding Psychology</i>	USA Test Prep, Barron's AP Psychology
World History (Regular, Credit Recovery, Honors, Gifted)	Pearson <i>World History</i>	Government Websites, Live streams world events
Advanced Placement European History	Mc-Graw Hill <i>The Western Experience</i>	Peterson's European History
Advanced Placement World History	McGraw-Hill <i>Traditions &amp; Encounters: A Global Perspective on the Past</i>	Peterson's AP World History
World Cultural Geography (IS)	Varies	Varies

\*Rationale: All instructional materials and textbooks state-adopted, aligned to the Florida Standards and have proven effective in the HP replicated school.

\*\*Please see Technology Integration under Section 4 Frameworks and Strategies Across the Curriculum.

**Students entering below grade level** will be given additional courses to remediate them and develop their individual deficiencies. Students performing below grade level in mathematics or reading will be placed in the respective intensive course. In instances when English Language Learners are also the same sub group of students who are low performing, the School's program design in and of itself has measures in place to provide additional support to these students. Students will benefit from assistance and support by peers and teachers who speak their native

language and have experienced a similar educational acclimatization. Additionally, all students entering below grade level will be enrolled in a mentoring program where weekly meetings will be held to progress monitor and buoy the student academically and emotionally. ELL and SPED students also receive additional progress monitoring via their respective enrollment in the programs.

Students attending the School are inspired and engaged by their passion to pursue acquisition of a new language and a new culture. This passion and interest will serve as a motivator for students across all curriculum as classes will be infused with multi-cultural frameworks when possible. Students enrolled in the IS program (s) may be motivated by their immediate comfort and success in courses taught in their heritage language.

A.

- *If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence [1] for each core subject for each division (elementary, middle, and high school) the school would serve.*

Please refer to Section A above which details curricular choices and rationale for each. The School will opt to follow the school of replication's research-based recommendations for textbook adoption and curriculum mapping. Please see *Attachment C* for sample scope and sequence.

- *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.*

The school will adopt the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) in making reading/literacy a primary school-wide focus. The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level (See *Attachment D - Reading Curriculum*).

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

**N/A**

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

The School will use research-based programs and state adopted textbooks to develop the curriculum, as further described under each respective subject area above in the curriculum tables in Section 4A above. These materials have been approved by the FLDOE for use as applicable to each course and grade level. The school of replication has also utilized and vetted instructional resources and technology that assist students in mastering the Florida Standards, with strong results as the evidence of their efficacy. The school will ensure 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 Florida standards.

The school's unique international curriculum (both APID and IS) are shaped by the curriculum offered from each program language's country; that is, teachers in these courses infuse lessons with materials from the country/countries that represent the program language. For the APID, however, there is also a significant use of college-level material in preparation for the corresponding AP exam.

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

Given the nature of the school, many of a student's electives will be foreign language courses. Foreign language courses will go beyond teaching students to read, write, and speak in another language. Students will also learn to respect other cultures, traditions, and values. As previously stated, there are two programs that drive curriculum once the core is met: Advanced Placement International Diploma (APID) and International Studies (IS).

**APID** - Those enrolled in the APID program are registered each year in one foreign language course (in addition to core requirements); they are encouraged to pursue the Advanced Placement courses that earn them the distinction of the Advanced Placement International Diploma. To earn the APID, the student must score a 3 or higher on 5 or more AP exams in the following areas: two courses within the World Languages & Cultures category (ex: French, Italian, Spanish, English), one course offering a Global Perspective (ex: Art History, Human Geography, Environmental Science), one course within the math, sciences, or computer sciences (ex: Calculus AB, Biology, Computer Science A), and one additional course that is not in the World Languages & Culture category (ex: Psychology, European History, US Government).

**IS** – Those enrolled in the IS program must be literate and proficient in their heritage language; these students will be registered for humanities, and language classes within their chosen language. Because program requirements limits the elective options available to these students, the school will develop several extracurricular opportunities to engage and support student interest (please see *Section 9*).

Regardless of program enrollment, courses are assigned as appropriate, that is provided that students are performing at grade level, are not ELL, and do not need remediation..

The courses within the APID program are modeled after already established Florida courses. Please see chart below for a sample program progression within the World Language and Culture category (additional APID courses are those AP classes within core or elective areas):

Course Name	Course Number
World Language Humanities for IS 1	071430002
World Language Humanities for IS 2	071431002
World Language Humanities for IS 3	071432002
World Language Humanities for IS 4	071433002

French 1	070132001
French 2	070133001
French 3 Honors	070134001
French 4 Honors	070135001
French 5 Honors	070136001
French 6 Honors	070137001
Advanced Placement French Language	070138001
Italian 1	070532001
Italian 2	070533001
Italian 3 Honors	070534001
Italian 4 Honors	070535001
Italian 5 Honors	070536001
Italian 6 Honors	070537001
Advanced Placement Italian Language and Culture	070538002
Spanish for Spanish Speakers 1	070930001
Spanish for Spanish Speakers 2	070931001

Spanish for Spanish Speakers 3 Honors	070932001
Spanish for Spanish Speakers 4 Honors	070933001
Spanish for Spanish Speakers 5 Honors	070934001
Spanish for Spanish Speakers 6 Honors	070935001
Spanish 1	070834001
Spanish 2	070835001
Spanish 3 Honors	070836001
Spanish 4 Honors	070837001
Spanish 5 Honors	070838001
Spanish 6 Honors	070839001
Advanced Placement Spanish Language	070840001
Advanced Placement Spanish Literature	070841001

Students enrolled in the IS program take a minimum of two courses in their respective target language each year (if students are performing at grade level, are not ELL, and do not need remediation), in addition to state requirements. These courses are modeled after already established Florida courses. Please see chart below for a sample IS program progression:

Enrollment in either the APID or IS programs will teach students an additional language and immerse them in a new culture, thereby fostering the overall mission of the school to create globally minded students who are able to communicate and collaborate with others. These ideals are aligned closely with the mission and vision of the school, as well as with research that suggests that foreign language acquisition is beneficial in nurturing cultural awareness, as well as helpful in career placement.

In accordance with the FLDOE graduation requirements for the 24-credit standard diploma,

additional curriculum offered (outside of core areas) will include, at minimum:

- One (1) Physical Education credit (which will include the integration of health)

<b>Physical Education</b>	<b>Course Code</b>
Personal Fitness	150130001
Fitness Lifestyle Design	150131001
Health 1 – Life Management Skills	080030001
Health 2 – Personal Health	080031001
Advanced Health Explorations	080036002
Personal, Social & family Relationships	080033001
Aerobics 1	150340001
Aerobics 2	150341001
Team Sports 1	150335001
Team Sports 2	150336001
Individual and Dual Sports 1	150241001
Individual and Dual Sports 2	150242001

- One (1) Fine and Performing Arts, Speech and Debate, or Practical Arts credit

<b>Fine/Practical Arts</b>	<b>Course Code</b>

Introduction to Art History	010031003
Advanced Placement Art History	010030001
Film 1	010741001
Film 2	010742001
Film 3 Honors	010743001
Advanced Placement Computer Science A	020032001
Advanced Placement Computer Science Principles	020033501
Theatre 1	040031001
Theatre 2	040032001
Journalism 1	100630011
Journalism 2	100631011
Leadership Skills and Development	240030001
SAT/ACT Verbal Preparatory Study Skills	100832003
Critical Thinking and Study Skills	170037001

- One (1) Online course

Online Courses*	Course Code
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Drivers Education	190030001
Introduction to Information Technology Level 3	950312002
Digital Information Technology Level 2	820731002
Workplace Essentials Level 2	830031012
Introduction to Information Technology Applications	950312002

\*This is a sampling of what is currently offered at the HP high school; the online course offerings vary.

- Eight (8) Elective Credits (to be chosen from among the above Advanced Placement courses, as seen in Section 4A, and the above languages and electives)

It should be noted that the above lists of courses are indicative of the classes the School intends to offer once fully established. The School intends to begin with modest, albeit healthy, course options and will increase offerings in accordance with student need, interest, demand and district, state and federal mandates and guidelines.

**Post-Secondary Success** - In achieving the school's mission, program requirements, and FLDOE requirements, the School will provide students with courses specifically designed to prepare them to achieve future goals. The culture of the School is directly related to high school and college success. Students will be taught to begin thinking about and preparing for their futures. As part of this, the PSAT will be administered during their 9<sup>th</sup> through 11<sup>th</sup> grade years as a precursor to their high school SAT testing.

This post-secondary awareness is supported by many of the school's initiatives. First, students will be encouraged to bring their own technology devices to school, marrying classroom lessons with the tools they will be using in the real-world. Students will be taught to use devices responsibly, and be conscientious digital citizens. This effort will be supported by bringing in speakers from the State Attorney's Office to discuss cyber-bullying, sexting, and their ramifications with our students. The school will also encourage the use of programs such as Turn It In.com (a plagiarism review site), which students will encounter in high school and college. Our hope is that students will become familiar with various devices and programs they will likely use in the future, providing a competitive edge as they continue their education.

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

Refer to *Section 3E* for detailed supports and services the school will implement for students at risk of not meeting academic requirements. The school's mission is to maximize learning for all students by providing a setting wherein all students benefit from the curriculum, including students with special needs and/or students who enter the school below grade level. Section 4 above

details specific strategies to be implemented in each content area to support varying leanings styles. Teachers will differentiate instruction as necessary to ensure all students remain successful and provide specific services and interventions as needed, including a student's IEP and/or ELL plan as applicable. Students not making adequate progress towards the Florida Standards will be identified and given specific interventions. Student performance will be continuously assessed as described in the *Section 5* below and those students consistently demonstrating non-mastery of benchmarks on teacher-generated assessments, chapter tests, i-Ready and Mid-Year assessments will be targeted for supplemental and intensive instruction/intervention. Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Pull-out and after school tutoring may be required for those students consistently demonstrating non-mastery. An in-house student mentorship program, in which the student is mentored by a faculty member, will also be implemented for students who need encouragement and/or other support. In the event that these measures continue to prove ineffective, the school counselor will convene with the child's parents to draft a remediation plan, encompassing both academic and personal support mechanisms. The counselor may also refer the child and his/her parent to outside community services as appropriate.

[1] Do not include a course code directory.

## Attachments

### Section 4: Curriculum and Instructional Design

4.1	<a href="#">Attachment D - Reading Curriculum</a>	May, Bonnie, 2/3/20 5:25 PM	PDF / 169.279 KB
4.2	<a href="#">Attachment C - Sample Curriculum Scope &amp; Seq.</a>	May, Bonnie, 2/3/20 5:25 PM	PDF / 867.432 KB

## Notes

### **Detra Adams, 3/5/20 5:47 PM:**

Secondary Literacy: The application failed to discuss an appropriate reading intervention program for Levels 1 and 2 students. Question: Describe the intensive intervention schedule for intensive reading. How often will students receive intensive reading interventions? What curriculum will the School use to support this process, Tier 2 and Tier 3? The application failed to discuss how the School will support students in meeting concordance for graduation. How will the school support all students with passing the required exams for graduation? The application failed to provide an assessment calendar detailing a progress monitoring schedule. What progress monitoring tools will the school use and how will data drive classroom instruction? The application fails to address credit recovery options for secondary students. Question: What options will the school provide for grade forgiveness and credit recovery? (1003.4156, F.S., 1003.4282, F.S.).

### **Cortney Roberts, 3/4/20 5:53 PM:**

How will students be identified for response to intervention? What does progress monitoring look like for students identified for intervention?

### **David Shelley, 3/4/20 5:41 PM:**

What will be used as the progress monitoring tool for level 1 students? Accelerated Reader is listed as the instructional resource for Intensive Reading. This is not an intervention program. What intervention program

or resources will be used in these courses?

**Neena Grosvenor, 3/4/20 5:12 PM:**

No mention of a school library program to support the school program especially in the use of technology and inquiry based learning. How will instructional materials funding allocated for library media be utilized?  
 1006.40 (3) (d) School library media services; establishment and maintenance.?Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

**Brian King, 3/3/20 4:29 PM:**

If CTE courses are only being offered for online course completion, will the student be responsible for knowing what course level to complete (ex. if student registers for level 2 IT, will he or she have already taken level 1 IT)? Who will guide the student in properly completing a CTE course of progression?

## 5. Student Performance

### Section Evaluation

**Final Rating**

Meets the Standard Rachel Askew, 2/24/20

Meets the Standard Angela Lublin, 3/4/20

**Meets the Standard**

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

	Grade 9-10 FSA - ELA % Level 3 or Above	ELA Learning Gains	Math Learning Gains	FSA Alg1 EOC	FSA Geo EOC	NGSS Biology EOC	NGSS US History EOC
2019 Florida							

<b>Standards Assessment Results</b>							
International Studies Charter High School	90	71	82	80	93	87	100
Broward	55	57	59	62	56	68	71
State	54	n/a	n/a	62	57	67	71

\* Source:

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.stml#ARR>

**Rationale** - The school aims to continually improve student achievement, performance, and learning gains with each year at a rate that is competitive with district/state achievement targets. Therefore, the following performance goals were developed with the intention to achieve the average proficiency levels of the HP ISCHS, whose model will be replicated, as compared to the district average. ISCHS currently yields a higher proficiency rate than the district's area high schools, while serving similar demographic populations (i.e., minorities, free/reduced lunch qualifiers). By replicating and implementing the same instructional models, strategies, and curriculum offered at ISCHS, the school expects to have a similar rate of academic growth and improvement beyond its first year of inception.

The following performance goals were developed with the rationale of reaching the proficiency levels of ISCHS, which is a high performing school being replicated as compared to district average.

**Goals for Academic Growth**

*ELA Baseline:* 55% based on District 2019 ELA Proficiency (Grades 9-10)

1. *Goal:* At least 58% of students in 9<sup>th</sup> and 10<sup>th</sup> grades will meet high standards in ELA, as evidenced by scoring proficient or higher on the FSA ELA in the School's first year of operation.

*Growth:* The School aims to increase by 3 percentage points from the Baseline within the first year of operation and grow by a minimum of 3 percentage points annually. *Rationale:* ISCHS achieved an average of 90% proficiency in the 2019 testing year.

*Algebra I Baseline:* 62% based on District 2019 FSA Algebra 1 EOC Proficiency.

2. *Goal:* At least 65 % of students enrolled in Algebra I, will achieve a passing score on the Algebra 1 EOC in the School's first year of operation.

*Growth:* The School aims to meet and/or exceed the state average within the first year of operation and to grow by 3 percentage points annually thereafter. *Rationale:* ISCHS achieved an average of 80% proficiency in the 2019 testing year.

*Geometry Baseline:* 56% based on District 2019 Geometry Proficiency.

3. *Goal:* At least 59% of students enrolled in Geometry will achieve a passing score on the Geometry EOC in the School's first year of operation.

*Growth:* The School aims to meet and/or exceed the state average within the first year of operation and grow by 3 percentage points annually. *Rationale:* ISCHS achieved an average of 93% proficiency in the 2019 testing year.

*Biology Baseline:* 68% based on average District 2019 Biology Proficiency of students in grades 9-12.

4. *Goal:* At least 71% of students enrolled in Biology 1 will achieve a passing score on the Biology 1 EOC in the School's first year of operation.

*Growth:* The School aims to increase by 3 percentage points from the Baseline within the first year of operation and grow by a minimum of 3 percentage points annually *Rationale:* ISCHS achieved only an average of 87% proficiency in the 2019 testing year of high school students taking Biology.

*US History Baseline:* 71% based on District 2019 US History Proficiency.

5. *Goal:* At least 74% of student's enrolled in US History will achieve a passing score on the US History EOC in the School's 2<sup>nd</sup> year of operation. NOTE: The school will only open to 9<sup>th</sup> and 10<sup>th</sup> graders in Year 1.

*Growth:* The School aims to increase by 3 percentage points from the Baseline and surpass the current state proficiency average. The school expects to grow by 3 percentage points annually. *Rationale:* ISCHS achieved an average of 100% proficiency in the 2019 testing year.

*ELA Learning Gains Baseline:* 57% based on District 2019 - ELA Learning Gains

6. *Goal:* At least 60% of students in grades 9-10 will make learning gains in English Language Arts 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.

*Growth:* The School aims to increase by 2 percentage points from the Baseline within the first year of operation. The school expects to grow by at least 2 percentage points annually. *Rationale:* 71% of ISCHS students made learning gains in the 2019 testing year.

*Math Learning Gains Baseline:* 59% based on District 2017 – Mathematics Learning Gains

7. *Goal:* At least 61% of students in grades 9-10 will make learning gains in 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.

*Growth:* The School aims to increase by 2 percentage point from the Baseline within the first year of operation. The school expects to grow by at least 2 percentage points annually. *Rationale:* 82% of ISCHS students made learning gains in the 2019 testing year.

*Revising academic goals for improving student learning* – The School will establish educational goals for improving student achievement each year through Annual Measurable Objectives (AMO) in the School Improvement Plan (SIP). The SIP goals will reflect the School's commitment to continuous improvement, and will aim to increase student proficiency from year to year as well as remain competitive with district/state achievement targets. If the actual incoming baseline is substantially different than the expected baseline, the school's academic goals and objectives will be revised depending on the need for setting higher targets than expected.

*Desired Overall Results and Evaluating Success* - The school's overarching goal for academic growth and improvement is to increase student proficiency from year to year and demonstrate mastery of the Florida Standards and AP, ACT, and/or SAT assessments. To achieve this, the School will set realistic AMOs target for Year 2 based on actual student performance results of the school's population in Year 1 (as detailed above). Classroom-based, district-adopted, statewide assessments, and national assessments will measure student progress toward mastery of the standards, mastery of course content as outlined by the FLDOE and College Board for AP exams, and other college readiness measures across all grade levels served. Using each previous year's results on all applicable assessments, the school will compare student progress from year to year to determine growth and areas in need of instructional focus. Student academic progress will be compared from quarter to quarter and from year to year as a means to determine whether students are continuously improving and making learning gains (i.e. baseline established during Year 1 will be used to determine student academic improvement in Year 2). The school will use this data to evaluate the effectiveness of the curriculum by determining the extent to which the school is meeting the Annual Measurable Objectives (AMO) each year. Data will be used to determine annual student growth and to inform stakeholders to the extent which the school's educational goals and performance standards have been met each year.

*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.*

*Parent Satisfaction Goal:*

1. At least 80% of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience, evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of each school year.

*Graduation/College Readiness/Rigor Goals:*

1. The school's graduation rate will exceed the state average graduation rate by at least 5 percentage points by the first year of the school's first graduating class.
2. The school will increase the number of academically rigorous courses (advanced, honors, AP, dual-enrollment) by a minimum of 4 courses annually beginning in year 2.
3. Ninety (90) percent of students in eligible grades will take the PSAT/NMSQT & SAT/ACT 11-12 assessments each year.

**Placement and Progression**

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

The School will follow and adhere to the district's Student Progression Plan, as applicable to each cohort, for each academic year, as follows:

End of Grade	Minimum Cumulative Total of Credits for the Four-Year (24 Credit Standard Program)
9	4 credits, which will include one ELA or one mathematics
10	9 credits, which will include: two ELA, one mathematics and one science, OR one ELA, two mathematics and one science
11	16 credits, which will include: three ELA, two mathematics, and two sciences, OR two ELA, three mathematics, and two sciences
12	24 credits required for graduation

*Course Placement Procedures* – The School will address the specific needs of learners via an individualized approach for the placement of students in courses beyond the requirements. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students in courses, always for the benefit of the student and always encouraging students to pursue the most challenging coursework in which they can be successful. Students will be counseled on course options as well as course recovery options, individually and by a school counselor, who is aware of all options (e.g. advanced, AP, dual enrollment, etc.). Student's academic records will document/indicate successful completion of and promotion from the previous grade level.

*Placement of SWD:* The information contained in 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 placement consideration for scheduling and providing access to these courses for students with disabilities. Before a student with a disability turns the age of 14 or not later than the first IEP to be in place when the student attains the age of 16, the IEP must include a statement of intent to pursue a standard high school diploma and a Scholar or Merit designation as determined by the parent. Moreover, students enrolled in ESE program, shall also be promoted based on the acquisition of credits. Credits are earned through the successful completion of the Florida Standards or Access Points to the Florida Standards in reading/ language arts, math, social studies, and science.

*Placement of ELLs:* Students identified as ELL will be placed in two ESOL courses as applicable to the grade level and language proficiency: a Language Arts content course scheduled by grade level: (English through ESOL course); and a Language proficiency course scheduled by English Proficiency Level: Developmental Language Arts Through ESOL. 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 will follow and adhere to the district Student 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 will require students to complete the following coursework, in fulfillment of FLDOE Graduation Requirements:

1. **English** - 4 credits required (ELA I, II, III, and IV (regular, honors, AP, dual enrollment) or English I-IV through ESOL (with a major concentration in composition and literature and reading for information) are required to meet the English/language arts graduation requirement). *\*Please Note - Graduation Test Requirement: A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score on either the ACT or SAT in order to earn a standard high school diploma\*.*
2. **Mathematics** - 4 credits required (One which must be Algebra I and one which must be Geometry) - Industry certifications\*\*\* that lead to college credit may substitute for up to two math credits (except for Algebra I and Geometry). *\*Please Note - **Graduation Test Requirement and EOC:** A student must pass the Algebra 1 EOC assessment and the results constitute 30% of the final course grade or earn a comparative score on the Postsecondary Education Readiness Test (P.E.R.T)-( or other standardized assessments deemed appropriate for this purpose in the future) to earn a standard high school diploma. Students must participate in the Geometry EOC, if enrolled, and the results constitute 30% of the student's final course grade.*
3. **Science** - 3 credits required (One of which must be Biology I and two of which must be equally rigorous Science courses). Two of the three required credits must have a laboratory component. *Please Note: An industry certification\*\*\* that leads to college credit substitutes for up to one science credit (except for Biology 1). An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology 1). **EOC Requirement:** Students must participate in the Biology 1 EOC assessment and the results constitute 30% of the final course grade.*
4. **Social Science** - 3 credits required: 1 Credit World History, 1 credit US History, .5 Credit US Gov't, and .5 Credit Economics with Financial Literacy are required to meet the graduation requirement. *Please Note - **EOC Requirement:** Students must participate in U.S. History EOC assessment and the results constitute 30% of the final course grade.*
5. **Fine & Performing Arts, Speech & Debate, or Practical Arts** –1 credit required. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination and eligible/approved courses and/or substitutions;
6. **PE** – 1 credit, to include integration of health. Students must take .5 credit in Personal Fitness and .5 credit in any approved elective Physical Education course. The interscholastic sport participation option may satisfy this requirement as-is stipulated in the Sponsor's SPP.
7. **Electives** - 8 credits required to meet graduation requirement;
8. **Online course** – 1 online course required to meet graduation requirement. *Please Note: The school may allow a student to satisfy the online course requirement by completing a blended learning course as per legislation (under HB 7069).*

*In addition to aforementioned, to fulfill graduation requirements students are also required to earn a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale.*

Given the international nature of the school, students will also be required to pursue a foreign language within the APID program, or the program language courses within IS. Furthermore, students will be expected to fulfill the number of community service hours in pursuit of *Florida Bright Futures Scholarship* eligibility.

