



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:

L-12.

MEETING DATE

2020-06-09 10:05 - School Board Operational Meeting

AGENDA ITEM

ITEMS

CATEGORY

L. OFFICE OF PORTFOLIO SERVICES

DEPARTMENT

Charter Schools/Management Support

Special Order Request

☐ Yes☒ No

Time

Open Agenda

☐ Yes☒ No

TITLE:

Charter School Renewal Agreement - The National Ben Gamla Charter School Foundation, Inc. - 5182

REQUESTED ACTION:

Approve the Charter School Renewal Agreement for The National Ben Gamla Charter School Foundation, Inc., on behalf of The Ben Gamla Preparatory Academy - 5182.

SUMMARY EXPLANATION AND BACKGROUND:

The terms and conditions of the operation of a