*Students with Disabilities:* The IEP team may waive the FSA as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot accurately be measured by the statewide assessment test. Per Section 1003.428, Florida Statutes, students eligible for consideration are those students with disabilities who:

1. are currently seniors in high school who have an IEP and for whom the FSA is the graduation test.
2. have met the state's graduation requirement of 24 credits/ courses and 2.0 cumulative GPA, and any other district requirements for graduation with a standard diploma.
3. have taken the Grade 10 FSA ELA with allowable accommodations at least twice but have not attained a passing score (e.g., one opportunity in Grade 10 and another in Grade 11).
4. have participated in intensive remediation for Reading and for Algebra 1, if passing scores were not earned.
5. have demonstrated mastery of the Grade 10 Florida Standards.
6. the IEP team determines that the FSA cannot accurately measure the student's abilities taking into consideration allowable accommodations.

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

Parents and students will be advised of the promotion and graduation criteria via the parent/student handbook that will be part of the student's initial registration packet. A portion of the registration packet will require a parent signature, which serves as evidence that the parent has read and understood the promotion criteria. The school's annual Curriculum Bulletin will also outline the promotion and graduation criteria for students; this document will be posted on the school website, and be available to parents upon request as well. Moreover, the information will be shared with parents at the New Parent Orientation meeting, and annual Open House. Should parents need to be notified or updated on anything concerning this area, letters would be sent home, a notice would be posted on the school website, and phone calls via automated system would be disseminated immediately.

A student services faculty member will be designated to assist those parents who may have additional questions or concerns at any other point in the academic year. In all of the above instances, faculty members who are fluent in a program foreign language will be trained on understanding the promotion criteria in the event that a translation is necessary. In this way, the school will assure that all members of the school community are kept informed of the promotion and graduation requirements.

## **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.*

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 also participate in all federal, state, and district assessment programs as directed by the Sponsor

following all required policies and procedures with regard to administration of tests and standardized practices. The School will administer and use state standardized assessment scores and district-adopted assessments in each course offered (as required) to measure mastery of FS and applicable NGSSS across all grade levels and monitor student performance.

**Baseline Assessments** – The School will use diagnostic screening assessments in ELA and math to establish a baseline at the beginning of the school year. Diagnostic assessments may include, but **are not limited to**: teacher assessments, placement tests, diagnostic software, Math XL, IXL, etc. In addition, any available data from previous school year (e.g. coursework, report card grades, Standardized assessments results) will help to form individual baseline. The baseline will allow teachers to plan for intervention and differentiation to remediate or enrich students' instruction and inform class placement.

*Interim/progress monitoring assessments* currently available, and which School will utilize include:

- Mid-Year Assessments (MYA)- Administered in the second semester of the school year as follows: ELA grades 9-10; Algebra I, Geometry, Biology 1 and US History for students enrolled in respective EOC component courses. Results will be used to target instruction for FS/NGSSS mastery, respectively and to monitor ongoing student progress.
- Benchmark Topic Tests
- Publisher progress monitoring assessment e.g from Edge, USA Test Prep
- FAIR-FS progress monitoring assessment for students in grades 9-10 in applicable IR Courses.
- MYA results reports - Generated at the student, classroom and school level, will be utilized for differentiation of instruction, progress reporting, and as a PM measure for SIP goals/objectives.

The school will also use progress monitoring assessment data to communicate with parents as to 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); textbook adopted assessments, quarterly examinations, projects/investigations; Portfolios and presentations and PBL rubrics.

**Assessment Schedule** - The School will adopt the Sponsor's Assessment schedule (See Attachment F), which directly aligns with FLDOE requirements and the School's standards-based program.

**Rationale for assessments** - The School is accountable to all stakeholders (students, parents, community, et. al.) in its responsibility to provide a good education for all students. Thus, the School will participate in the statewide assessment program created under section 1008.22, F.S. and utilize state standardized assessment data and results to inform instruction. The school will also use district-based publisher generated assessments to monitor progress towards mastery of the Florida Standards in each course. The School will implement other standardized assessments including nationally recognized standardized assessments; and teacher-made formative and summative assessments to measure mastery of standards and course content.

All assessments align with the school's curriculum, performance goals, and state standards in that they specifically assess mastery attainment of the standards and content within specified timeframes. The results will also allow the School to assess, how the school is progressing towards meeting AMO targets, enabling the School to inform students and their parents as to whether or not the student is: gaining at least a year's worth of academic growth for each year spent in the School, meeting requirements to be on track for graduation, and demonstrating college-ready skills.

In addition to state/district assessments, the school will also administer the French Baccalaureate to qualifying 12<sup>th</sup> grade students studying in the French IS program commencing in May of each year. This examination falls under the purview of the French Ministry of Education, and is administered by trained qualified examiners.

*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?*

Data will be the foundation of all instructional decisions in the school; it will be analyzed at various levels to assure that the faculty understands student performance, the areas that need additional support or remediation, and the target learning gains. Given the importance of data in driving instruction, no single person will be responsible for managing it; instead, a team comprised of the administrators and department chairs (the Data Analysis Team) will work together to interpret it. With the team informed and aware of overall trends, each department chair can then share the data with his/her respective department for further analysis.

Data related professional development will be arranged by the Professional Development (PD) Liaison. Please see *Section 5I* for more information.

**Early Warning System** The school plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators as well as any other data required by the Sponsor<sup>[1]</sup>:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English language arts or mathematics during any grading period; and
- A Level 1 score on the statewide, standardized assessments in ELA or mathematics.

The School's RtI/MTSS team will collect and analyze data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator. The team will also prepare a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system. This data gathered will help the school to implement appropriate intervention strategies for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention. All data and intervention strategies will be implemented in consultation with parent(s) or guardian(s).

[1] This may be required by the Sponsor in accordance with amendments to s. 1001.42, F.S. (Powers and duties of district school board) based on new legislation under HB7069.

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

Data will be the foundation of all instructional decisions in the school; it will be analyzed at various levels to assure that the faculty understands student performance, the areas that need additional support or remediation, and the target learning gains. Prior to the commencement of each school year, the PD Liaison will arrange for a faculty member or other expert to instruct the faculty on interpreting and analyzing data. In this way, all teachers begin the year with an understanding of how to utilize performance data results.

The administration and department chairs will work together as a Data Analysis Team (DAT) to

analyze results, paying attention to overall trends, areas of strength, areas for growth, ELL and SPED student results, and the lowest quartile. Much like the P21 educational framework for students, the school believes that collaborating with others in the critical analysis of the data will yield a more in-depth, comprehensive understanding of the results. Based on the outcomes of the initial DAT meeting, the team will decide the topics that require further instruction or review, and which additional remediation options to offer (e.g., pull-out, after school, or Saturday tutoring).

The school will have a set weekly meeting rotation (every Tuesday, after school) in addition to district Teacher Planning Days and Early Release; it is during these times that the data evaluation will occur at varying levels, as follows:

- **Faculty:** The DAT presents their findings to the rest of the faculty to be reviewed and interpreted together; it is at this meeting that any school-wide initiatives are discussed.
- **Department:** Teachers meet with their own departments in a meeting led by the department chair to review content and classroom specific trends. Together, the department can work on strategies to boost student performance.
- **Grade Level:** Teachers meet with other content area teachers who instruct the same grade level to review grade level trends, identify those shared students who need support, and to plan on strategies to bolster performance across all curriculum (e.g., infusing reading strategies in a social studies course, or math skills in a science class). These meetings will be arranged to have at least one DAT member leading the grade level group.

Should the faculty require or request additional professional development in the interpretation of data, the PD Liaison will make the necessary arrangements.

All teachers in a state or district assessed content area will conduct data chats with their students as part of their instruction. Each teacher will look at the data as a whole with his/her class, and then meet with individual students to review their personal performance results. It is during the data chats that the teacher will outline student strengths and areas in need of improvement, while setting the goal for each student's personal learning gains.

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

If the school falls short of student academic achievement, it will take immediate corrective actions at the following levels:

**School-Wide Level** – If the school as a whole fails to meet set performance expectations, the administration will be responsible for guiding the staff towards improvement. The administration will convene with the Data Analysis Team to review, analyze, and dissect data results, with specific attention to the areas in which the school did not meet expectations. Based on the team's review, the administration will schedule a faculty meeting to review the data and findings as a group, as well as in department and grade level teams. The staff will remain together during this process to facilitate ease of communication. Both department and grade level teams will discuss and critically review the areas that fell short of expectations, and will brainstorm strategies and best practices to improve in these specific areas. Additional teacher training in data review and targeted instructional strategies may be necessary; if they are deemed integral to improvement, the administration will direct the PD Liaison to plan and schedule additional professional development and training opportunities for the staff. Students who do not meet state performance standards on state assessments will be enrolled in the appropriate intensive content course (i.e., Intensive Reading, Intensive Math).

**Classroom Level** - If a teacher finds that students in a particular class have fallen short of expectations, he/she will carefully review student data to look for trends, and reassess instructional strategies. The teacher will conduct data chats with their students as part of their instruction. Each teacher will look at the data as a whole with his/her class, and then meet with individual students to review their personal performance results. It is during the data chats that the teacher will outline strengths and areas in need of improvement, while setting the goal for learning gains. The teacher may encourage students to participate in after school tutoring for additional remediation.

**Sub-Group Level** – If the school finds that a particular sub-group (such as a particular minority group, ELLs, or SWD) within the greater population of students has fallen short of performance expectations, the administration plan a meeting with the Data Analysis team to review, analyze, and dissect data results, with specific attention to the areas in which the sub-group did not meet expectations. Based on the team's review, the administration will schedule a faculty meeting to review the data and findings as a staff, as well as in department and grade level teams. The staff will remain together during this process to facilitate ease of communication. Both department and grade level teams will discuss and critically review the areas that fell short of expectations, and will brainstorm strategies and best practices to improve in these specific areas for the sub-group. Additional teacher training in targeted instructional strategies may be necessary; if they are deemed integral to improvement, the administration will direct the PD Liaison to plan and schedule additional professional development and training opportunities for the staff to ensure that the learning needs of all students, including the sub-group, are met.

**Individual Student Level** – Those students who do not meet performance expectations will be placed in a remediation course as applicable (for example, Intensive Reading, or Intensive Math). The school counselor will schedule pull-out tutoring as necessary. In addition, Saturday school and after school tutoring will be made available to students. Parents of those individual students who need remediation will receive a phone call from the student's teacher (instructor of the course in which remediation needed) or the school counselor; parents will be advised of tutoring opportunities, and be encouraged to send their child to participate in tutoring in an effort to bolster performance. The administration may also assign the child to a school mentor for additional emotional support in the journey to increasing learning gains.

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

For state/district assessments, the school will share performance information with students via the distribution of score reports. These reports will in turn be analyzed between each students and appropriate content area teacher during a data chat. In this meeting, the teacher will help the child recognize the areas of strength, as well as of opportunity, and the number of points necessary to meet standards, or show growth. These results will also be shared with parents via the Student Portal and notices home.

Progress reports and report cards will also serve to inform students and parents of the child's academic performance on assessment measures, and within the classroom. Hard copies of these items will be distributed to the parents, and also be available online via the student district account.

School-wide assessment and performance data, including school grades, will be available on the school website.

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

The school will maintain all student records and student related information in accordance with FERPA, and Chapter 119, Florida Statutes. The school will keep both active and archival records for current and former students in accordance with federal, state, and local laws, and with the regulations prescribed by the Florida Department of Education. All student records and information will be kept confidential, and maintained in locked, fireproof cabinets in a secure location at the school site.

Should a student transfer to another public school within the district, all of his/her permanent records will be transferred to the student’s new school upon evidence of enrollment and request of cumulative folder; the cumulative folder will be archived at the student’s final school of enrollment. If a student transfers out of the district, or to a private school, the cumulative folder will not be transferred, unless the district permits/authorizes its transfer.

Hard copies of Student Academic Performance Data received by the school will be maintained in a locked, secure location until they can be distributed appropriately. Of the two student score report copies, one is filed in the student’s cumulative record, and the other is given to the student’s parents. Digital records of Student Academic Performance Data can be accessed in multiple, secure ways.

The school principal can access the data via a secured website, seeing the entirety of a school’s results. Teachers can also access their student data.

Prior to each academic year, faculty members will be trained in maintaining student privacy and ethics, reviewing the information that cannot be shared with others (i.e., student’s names, ID numbers, grades, scores, IEPs, disciplinary records, health information, etc.). Teachers will be required to abide by all federal, state, and local privacy laws at all times.

## Attachments

### Section 5: Student Performance

5.1	<a href="#">Attachment F - Assessment Schedule</a>	May, Bonnie, 2/3/20 5:32 PM	PDF / 374.31 KB
5.2	<a href="#">Attachment E - Pupil Progression Plan</a>	May, Bonnie, 2/3/20 5:31 PM	PDF / 117.919 KB

## 6. Exceptional Students

### Section Evaluation

Meets the Standard	Allisyn Axelrod, 3/4/20	<b>Final Rating</b> <b>Meets the Standard</b>
Meets the Standard	Zuzel Rodriguez, 3/4/20	
Meets the Standard	Laurie Steinberg, 3/4/20	

*A. 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 it is anticipated that the School's total enrollment should include approximately 14% of Students with Disabilities (SWD). The 14% of SWD will include students eligible for: Autism Spectrum Disorder, Deaf or Hard-of-Hearing, Emotional or Behavioral Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disabilities, Speech Impaired, Language Impaired or Visually Impaired. The School has based its projections on the average current enrollment in the District, which currently estimates an average of 14% student population. The data was derived from the Florida Department of Education Bureau of Exceptional Education and Student Services 2019 LEA Profile:

<http://www.fldoe.org/core/fileparse.php/7672/urlt/Broward19.pdf> .

*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 on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application 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 the 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 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 take into account 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

*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).*

In order to ensure students with disabilities receive FAPE in the LRE, the School will work with the Sponsor to provide, to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled. 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.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies. The School acknowledges a need for a collaborative linkage with the Sponsor in determining supplemental aids and services. The School will access the Sponsor's instructional resources and support,

especially with respect to the responsibilities that exist for providing FAPE to SWD and ensuring that the needs of ESE students are met. For example, the School will work with the Sponsor to access professional development opportunities and guidance on how to identify and implement supplementary aids and services. The School will also access support by the Florida Discretionary Projects, such as FDLRS, FIN, & UM/NSU CARD

(<http://www.fldoe.org/core/fileparse.php/7567/urlt/IDEADisGrantProDesc.pdf>).

Testing accommodations will be implemented based on the *Accommodations for Florida's Statewide Student Assessments* manual:

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, and referrals to agencies that provide assistance to individuals with disabilities, the School will ensure that each SWD participates with students who are not disabled to the maximum extent appropriate to the needs of the student. This will be reflected in the School's documents, master schedule, logs, rosters, and list of referrals.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure that students with disabilities enrolled in the School will be educated in the LRE.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable). Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in the *Broward County's Special Programs and Procedures (SP&P) for Exceptional Students Manual*: <http://beess.fcim.org/sppDistrictDoc.aspx>.

**Developing Individualized Education Plans:** Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP. The written IEP for each student will include:

- Measurable annual learning/behavioral goals that may involve the evaluation of behavior through a FAB and development of a BIP;
- Program Components;
- Goals: **S** Specific, **M** Measurable, **A** Use Action Words, **R** Realistic and relevant, **I** Time-limited (SMART);
- Progress reports to parent;
- Curriculum (Standard or ACCESS);
- Assessment(s);
- Supplementary aides and services, and
- Accommodations.

The Sponsor will work with the School to ensure that appropriate personnel will be trained in using Broward County's IEP system and in Quality IEP. The Sponsor's assigned ESE staff will assist with the creation of a well written IEP by providing feedback, sharing best practices, participating

in required IEP meetings, and reviewing findings on ESE monitoring activities. The School will also use the Florida Department of Education's *Developing Quality Individual Educational Plans* (<http://fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>) as a guide when developing IEPs, as well as access the resources and guidance available to them via the Sponsor and Florida's Discretionary Projects, found at the BEESS Portal, Professional Development Alternatives (<http://www.fl-pda.org>).

The IEP Team will include: Parent, LEA, General Education Teacher, Special Education Teacher and all additional members of the team that will be notified with a reasonable amount of time and all appropriate contacts will be made. Input from all team members and student data will be used to create an IEP. The School will work with the Sponsor to identify any additional team members that may need to be present at an IEP meeting.

The School will establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the IEPs. Parents of each student with a disability will be members of any group that makes decisions for their child. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting: (a) parents will be notified of the meeting at least ten days prior to set meeting to ensure that they have an opportunity to attend; (b) the meeting will be scheduled at a mutually agreed upon time and place; (c) a written notice to the parent will indicate the purpose; time; location of the meeting; who, by title or position, will be in attendance; and will include a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child. If neither parent can attend, the School will seek approval from the Sponsor of possible other methods that can to ensure parent participation (e.g., individual or conference telephone calls or video conferencing.) NOTE - A meeting may be conducted without a parent in attendance if the parent indicated in the notification of meeting that they will not be able to attend and gives permission to proceed without or the school is unable to obtain the attendance of the parent. In this case, the School will maintain a record of its attempts to arrange a mutually agreed upon time and place and share those attempts with the Sponsor if requested.

The School will take whatever action is necessary to ensure that the parents and the student, beginning at age fourteen (14), understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English. The Sponsor will assist the School in identifying individuals/companies who can serve as interpreters. If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

Timelines for IEPs include the following:

- An IEP will be developed within thirty (30) calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

The School will work with the Sponsor's ESE staff to ensure their calendars are available for participation in such meetings.

The IEP team will consider the following factors in the development, review, and revision of the IEP:

- Strengths of the student and concerns of the parents for enhancing the education of their child;
- Results of the initial or most recent evaluation or reevaluation;

- As appropriate, results of the student's performance on state or district-wide assessments; and/or
- Academic, developmental, and functional needs of the student.
- In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior.
- In the case of a student with limited English proficiency, the language needs of the student as related to the IEP.
- In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille.
- The communication needs of the student.
- Whether the student requires assistive technology devices or services.
  
- At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student.
- If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect.

Each IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum.
- A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals.
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the State or district assessments.
- If the IEP team determines that the student will take an alternate assessment instead of the regular state or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
- The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided.

The School will ensure that the IEP team revises the IEP as appropriate to address:

- Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- Results of any reevaluation conducted;
- Information about the student provided to or by the parents;
- The student's anticipated needs or other matters; and/or
- Parent requests for revisions of the student's IEP.

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP (interim IEP). The School will work with the Sponsor in determining when a new IEP must be created or whether an Interim IEP can be held.

An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The School will make substantial efforts to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

The School will take steps to ensure that SWD have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and vocational education.

**504 Plan Procedures:** A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability, should initially be referred to the SST. Parents may also request a consideration 504 eligibility. The School will seek guidance from the Sponsor's ESE staff (District Specialist or Psychologist) to assist with the appropriate option(s). The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services (<https://www.browardschools.com/ese-support>). In addition, the School will follow the FLDOE District Implementation Guide for 504

(<http://fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>).

The School will seek guidance and assistance from the Sponsor on 504 eligibility determinations by the requesting the availability of the District Specialist or the Psychologist to schedule a Section 504 eligibility meeting and, as eligibility/ineligibility is based on a variety of sources, determining which sources will be needed to assist in meeting eligibility and obtain them for the meeting. (These may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information.) The School will ensure parents receive notice of the Section 504 meeting and are invited to attend. Parents and students will be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings will consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor. If eligibility is determined, the Section 504 accommodations that may be considered fall under the categories of:

<u>Category</u>	<u>Accommodation</u>
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Effective teaching strategies	Use visual aids to capitalize on students' visual strengths and provide auditory/visual with new concepts
Increase listening/Auditory skills	Demonstrate or model
Textbook adaptation	Pair students
Assignments and homework	Check for understanding
Motivation	Provide steps required to complete task
Teach appropriate social skills for academic development	Practice social skills
Effective behavior management	Use sincere and positive reinforcement
Increased instructional time	Facilitate smooth transitions
Increased engaged time	Adopt seating arrangements to encourage attention
Increased productive learning time	Provide immediate, corrective feedback

**Federal and State Reports:** Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education. The School will comply with Section 1003.57(1)(f), F.S., once every three years, and complete a Best Practices in Inclusive Education (BPIE) assessment.

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

The School will follow the Broward County Public Schools (BCPS) Tiered System of Intervention Delivery (<https://www.browardschools.com/Page/32437>), the BCPS SP&P, and use Florida's Multi-Tiered System of Supports framework to make informed decisions about students' individual

academic needs (<http://www.florida-rti.org>). Following these policies and procedures and implementing these research based best practices will enhance the capacity of the School to successfully implement and sustain a multi-tiered system of student supports with fidelity. In addition, it will accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system, and inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that will prepare all students for post-secondary education and/or successful employment within our global society.

At Tier 1, evidence-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students who require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization. The data the School will use for this process may include: Florida Standards Assessment Levels 1 or 2, iReady Diagnostic Reading or Math, Early Warning Indicators such as retentions and truancy, Behavioral referrals, or Grades D's & F's in core classes on a quarterly basis.

As part of the Rtl process (not required for gifted), a request will be made for a formal evaluation of students who are suspected of needing a special program. This request for a formal evaluation is made by the Problem Solving Team - PST (which must include the school's ESE staffing specialist) and occurs only after the team determines that extensive evidence-based efforts have been ineffective in meeting the student's educational needs OR that the intensive interventions were successful in meeting the student's educational needs, but sustained implementation of said interventions is not feasible for a regular education teacher. This decision by the team is documented on the Case Analysis form. The School will use the Rtl process to provide and document interventions.

Once the team determines that the student is not making adequate progress at Tier III or the student is making progress but only with the implementation of intensive interventions that cannot be sustained long-term by the regular education teacher, then the PST will refer for formal evaluation. Records of social, psychological, medical and achievement data in the student's cumulative folder are reviewed. Attendance records will be reviewed and where appropriate investigation of reasons for excessive absenteeism will be conducted.

Sensory screenings will be completed during the Rtl. Students being considered for exceptional student programs, excluding hospital/homebound, will be screened for vision and hearing prior to conducting an evaluation to determine the student's eligibility. Sensory screening dates must be within one year of the date of evaluation. If vision and/or hearing screenings are failed, these issues must be resolved prior to the request for a psychological evaluation.

PST members (including the parents) will decide what areas are to be evaluated. School personnel are responsible for obtaining parent consent to evaluate. Procedural Safeguards and the proposed evaluation procedures will be explained to the parent. School personnel compile the Request for Psychological/Social Work Services, sensory screening data, and the Student Services copy of the Individual Consent to Evaluate. This packet, along with Response to Intervention documentation and the Case Analysis paperwork, is forwarded to the ESE Charter Office. All evaluations will be completed within sixty student calendar days of which the student is in Attendance following school receipt of the parent consent. Sixty days is determined from the date the parent signed consent.

In addition to the SST being a valuable resource for schools it is also a filtering process, which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

#### EXCEPTIONS:

The general education interventions described here are not required for students who demonstrate speech disorders, severe cognitive, physical or sensory disorders or severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others. The activities described in this section are not required for students considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020 or students who are gifted as described in Rule 6A-6.03019. General education intervention activities are also not required for children below entry age to kindergarten.

**Referral Procedures** – A referral for students suspected of having a disability will be initiated by school personnel with supporting documentation when the following determinations have been made:

1. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
2. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.
3. Significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan will be developed as the child awaits the Multi-Disciplinary Team evaluation.

If a student is suspected of having a disability consistent with PS RtI/MTSS guidelines, the School will follow the procedures found in the *SP&P* (Section H.1: Initiating an Evaluation for Exceptional Student Education and H.2: Conducting Student Evaluations and Reevaluations.) The School will work collaboratively with the Sponsor to determine eligibility for a special program for children with a disability. This eligibility will be determined after the completion of the comprehensive evaluation and the activities described in the general education interventions procedures are completed.

#### **Marjory Stoneman Douglas Public School Safety Act (SB 7026 & 7030)**

As an approach to building safe and successful schools, and in order to comply with the Marjory Stoneman Douglas Public School Safety Act (SB 7026 & 7030), the School's Mental Health Assistance Allocation Plan will be used to:

- Improve the efficiency and effectiveness of mental health services in schools;
- Establish collaborative community-based partnerships with mental health agencies to better serve students and communities; and
- Improve the school's system of early detection and intervention to ultimately create safe

school climates.

The School will designate personnel to provide related services that focus on delivering evidence-based mental health services (school psychologist, school guidance counselor, school social worker or licensed mental health clinician). The School will ensure the Designated Mental Health Employee (DMHE) provides all required licensure and/or certification requirements pertaining to their area of related service.

The criteria that will be used to trigger referral of a student for:

Mental health services may include	mood changes, behavioral changes, difficulty concentrating, overwhelming fears, physical harm and substance abuse, eating disorders.
A high risk of substance abuse may include	truancy and tardies, inappropriate behavior, significant drop in grades, physical symptoms (red eyes), lethargy, smell of drugs on body, and needle marks on arms.
One or more mental health issues may include	truancy and tardies, inappropriate behavior, significant drop in grades, unexplained weight loss, physical harm, and depression.
Co-occurring substance abuse diagnosis may include	truancy and tardies, irritable behavior, significant drop in grades, physical symptoms (red eyes), lethargy, smell of drugs on body, lack of hygiene, and needle marks on arms.

The procedures for identifying students in need of mental health interventions and treatment will be:

- 1) All faculty and staff will be trained on how to identify warning signs and the School’s referral procedures during the Opening of Schools Meeting.
- 2) Referrals will be made from teachers and other school personnel to the DMHE.
- 3) Additional information/referrals may be taken from other mental health professionals (outside agencies) and/or parent reports.
- 4) The DMHE will complete a screening to determine risk assessment and level of intervention needed.

The specific behaviors/actions which will result in a referral for mental health assessment will be: talks of suicide, extreme withdrawals, self-mutilations, hyperactivity, impulsive behavior, extreme sadness, mood swings, drop in academics, excessive absences, and/or difficulty concentrating.

The process that will be followed to provide mental health assessment, diagnosis, intervention, treatment, and coordination of care will include:

- 1) Provide Mental Health Assessment – DMHE will complete a mental health assessment.
- 2) Diagnosis – Student will be referred to a medical doctor/primary care provider for diagnosis (if needed).
- 3) Intervention – The School will hold a SST meeting to determine eligibility for a Section 504 Plan or an IEP. The consideration of a FAB and a BIP will be discussed. If student does not meet eligibility, the DMHE will schedule interventions such as individual or group counseling.
- 4) Treatment – Non-medical treatment as in school counseling will be provided by the DMHE.
- 5) Coordination of Care – The DMHE will obtain a signed Consent Form for Mutual Exchange of Information and meet with any outside agency providing services to the student. A log of visits from the Outside Agency personnel will be kept and treatment plans will be provided to the School for the cumulative file folders.

The School will implement the PS Rtl/MTSS that encompasses prevention, wellness promotion, and interventions that increase intensity based on student need. The Administrative Team will ensure compliance that the DMHE is submitting the reports and inputting into the Student Information System by the end of the school day. The Administrative Team will meet with the DMHE and the Student Services Department on a monthly basis to track referrals and caseloads. The Administrative Team will provide the documents requested by BCPS in order to comply with their documentation procedures. In addition, faculty and staff will be trained in the 6 hour class titled Youth Mental Health First Aid offered by the National Council for Behavioral Health (<https://www.mentalhealthfirstaid.org/take-a-course/course-types/youth/>).

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

The 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. In order 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 first consider the LRE for all SWD. Students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the Special Education teacher. Depending on the needs of the students and as stated on an IEP, the following collaborative services may be offered by the Special Education Teacher:

*Consultation*—An inclusion model with Special Education support will be used, as appropriate, wherein one general education teacher is providing instruction and a Special Education teacher is providing documented consultation services in accordance with the student's IEP in relation to the students educational, behavioral, and transitional goals. For consultation services the general education teacher and Special Education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure the student's success in the general education classroom. The general education teacher and Special Education teacher will regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals. The Special Education teacher will be responsible for logging consultations in EASYIEP monthly (one) or weekly (two).

*Support facilitation*—One general education teacher is providing instruction and one Special Education teacher is providing support by meeting with an individual student or small group of students on an individualized basis within a traditional classroom but not as co-teacher. The frequency and intensity of support varies based upon student's IEP needs. Support facilitation provides the level of support based on general educators' and students' need for assistance. Support may be provided on alternating days (M-W-F, T-TH), split periods (45 minutes in one class, 45 minutes in another), all in accordance with the student IEP. Both teachers use collaborative planning to make instructional decisions based on student data. Differentiated instruction strategies are implemented within lessons that support learning for all students. The Special Education teacher arranges for classroom and testing accommodations for students with disabilities.

Examples of specialized instruction include:

- Instructional strategies used to present information in a manner that achieves 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.
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

\*NOTE – this list is not exhaustive and the school, may at its discretion, offer additional strategies and accommodations.

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. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida Standards 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.
- Daily pullout tutoring as well as after school 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, modify the goals and/or accommodations, and incorporate the use of supplementary aids and services in an effort to remediate the student and provide the most appropriate educational plan of action.

The use of supplementary aids and services are critical elements in supporting the education of SWD in general education classes. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable SWD to be educated with nondisabled children to the maximum extent appropriate.

Supplementary aids and services are categorized by four categories: (1) Environmental/Physical accommodations; (2) Instructional; (3) Social/ Behavioral/Interventions Supports; (4) Staff Supports/Collaboration, and (5) Testing Accommodations. Classroom examples include:

**Environmental/Physical Accommodations**— Providing preferential seating, altering physical arrangement of classroom, reducing distractions, providing quiet corner/room, modifying equipment, adapting writing utensils, allowing use of study carrel, providing assistance in maintain uncluttered space, providing space for movements or breaks

**Instructional**— Teaching to learning style, Differentiating instruction, Varying method of instruction, Varying content of lesson, Providing alternative assignments, Providing study sheets, Conducting an assistive technology evaluation, Allowing use of computer and calculator, Providing books in digital/auditory forms, Reducing workload or length of assignments/test, yet not decreasing rigor or high expectations, Adjusting time demands by allowing additional time for assignments and tests, Providing hands-on activities and use of manipulatives, Following routines or schedule, Teaching time management skills, Alternating quiet and active time

**Social/Behavioral Interventions/Supports**—Providing immediate feedback, allowing rest breaks, conducting a Functional Analysis of Behavior (FAB), Implementing a Behavior Intervention Plan (BIP), Providing counseling, providing verbal and visual cues regarding transition, directions, or staying on task, providing study skills instruction, providing peer buddies, giving notice, warning before change in activities, providing visual schedule daily, Providing agenda book

**Staff Supports/Collaboration**— Participating in the Sponsor’s professional development sessions, providing total staff development during monthly faculty meetings by sharing “Best Practices” in ESE, working with the Sponsor’s designated staff (social worker, staffing specialist, and psychologist), providing small group instruction, and using cooperative learning groups.

Supplementary aids and services will be provided on a need 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 (as described in staffing - Section I below and included in the budget).

*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 Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. SWD 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. As stated in Section E, in order to accomplish this, the School will commit to instruction that is specialized and incorporates differentiation. In addition, the School’s master schedule will be built around the additional needs requiring comparable services to a Resource Room for students whom the IEP team deems appropriate in order for the student to access FAPE. The School will follow the guidelines provided by the FIN when scheduling ESE students:

- (1) The School will gather a scheduling team who has knowledge of each student’s needs, in-class support models, general education curriculum, and the School’s organizational structures. The School will also have access to their Educational Service Provider’s National Director of Special Education and Student Support for guidance in this process.
- (2) The team will schedule SWD first, in order to ensure that the supports follow each student—not the other way around.
- (3) The team will gather each student’s data (e.g., FSA Scores, behavior supports) and organize according to grade level, subject area, and level of support needed.

- (4) The team will analyze/discuss student data and support needs related to IEP goals and grade level expectations.
- (5) The team will identify all available staff who can provide varying levels of support comparable to a Resource Room throughout the day (ESE co-teachers, ESE support facilitators, Dual certified teachers, Related services professionals, Coaches, and/or Paraprofessionals).
- (6) The master schedule will be built around these decisions.

*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.*

Special classes or separate schooling of SWD from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 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 Staffing Specialist, a representative from the student's home school, a general education teacher, and the child's parents to discuss the appropriate educational setting. The School will initiate the following procedures in conjunction with the Sponsor:

- Hold a meeting to review the IEP;
- The placement decision is made in accordance with the LRE provisions previously defined;
- The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options;
- The placement decision is based on the student's individual needs and evaluation;
- The setting is designed to meet the student's educational needs;
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- The placement is located as close as possible to the student's home school.

*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).*

The *Every Student Succeeds Act* (ESSA) requires schools, school districts, and states to measure their progress objectively and report their progress every year. The U.S. Department of Education has encouraged school districts to adopt progress monitoring for all students by subgroups, including SWD. For Florida's ESSA State Plan which was approved on September 26, 2018, the subgroup of SWD will be calculated into the new Federal Percent of Points Index by using Florida's Accountability Model. The calculation will be based on ONLY the SWD group to determine the growth of SWD. In order to prevent this subgroup placing the School within a school improvement category of Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I), the School will implement progress monitoring to monitor and evaluate the progress and success of SWD through the School's RtI/MTSS Framework. As members of the student body, SWD will participate in the school-wide progress monitoring process described in Section 5G and 5H (Assessment and Evaluation). The School's IEP Team will be responsible for evaluating the progress and success of students with an active IEP/504 Plan by monitoring student progress towards meeting the goals stipulated in the IEP/504 plan. In addition, the School

will use progress monitoring to design a more effective, individualized instructional program as documented by the goals on the IEP/504 Plan.

Progress monitoring will be conducted as needed depending on student needs to provide an easy and quick method for gathering student performance data on important, grade-level skills/content. The data gathered will allow the IEP Team to analyze student progress (performance across time) in order to accommodate instructional programs when needed and/or adjust student goals upward. Progress monitoring will improve special education accountability and effectiveness by directing attention to monitoring student progress toward long-term goals, similar to how IEP goals are developed. This, in turn, will make IEP goals manageable yet will allow for ambitious goals to be incorporated, which will stimulate increased achievement. Data that may be used to evaluate progress and success may include: Behavioral records; Classroom work samples; Course grades; Teacher observations; Relevant classroom data derived from formative assessments; Intensive remediation activities on the required course standards; Higher-level, related coursework (honors, advanced placement, etc.); Results of a statewide, standardized assessment (FSA or FAA); Other standardized academic assessments; and School based portfolios.

### **Transition**

According to the IDEA amendments of 1997, transition planning for students with disabilities must be provided in conjunction with their IEPs. The term Transition IEP is used in Florida to denote a changing emphasis for IEPs. Transition IEPs must address all IEP components as well as certain transition services requirements. The School will begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16).

Transition services, as defined by IDEA 97, means a coordinated set of activities for a student with a disability that:

- is designed within an outcome oriented process, that promotes movement from school to postschool activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- is based on the individual's needs, taking into account the student's preferences and interests; and
- includes – instruction, related services, community experiences, the development of employment and other post-school living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation.

The School will ensure all Transition IEP requirements by age are followed:

Beginning at age 14 (or younger as appropriate)

- a statement of the student's desired post-school outcome
- a statement of the student's transition service needs focusing on a course of study
- the student must be invited to his or her Transition IEP meeting
- if the student is unable to attend, the school district personnel must take other steps to ensure that the student's needs, preferences, and interests are considered

Beginning at age 16 (or younger as appropriate)

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and
- beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].
- a statement of the student's needed transition services in the areas of instruction, community experiences, employment, post-school adult living, and if appropriate, functional vocational evaluation and daily living skills
- a statement of interagency responsibilities or linkages, if appropriate
- school district must invite agency representatives to attend the student's Transition IEP meeting if it is anticipated that the agency is likely to be responsible for providing or paying for transition services
- if invited agency representatives cannot attend the Transition IEP meeting, the school district must take other steps to obtain agency participation
- This Transition IEP requirement must be reviewed and revised annually.

Beginning at age 17

- the student and his/ her family have been informed of the rights that will transfer to the student at age 18
- the Transition IEP must include a statement that the information has been provided

Beginning at age 18

- the student and his or her parents must be provided with a notice of transfer of rights
- the rights transfer to the student

Note: The Sponsor's Transition Specialists or personnel from Project 10 can assist with the development of an effective TIEP planning as well as is responsible for student follow-up upon graduation for up to a year.

The Individuals with Disabilities Education Act (IDEA) of 2004 at Section 614 (c)(5)(B)(ii) states, "a local education agency (LEA) shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals."

- The School will work with the Sponsor's Transition Specialists to complete the Summary of Performance (SOP) for any student whose eligibility under special education terminates due to graduation, or due to exceeding the age of eligibility (end of school year in which the student turns 22).
- The SOP does not have to be completed at an IEP meeting; however, it needs be completed with the student.
- The SOP form should be completed in the spring of a student's final year and attached to the FAPE form.
- A copy of the SOP needs to be provided to the student as part of the senior exit meeting.
- The original document is to be filed in the student's cumulative folder.

### **Graduation – Diploma Options**

Florida Senate Bill 850 passed during the 2014 Legislative session, repeals the special diploma statute s. 1003.438, F.S., effective July 1, 2015, and requires that the State Board of Education create rules regarding additional ways in which students with disabilities, beginning with the 2014-2015 ninth grade cohort, may earn a standard diploma.

- The School will ensure, as determined by the parent, before a student with a disability turns the age of 14 or not later than the first IEP to be in place when the student attains the age of 16, the IEP will include a statement of intent to pursue a standard high school diploma with or without a Scholar or Merit designation.

### **Graduation – Waivers**

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma. Specific requirements regarding the waiver process are found in s. 1008.22(3)(c)2., F.S. and will be followed by the School with District guidance.

S. 1008.22(3)(c)2., F.S., states that SWD can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma. This includes Civics, the Grade 10 English Language Arts assessment, Algebra I end-of-course (EOC) assessment, Geometry (EOC) assessment, Algebra II EOC assessment, Biology I EOC assessment, United States History EOC assessment and the Florida Alternate Assessment.

The School will consider the following when determining if a statewide, standardized assessment results waiver can be applied:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.;
2. The student must have an IEP;
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once;
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities;
5. The IEP team may meet at any time to verify that the criteria have been met and document the team's determination and information analyzed in making the decision.

The IEP Team may use the following evidence, but is not limited to, in determining that the results of a statewide, standardized assessment are not an accurate measure of the student's abilities: Classroom work samples; Course grades; Teacher observations; Relevant classroom data derived from formative assessments; Intensive remediation activities on the required course standards; Higher-level, related coursework (honors, advanced placement, etc.); Related postsecondary coursework through dual enrollment; Other standardized academic assessments, such as the SAT, the ACT or Postsecondary Education Readiness Test (P.E.R.T.); and Portfolios.

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

The School will employ teachers with proper certifications available to serve students with disabilities as projected by an estimated 14% of SWD currently attending the district schools. The school teaching staff will include an ESE Specialist /certified ESE Teachers with demonstrated experience in providing support and services to children with disabilities (See Budget – Attachment X for Staffing Plan). The ESE Teachers will be an employee of the School and will at a minimum possess full certification in special education and additional certifications in core subjects. The School will increase number of staff based on actual enrollment of SWD (ranging from 1 to 28 teachers), in accordance with the level of support needed to implement specialized instruction detailed on the IEP.

In addition, as an approach to building safe and successful schools, and in order to comply with the Marjory Stoneman Douglas Public School Safety Act (SB 7026), the School's Mental Health Assistance Allocation Plan will be used to:

- Improve the efficiency and effectiveness of mental health services in schools;
- Establish collaborative community-based partnerships with mental health agencies to better serve students and communities; and
- Improve the school's system of early detection and intervention to ultimately create safe school climates.

The School will designate personnel to provide related services that focus on delivering evidence-based mental health services (school psychologist, school guidance counselor, school social worker or licensed mental health clinician). The School will ensure the Designated Mental Health Employee (DMHE) provides all required licensure and/or certification requirements pertaining to their area of related service.

The DMHE will offer guidance to students, teachers, and families who are dealing with issues that affect their mental health and well-being. The DMHE will identify issues including substance abuse, bullying, anger management, depression, relationships, Lesbian, Gay, Bisexual, Transgender & Queer (LGBTQ) issues, self-image, stress, suicide and refer students/families to the appropriate agencies for assistance and treatment. The DMHE will work with students to improve mental health and cooperate with outside agencies to assist in the treatment. The DMHE will also provide training and support to the School's faculty and staff on identifying warning signs which could result in a referral.

The School will employ service providers who meet all licensure and/or certification requirements that apply to the related services area. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

The School will employ teachers with proper certifications available to serve Gifted students. The School's teaching staff will include a certified Gifted Teacher with demonstrated experience in providing instruction to Gifted students. The Gifted Teacher will be an employee of the School and will at a minimum possess a bachelor's degree or higher degree with certification in an academic class coverage and the Gifted Endorsement courses which include 15 semester hours in Gifted education. The endorsement includes: (a) Nature and needs of gifted students; (b) Curriculum and

instructional strategies; (c) Guidance and counseling; (d) Educating special populations; and (e) Theory and development of creativity. The school will increase number of staff based on actual enrollment of Gifted, in accordance with the program delivery model chosen by the School to implement the EP.

The School will also access the services and be provided support by the ESP's National Director for Special Education and Student Support. The services and support will include: technical assistance, compliance, professional development, mediation with parents, coaching and mentoring of administration and faculty.

*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. Accommodations 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 district and 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, feedback from the Sponsor's annual ESE compliance review will also help the School to measure its effectiveness in serving student's needs.

The School's effectiveness in serving Gifted students will be evaluated in the ability for the student to demonstrate mastery (Levels 3-5) on the Florida Standards Assessment (FSA) English Language Arts and Mathematics. The School recognizes that Gifted students need gifted education programs that will challenge and enrich them to facilitate continuous progress in school. With this in mind, the School's effectiveness in serving Gifted students will also be evaluated in the ability for the students to evidence the Accelerated Student learning gain (students who increase their score from one achievement level to a higher achievement level) in the FSA English Language Arts and Mathematics. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the Gifted teacher to ensure appropriate curriculum and instruction for highly able students is being implemented on a daily basis. The School's administration will adopt a stimulating curriculum to develop the talent of a gifted student and, through classroom walk-throughs and teacher evaluations, will ensure the learning experiences within the classroom are rich and individualized. Teachers will be expected to teach at a higher degree of difficulty with their content, processes and products being more complex, more abstract, more open-ended, and more multifaceted. The School will adopt Florida's Frameworks for K-12 Gifted Learners at <http://www.fldoe.org/core/fileparse.php/7567/urlt/k12giftedlearners.pdf>.

- The Frameworks are instrumental to help design and revise gifted education services.
- The standards provide the content that will be contained in courses cited as Gifted in the Course Code Directory.
- Is a tool for enhancing curricular design, assisting the School in its goal to create rigorous and challenging learning experiences.
- Can be used in the creation of an EP as it describes many areas (66 traits within 22 objectives with seven program goals of focused study).

- Can be used as an assessment tool, helping the School to hone and organize its Gifted program.

Moreover, feedback from the Sponsor's annual Gifted compliance review will also help the School to measure its effectiveness in serving student's needs. Ultimately, the School envisions the schooling of a Gifted child as an escalator on which the student continually progresses, rather than a series of stairs, with landings on which advanced learners consistently wait.

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

The School recognizes the special needs of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs as indicated by their giftedness. The philosophical focus of the gifted program promotes increased access, rigor, and achievement.

Gifted Education Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or Social Science. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

The curriculum for the gifted student assures access to the general curriculum, with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. Therefore, the curriculum for gifted students reflects Florida Standards and Next Generation Sunshine State Standards through the implementation of the appropriate Pacing Guides and the Gifted Goals and Objectives identified in the students' EPs. These include, but are not limited to, the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

**Instructional Strategies for Gifted:** The School will offer various services to meet the needs of the gifted student based on the Educational Plan. Specific instructional strategies include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate: (1) Acceleration, (2) Differentiation, (3) Flexible Grouping, (4) Ability Grouping, (5) Independent Study, (6) Curriculum Compacting, (7) Learning Centers, and (8) Enrichment Clusters.

A range of service delivery options will be available to meet each gifted student's special needs based on the student's Educational Plan (EP) and will be provided with administrative support to assure adequate funds for materials and professional development. The following delivery models may be available for students depending on the number of students enrolling in the School:

1. **Gifted/Self-Contained Class** - The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility. Content and pacing is differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual EP.
2. **Resource Room or Pull-out** - The setting is other than the general education classroom for the special instructional period. Curriculum should have an academic content-based foundation, and focus on activities as related to the EPs of the students. Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum. The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility.

3. **Cluster Grouping** - Identified gifted students with strengths in the same content area(s) placed as a group - typically three to six identified students with similar strengths - into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength. Classroom teacher has the gifted endorsement in addition to the required certification. The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.
4. **Advanced Content Class for gifted and non-gifted students** - Students are grouped on the basis of achievement and interest in specific content area, and the class may include students who have and who have not been identified as gifted (Honors and/or Advanced Placement courses). The content, pacing, process skills emphasis, and expectations of student outcomes differ from other courses in the same content area. The gifted-endorsed teacher will clearly document in the lesson plans the differentiation provided as necessary to match the student's EP goals.
5. **Support Facilitation** - The teacher of the gifted provides support for the gifted students' achievement in the general classroom. Gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student. The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts. The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed. Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

### **Identification of Gifted Students:**

The School will follow guidelines and procedures detailed in *Part III of the BCPS SP&P, Policies and Procedures for Students Who are Gifted, Section A. ESE Eligibility for Students Who are Gifted* (<http://beess.fcim.org/sppDistrictDocView.aspx>), and *Section B. Educational Plans for Students Who are Gifted* (<http://beess.fcim.org/sppDistrictDocView.aspx>).

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
  - a. The need for a special program
  - b. A majority of characteristics of gifted students according to a standard scale or checklist
  - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in Broward's plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families. The School will follow the *BCPS SP&P, Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students Who Are Gifted:* (<http://beess.fcim.org/sppDistrictDocView.aspx>.)

The School will implement the following procedures for those students who may be gifted:

- (1) The screening process for the School will include the development of a talent pool of students

who demonstrate unusual ability;

(2) A student profile is developed for a student being referred to the SST;

(3) A SST meeting is convened in order to review the information gathered in the student's profile; and

(4) The SST makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the Gifted Characteristics Checklist.

Once it has been determined that a student meets the screening requirements to proceed with a gifted evaluation, the gifted coordinator will collect the documentation required for referral and schedule a meeting with the student's parent, teachers, and school psychologist to review the documents and secure parent permission to evaluate the student. The minimum evaluations for determining eligibility address the following: (a) Need for a special instructional program; (b) Characteristics of the gifted; (c) Intellectual development; and (d) Evaluation procedures included in SP&P Appendix C to increase participation of students from underrepresented groups in programs for the gifted.

Upon review of the completed evaluation and referral packet, district staff will notify the gifted coordinator of eligibility. If the student is found ineligible, parents will be notified in writing. If it is determined that the student is eligible for gifted services, the gifted coordinator will schedule an EP meeting with the district, the student's parent(s), and a teacher of the gifted to develop an Education Plan (EP).

## **EP**

The School will be responsible for developing EPs for students who are identified solely as gifted.

The EP will include:

- A statement of the student's present levels of educational performance that 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 the parents; and
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.

The EP team will consider 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; and
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

Timelines for development of the EP will include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;

- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
- Meetings are held to develop and revise the EP at least once every three years for students in Grades 9-12; and
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

EP participants will include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting;
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs;
- If needed, a representative from the District who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district;
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above;
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting); and
- Whenever appropriate, the student.

The School will take the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend;
- Scheduling the meeting at a mutually agreed on time and place; and
- A written notice to the parent indicating the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It will also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the School will use other methods to ensure parent participation, including individual or conference telephone calls

A meeting may be conducted without a parent in attendance if the School is unable to obtain the attendance of the parents. In this case, the School will maintain a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School will take whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

The EP will be accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student will be informed of specific responsibilities related to the implementation of the EP.

## Attachments

### Section 6: Exceptional Students

– No Attachments –

## Notes

### Zuzel Rodriguez, 3/4/20 4:30 PM:

Pull Out services are no longer an approved model for Broward County Public Schools. If the schools will be using a Resource Room the students must be there a minimum of 2.5 hours per day and the teacher must be the teacher of record for one or more core content classes.

## 7. English Language Learners

### Section Evaluation

Meets the Standard Celina Chavez, 3/4/20

#### Final Rating

Meets the Standard

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

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Additionally, the school will meet the requirements of the Consent Decree entered in *Lulac, et. al. vs. State Board of Education*. The school hereby agrees to adopt and implement the Sponsor's policies and procedures throughout the duration of the charter in serving English Language Learners.

**Identification and Assessment:** The school will survey ALL parents upon initial entry

(registration) using the Home Language Survey (HLS). This is required by the League of United Latin American Citizens (LULAC) et. al. v. State Board of Education Consent Decree, and serves to place the student in the appropriate courses. Survey responses will be handled as follows:

- A student with all NO responses on the HLS will be considered non-ELL, and already proficient in English
- A student with any YES response will be referred for additional English language proficiency assessment to determine class placement
- A student with a YES response to the first question on the survey only (regarding the languages spoken in the home) will be temporarily placed in general education classes until the English proficiency assessment occurs
- A student with more than one YES response is temporarily placed in basic ELL classes until English language proficiency assessment occurs

It should be noted that the student's Date of Entry in a United States School (DEUSS) will serve as his/her anniversary date throughout the student's enrollment in the ESOL program. As such, this date is monitored by the ELL Coordinator, and will determine the scheduling of ELL Committee meetings to review the student's progress (per the district's guidelines).

**ELL Program Placement** The assessment for English language proficiency used in Broward County is the ACCESS for ELLs 2.0. The exam tests student proficiencies in the following modalities: listening, speaking, reading, writing, and literacy; it must be administered within 20 days of the student registering at the school. Immediately upon completion of the exam, the ELL Coordinator receives a digital report that places the student in one of five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. Students will be placed in the equivalent level ESOL class per their proficiency results.

**ELL Program Instruction** Program instruction will be designed to develop the student's mastery of the five language modalities as quickly as possible. English Language Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students. The School will provide ELL instruction and/or accommodations in English, and ELL instruction and/or accommodations in the basic core subject areas in accordance with state and district guidelines. Accommodations will be evident in weekly teacher lesson plans.

**ELL Plans** Those students who enter the ESOL program will have an individual ELL Student Plan, which includes the home language survey, initial assessment results and placement, and educational programming. This information is maintained as part of, and within, the student's cumulative record. The student's record is updated throughout the year, and will contain copies of assessment results, student schedules/grades, copies of notices home, ELL Committee meeting minutes, and any other pertinent information. It will also, when applicable, contain any and all IEP information for an ELL Student with Disabilities (SWD). The student's ELL plan and IEP will contain the whole of a student's educational programming, services, and supports.

**Equitable Educational Access & ELL Committee Roles** The school will maintain an ELL committee, comprised of the ELL Coordinator, an administrator, a counselor, ESOL teachers, the student's parent, and other instructional personnel, as appropriate. This team will convene to analyze student academic data to determine the best fitting educational placement of each student. The ELL Committee may use a variety of assessment results or other academic data to inform their decisions.

The ELL Committee, as led by the ELL Coordinator, is also responsible for, among several duties:

- Reviewing instructional programs and ELL student progress;

- Addressing parent and teacher concerns regarding student progress, strategies, programming, etc.;
- Reviewing the educational progress of ELLs who have participated in ESOL programming for 4 years or more;
- Determining whether to extend services, or exit a student from ESOL based on the district handbook;
- Reviewing the performance of former ELL students for two years following program exit; and
- Requesting evaluations or support (e.g., SST, Rtl) for a student

**Communicating with Families** Upon completion of the ACCESS 2.0 and placement in the appropriate ELL course, the school’s ELL Coordinator will notify the student’s parents. Using the Broward County Public Schools Notification of Initial English Language Program Placement form, the ELL Coordinator will advise parents of the following:

- The reason for testing;
- The level at which the student was assessed, along with results by modality;
- The ESOL program model employed at the school (sheltered, or mainstream); and,
- The academic content areas model utilized at the school (sheltered, one-way, or dual language).

The school will make its best effort to provide this notification, and other notices, to the parents/guardians of the student in the parent’s home language. It should be noted that the School will offer a mainstream model for both the ESOL program and the academic content areas, which will be reflected in the notices home. Should parents have a question or concern about the program, or their child's participation in same, they may refer to the notice home, which will include contact information (phone number and email address) for the ELL Coordinator.

*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.*

Students who are identified as ELL will be placed in two ELL courses in accordance with their grade level and language proficiency level: 1) an English course (scheduled by grade level), and 2) an ESOL course (scheduled based on proficiency levels).\*

\*Depending on enrollment, levels may need to be combined. In these instances, all possible efforts will be made to ensure that the ESOL course placement may be in the best combination of mixed language level courses.

ESOL Courses will be offered in accordance with district/state guidelines as follows:

ESOL Course Level	Course Code
Developmental Language Arts Through ESOL 1	1002381L1
Developmental Language Arts Through ESOL 2	1002381L2
Developmental Language Arts Through ESOL 3	1002381L3

Developmental Language Arts Through ESOL 4

1002381L4

The research-based texts and programs that will be employed by the school for ESOL are:

Level*	Level	Text(s)	Supplement/Technology	Rationale
A1/A2	1	Finish Line for ELLs 2.0 (Grades 9-12)	iReady	Materials aligned to FS and WIDA ACCESS exam
A2/B1	2	Finish Line for ELLs 2.0 (Grades 9-12)	iReady	Materials aligned to FS and WIDA ACCESS exam
B1/B2	3	Finish Line for ELLs 2.0 (Grades 9-12)	iReady	Materials aligned to FS and WIDA ACCESS exam
B2/C1	4	Finish Line for ELLs 2.0 (Grades 9-12)	iReady	Materials aligned to FS and WIDA ACCESS exam

\*Text and levels will be assigned to best meet student needs in the classroom.

**The Content-area instructional delivery model** will include CCE/ESOL (Curriculum Content in English Using ESOL Strategies). Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through models. Evidence of accommodations and strategies can be observed during classroom visits, weekly lesson plans (expected to contain accommodation codes), through use of materials, and throughout grade book notations.

All teachers in core content areas will use ESOL strategies (which will be documented in weekly lesson plans), as well as alternative assessments that are appropriate to an ELL student's proficiency level, while maintaining the rigor of curriculum. These instructional strategies will include, but not be limited to:

- Reflecting on teaching multiple intelligences (e.g., auditory, kinesthetic, visual);
- Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson;
- Encouraging students to think/pair/share when appropriate;
- Creating consistent classroom routines and cues that the student can follow and respond to;
- Schema-building by helping students to see the relationships between various concepts (i.e., compare/contrast, jigsaw learning)
- Adapting text so that the concepts are paraphrased in easier English;

- Bridging lessons by establishing links between the students' prior knowledge and the material at hand
- Giving ELLs questions in advance so that they can prepare to respond in class;
- Teaching students to categorize their information using graphic organizers;
- Reviewing and repeating important concepts and vocabulary;
- Teaching ELLs to find definitions for key vocabulary in the text;
- Helping ELLs navigate their textbooks (table of contents, glossary, etc.); and
- Modeling thinking processes for students using “think-alouds.”

Teachers will also use grading guidelines as appropriate for ESOL students; rubrics and other grading criteria will be thoroughly explained to ELL students so that expectations are clear, understandable, and equally attainable as for the general education students. Given the planned multicultural nature of the school, there is a strong likelihood that there will be at least one faculty member who is proficient in an ELL student's heritage language; thus, multilingual faculty members will work together to ensure that all ESOL students have an adult in the school to whom they can turn for additional questions or support.

Instruction to ELL students will be in equal amount, sequence, scope, rigor, and foundation as to non-ELL students, by ensuring that:

- The same program goals and objectives for ELLs as non-ELL exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs);
- Teacher classroom goals and objectives are for mastery of state standards;
- All ELL students have equal access to honors, college preparatory, and Advanced Placement courses, as appropriate and regardless of language proficiency;
- Instructional delivery mode, not content, is modified to meet the needs of ELLs;
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes;
- All ELLs participate in statewide assessments – and accommodations are provided in accordance with State and District mandates and guidelines; and,
- All ELLs have the opportunity to share their cultural frameworks, as appropriate, and work with fellow students in pursuit of the 4 Cs (please see *Section 3A*).

All teachers will include report card comments for their ESOL students as applicable.

**Interventions** The school will ensure that all students are engaged and benefiting from their education, including ELL students, and those ELL students who enter the school below grade level. In addition to ELL services/accommodations, those performing below grade level will also have access to in-house tutoring (with a teacher or student translator), and pull-out tutoring interventions. If the student does not make progress (even in their home language), and fails to respond to varying strategies/educational program models, then the ELL Committee will convene and determine the best course of action for the student, including referring the student to a School Support Team (SST).

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

The School will monitor and evaluate ELL student academic and program progress in accordance with district guidelines. As per these guidelines:

- ELLs who are not meeting District and/or State student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ELL program for more than two consecutive years, will participate in the school-wide progress monitoring.

- ELLs who have been in the ESOL program for less than two years participate in the progress monitoring assessments for monitoring progress only.

**Annual Testing & Progress** Each spring, as determined by the district's testing calendar, all ELL students will take the ACCESS 2.0 exam to monitor ELL progress. The results of this exam are available the following summer of the same year, at which time the district updates the student's ESOL proficiency level, and the school receives each student's test report. Based on the student's performance, he/she may have moved to a more proficient ESOL level, or the student may have demonstrated sufficient English proficiency as to exit the ESOL program. In either case, the student's class schedule is adjusted according to his/her test results, to include appropriate instructional placement.

**Insufficient Progress** Upon release of the ACCESS 2.0 results, the ELL Coordinator will identify those students who scored at a less proficient ESOL level than their program placement the previous year, and those students who remained at the same proficiency level as the previous year (with little to no growth evident in the individual modalities reflected in the score report). The ELL Coordinator will arrange a meeting to review this data with ESOL and English teachers to identify strategies that might be employed the following year to assist the student.

**Six Semesters or More (commencement of 4<sup>th</sup> year or above)** The ELL Coordinator must convene an ELL Committee Meeting for students who are in the ESOL program for six semesters or more. The ELL Committee is comprised of the ELL Coordinator, an administrator, the student's ESOL teacher, pertinent instructional personnel, the school counselor, and the student's parent. Within the thirty days prior to a student reaching his/her sixth semester in ESOL, the ELL Coordinator will schedule an ELL Committee Meeting with all members, giving at least two weeks notice. A letter will be sent home to the child's parent including the date/time of the meeting, requiring the return of a signature from the parent confirming whether or not he/she will attend. On the date of the meeting, the committee convenes to discuss the child's progress in his/her ESOL, English, and other courses, as well as the child's grades, test results, ACCESS 2.0 results, and any other applicable data. Based on this information, the ELL Committee decides whether it is in the child's best interest to continue in the ESOL program (with additional remediation supports, such as tutoring, offered), or be exited from the program. In either case, the child and parent are notified of the decision (if the parent is not present) in writing.

**Exiting ESOL Program** The school will abide by state criteria for exiting ELL students from ESOL programming. Exiting an ESOL student from the program is based on either demonstrated English proficiency via ACCESS 2.0/FSA/ELA results, or via ELL Committee decision. In either case, the student's English teachers monitor the student's progress for two years following the exit. The student's post program progress is updated in the student's ELL file/documentation. Teachers, in particular the Language Arts teacher and the ELL Coordinator, review student grades, assesses the student progress in the Language Arts class and other courses, and review the student grade point averages. Depending on the teacher's assessment of these factors, he/she may notify the ELL Coordinator to convene an ELL Committee meeting; an ELL Coordinator may also arrange a meeting if a student's academic progress is of concern. For example, per the district, if the parent or teacher has evidence that the student is having difficulty due to language acquisition in a class, the teacher notifies the ELL Coordinator, who will arrange a meeting to determine whether the issue is language proficiency, or some other area of concern. Based on this, the committee may determine that it is in the student's best interest to return to ESOL services, or receive some other form of support (tutoring, a meeting with the counselor to discuss study skills, etc.)

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

The School will hire ESOL endorsed teachers as needed to serve the school's ESOL Program. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). If a teacher is not ESOL endorsed, the school will request a waiver from its board, which provides the teacher two years in which to earn the ESOL endorsement.

All faculty members will be trained and expected to identify ELL students in their grade book and know their ESOL level, use district/state approved ELL strategies and accommodations as appropriate (to be included in lesson plans), adjust instruction (*not* content) to meet the needs of ESOL students, and maintain an inclusive, equitable, and challenging classroom environment for ELLs.

The school will identify an ELL Coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year, as well as maintaining ESOL student files and paperwork.

If the school has 15 or more ESOL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher will be staffed to assist ELL students in understanding content instruction. Teachers assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students. Given the multicultural nature of the school, and the anticipated multicultural faculty, in many instances ELL students will have access to at least one faculty member who speaks their native language; for IS students, this faculty member will likely be instructing them in a content area such as humanities in this language.

The school will offer on-site professional development opportunities for all staff to learn ESOL strategies across content areas. These opportunities will be planned by the ELL Coordinator with the assistance of the PD Liaison.

**ESOL Endorsement** The Principal/Staffing Committee will identify each teacher's ESOL training status or requirement. The school will work with the district in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements and request to participate in in-service and summer academies offered by the county's Bilingual ESOL Department.

## Attachments

### Section 7: English Language Learners

– No Attachments –

## Notes

### **Celina Chavez, 3/4/20 5:58 PM:**

Q: Please explain how the school will implement CCE/ESOL. Q: Identify the Core Curriculum for Developmental Language Arts?

## 8. School Culture and Discipline

## Section Evaluation

### Final Rating

Partially Meets the Standard Debra Kearns, 3/4/20

**Partially Meets the Standard**

Partially Meets the Standard Carmello Moussignac,  
3/4/20

*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.*

**Culture and Ethos** The School will aim to maintain a friendly, family feel no matter how large the student body becomes. The classroom will be a place for discourse and investigation, as teachers maintain rigor in all lessons. Students will be challenged and supported in classrooms that are differentiated to meet everyone's learning needs. When appropriate, teachers will encourage students to discuss topics given each student's cultural framework of understanding. Additionally, as communication through the use of technology continues to increase, the School will provide students with learning opportunities to engage in interpersonal communication. Truly, the vision is to create a microcosm of the greater world to encourage regular critical thinking and collaboration.

The school will nurture and emphasize its international culture and curriculum in all activities, celebrating that which makes each student unique. Given that that IS programs will include European curricula, methodology, and materials to immerse the student in his/her program language and culture, the entire school community benefits from experiencing the best of both American and European instructional practices. The blending of these systems is expected to contribute to the School's long-term success in meeting both state standards, as well as the academic standards of other nations. Furthermore, students of the school are expected to meet or exceed state standards, and be ready for success at the next level of their education.

Concerning academic success, students will be encouraged to pursue the most challenging coursework in which they can be successful. Individual interests and pursuits will be cultivated via a learning environment that will encourage inquiry, investigation, and curiosity, both in the classroom whenever possible, and outside of it via extracurricular/enrichment programs.

Should a student exhibit learning gaps, interventions will be early and frequent. Each year, the counselor will ask teachers and staff for student nominations for a mentorship program (based on the perceived need for the child to have additional support and advocacy within the school); parents who have expressed a desire for additional support for their child will be included. Those students who are nominated will be paired with a faculty or appropriate staff member who will act as the child's listener and motivator. During pre-scheduled times on-site and within the school day, the pair will discuss academic progress and obstacles, as well as the emotional well-being of the child. The adult will document the meeting and maintain a record of same, for the purpose of fidelity to the process, and to furnish to the administration when/if requested. Research suggests that students who have an adult advocate, or are known well by at least one school official, feel more secure, and progress more in their classes.

Aside from this program, teachers will also notify students and parents when students are encountering classroom difficulties via parent-teacher conferences, progress reports, and failure notices. In addition, teachers may refer students to the school counselor for a conference to

discuss study habits, or to host a parent conference to address any difficulties the child encounters. The counselor is a vital person who will help support students.

The counselor will facilitate meetings with teachers, parents, and students, and also give students strategies for coping with stress, test anxiety, and any other emotional issues. The counselor may open (at the behest of teachers or parents) a Child Study Team to evaluate a child's emotional and/or learning needs, and prepare a plan to give the child appropriate accommodations to help him be successful in school. Furthermore, each counselor will have access to community resources, which can help students who need assistance beyond that which the school can personally provide. Among these resources are homeless shelters, before/after school community sessions, and other programs aimed at supporting students and their families.

*B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:*

The school will follow the district's code of conduct policies.

- *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 county's code of conduct, therein 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.

As a school, all students will be encouraged, at minimum, to be honest, considerate, diligent, and collaborative. 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, class field trips, pep rallies, recognition from staff members, and school assemblies.

**Classroom Level Discipline** At the classroom level, each teacher will create his/her own classroom rules, which will outline the rules, processes, procedures, and consequences, which all students in a class will be expected to follow in equal measure. Each teacher's classroom rules will be reviewed and approved by the administration and department chair to ensure alignment with district policies. The administration and department chair will each have copies of the teachers' plans; in addition, a hard copy of the teachers' classroom rules will be distributed to each student for review, and a copy will be posted in the classroom. Parents and students will receive, sign, and return each teacher's discipline plan at the beginning of the school year. The plan will include positive reinforcements (rewards) for students, as well as teacher-enforced consequences.

**Administrative Level Discipline** An administrator may need to enforce disciplinary measures for those acts and/or behaviors that reach beyond the purview of the teacher. In these cases, the following will occur:

- All involved parties will be given an opportunity to explain the circumstances of an incident;
- The administrator handling the matter will determine what the appropriate disciplinary response should be, if needed; and,
- The school makes every effort to inform the parent of the incident and/or disciplinary response prior to taking action

Corrective strategies will be applied as appropriate to address the level of misbehavior as indicated by district guidelines. The principal is authorized to take administrative action whenever a student's misconduct has a detrimental effect upon peers or on the orderly educational process.

**Preventative Measures** In an effort to prevent and/or address common issues faced by school-aged children, the school will also take a proactive approach in educating its students about various circumstances and issues that they may face in today's world, including but not limited to: bullying, "sexting" and responsible internet usage, peer-pressure, and drug/alcohol use.

To address these matters, the school will provide awareness/prevention education. Bullying, harassment, and intimidation by students, employees, visitors, or volunteers is prohibited and will not be tolerated. During the investigation of any bullying and/or harassment allegation, the principal/designee or appropriate administrator will take appropriate actions to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable district policies, regulations, and statutes.

Speakers may be invited to speak at assemblies regarding bullying, "sexting," peer-pressure, and drug/alcohol use in order to broaden student understanding of the inherent dangers of these realities.

Additionally, the school will maintain open communication with all stakeholders. Should the students or parents express the desire to discuss or learn about a pressing social matter, the counselor will arrange for teachers or other authorities to plan special lessons, or host an assembly to address the identified need quickly.

- *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;*

The district's Administrative Discipline Matrix lists several behavioral/conduct types of varying severity. Behaviors that require disciplinary action include, but are not limited to: cutting class, disruptive behavior, cheating, defiance of school personnel, fighting, or sexting.

In response to misconduct, the Administrative Discipline Matrix offers many corrective strategies, including: parent contact, after-school detention, rescission of student privileges, counseling, or referral to an outside agency for service, among others.

As per the district's Student Code Book, action (i.e., suspension or expulsion) must be taken for serious problems involving weapons, drugs/alcohol, mood-altering substances, steroids, and criminal acts.

The school will have 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 reserves the right and discretionary authority to enforce consequences accordingly.

In severe cases, the principal may request that the Governing Board vote to recommend to the Superintendent that a student be recommended for expulsion. The principal will only make this request after other, less drastic corrective strategies have been exhausted, or when expulsion is the most appropriate choice given the severity of the behavioral infraction.

A severe clause can be enacted automatically when the student performs one of the violations listed: fighting, use/possession of drugs, use/possession of weapons, assault upon a student or staff member, and any continuous disruptive behavior that creates a disorderly learning

environment.

- *Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;*

To ensure a safe and orderly learning environment for all students, administrators, teachers, and staff must work together to convey and enforce proper behavior throughout the school. As per the district's code of conduct, the principal is authorized to take administrative action whenever a student's misconduct has a harmful effect upon other students or on the educational process.

As stated in *Section 8B*, each teacher will create his/her own classroom rules and consequences (with approval from the administration and department chair). Teachers will be empowered to use a variety of informal and formal disciplinary techniques to maintain an orderly and safe classroom.

Non-instructional staff will be trained prior to the commencement of each school year as to the strategies they may employ to help maintain a disciplined environment. The staff can also expect to learn the procedures to follow should student misconduct continue or escalate.

The role of the governing board is to ensure the school implements the Sponsor's Student Code of Conduct with fidelity. Also, the Governing Board may also need to hold Due Process Hearings if a parent appeals the disciplinary decision of the Principal. Lastly, the School's Governing Board will review and may approve or not approve a Principal's recommendation for a student expulsion, if there is a case where a student offense/infracton of the district Code of Student Conduct meets said criteria.

- *Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;*

The school will adhere to the district Student Code of Conduct to ensure that the rights of **all** students, including those with disabilities, are fulfilled with fidelity, and to ensure that the school always acts in the best interest of each individual child in all disciplinary actions and proceedings. As part of this commitment, the school acknowledges that some misconduct on the part of its students (both with and without disabilities or behavioral differences) may require an adjustment of normal consequences to best address the issue at hand.

In the event that more severe, formal disciplinary action is appropriate, the school will comply with district guidelines in order to take into account the rights of students with disabilities:

*Suspension of SWDs:* Students with disabilities who have been assigned indoor suspension or who have been suspended 10 days or more in a school year will continue to be given the opportunity to progress in the general education curriculum and progress toward meeting their IEP goals. Each teacher will determine the extent of special education and related services are necessary to meet this requirement. Parents will be notified when school personnel remove a student with disabilities who violates the Code of Student Conduct from his or her current educational setting for more than 10 school days. As sometimes multiple short-term outdoor suspensions add up to what constitutes a change in placement, parents will be provided with a copy of their procedural safeguards every time a student with disabilities is suspended from school.

A *Manifestation Determination (MD)* meeting will be conducted within 10 school days of the decision to suspend the student with disabilities and a student with disabilities will not reach the tenth day of outdoor suspension without having had the manifestation determination meeting. All procedures for preparing and conducting an IEP/504 meeting will be followed. The MD decision will be made on a case-by-case (individual incident) basis, in light of the circumstances and

particular facts and not on the basis of the disability category or label (e.g., learning disabilities, emotional/behavioral disabilities). If the behavior is a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied, providing the student continues to receive services so as to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the student's IEP goals.

**Suspension and Manifestation Determination Criteria for determining that the behavior is a manifestation of the student's disability:**

- the behavior is caused by or had a direct and substantial relationship to the student's disability; and/or,
- the behavior in question is a direct result of the school district's failure to implement/develop an appropriate IEP.

If the behavior **is** a manifestation of the student's disability, the team must consider additional interventions and other resources, and review and modify the existing Behavior Intervention Plan (BIP) that is in place for the student. If the student does not have a BIP, the team must secure parental consent in order to conduct a Functional Assessment of Behavior (FAB) and then develop/implement a BIP. **The student must immediately be returned to his/her current placement, unless the parent and district agree to a change in placement.**

If the behavior **is not** a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied, providing the student continues to receive services so as to enable him/her to participate in the general curriculum, although in another setting, and to progress toward meeting the student's IEP goals.

**Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP):**

A FAB is a comprehensive and individualized, solution-oriented process for addressing behavior challenges. It incorporates a variety of problem solving techniques and strategies to gather information as a means of assessing the relationship between the behavior and the variables surrounding its occurrence. This information is used to devise an informed hypothesis about the function (or purpose) of the behavior and design a BIP. The BIP is a specific plan of action utilizing evidenced based, positive, skill building interventions in order to teach the child an effective replacement behavior that allows the student to get what he/she wants or needs in an appropriate manner within that educational setting. For a student with a disability, the BIP will be reviewed a minimum of 4 times per year; the status of the interventions should be documented on the BIP (refer to page 9 of BIP for progress monitoring) as well as mentioned on the quarterly progress notes sent out prior to report card distribution. Any revisions or changes to the BIP must be reflected on the student's IEP.

To ensure the BIP is effectively working, there must be evidence through consistent and accurate progress monitoring to show that the replacement behavior is increasing and or the behavior of concern is decreasing.

Prior to the sixth day of outdoor suspension, the school is required to review the student's BIP. If necessary, the BIP should be modified. If the student does not have a BIP, the school must immediately conduct a FAB and initiate a BIP. The IEP must contain behavioral goals that reflect the BIP. The school will adhere to district procedures as follows:

- Prior to initiating the FAB process, consent must be obtained using the district mandated notice to parent/guardian for evaluation
- The school level staff is responsible for following through the FAB process and developing,

implementing, and monitoring a BIP.

- The Matrix of Services must be reviewed and a new Matrix must be written if additional services are being provided.
- Review monthly district reports

### **Referral to an Alternative Education Programs (AEP):**

Consideration for an AES must be made via an IEP meeting. All procedures for preparing and conducting an IEP/504 meeting must be followed; that is:

- The referring school must notify its SPED Center staffing specialist when an AES will be considered. The staffing specialist will arrange for a representative from School Operations/Alternative Education to attend.
- If an IEP meeting with the AES staff cannot convene within the FAB/BIP and MD timelines, the referring school must convene the MD meeting to meet MD/FAB/BIP requirements and timelines.
- A second IEP meeting to consider an AES must be held at a mutually agreeable date when a representative from School Operations/Alternative Education is available.
- The IEP team to consider an AES must review the need for any accommodations, modifications, related services, and support services that may be necessary to provide support to the student in the current placement, or in the assignment of the student to an AES site.
- The IEP team should strongly consider the amount of time the BIP has been implemented at the student's current school site before recommending the student for an AES. A minimum of two weeks of the BIP implementation is a suggested time line to follow.
- The IEP team should consider the need for additional evaluation before consideration to an AES.
- At the completion of the IEP meeting, the sending school must provide appropriate documentation to the district officer overseeing AEPs, and any other office required.

*Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and*

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, the School will abide by the county's Policy 5006 Procedures for Expulsion. The procedures are as follows: 1) Suspension & Pre-Expulsion Assignment or 2) Suspension & Pre-Expulsion Assignment for Special Circumstances and Interim Alternative Educational Setting for students with disabilities, 3) Pre-Expulsion Conference, 4) Expulsion Hearing, 5) Expulsion/Expulsion Abeyance, and possible 6) Workback.

Students who are out of school for more than ten days will be provided with current assignments from all classes, which can be emailed to the student or picked up at the school on behalf of the child.

- *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 district's Student Code Book 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.

Students will be further reminded of their rights and responsibilities during grade level assemblies at the start of the school year. In a similar vein, parents will receive general information regarding rights and responsibilities during new student orientations, and Open House. Parents will be expected to take an active role in helping their children to understand their rights and meet their responsibilities.

A link to the Code Book will be available on the school's website; a school official will be available at the school to discuss any questions or concerns a parent or student may have.

## Attachments

### Section 8: School Culture and Discipline

8.1	<a href="#">Attachment G - Student Code of Conduct</a>	May, Bonnie, 2/3/20 5:46 PM	PDF / 110.026 KB
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## Notes

### **Carmello Moussignac, 3/4/20 6:22 PM:**

A. Is there an actual plan with objectives for addressing proactive and reactive behaviors? Will you be using any positive behavior programs to support your school?

### **Debra Kearns, 3/4/20 3:35 PM:**

Section 8 of the application states that the school will use the District' Code of Student Conduct. The District's Code of Conduct does not provide for the &quot;severe clause&quot; language from Section 8 of the application, as provided below: The school will have 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 reserves the right and discretionary authority to enforce consequences accordingly. In severe cases, the principal may request that the Governing Board vote to recommend to the Superintendent that a student be recommended for expulsion. The principal will only make this request after other, less drastic corrective strategies have been exhausted, or when expulsion is the most appropriate choice given the severity of the behavioral infraction. A severe clause can be enacted automatically when the student performs one of the violations listed: fighting, use/possession of drugs, use/possession of weapons, assault upon a student or staff member, and any continuous disruptive behavior that creates a disorderly learning environment.&quot;

## 9. Supplemental Programming

### Section Evaluation

<p><b>Provided</b> LoriAyn Stickler, 2/28/20</p> <p><b>Provided</b> Deborah Gavilan, 3/4/20</p>	<p><b>Final Rating</b></p> <p><b>Provided</b></p>
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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.*

The school will always work towards its mission and vision, which call for students to think and behave as citizens of the world, and to one day graduate with a sense of purpose. Integral in this pursuit are the 4Cs of the P21 Framework: collaboration, communication, creativity, and critical thinking. To fulfill the promises of the school's mission, the school must provide additional opportunities to students to deepen their exploration and appreciation of other interests. Given that student elective options are restricted by the foreign language program requirements, the school must offer these opportunities via extra- and co- curricular activities that extend beyond the traditional school day.

**Extra-Curricular Activities** For those students with an interest in the arts, the school will offer an Art Club, as well as Music, Drama, and Dance club. For those interested in service pursuits, there will be a Key Club. Athletes will have the opportunity to start intramural or competitive teams in sports such as soccer or flag football. Many of the school's extracurricular offerings will be dependent on the desires of the student body. To meet the school's overall vision, it must uphold the tenets of collaboration and communication; therefore, the school will work closely with its students to determine where their interests lie. In line with this, the school will allow students to start any extracurricular club or sport they have interest in, provided that the proposed club meets all applicable criteria as set forth by the BCPS school board. In addition to clubs, school wide extracurricular activities will include homecoming events, a talent show, School Spirit Week, College Spirit Week, and Field Day. All students will be encouraged to join and participate in school clubs and activities, as they serve to foster a spirit of community, and help students learn to work together towards greater pursuits.

**Co-Curricular Activities** In addition to extra-curricular activities, the school will offer co-curricular pursuits to marry lessons in the classroom with some hands on experiences. These activities will include language clubs (dependent on programs offered), a Model United Nations, National Honor Society, Mu Alpha Theta, SECME, Student Government, Yearbook Club, and Environmental Club. Again, each of these pursuits fosters collaboration amongst students through the nurturing of shared interests, which aligns with the school's mission.

All students are welcome in any interest club in the school; however, as per the *BCPS Code Book for Student Conduct*, students who belong to a performing group, team, or any club that participates in interscholastic competition, must (among other requirements per the *Code Book*, based on each 18-week semester):

- Be progressing satisfactorily toward graduation as provided for in the District's pupil progression plan
- Have been regularly promoted from the 8<sup>th</sup> grade and must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale (calculation to include all attempted credits in high school)
- Meet requirements established by a club, the school, instructional services, and/or the Board to be eligible to serve as a representative of the school

Both extra- and co- curricular activity members will be expected to meet once a month at a minimum. During special events or competitions, members/participants may need to meet more frequently. For those on an athletic team, participants can expect to practice at least twice a week during the sport's season, in addition to participation in competitions.

Financial support for extracurricular and co-curricular activities will come via club fundraising. Throughout the school year, each club, team, or organization will create their own fundraisers (with administrative approval, and in alignment with BCPS policies) to generate the monies necessary to run the club, participate in competitions, etc. Fundraisers may include Yearbook

Sales, Book Fairs, car washes, holiday grams, singing telegrams, and club/team shirt sales. The school will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales to help fund future schoolwide activities. Sponsorships and donations from organizations or members of the community will also be encouraged and welcomed, as all proceeds will be diverted to enriching the educational experience of the school's students.

## **Attachments**

### **Section 9: Supplemental Programming**

– No Attachments –

# ORGANIZATIONAL PLAN

## 10. Governance

Section Evaluation		Final Rating
Meets the Standard Brenda Santiago, 3/5/20		<b>Meets the Standard</b>

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

International Studies Charter High School (ISCHS), Inc. 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). International Charter High School, Inc. is exempt from federal income tax as per the 501(c)(3) tax-exempt status determination letter (Attachment I).

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

Please see **Attachments H, I, J, and K** attached herein.

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.*

International Studies Charter High School, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the School including but not limited to academic direction, curriculum, and budgetary functions. The educational leadership and business operations of schools are delivered through both, a hired administrator (the school principal) and a contracted Educational Services and Support (ESP) Organization. The Governing Boards under the auspices of their Sponsor, Broward County Public Schools, who in turn follows state guidelines and mandates under the Florida Department of Education.

The school principal, hired by the board, 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 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 Governing Board is responsible for all affairs and management of all ISCHS Schools and provides continuing oversight of school operations through their president. The President informs the Governing Board regarding all aspects of the organization as the executive officer to the Board. The Governing Board grants the President authority to issue directives as they relate to administering policies and procedures deemed purposeful by the Governing Board. The President, in turn, implements, with the assistance of the principals, the Governing Board's policies and oversees day-to-day school operations. The President is committed to the mission and vision of the system.

The *policies and procedures* by which the board will operate, including specific board member powers are specifically detailed in the attached Bylaws (Attachment J). 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:*** The School Advisory Council (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 of the School, especially those that affect instruction and the delivery of the educational programs.

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

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.*

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.

Ileana Melian, Board Chair

Ms. Ileana Melian has over 30 years of experience in the field of education. In 2010, she joined the nonprofit organization of Mater Academy, Inc. as the Director of Supplemental Educational Services (SES) in South Florida. Two years later she became the founding principal of Mater Academy Mount Sinai. Over the past seven years, Ms. Melian has assisted the Mater district to replicate high quality charter schools by serving as founding principal of three charter schools and training her successors. Seven of her former teachers and assistant principals have gone on to become principals within the charter school network.

Ms. Melian is currently the principal of Mater Academy of International Studies Middle School, a Title I school in one of Miami most impoverished neighborhoods. She serves a 99% minority student population with 94 % of students qualifying for Free and Reduced Lunch Program. Her school reform efforts resulted in the school increasing from an academic grade D grade to an A grade in a single school year based on increased student achievement in reading, writing, mathematics and science as measured by state-wide assessments. In that same year she also increased staff morale and parental involvement, turned around a declining budget and ended the school year with a surplus of over \$750K.

Under her leadership, Mater Academy Middle of International Studies started a parent academy to educate parents on various topics affecting their children and their community. Ms. Melian also implemented a mindfulness program at her school in partnership with "Mindful Kids Miami" making it one of only two charter schools in the county offering this wellness program.

Roger Pardo, Secretary

Mr. Pardo is currently the President of FIPA/ Miami (French International Program Association) for 5 Public Schools teaching the " IS. International Studies Program" in Miami Dade

(1050 students) He is also a Licensed Real estate Broker and Investment Specialist Manager and Main Share Holder of Realty Group of Miami LLC where he oversees 12 Real Estate Licensed Agents. His role is to work with the French Investors Clients Network, to develop and motive investment in Miami, Florida. Mr. Pardo manages the assets for European investors and assists them with marketing in the rental market along with property management.

He previously worked as the International Business Manager for Miami Investment Brokers. There he was primarily in charge of finding European (mainly French) Investors to invest in Miami residential and commercial real estate. He was promoted to “ Leader of the French speaking agents team” of the Brokerage while managing 14 agents. Under his leadership his team reached the highest amount in sales volume in the Company. Prior to that, Ms. Pardo was also a fashion designer for several companies in Paris, France including Louis Vuitton and founded a company based out of Miami Beach, FL. This position helped him develop a great network of high-level companies, managers and successful investors all over the world.

Mr. Pardo was born in Paris, France. He went to the University Pantheon Sorbonne Paris, France; Faculte de Droit et des Sciences Economiques Assas- Paris and holds a Master of Arts in Economics Equivalent and 3 licenses from Gold Coast School of Real Estate- Miami- FL: (Mortgage Broker- Real Estate Agent- Real Estate Broker). During all of his professional life, Mr. Pardo has gained many years of experience as an entrepreneur creating companies, brands, hiring hundreds of employees worldwide and developing an active production and financial network.

Gabriel Cremades Ventura, Director

Mr. Cremades is the Deputy Consul General of Spain in Miami. Mr. Cremades holds a Master Degree in Law and joined the Spanish Diplomatic Service in 1999. Before arriving in Miami in 2018, he served Spain in various capacities around the world. Among his responsibilities/posts: First Secretary to the Spanish Embassy in Nicaragua; First Secretary on the Mission of Spain to the UN in the U.S.; Deputy Head of Mission at the Spanish Embassy in Serbia; Deputy Head of Mission of Spain in Malta; Senior Advisor at the Department for International Affairs in the Office of the Spanish Prime Minister; and Head of Department for Cooperation with Sub-Saharan Africa at the Spanish Agency for International Cooperation for Development.

Corinne Pollini, Director

Ms. Pollini is the French Consulate representative to the school. She is a member of the French International Program Association (FIPA) and parent representative for the school at FIPA. Ms. Pollini has a child attending ISCH and is a member of the PTSA. Through her service on the board, Ms. Pollini represents the needs and interest of the families at ISCH and volunteers her time supporting school-based initiatives. She is currently the Chief Executive Officer of BATICA-RENOV USA and previously the Chief Administrative Officer of BATICA-RENOV France. She was the Administrative Director, Accountant to the biggest printing company in the Southeast of France and managed the accounting, customers, banks, suppliers and personnel as well as the Sales Department.

Ms. Pollini holds a Bachelors Degree in Accounting from DCG University Aix en Provence and Accounting License IUT Marseille – Provence.

Jose Ramon Purroy, Director

Mr. Purroy is the Vice President, Business Development Officer of BANESCO USA. He develops corporate banking portfolio of clients from Spain, USA and Latam and was distinguished as one of the top producers in the first quarter of 2016.

He previously held a position as private banker where he had a private banking portfolio of High Net Worth clients from Venezuela, Argentina, Mexico, Panama USA and Spain and opened a new market in Peru. Prior to that, he was the Assistant Vice President, International Personal Banker III of Totalbank, a subsidiary of Banco Popular Español. He developed a portfolio of corporations

and high net worth clients from Latin America, Europe and USA managing over \$70 MM in deposits and \$10MM in residential loans. He was successful in developing the Spaniard market for the bank, bringing high volume of new clients from Spain operating in Miami. Mr. Purroy was also the representative at the Risk Committee of TotalBank on behalf of International Department and Totalbank's liaison with the Rep. offices in Argentina, Brazil, Venezuela, Mexico, Dominican Republic and International department of BPE, in Spain. He was distinguished as one of the top producers of the Bank, in new deposits, new customers, residential mortgages and sales of ancillary products.

Mr. Purroy attended the University of Lleida, School of Engineering in Lleida, Spain and obtained a Bachelor of Science, Agricultural Technical Engineering and the highest score on the final project of studies. He also attended the University of Lleida, Business & Law School of Lleida and University of Florida, Florida School of Banking.

*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. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Directors and officers of the Corporation shall have the power to nominate candidates to the Board. At the conclusion of any term as Director, a Director may nominate himself or herself as a candidate for a succeeding term. A Director or officer may nominate a candidate for the Board either at a meeting of the Board where the election of directors was included in the notice or agenda for that meeting, or prior to such meeting in writing delivered to the Board. In advance of nominating candidates for the Board, the Corporation shall provide reasonable notice of the vacancy to the public including parents, teachers and schools, and invite applications from qualified persons all as described by the Board. The Chairman, or another Board member approved by the Board, shall conduct an initial review and evaluation of all applications and report to the Board.

*Removal Procedures:* Any member may be removed from office, with or without cause, at any time by the affirmative vote of a majority of the Directors then in office.

*Term Limits:* The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

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

Since 2004, International Studies Charter stakeholders have become an accomplished and established team, with a track record of academic and financial success that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of its schools. Each of the current schools benefit from the support and scrutiny of several entities including the governing board, sponsoring local school district, and an outside educational service and support firm, to name a few. Established as the result of the French, Italian and Spanish consuls collaborating to create a unique school, the board now has over a decade of experience in charter school operations and management and oversight of public funds.

ISCHS offers its students a multi-cultural, multi-lingual comprehensive education in each respective language. Located in an urban, economically disadvantaged area in Miami (Little Havana), many of the students are first generation immigrants; more than 60% are on free or

reduced lunch. Students are nurtured in a manner akin to that of a family; their individual needs are supported emotionally as well as academically. Embedded within the curriculum, is an emphasis on how disciplines and cultures overlap and are more alike than different. Students experience full immersion in a multi-cultural environment and curriculum while pursuing their passion for language. ISCHS graduates are all bilingual but more often than not, multi-lingual. These elements prepare students to succeed and excel in our ever interconnected world. Ultimately, ISCHS has accomplished its primary goal of preparing globally successful citizens.

International Studies Charter High School is ranked 3rd within Florida. Students have the opportunity to take Advanced Placement® course work and exams. The AP® participation rate at International Studies Charter High School is 100 percent. Illustrated below, are the schools’ impressive academic track records. This past year, the high school earned its twelfth consecutive “A” and the middle school its seventh consecutive “A”.

**International Studies Charter High School, Inc. School’s Historical Report Card (Inception-2**

School	School ID	Year	Grade	Sum Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Me Sta Wri
		2018-19	A	880	90	93	N/A
		2017-18	A	849	93	79	N/A
		2016-17	A	825	90	85	N/A
		2015-16	A	718	80	60	N/A
		2014-15	A	507	85	63	N/A
		2013-14	A	656	79	90	84
		2012-13	A	629	76	80	76
		2011-12	A	653	71	77	92

<b>International Studies Charter High School</b>	<b>7007</b>	2010-11	A	599	61	92	86
		2009-10	A	631	71	87	90
		2008-09	A	589	75	87	90
		2007-08	A	551	57	81	86
		2006-07	B	524	39	83	87
		2005-06	A	430	50	83	96
		2004-05	A	455	64	84	86

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Ileana Melian	Current	Board Chair	<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
Roger Pardo	Current	Secretary	<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
Gabrielle Cremades	Current	Director	<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
Corrine Pollini	Current	Director	<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume

Jose Ramon  
Purroy

Current

Director

 Information Sheet Resume

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

Since the Governing Board is an existing entity and 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 the mission of the School. Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school 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, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

*Nature of Conflicting Interest:* A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than Board - approved activities, programs and purposes.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

*Interpretation of this Statement of Policy:* The areas of conflicting interest listed and the relations in those areas, which may give rise to conflict are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Board that the

existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

*Disclosure Policy and Procedure:* Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision-making process, then the Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

*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.*

As previously mentioned in section C of this Governance section, ISCHS Schools have a School Advisory Council (SAC), wherein membership consists of parents, local community and/or business members, students and representatives from the faculty and administration). SAC allows their members to represent the various stakeholder groups in the educational decision making processes of their specific School. SAC members will dialogue openly and inform educational decisions when casting their vote at SAC meetings on a regular basis.

*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. If the governing board oversees multiple charter schools in the same school district, the governing board will appoint a separate representative for each charter school in the district. The appointed representative will reside in the school district in which the charter school is located in accordance with 1002.33(9)(p)(2), Florida Statute.

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. Parents

are always welcome to voice their opinions and/or concerns at governing board meetings. Board meeting dates and speaker forms are available at the school and on the website. 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.
- Step 6: Contact BCPS – Charter School Compliance and Support

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

*M. Name of the partner organization. N/A*

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

*O. A 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	<a href="#">Attachment L - Board Member Information Sheets</a>	Mestre, Francisco, 2/3/20 7:13 PM	PDF / 3.317 MB
10.2	<a href="#">Attachment K - Governing Board Ethics</a>	May, Bonnie, 2/3/20 5:56 PM	PDF / 435.31 KB
10.3	<a href="#">Attachment J - Governing Board By-Laws</a>	May, Bonnie, 2/3/20 5:56 PM	PDF / 1.288 MB
10.4	<a href="#">Attachment I - 501c3</a>	May, Bonnie, 2/3/20 5:55 PM	PDF / 573.303 KB
10.5	<a href="#">Attachment H - Articles of Incorporation</a>	May, Bonnie, 2/3/20 5:55 PM	PDF / 1.93 MB

## 11. Management and Staffing

### Section Evaluation

<b>Final Rating</b>	
Meets the Standard Maria Yen, 2/19/20	<b>Meets the Standard</b>

1. A. *Submit as Attachment M organization charts that show the school governance, management, and staffing structure in*
  1. *The pre-operational year;*
  2. *The first year of school operations;*
  3. *At the end of the charter term; and*
  4. *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. The process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?*

At the time of application and charter contract approval with the Sponsor, the 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 Governing 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. Additionally, the board may as the ESP for assistance in recruitment of the school leader in order to reach a broader pool of possible candidates and to assist with advertising the new position. 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; State of Florida Educational Leadership Certification; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; positive evaluations from previous administrative position(s); 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.

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

The management structure for the school's day-to-day operations will be as follows:

The Governing Board will hire and oversee the school principal. 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 in order 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, *Attachment P*.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. Detailed information on the ESP may be found in *Addendum B*.

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 ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances. 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.

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

Refer to Staffing plan provided in Attachment X (Operating Budget/Staffing Plan)

Refer to Attachment Q for Job Descriptions for the school's teachers

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

**Recruitment** – 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, will recruit 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. The school offers teachers and staff opportunities for growth and advancement 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.

Other programs include: **Educational Assistance/Tuition Reimbursement:** The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. **Employee Assistance Program:** Through the EAP, the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. **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	<a href="#">Attachment Q - Job Description for Teachers</a>	May, Bonnie, 2/3/20 6:02 PM	PDF / 155.053 KB
11.2	<a href="#">Attachment P - Job Description for Leaders</a>	May, Bonnie, 2/3/20 6:02 PM	PDF / 520.629 KB
11.3	<a href="#">Attachment O - School Leader Qualifications</a>	May, Bonnie, 2/3/20 6:01 PM	PDF / 112.427 KB
11.4	<a href="#">Attachment N - School Leaders Description</a>	May, Bonnie, 2/3/20 6:01 PM	PDF / 159.249 KB
11.5	<a href="#">Attachment M - Org Charts</a>	May, Bonnie, 2/3/20 6:00 PM	PDF / 559.353 KB

## 12. Human Resources and Employment

### Section Evaluation

		Final Rating
Partially Meets the Standard	Debbie-Ann Scott, 3/3/20	Partially Meets the Standard
Meets the Standard	Khandia Pinkney, 3/4/20	

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

The relationship between the school and its employees is that of an employment-at-will and will be entered into 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.*

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. 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;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

**Administrator Evaluations-** In compliance with s. 1012.34, F.S., the administrator's evaluation must, at minimum, 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 students 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.

Accordingly, the school will use the M-DCPS MEP Evaluation which meets the above statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education.

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.

4.Unsatisfactory.

- Provide for 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 students component. (s. 1012.34, F.S.)

**2. 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.

**3. Other indicators** –the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

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, grade level appropriateness of lessons, 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 as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

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

The School will be a not-for-profit, private employer, and will not 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 ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on [www.adptotalsource.com](http://www.adptotalsource.com).

### **Compensation Structure**

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 that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.

- An employee who is "**effective plus**," as determined by his or her evaluation, would receive a salary increase that will be 75% of the annual salary increase provided to a highly effective employee.
- An employee who is "**effective**," as determined by his or her evaluation, would receive a salary increase that will be 50% of the annual salary increase provided to a highly effective employee.
- 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.

*Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.*

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.

All entering new hire teachers are placed at a base salary unless creditable years of experience are applicable. Once base salary is determined calculating creditable years of experience (if any), then any applicable credential supplement is added to the new base salary for total compensation. Teacher salaries reflected in the budget are based on an average salary for teachers with 4-5 years of experience. Please see attached *Budget*.

### **Employee Benefits**

Please see the attachment entitled "Employee health benefit options" for the structure of the different health benefit options.

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate. For example, teachers may participate in a 401K in which they are immediately 100% vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

*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.

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.

*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-ADP Basic Employment Policies Handbook*

*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 to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 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	<a href="#">Health Benefit Options - Description Table</a>	May, Bonnie, 2/3/20 6:09 PM	PDF / 155.549 KB
12.2	<a href="#">Attachment R - Personnel Polices</a>	May, Bonnie, 2/3/20 6:07 PM	PDF / 1.373 MB

## Notes

### **Khandia Pinkney, 3/4/20 3:58 PM:**

There is information submitted within Section B (Performance Evaluations) that is verbatim to the submission for another application within this submission cycle. These two applicants are not apart of the same entity.

### **Debbie-Ann Scott, 3/3/20 7:54 PM:**

Per statute the classifications for pay for performance are Highly Effective, Effective and Unsatisfactory. Application lists &quot;effective plus&quot; will need to correct to state high effective. An employee who is &quot;effective plus,&quot; as determined by his or her evaluation, would receive a salary increase that will be 75% of the annual salary increase provided to a highly effective employee.

## 13. Professional Development

### Section Evaluation

Complete Dorina Varsamis, 3/2/20	<b>Final Rating</b> <b>Not Complete</b>
Not Complete Denise Roberts, 3/4/20	

*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's professional development expectations and opportunities are organized and structured to ensure that the entire staff, instructional and administrative, maintains a highly qualified classification. The principal will designate a Professional Development Liaison to oversee the school's professional development program. The PD Liaison will conduct research both in and out of the school to determine the most pressing needs of the student population, as well as the latest in educational development. This individual will work closely with school administrators and department chairs to research, assess, organize and prepare targeted professional development for faculty members. At the conclusion of each school year, the PD Liaison will meet with the entire faculty and conduct a needs assessment, based on student performance data and teacher observations; in this way, all members of the faculty will have the opportunity to shape the professional development plan of the coming academic year.

*2. 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 core components of the professional development plan include creating and meeting goals for each of the following areas:

- Interpretation and Effective Use of Data
- Standards Alignment
- Best Practices
- School Safety Procedures (including fire drills, code yellow/red drills)
- School Procedures (grade book process, parent notices, student discipline process, student services referrals)
- Teacher Observation Tool
- Technology Integration
- ELL Students (available strategies, accommodations)
- SPED Students (available strategies, accommodations)
- Cultural Awareness & Sensitivity
- P21 Framework

**Perennial Offerings** Each of these areas will be addressed prior to the commencement of the school's first academic year, and will be reviewed by the entire faculty prior to each subsequent academic year. The PD Liaison will designate department chairs and other faculty members to lead each session, as appropriate. The PD Liaison will also be responsible for notifying the faculty of upcoming professional development opportunities, and maintaining the documentation necessary for these meetings to meet district/state requirements.

Along with this set schedule of professional development, the PD Liaison will coordinate a specialized professional development opportunity for the staff culled from the faculty needs assessment. This may include additional training in data interpretation, differentiated instruction, multiple intelligences, or any other topic deemed integral to the continual improvement of the school.

**District Offerings** In addition to these opportunities, all teachers and staff will be encouraged to

partake in the district's professional development offerings (meetings and/or courses), as aligned to their needs. These pursuits will assist the teacher in becoming more effective in his/her craft, and also yield in-service points for recertification. Furthermore, the school will encourage teachers to pursue professional developments by reimbursing those who choose to attend workshops during the summer break. Teachers will also be encouraged to share what they have learned with the rest of the faculty during department/faculty meetings, thereby extending the reach of their own enrichment.

**International Program PD's** – Those teachers who work within the IE or IS program are encouraged to pursue training to bolster their skills in their international courses. For instance, the Spanish IS teachers will meet, at a minimum, four times a year at the Spanish Consulate to review curriculum and strategies with the Spanish Education Attaché, just as the teachers at the HP school ISCHS do. In a similar vein, the French teachers will attend conferences abroad to ensure they are up-to-date on the latest developments in French instruction and education. In this way the school will prevent losing its connection to a culture's educational roots, thereby ensuring that students continue to receive an authentic multicultural experience in their schooling.

**Evaluation** The effectiveness of the school's professional development plan will be determined in multiple ways. First, it will be assessed informally by the PD Liaison. Secondly, the faculty can express their thoughts in the school climate surveys at the end of the school year. The final assessment will be during the end-of-the year faculty meeting, in which all teachers and staff will be invited to share their thoughts on the professional development offerings of the preceding year. The combination of these three appraisals (partly anonymous and remote, and partly personal) will inform the decisions of the PD Liaison (with assistance from department chairs and administrators) for the subsequent school year.

*3. 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 the start of a school year, the school will offer several annual professional development opportunities to the faculty and staff, as outlined in Section 13 A-2. In addition to these offerings, the school will also arrange for specialized, targeted workshops dependent on the previous year's needs assessments.

Apart from the standard, faculty-wide offerings, the PD Liaison will arrange for professional development for smaller groups as well. For example, new teachers to the profession and/or the school, will be entered into a Teacher Mentorship Program. As part of this, each new teacher will be paired with a "veteran" from the school, to whom the newer faculty member can go to for help or guidance. The "veteran" teacher will also visit the new teacher's classroom to give constructive, non-evaluative feedback (which is kept confidential from all other faculty members, barring a serious offense). The pair will be trained by the PD Liaison or designee on how to structure their interactions in order to garner the most effective and constructive feedback possible. Furthermore, the Teacher Mentorship Program will give new teachers the chance to learn about the school's policies, procedures, and culture in a more in-depth manner, while giving them the space to bring up questions or concerns they might not want to voice in front of the entire faculty. In this way, the school will ensure that even the newest of teachers is given a comprehensive and supportive training, to be certain that each faculty member is ready for the upcoming year.

All of these offerings will be in addition to department meetings, lead by the department chair, in which teachers will discuss content specific topics, such as: curriculum, state standards and alignment, data, best practices, instructional methods, scaffolding, and performance goals.

*4. Describe the expected number of days or hours for professional development*

*throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

Professional development will be available in accordance with the district calendar on the following days:

- During week prior to the start of the school year (5 days, from 8:30 am to 3:30 pm)
- No-opt Teacher Planning Days (2 days, from 8:30 am to 3:30 pm)
- Teacher Planning Days (6\* days, from 8:30 am to 3:30 pm)
- Early Release Days (4 days, from 12:30 pm to 3:30 pm)
- Faculty Meetings ( 2 hours - once a month after school )
- Department Meetings ( 2 hours, once a month after school)
- Grade Level Meetings (2 hours, once a month after school)

\*The number of Teacher Planning Days may vary for each teacher throughout the school year, depending on the number of Opt Days available; teachers are highly encouraged to attend professional development opportunities on Teacher Planning Days.

In total there are 47 contact days (amounting to approximately 163 hours) during a school year in which Professional Development will be available and/or scheduled for teachers.

All faculty members will be advised of the dates/times of professional development prior to the start of the school year. The administration, PD Liaison, or additional designee will monitor the professional development session and its participants. Opportunities for common planning or further collaboration will be present during the week prior to the school year, as well as during monthly meeting rotations (department meetings and grade level meetings) which fall outside the scope of the school calendar’s planning times; these meetings will be in rotation each Tuesday afternoon, for at least one hour after school.

## Attachments

### Section 13: Professional Development

– No Attachments –

## Notes

### Denise Roberts, 3/4/20 4:14 PM:

Professional Learning Communities is the only SBBC endorsed school-based learning opportunity within the district and was not addressed in this section.

## 14. Student Recruitment and Enrollment

### Section Evaluation

Final Rating

Meets the Standard Jill Young, 2/29/20

Meets the Standard

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

The School's plan for student recruitment involves an array of media and promotion materials to ensure that the school reaches the widest possible audience including, but not limited to: harder-to-reach families, including families living in poverty, academically low-achieving students, students with disabilities and ELL students. Specific recruitment and marketing activities will consist of but are not limited to:

**Grassroots Campaign:** Discussions with community stakeholders (e.g., community leaders representing all local racial/ethnic groups, community boards, media figures and editorial boards, parents, parent organizations, etc.) to assist disseminating information about the school.

**Local Partners:** The governing board and administrators will also work with established partners and with local social service agencies and community organizations to disseminate information. For example, the School leader will work with the French, Italian and Spanish Consulates to assist with disseminating information about the new school and will be asked to share open enrollment information with their s. community of parents. The school will promote and host informational meetings in centralized locations. These events would be promoted in multiple languages and offered at various times during the day and evenings in order to give parents options.

This program would be opening with a smaller enrollment compared to traditional high schools. Considering the extensive demand for the IS program, ISA is certain that it will meet and exceed the enrollment projections, in which case a lottery will be held as described below.

*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.*

The school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process and will operate in accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2). Accordingly, students will be enrolled without regard to race, ethnicity, national origin, gender or disability.

Because of the international educational offerings, this school will attract a diverse multicultural population that mirrors Hollywood's diverse community. The projections reflected in Section 2 herein (target population) are aligned with the student population of the schools in surrounding community. Thus, the school expects to achieve a racial/ethnic balance reflective of the community it will serve. The school's promotional plan will attract a broad multicultural and multilingual audience and, accordingly, all racial/ethnic groups within it.

The school will disseminate information in multiple languages to various media -- including minority and community periodicals, social media outlets, postcard mailers, local community organizations, nearby places of worship, public library, supermarkets, post office in the area. This will ensure that "harder-to-reach" families are aware of the choice program and their eligibility for enrollment.

*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.*

The school will have an admission policy in accordance with F.S. §1002.33(10), (1002.33(10)(d), F.S. and 1002.33(10)(e). If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants will have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

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.

### **See Attachment S for a Sample Enrollment Application**

**Enrollment Preferences** In accordance with 1002.33(10)(d), F.S., the charter school will give enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in the charter school
- Students who are the children of a member of the governing board of the charter school
- Students who are the children of an employee of the charter school
- Students who are the children of an active duty member of any branch of the United States Armed Forces
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#)

**Enrollment Limitation** In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor. In this case, the school would eventually plan to articulate with ISA middle school (the proposed sister program) and ISVA Virtual School. This would allow the school to offer a seamless International Studies curriculum for students across grades 6-12.
- Students who meet reasonable academic, artistic, or other eligibility standards\*\* established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. \*\* The eligibility standards for the school require all students to demonstrate proficiency in their chosen language; proficiency will be determined using an entrance exam in the student's chosen language.

**\*1002.31 Controlled Open Enrollment** Pursuant to Florida law, a charter school may be exempt from the requirements of s.1002.31 if the school is open to any student covered in an interdistrict agreement and any student residing in the school district in which the charter school is located. Section 1002.31 states in pertinent part, a 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 controlled open enrollment process, if the school has not reached capacity.

Enrollment Timeline (Approximate Dates):

May 15 <sup>th</sup>	Student Registration Begins
May 30 <sup>th</sup>	Students who have registered will be officially enrolled. If number of applicants e lottery will be conducted.
June 1st	Second Registration Period Begins
June 15 <sup>th</sup>	Students who have registered will be officially enrolled. If number of applicants e lottery will be conducted.

\* Additional registration periods may be held as needed to reach capacity

## Attachments

### Section 14: Student Recruitment and Enrollment

14.1	<a href="#">Attachment S - Enrollment Application</a>	May, Bonnie, 2/3/20 6:20 PM	PDF / 1,011.609 KB
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## 15. Parent and Community Involvement

### Section Evaluation

Complete	Aneatra King, 3/5/20	<b>Final Rating</b>	<b>Complete</b>
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*A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board’s appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.*

The success of the school requires the participation of the students' parents and guardians. By encouraging parents to be active stakeholders, the school hopes to embed a sense of identity with the school, akin to feeling part of a family. This feeling will fuel parent participation in events that will make the collaboration of stakeholders positive and constructive, as all will be working towards the common goal of offering the best education to the students. Parents will serve as models, teaching their children how to be part of, and contribute to, the school community. Given the goal of retaining a family-feel, the school will encourage parents to communicate with their child's teachers should any questions or concerns arise. Similarly, the school will emphasize the importance of teachers communicating with parents. By working closely together, it is the hope that issues in the classroom (academic or otherwise) can be addressed immediately, preventing any long-term negative outcomes for a child. This serves as a way to buoy the student's sense of security – when the adults in the child's life cooperate to advocate on his/her behalf, the sense of community is strengthened. Empowering parents to effectuate positive change increases their commitment to the school community as well.

Outside of parent/teacher rapport, other ways that parents will be encouraged to be involved include, but are not limited to:

- **SAC:** As a member of the School Advisory Council (SAC). Here, parents will work with other stakeholders, including teachers, community business partners, and students, to review educational initiatives at the school, as well as its overall School Improvement Plan.
- **PTSO:** As a member of the Parent Teacher Student Organization (PTSO). Here, parents will work with other stakeholders to plan and coordinate school events, including fundraisers and school spirit initiatives.
- **Open House:** The parent will have the opportunity to visit their child's classrooms to learn about the teachers' courses and methodologies.
- **School Volunteering:** A parent can support the school in various areas by donating his time. Volunteering can include chaperoning dances or field trips, assisting the activities office in school events, coordinating activities for student enrichment, participating in a Career Day, or even using a particular area of expertise (cooking, designing, coaching, tutoring) to serve the school in another capacity.
- **International Potluck:** A parent can choose to join in the sharing of a dish representative of his/her heritage at this annual school-wide event. This involvement underscores the diverse nature of the school, and promotes multicultural collaboration and understanding in a family-friendly environment.

All of the aforementioned parent engagement opportunities will be discussed several times over the course of a school year, particularly at meetings such as New Parent Orientation and Open House. In addition, school officials will post these opportunities on the school website, will send quarterly newsletters home, as well as messages via Constant Contact, and phone home via automated call to reiterate participation options to parents.

The school's governing board will appoint a representative (parent liaison) 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. The appointed representative will be physically present at board meetings in accordance with 1002.33 (7)(d)(1), Florida Statutes and reside in the district.

The School will make every effort to handle disputes or concerns in the most positive way possible. Please refer to *Section 10L* which outlines the School's conflict resolution process.

*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 hopes to work with community partners in various capacities. For example, partnering with local businesses (banks, professional offices, retail stores, etc.) may result in working together on community projects (i.e., service, beautification), students learning about varying industries via fieldtrips or career day visitors, and increased opportunities for donations from business partners. In addition, the school's School Advisory Council (SAC) will have a pool of community partners who can act as active, voting stakeholders in the improvement of the school.

The school will also keep contact with non-profit, community outreach programs to better provide support services to students and their families. For example, potential partnerships with organizations such as Take Stock in Children, Tomorrow's Rainbow, and Our Children Our Future as well as other mentoring programs will support and enrich the lives of students and their families.

Unique to the school will be its connections to the foreign consulates of the countries represented in the IS programs. Students will have the opportunity to learn from official consuls and representatives from the nations that are part of the IS program. This affiliation will yield speakers visiting classes to discuss current topics from a foreign nation's perspective, special field trip events, and volunteer opportunities. For example, given the school's proposed French IS program, the school would work with the French Consulate to host consuls or other special French guests (authors, analysts, government officials) in the classroom or at an assembly to encourage discourse on a current event. This distinctive feature aligns with the school's mission and vision, as students communicate with professional individuals to extend classroom lessons beyond the confines of a textbook, and understand real-world applications.

*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).*

Please see *Attachment T*.

## Attachments

### Section 15: Parent and Community Involvement

15.1	<a href="#">Attachment T - Evidence of Demand</a>	May, Bonnie, 2/3/20 6:23 PM	PDF / 3.109 MB
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# BUSINESS PLAN AND ADDENDUMS

## 16. Facilities

Section Evaluation		Final Rating
Meets the Standard	Robert Hamberger, 3/6/20	Meets the Standard

If the site is not yet acquired:

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

The Board plans to engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of the School. The School would need a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency.

**Size and Layout of Space:** The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces.

In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to Section 633.208, F.S

*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.*

The Governing Board expects to enter into a triple-net, long-term lease for the facilities.

Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

The Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the budget as follows:

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Facility Budget	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Facility Expense	\$413,196	\$724,977	\$958,703	\$1,099,669	\$1,241,640
Minimum Building Size Utilized (Sqft)	15000	27000	36000	42000	48000
Cost per Student	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050
Operating and Fixed Costs	\$150,696	\$252,477	\$328,703	\$364,669	\$401,640
Mortgage Payments/Rent	\$262,500	\$472,500	\$630,000	\$735,000	\$840,000

**Lease of Facilities:** The amount assumes an average cost of \$1,050 per student station in the budget, with a 1% increase for CPI. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases. The figures are based on statistical expense data compiled from the applicant's other successful charter schools currently operating in Florida. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. Lease payments will commence upon the taking of possession of the facilities by the School.

**Estimate of Costs** - These Budget projections have been derived from actual historical data from other comparable charter school facilities leased by the board, and from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions.

**Utilities and maintenance cost** estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer bills are set at \$80.00/Classroom and electricity bills are set at \$2,200/Classroom.

**Operations of Facility/Plant** includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

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

The Governing Board will direct its ESP to bring to the Board a recommendation for a quality educational facility to be leased by the School.

**Projected Schedule**

<b>Nov - Feb</b>	<b>Facility Identification</b>
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<b>Feb-May</b>	Facilities Negotiations upon charter approval by Sponsoring District
<b>May-July</b>	Execute Lease/Conduct Maintenance and Repairs
<b>July</b>	Final Preparations of Facilities
<b>July</b>	Conduct Final Facilities and Safety Inspections

The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses. The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

Safety, Permitting, and Inspections - The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

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

The School's Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable facility. Any such facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing

agency. The backup facilities will comply with Florida Building Code and Florida Fire Prevention Code pursuant to 633.208.

## Attachments

### Section 16: Facilities

16.1	<a href="#">Attachment V - Draft Rental/Lease</a>	May, Bonnie, 2/3/20 6:26 PM	PDF / 121.6 KB
16.2	<a href="#">Attachment U - Evidence of Facility Funding</a>	May, Bonnie, 2/3/20 6:25 PM	PDF / 121.724 KB

## 17. Transportation Service

### Section Evaluation

Meets the Standard	Lisette Serrano, 3/4/20	<b>Final Rating</b>	<b>Meets the Standard</b>
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*Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.*

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33(20)(c), F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

**Ensuring Equal Access:** The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a reasonable distance of the School or who otherwise are entitled to transportation by law. In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

**Private Providers:** Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining

to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

**Transportation for ESE Students:** The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that which may be specified in a student’s IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

**Parent Transportation Agreements:** The School’s plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.

The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school’s proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day’s activities and events at the school.

## Attachments

### Section 17: Transportation Service

– No Attachments –

## 18. Food Service

### Section Evaluation

	Final Rating
Meets the Standard Jane Landi, 2/11/20	Meets the Standard

*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.*

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. 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. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

The school will participate in the National School Lunch Program (NSLP). The school will either

contract with the local school district or prepare its own food in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food or the school will contract with a FDACS registered vendor to provide the food and equipment necessary for holding the food at required temperatures.

The school will implement a Verification plan and 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). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. 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: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the district as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) 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 Sean Brown, 3/5/20

Final Rating

Meets the Standard Victoria Stanford, 3/5/20

Partially Meets the Standard

*Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act. Specifically:*

The School will cooperate with the Sponsor and law enforcement to provide the safest school possible for the staff and students. The school will incorporate all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. The administrative team will conduct ongoing trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans will be provided to teachers and the staff through the faculty handbook. Parents and community members will receive information regarding emergency procedures via newsletters, the parent handbook and routinely scheduled school meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act and the Marjory Stoneman Douglas High School Public Safety Act are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. With input and assistance from the network's National Director of Safety & Security and the Governing Board, the school will establish a School Based Safety Team.

Security starts from the outside, in. In order to establish if a facility is secure and to identify areas of strength and weakness, the school administration and personnel will complete the Readiness Emergency Management Facility Security Checklist. The checklist will ensure that administration is always on top of the status of the security of the building. Security designees will be accountable for the safety and security of all students and staff. As a whole, the safety and well-being of the students will be the number one priority of all staff members. Results of the checklist will establish where the school needs to tighten security and establish procedures to do so quickly. The forms will be completed on an ongoing basis to ensure the safety of the facility is never compromised.

The checklist includes, but is not limited to:

- Outer Perimeter Security Check
- Perimeter Property Inspection – Fencing/Gates, Bus drop-off/Pick-up zone,
- Vehicles/Emergency Vehicles – Parking
- Building Exterior Security Check
- Signage
- Landscaping
- Exterior Lighting
- Video Surveillance Cameras
- Exterior Building Components
- Building Interior Security Check
- Interior Building Components: Single Point Entry, Security Monitor Station, Camera Control
- Room/Control Room Monitor, Visitor Management System, Access Control/Photo ID for Visitors
- Identification
- Student/Staff Identification Procedures and policies
- Evacuation Plans
- Evacuation Procedures: Drills, Plan for Disabled Students, Accounting Procedures for students & Staff

- Building Access/Notification
- Keys & Access Cards/Announcements

The School will maintain a log of all fixed and roaming security post locations including the exact location on the campus, name of the security monitor and times (start to finish) the individual will be present. The building will be monitored at all times while students are on campus. A log of who is responsible for management of school safety site logistics including but not limited to: cameras, media, parent staging off-site, reunification off-site, bus staging, etc. will be kept and updated on an ongoing basis.

The Board will secure all required permitting and insurance coverage for the facility (as described in Section 16, 20 and 21) to operate safe and orderly school. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Students and staff will be trained in planning for these events through routine drills and practice. A detailed security plan outlining all procedures will be established prior to school opening. The detailed plan will not be made available to the public in order to protect the safety of the students, teachers and staff.

*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.*

The steps the School will take to assure there is a Safe-School Officer (SSO) present while School is in session include:

1. The applicant's National Director for Safety and Security (NDSS) will establish agreements with the police municipalities and security armed guard companies on behalf of the School to ensure the requirement of the SSO is contractually established.
2. The SSO will complete the "Safe School Officer Sign-In Log" form once he/she arrives at the School site located in the main office for the purpose of documenting a SSO is on campus. The form has the following information: Date, First and Last Name, Arrival and Departure time, and a Signature.
3. The Administration is responsible for making direct contact with the SSO in the morning and throughout the entire instructional day.
4. If the SSO is not present 15 minutes prior to the school day, the Administration must immediately complete the 'Missing School Safety Officer Alert Form' on applicant's online alert platform so that the NDSS is alerted. Once alerted, the NDSS contacts the appropriate entities on rectifying the issue, whenever there is a missing SSO at the site.

*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.*

The Active Assailant Response Plan serves the purpose of providing guidance to staff on the circumstances under which they may initiate an on-campus active assailant response. The explanation on how the School will adopt the plan includes:

- a) The NDSS will present to the Schools' Board the two options available for the Active Assailant Response Plan: The Active Assailant Response Plan created by the NDSS, or the plan created by the School District.
- b) The Board will review both plans and adopt one of the options.
- c) The Administrator will present the adopted plan to the entire faculty and staff and obtain a signature from each employee that they have participated in the training for this statutory requirement.

d) Documentation of the training will be provided to the District as per their expectations and the Administrator will also maintain a file for supporting documentation.

e) The Administrator will contact the NDSS at any time during the process for training support and specific faculty/staff needs.

Faculty and staff will participate in C.R.A.S.E. - Civilian Response to Active Shooter Events – Training during the professional development week prior to opening of schools. The school intends to form a relationship with local law enforcement to ensure the safety of all on campus. As such, the school will arrange to have a member of local law enforcement present during active assailant trainings. In addition, the school commits to participate in any district mandated active assailant training if different from C.R.A.S.E.

*C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.*

In accordance with the Marjory Stoneman Douglas Act, the school will establish a Threat Assessment Team (TAT) prior to the opening of school. The Threat Assessment Team includes a school administrator, a school counselor/psychologist, security specialist, SSO/SRO and may include other on site school staff members.

The job of the TAT is to determine if a threat has been made and if the individual(s) making the threat are a danger to themselves or others. The team will: report and identify threats, assess and clarify the incident and respond to and manage the threat situation.

This team should meet at least once yearly to update the responsibilities / assignments and share past experiences that can improve crisis response and connect with local law enforcement.

Administrators at the school will address the staff and student body regarding the reporting of threats. As a school community, everyone will have the responsibility to report and share any concerns regarding the safety and well-being of all on campus.

Additionally, the School intends to participate in the district's plan to train school staff on youth mental health awareness and assistance. In addition, the applicant's National Director for Special Education and Student Support is a certified Youth Mental Health First Aid (YMHFA) trainer and may provide the training for the School upon request. All trainers have been officially trained through the FLDOE YMHAT Administration Program located in the Bureau of Exceptional Education and Student Services and can be located on the National Council for Behavioral Health's website: <https://www.mentalhealthfirstaid.org/find-upcoming-instructor-training-courses/>.

*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.*

In accordance with F.S. 1006.07(9), the school will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data. The school Principal or TAT designee shall be responsible for receiving complaints related to school safety. Immediately upon hearing of such threat, concern, or complaints, the individual will be responsible for initiating the reporting of such to law enforcement and any other appropriate officials/individuals.

Pursuant to F.S. 1006.7(9), all schools are required to submit timely and accurate School Environmental Incident Safety Reporting (SESIR) data to the Florida Department of Education (FDOE).

SESIR incidents should be documented only by administrators who have completed SESIR training. The SESIR system has been initiated to enable schools to track incidents and analyze patterns of violent behaviors.

The most fundamental reason for using SESIR is to make schools safer for

children. The benefits of a safe school – promotes academic success, responsible citizenship, and students personal growth.

Reports must be made for the 26 serious incidents of crime, violence, and disruptive behaviors as identified by the state. Consultation with local law enforcement is expected where applicable. All reports in the SESIR system must be submitted to the State in a timely manner of the incident occurring.

Schools also follow the districts Student Code of Conduct. The Code of Student Conduct is the District’s policy that creates a safe learning environment to ensure academic success.

The school will also report any incident using the SIU (Special Incident Unit) Response form, under the time guidelines specified by the Sponsor.

## Attachments

### Section 19: School Safety and Security

– No Attachments –

## Notes

### Victoria Stanford, 3/5/20 10:35 PM:

1. In your Emergency Plan, address all “unplanned” events such as fire, weather, boil water advisories and other emergencies/events that could affect your school. 2. To comply with the National Fire Prevention Code (NFPA1): the School Board of Broward County requires two drills within the first two weeks of school and then one every month in which the facility is in session.

### Sean Brown, 3/4/20 6:42 PM:

section 1006.07(6), relating to adopting an active assailant response plan and providing annual training on the plan. Will the school be providing annual training of the active assailant response plan?

## 20. Budget

### Section Evaluation

Partially Meets the Standard Cecilia Zereceda, 3/5/20

### Final Rating

Partially Meets the Standard

A. Provide as Attachment X, an operating budget covering each year of the requested charter

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

**See Attachment X – Operating Budget**

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

**See Attachment Y– Start-Up Budget**

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

**See Attachment Z – Letter of Support**

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

**See Attachment X – Budget Narrative**

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

The contingency to meet financial needs at lower enrollment is contained in attachment X. The budget illustrates enrollment at expected, 75% and 50% of enrollment (**See Attachment X – Operating Budget at 75% and 50% Enrollment**).

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

The budget has a projection at 50% of enrollment and the school is sustainable at that level (**See Attachment Y**).

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

**See Attachment Y for Cash Flow Projections**

**Attachments**

**Section 20: Budget**

20.1	<a href="#">Attachment Z - Evidence of External Funding</a>	May, Bonnie, 2/3/20 6:32 PM	PDF / 547.156 KB
20.2	<a href="#">Attachment Y - Startup Budget</a>	May, Bonnie, 2/3/20 6:32 PM	PDF / 78.64 KB
20.3	<a href="#">Attachment X - Operating Budget</a>	May, Bonnie, 2/3/20 6:31 PM	PDF / 1.015 MB
20.4	<a href="#">Attachment W - FL Revenue Worksheet</a>	May, Bonnie, 2/3/20 6:31 PM	PDF / 253.738 KB

## Notes

### **Cecilia Zereceda, 3/5/20 5:18 PM:**

Section 20.F: The applicant failed to provide a detail explanation of the year one cash flow contingency plan in the event the revenue projections are not met. The applicant refers to attachment Y but this attachment is the proposed start-up budget. Section 20.G: The applicant failed to provide the monthly cash flow projections for the school's start-up period. The applicant refers to attachment Y for cash flow projections but this attachment is the proposed start-up budget. The cash flow for year 1 was found as part of attachment X. Some expenses are miscoded, like facilities lease, administrative fee, annual audit.

## 21. Financial Management and Oversight

### Section Evaluation

		Final Rating
Meets the Standard	Reynaldo Tunnermann, 3/6/20	<b>Meets the Standard</b>
Meets the Standard	April Kowalski, 3/4/20	
Meets the Standard	Lourdes Panizo, 3/4/20	

*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 Education Service and Support Provider (ESP), which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established sound financial policies and accounting procedures to 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 during regularly scheduled Board Meetings.

**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 are as follows:

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 submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

**Wire Transfers** Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

**Internal Revenue Collection** - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager/Treasurer whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

**Capital Expenditures** - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are sent to the vendor and ESP, and copy retained at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

**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.

**Authorized Check Signers** - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

**Segregation of Duties relating to financial controls** – The school principal 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 ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

- Reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
- Reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
- Annually adopting and maintaining operating budget for the school;
- Retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
- Reviewing and approving the audit report, including audit findings and recommendations; and
- Reporting to all applicable legal agencies including the charter school's sponsor;
- Overseeing the school's principal and all financial matters delegated to the principal, and ;
- Reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

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 the local school district.

*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 with assistance from ESP, 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 30<sup>th</sup>.

*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, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or MRI accounting software program
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from fundraising accounts, as established by the Board
- Prepare disbursement voucher packages at school site for fundraising and special accounts as authorized by the Principal.
- Maintain supporting documentation electronically within MRI software for all disbursements made from the operating account, as authorized by the Principal
- Make disbursements only to authorized/approved vendors. *A Form W9 must be obtained for any and all vendors before payment may be released.*
- 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, and/or in a fixed asset

management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both district and funding source inventory requirements (Example, CSP, Title I, etc.)

- 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.*

The ESP provides services to the school per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The PEO is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.

In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

*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. The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act.

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:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000
- Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000
- 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 Health Benefits**

Please see the attached chart entitled "Employee health benefit options" for the different structures of benefits that are available.

## **Attachments**

## Section 21: Financial Management and Oversight

21.1	<a href="#">Health Benefit Options - Description Table</a>	May, Bonnie, 2/3/20 6:37 PM	PDF / 155.549 KB
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## 22. Start-Up Plan

Section Evaluation		Final Rating
Does Not Meet the Standard	Cecilia Zereceda, 3/5/20	Does Not Meet the Standard

- A. *Present a projected timetable for the school's start-up, including but not limited to the following key activities:*
- i. *Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)*
  - ii. *Identifying and securing facility*
  - iii. *Recruiting and hiring staff (leaders, teachers, and other staff)*
  - iv. *Staff training*
  - v. *Finalizing curriculum and other instructional materials*
  - vi. *Governing board training*
  - vii. *Policy adoption by Board (if necessary)*
  - viii. *Recruiting students*
  - ix. *Enrollment lottery, if necessary*
  - x. *Establishing financial procedures*
  - xi. *Securing contracted services*
  - xii. *Fundraising, if applicable*
  - xiii. *Finalizing transportation and food service plans*
  - xiv. *Procuring furniture, fixtures and equipment*
  - xv. *Procuring instructional materials*
- . *(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:

PROJECTED START-UP TIMELINE	
Already obtained	Applying for and securing appropriate legal status
February 2020	Submission of charter school application proposal

February- May 2020	<p>Sponsor Review and feedback to Applicant of application</p> <p>Application Review and Board Interviews</p> <p><b>Identifying and securing facility</b></p>
May 2020	<p>School Board consideration of Application</p>
May– June 2020	<p>Facility Search</p> <p>Grant Solicitation</p>
June – July 2020	<p>Contract Negotiations with School District</p>
February– March 2020	<p>Grant Preparation</p>
March-June 2020	<p>Recruitment of Principal</p>
March 2020	<p><b>Finalizing curriculum and other instructional materials</b></p>
March – July 2020	<p>Marketing and <b>Student Recruitment</b></p> <p>Principal selection and hiring by the Board</p>
May- June 2020	<p><b>Initial Recruitment of Faculty and Staff</b></p>
May 15 <sup>th</sup>	<p>Student Registration Begins</p>

<p>May 30th</p>	<p><b>Student Enrollment</b></p> <p>Students who have registered will be officially enrolled. If number capacity, lottery will be conducted.</p>
<p>June 1st</p>	<p>Second Registration Period Begins</p> <p><b>Vendor Contracts Finalized (food service, uniforms, etc)</b></p>
<p>June 15<sup>th</sup></p>	<p>Students who have registered will be officially enrolled.</p> <p><b>If number of applicants exceeds capacity, Lottery will be con</b></p>
<p>May- June</p>	<p><b>Curriculum Planning and Purchasing of Materials</b></p> <p><b>Technology and School Furniture Purchasing</b></p> <p>Finalize Staff Recruitment and Hiring</p> <p>Teacher fingerprinting, drug-testing, and background checks</p>
<p>June- July</p>	<p>Preparation of Facilities</p> <p>Finalize Faculty and Staff Hiring</p> <p><b>Policy Adoption by Board as needed</b></p> <p><b>Establish financial procedures</b></p> <p><b>Governing Board Training/Fingerprinting as needed</b></p> <p><b>Finalize transportation and food service plans</b></p>
<p>July- Aug</p>	<p>Conduct Final Facilities and Safety Inspections</p> <p><b>Staff Training</b></p> <p>Finalize Registrations and Master Schedule</p>
<p>August 2020</p>	<p>Textbook and Furniture distribution and inventory</p> <p>Final Curriculum Review with lead staff</p> <p>Faculty Orientation Workshops – PD</p>

Student/Parent Orientations

Classes Commence as per Sponsor Calendar

## Attachments

### Section 22: Start-Up Plan

– No Attachments –

## Notes

### Cecilia Zereceda, 3/5/20 5:22 PM:

All dates from the Projected Start-Up Timeline refer to year 2020. If this application is approved, most of the start-up expenses should be in year 2021 until the school is open in August 2021.

## 23. Addendum A: Replications

### Section Evaluation

Not Required Brenda Santiago, 3/5/20

Final Rating

Not Required

Not applicable - this charter application is for a HP replication so Addendum A1 will be provided instead.

## Attachments

### Section 23: Addendum A: Replications

– No Attachments –

## 24. Addendum A1: High Performing Replications

### Section Evaluation

Completed Brenda Santiago, 3/5/20

Final Rating

Completed

*A. Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.*

The High-performing Charter School that is submitting this application is **International Studies Charter High School MS ID – 137007**. Please refer to Attachment AA for the Commissioner of Education letter designating such school as High-Performing.

*B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.*

**Same as above**

*C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.*

The school carries the same Mission and Vision statements as International Studies Charter High School; to fulfill these, it must employ the same instructional frameworks, strategies, and curriculum as ISCHS to have comparable levels of student success. Thus, the school will focus on student language acquisition and development in a multicultural environment, offering the same Advanced Placement International Diploma (APID) and International Studies (IS) programs. Admission to the school will require an entrance exam evidencing proficiency in the student's chosen language. While the languages offered may differ from ISCHS, the curriculum will be identical. Teachers will maintain a rigorous classroom environment, and will challenge students to think critically and creatively. Every student and teacher will be encouraged to discuss and explore classroom lessons through his/her cultural lens, as appropriate.

*D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.*

The projected student population for the school is not substantially different from the current student population at ISCHS. However, the proposed school has budgeted to serve higher rates of ELL, ESE and Gifted than the school to be replicated currently serves to accommodate those student populations as needed.

*E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.*

ISA will be operated by the same governing entity, the board of directors that currently operates ISCHS. This team of individuals have expertise in curriculum (of both the state and that of IS programs), finance, school management, and governance to be able to replicate the existing ISCHS model. The applicant has the financial capability, human resources, ownership of the existing school design. The current principal of ISCHS will serve as the mentor principal for the new program to ensure that it is replicated with fidelity. In addition, like the existing school, International Studies Academy will have close ties to the consulates represented in the IS and IE curriculum. The factors corroborate International Studies Charter High School, Inc.'s ability to replicate the ISCHS design.

## Attachments

## Section 24: Addendum A1: High Performing Replications

24.1	<a href="#">Attachment AA - Verification of HP Status</a>	May, Bonnie, 2/3/20 6:42 PM	PDF / 289.569 KB
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## 25. Addendum B: Education Service Providers

### Section Evaluation

	Final Rating
Completed Brenda Santiago, 3/5/20	Completed

***An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).***

### ESP Selection

*A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.*

Given the multitude of ancillary support and resources provided by Academica at the direction of the Board, the school site administrators at the International Studies Charter schools have the ability to focus on providing the most appropriate and effective educational program for its students. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support for the Board through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. This relationship allows International Studies Charter to focus on their vision to provide equitable, high-quality education for all students while ensuring the Board and school business operations are maintained with the assistance of an organization with the experience and track record of providing a high level of support and service to public charter schools. Academica has been hired as the ESP for the International Studies Charter school network, for more than a decade. With their support, International Studies Charter has been able to grow from one school in 2004, their year of inception, to serving more than 700 students across 2 charter schools in the 2016-17 school year.

*B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.*

International Studies Charter High School, Inc. has a longstanding relationship with the ESP. Academica is hired by the Board to provide certain services, which support the operations of the school. Academica reports to the Governing Board, which has the ultimate authority to hire and fire them. Academica charges a flat annual fee per student enrolled at the school (\$450 per student per year which shall be payable in equal monthly installments), and does **not** charge a percentage of revenue or income received by the charter school.

Academica functions solely as a service provider, similar to any vendor the school hires to provide a service. The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval. In analyzing data regarding several ESP's currently working with charter schools in Florida, the Board concluded that Academica offers the most competitive price and had a proven track record of success while still allowing for the Board to maintain full control over the operations of the school.

*C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference. N/A*

*D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.*

Academica has been hired as the ESP for International Studies Charter schools for over a decade. The proven track record of academically and financially successful schools is a testament to the ESPs capacity to carry out the functions necessary to assist the governing board in operating a high-quality charter school. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. Academica has been successful assisting charter school boards to develop and execute strategic plans for scaling and replicating high performing schools, and has assisted International Studies Charter throughout its expansion both in Florida and into new territories. The exemplary academic performance and fiscal soundness of Academica-serviced schools over the last decade has resulted in 15-year charter renewals for schools reaching initial charter contract completion.

As one of the longest-serving and successful charter school service and support organizations in the nation, the company serves more than 150 charter schools in Florida, California, Nevada, Texas, Utah, and Washington D.C. providing educational programs from pre-kindergarten through high school and beyond. Academica-serviced schools have been recognized on a local, state, and national level for their achievements.

International Studies Charter now offers 2 high-quality charter schools in Florida that have, and continue to, achieve academic success. Although all International Studies Charter schools share in the vision and mission of International Studies Charter's founders, however each campus has a unique and enriching educational program that is tailored to the community the schools serve. This formula, along with the support and services provided by Academica, has made International Studies Charter Academy a nationally recognized, award-winning family of high-quality public charter schools.

## **ESP Background**

*A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.*

Academica's mission is to facilitate the vision of the charter school's Governing Board by providing services and support to allow each school to fulfill its mission in providing students with the best educational experience possible. Academica was founded in 1999 on the principle that each school of choice is a unique educational environment governed by an independent Board of Directors best qualified to forge its path to student success. Academica's model to facilitate the charter school Governing Board's vision ensures a student-centric focus and remains the cornerstone of their approach.

International Studies Charter seeks to replicate its program to offer high quality public education to more students in Florida over the next five years. International Studies Charter will continue to follow the current expansion plan which has proven highly successful with 2 schools since 2004. The plan for growth includes: Determining need for a high quality public charter school by targeting areas which have a demand for a choice program; Cultivating relationships with local communities and school districts in the areas identified for expansion, and; Acquiring the financial and human resources necessary to achieve academic stability and financial sustainability. The ESP will provide International Studies Charter with the support and services needed in order to successfully accomplish its goals and plan for growth.

*B. Identify the ESP’s leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.*

The president of the ESP, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and former Board Member of the National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students. Mr. Zulueta has over twenty years of experience and training in land use and environmental law including planning and development of large communities throughout Miami-Dade, Broward, and Palm Beach counties, over a decade of experience in charter school development and operation of district, municipal, and state sponsored charters. He has helped establish over 150 highly successful charter schools throughout Florida and is experienced in conducting market studies and feasibility analysis. Mr. Zulueta is highly experienced in educational facilities financing, lease, and contract negotiations.

Maggie Fresen is Co-Founder and Vice President of Academica. Maggie Fresen has over a decade of experience providing oversight and support to over 150 charter schools. With specific expertise in determining organizational viability and initial operational funding/financing, she serves as a liaison between the Governing Board and various charter school Sponsoring entities. Fresen has nearly two decades of experience in charter school staffing, budgetary oversight and administrative management.

Academica’s experienced team of professionals provides services and solutions for every aspect of charter school consulting, establishment, and operation.

<b>Charter School Academic Services</b>	<b>Lead Staff</b>
<ul style="list-style-type: none"> <li>• <b>Administrative interviews and recommendations to the Board</b></li> <li>• <b>Curriculum Development and Assessment</b></li> <li>• <b>Quarterly Academic Reviews</b></li> <li>• <b>Professional Development</b></li> <li>• <b>Academic strategic intervention programs for students</b></li> <li>• <b>Leadership development and coaching</b></li> </ul>	<p><i>Maggie Fresen, Vice President</i></p> <p><i>Director of Educational Projects and Quality Assurance</i></p> <p><i>Director of Community Relations and Special Projects</i></p>

<p><b>for Principals and Assistant Principals</b></p> <ul style="list-style-type: none"> <li>• <b>Exceptional Student Education support</b></li> <li>• <b>Accreditation support</b></li> </ul>	<p><i>Director of Curriculum Support</i></p> <p><i>Director of Special Education Student Support</i></p>
<p><b>Business Services</b></p>	<p><b>Lead Staff</b></p>
<ul style="list-style-type: none"> <li>• <b>Financial Reporting and Records Management</b></li> <li>• <b>Bookkeeping and Accounting Services</b></li> <li>• <b>Human Resource Administration</b></li> <li>• <b>Grant Solicitation</b></li> <li>• <b>Governmental and Regulatory Compliance</b></li> <li>• <b>Facilities Development and Financing</b></li> <li>• <b>Insurance and Legal Compliance</b></li> <li>• <b>IT and Website Development</b></li> <li>• <b>Community Relationships and Marketing</b></li> </ul>	<p><i>Fernando Zulueta, Esq. , President</i></p> <p><i>Maggie Fresen, Esq., Vice-President</i></p> <p><i>Chief Operating Officer</i></p> <p><i>Chief Financial Officer</i></p> <p><i>Director of Marketing</i></p> <p><i>Director of Grants Management</i></p> <p><i>Director of IT</i></p> <p><i>Director of Operations/Facilities Services</i></p>

See Attachment BB – ESP’s Organizational Chart

**ESP Track Record**

*A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP*

*intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.*

Academica is one of the nation's longest-serving and most successful charter school service and support organizations. Working with over 150 academically successful and fiscally sound charter schools, Academica also serves the largest number of high-performing schools of any charter school service and support organization in Florida. Founded in 1999, Academica serviced one of the first charter schools in Florida and was also the first company in the state to seek AdvancED accreditation for the schools it serves, and all of which are either fully accredited or in the process of obtaining accreditation.

With central headquarters in Miami, Florida, Academica has local offices throughout the country working with communities and charter school entities to provide educational programs from pre-kindergarten through high school students. Academica has celebrated nearly 20 years of success serving charter schools in Florida, California, Texas, Utah, Nevada and Washington D.C. Academica's mission is to facilitate each Governing Board's vision to implement a quality educational program for all children.

The Academica Network has expanded from the traditional K-12 educational mold into a K-16 network, providing even the neediest students with access to a free, high-quality education including access to college courses whether it is at their brick and mortar school or via a virtual web portal. Through the use of technology and the implementation of groundbreaking educational initiatives, the Academica Network is able to put education at the fingertips of any child. Academica has extensive experience building new school campuses, retrofitting existing buildings for educational use, and collaborating with national real estate development companies to provide schools in new housing communities. Many facilities have been recognized for "Outstanding Educational Design" by *The American School & University*, a national publication on educational facilities. Academica has extensive experience obtaining financing for charter school facilities. Academica works with a network of banks and real estate investment institutions to provide financing and facilities to charter schools.

By forming community partnerships, Academica is able to assist the schools in giving students a rich learning environment. Local governments and municipalities, museums, consulates and foreign governments all work seamlessly with client schools to develop these institutions. By doing so, these partnerships identify high quality staff, create unique educational environments, develop successful academic programs, and graduate well-rounded students. By including new client schools in an existing network of over 150 schools and over 70,000 students throughout the country, Academica is able to assist school boards, such as International Studies Charter, in the implementation of successful charter school practices indicative of success with predominantly minority student populations. These strategies and practices provide new schools with a support network that will afford each the ability to maintain thriving, financially viable, and academically high performing programs. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. This team's experience coupled with the success of the school's in the network, proves Academica's organizational capacity to support the proposed school as well as the entire International Studies Charter network. *See Attachment DD for more information on the ESP serviced schools.*

*B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.*

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

*C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).*

Academica- serviced schools use a multi-tiered organizational network of management that facilitates cooperation, empowerment, and innovation among the schools and all its stakeholders. While serving a predominately minority and low income student population on average, this network of charter schools has traditionally outperformed the government run public schools in their respective school districts. These schools have been recognized at the local, state, and national levels for their achievements. Their exemplary academic performance and fiscal soundness has resulted in additional approved charters and fifteen-year charter renewals for schools which have had initial contracts completed. Twenty percent of the nation's 2016 Blue Ribbon charter schools were serviced by Academica. Additionally, four Academica-serviced schools were nominated as 2017 National Blue Ribbon Schools.

Recently released by Education Cities, in collaboration with GreatSchools, the Education Equality Index (EEI) report ranks Hialeah No. 1 and Miami No. 3 among Top-10 U.S. Cities closing the Achievement Gap, or reducing the educational divide between students from low-income families and their more advantaged peers. A total of 14 charter schools from the two cities appear on the list of 20, and 12 of those are serviced by Academica.

The schools receiving educational support services from Academica are either already fully accredited by AdvancED/ Southern Association of Colleges and Schools, under renewal, or currently undergoing accreditation. Although accreditation is a requirement only at the high school level to ensure students will meet the entrance requirements for colleges and universities, Academica's experience and commitment to the accreditation process has enabled all Academica-supported schools, albeit elementary, middle, and/or high school, to pursue and obtain accreditation.

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

*D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.*

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

### **Legal Relationships**

*A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.*

The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP.

The ESP is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support and independent accountability for the Board. The ESP provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.

An "arm's length " performance-based relationship exists between the governing board and the

ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance.

The ESP is hired by the Board to provide services which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school.

Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. Principals are hired by and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

*B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated<sup>[1]</sup> with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.*

The school may lease its facilities from an entity which may be deemed "affiliated" with the school's ESP. The provisions of the lease, including without limitation, the creation and continuity of the leasehold estate, rent reserved and quiet enjoyment, will be independent of the existence or status of the contract with the ESP, and vice versa, including the absence of any cross-default terms in either such document. The board does not enter into tie-in contracts, such as a facility lease which would require the board to have an education services contract with a particular entity, or an education services contract which would require the board to obtain supplies or FF&E from a particular entity. The board retains independent counsel and other advisors on an as-needed basis to analyze and provide advice with respect to its long-term physical plant needs and long-term service needs. In addition, the board has adopted a "Conflict of Interest" policy which is attached as Attachment K.

*C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.*

Teachers, support staff, and contractual staff will be directly supervised by the Principal. The ESP does not have any supervisory responsibilities over school employees.

1. *D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:*
  1. *Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.*
  2. *Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.*
  3. *Describe how such agreements will be repaid. Repayments should be reflected in the budget.*

Not Applicable: the school's board does not intend to enter into a financing agreement with its ESP or any entity affiliated with its ESP.

## **Organizational Structure**

*A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.*

*Setting Performance Goals/Selecting Curriculum/Selecting Professional Development programs/ Data Management & Selecting Interim Assessments/Determining Promotion Criteria/Setting a School Culture/Student Recruitment/School Staff Recruitment & Hiring/Providing Human Resources (HR) services (payroll, benefits, etc.)/Fundraising/Managing Community Relations*

*Selecting and Providing Information Technology/Managing Facilities /Procuring Vendors/*

*Other Operational and Administrative Services, if Applicable*

In order to provide students the best possible educational experience to meet their needs, Academica, at the direction of the Governing Board, assists the school in various areas including, but not limited to: Provide back office services including HR coordination, accounting and finance management, etc.; Work in collaboration with governing boards to identify the most dynamic and effective leader for the school; Staff development assisting school administration fill its leadership staff and teaching body; Assemble subject matter experts from network of schools to in possible in areas of need; Professional Development through Leadership Retreats and Principal Chats to allow sharing of best practices.

The school leader is in charge of setting the tone and culture of the school site, selecting curriculum, PD programs, and Interim Assessments. The ESP will assist with the items listed above, at the direction of the Governing Board. The school will abide by State laws and Sponsor requirements in regards to student promotion and progression.

ESP Business Services include, but are not limited to:

- Financial Reporting and Records Management
- Bookkeeping and Accounting Services
- Human Resource Administration
- Grant Solicitation
- Governmental and Regulatory Compliance
- Facilities Development and Financing
- Insurance and Legal Compliance
- IT and Website Development – The ESP will work with the School to determine IT needs and desired programs
- Community Relationships and Marketing – The ESP and the school work together to establish relationships within the community the school serves with organizations and individuals whose involvement will further the mission of the school.

See Attachment EE. Sample ESP Service Agreement

*B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?*

The ESP is hired by the Board to provide certain services, which support the operations of the school. The Boards annually evaluates the ESP and determines continuation and renewal of services based on the ESP's performance on the services and support it provides to the school. Both the ESP and the principal report to the Governing Board, which evaluates them. The Governing Board has the ultimate authority to hire and fire the ESP. Details on the services and agreement between the board and the ESP may be found in Attachment EE. Sample ESP Service Agreement. International Studies Charter Academy has hired Academica to provide services and support to its schools for over a decade. The success of the International Studies Charter network and its educational programs is a testament to the level of service provided by the ESP. The relationship with the ESP allows International Studies Charter schools to focus on providing the highest quality educational program at the school site while allowing the ESP to focus on the business and academic support services the school needs to succeed.

The principal, as the leader, is the individual responsible for the day-to-day operations of the school, including school-wide and student achievement. The ESP does not sign off on annual performance evaluations for principals or staff. The ESP does not establish or implement a school's curriculum. The ESP does, however, assist the Board and the school in developing their own curriculum by providing them with the resources and tools for research and development, strategic planning, and sharing of best practices of other successful charter schools.

*C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.*

Academica charges a **flat fee** of \$450 per student FTE, per year during the term of the agreement. The service fee may be payable in equal monthly installments. The ESP does **not** charge a percentage of revenue or income received by the charter school and does not receive any other compensation from the school.

*D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?*

All spending decisions are made by the school and/or its governing board. The ESP does not make any spending decisions for the school. The ESP submits monthly and quarterly financial reports to the governing board at each board meeting in the state required financial template. Annual audited financials prepared by the Board's independent auditor are submitted for review and approval upon completion to the board.

The board annually adopts and maintains an operating budget, exercises continuing oversight over charter school operations, reports on its financial and academic progress, provides financial oversight, guides the school administration. The governing board also hires all school leaders, sets policies, ensures the schools are operating with a sound budget, meeting their local school district sponsors requirements, as well as all state and federal guidelines. The leadership at each International Studies Charter school creates and maintains a balanced budget that supports the vision, purpose, beliefs and values, educational programs, and action plans for improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, and Academica -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability. Quarterly financials are reviewed annually by the sponsoring entity. The governing board contracts with an independent professional accounting firm to complete annual audited financials, which are submitted to the sponsoring entity and state.

*E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.*

See Attachment EE – Sample ESP Service Agreement

**Term of agreement** –Attachment EE. Section 22

**Renewal/Termination of agreement** –Attachment EE. Sections 23-24 of

**Conditions/Procedures for renewal/termination** – Attachment EE. Sections 23-24

**Grounds for termination** – Attachment EE. Section 24D

**Indemnification** – Attachment EE Section 30

*F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.*

**See Attachment EE– Sample Service Agreement**

[1] The term “affiliated” means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term “affiliated” includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

## Attachments

### Section 25: Addendum B: Education Service Providers

25.1	<a href="#">Attachment EE - Contract between School &amp; ESP</a>	May, Bonnie, 2/3/20 6:50 PM	PDF / 567.93 KB
25.2	<a href="#">Attachment DD - History Worksheet</a>	May, Bonnie, 2/3/20 6:50 PM	PDF / 380.329 KB
25.3	<a href="#">Attachment CC - ESP Org Chart for Growth</a>	May, Bonnie, 2/3/20 6:49 PM	PDF / 124.105 KB
25.4	<a href="#">Attachment BB - ESP Org Chart</a>	May, Bonnie, 2/3/20 6:49 PM	PDF / 120.066 KB

## 26. Addendum - Consultant Information \* District Request

Section Evaluation	
Complete Rhonda Stephanik, 3/6/20	Final Rating <b>Complete</b>

**Please include as part of the application in the Business Plan and Addendums Section**

1. Does any paid or volunteer consultant participating in the development of this application have prior experience in the development, operation or management of a charter school?  
**Yes**
  - a. What is his/her name? **See Application Cover Sheet**
  - b. What is/was the name of the charter school? **See Attachment DD**
  - c. In what district is/was the charter school? **See Attachment DD**
2. Has any individual involved in the current charter application submission for a charter school in Broward County been associated\* with a charter school that has closed? (\*Participated in the development, submission or defense of a charter school application)
  - a. What is his/her name **See Application Cover Sheet**
  - b. In what capacity was the individual involved? **See Application Cover Sheet**
  - c. What was the name of the charter school? **See Attachment DD**
  - d. In what district was the charter school? **See Attachment DD**
3. If you answered YES to number 2, what were the circumstances of the closure? Provide specific details such as voluntary, academic performance, financial viability. **See Attachment DD**
4. Are any of the individuals involved in this application associated with a current charter school in operation? **Yes**
  - a. What is his/her name? **See Application Cover Sheet**
  - b. What is the name(s) of the charter school(s)? **See Attachment DD**
  - c. In what district is the charter school? **See Attachment DD**
5. Are any of the consultants (paid or volunteer) associated with this application part of a founding group, governing board, and/or management company for a charter school in academic or financial corrective action?
  - a. What is his/her name? **See Application Cover Sheet**
  - b. What is the name(s) of the school(s)? **Somerset Key High School; Somerset Eagle Middle School; Somerset Prep Academy; University Prep Academy**
  - c. In what district is the charter school? **Broward, Duval, Dade, Palm Beach**

(Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

### Attachments

#### Section 26: Addendum - Consultant Information \* District Request

26.1 <a href="#">Addendum - Consultant Info</a>	May, Bonnie, 2/3/20 6:52 PM	DOCX / 16.498 KB
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## 27. Addendum - Review Extension Waiver \* District Request

Section Evaluation					
<table border="1"> <tr> <td>Complete</td> <td>Rhonda Stephanik, 3/6/20</td> </tr> </table>	Complete	Rhonda Stephanik, 3/6/20	<table border="1"> <tr> <td><b>Final Rating</b></td> </tr> <tr> <td><b>Complete</b></td> </tr> </table>	<b>Final Rating</b>	<b>Complete</b>
Complete	Rhonda Stephanik, 3/6/20				
<b>Final Rating</b>					
<b>Complete</b>					

Please see attached document for signed extension waiver.

Attachments		
Section 27: Addendum - Review Extension Waiver * District Request		
27.1 <a href="#">Extension Waiver</a>	May, Bonnie, 2/3/20 6:56 PM	PDF / 233.33 KB

# ATTACHMENT TEMPLATES

## 28. Application Cover Sheet

Section Evaluation		Final Rating
Complete	Rhonda Stephanik, 3/6/20	Complete

Please see attached for a signed cover sheet.

### Attachments

#### Section 28: Application Cover Sheet

28.1	<a href="#">Signed Cover Sheet</a>	May, Bonnie, 2/3/20 6:57 PM	PDF / 377.164 KB
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## 29. Statement of Assurances

Section Evaluation		Final Rating
Complete	Brenda Santiago, 3/5/20	Complete

Please see attached for signed statement of assurances.

### Attachments

#### Section 29: Statement of Assurances

29.1	<a href="#">Signed Assurances</a>	May, Bonnie, 2/3/20 6:59 PM	PDF / 442.415 KB
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## 30. Board Member Information Form

Section Evaluation		Final Rating
Complete	Brenda Santiago, 3/5/20	_____

**Complete**

Please see attached for Board Member information.

## Attachments

### Section 30: Board Member Information Form

30.1	<a href="#">Attachment L - Board Information &amp; Resume</a>	May, Bonnie, 2/3/20 7:01 PM	PDF / 3.317 MB
30.2	<a href="#">Assurances</a>	May, Bonnie, 2/3/20 7:00 PM	PDF / 442.415 KB

## 31. Applicant History Worksheet

### Section Evaluation

#### Final Rating

Required and Completed Brenda Santiago, 3/5/20

**Required and Completed**

Required and Completed Reynaldo Tunnermann, 3/5/20

Please attached for Applicant History - Attachment DD

## Attachments

### Section 31: Applicant History Worksheet

31.1	<a href="#">Attachment DD - History Worksheet</a>	May, Bonnie, 2/3/20 7:02 PM	PDF / 380.329 KB
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## Notes

#### **Reynaldo Tunnermann, 3/5/20 10:23 PM:**

In the year 2016, the two Dade County's International Studies schools had audit findings; however, the applicant did not provide any explanation for them, although the form explicitly states that the applicant should provide in a separate page an explanation for any audit finding.

# CHART OF ATTACHMENTS

## 1. Chart of Attachments

Section Evaluation	
Attachments Added Rhonda Stephanik, 5/28/20	Final Rating Attachments Added

All attachments have been placed in the corresponding sections throughout the application.

### Attachments

#### Section 1: Chart of Attachments

– No Attachments –

## Recommendation

School Name:	<b>International Studies Academy High School</b>
Primary Contact:	<b>Victoriano Rodriguez</b>
Submission Date:	<b>February 3, 2020</b>
Recommendation Date:	<b>May 28, 2020</b>
Recommended By:	<b>Rhonda Stephanik</b>
Charter Status:	<b>Granted</b>

Section 1002.33(6)(b)3.a, Florida Statutes states, "A sponsor 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." Based on the review and evaluation from the Superintendent's Charter School Review Committee, the application for International Studies Academy High School is recommended to The School Board of Broward County, Florida, via the Superintendent, for approval.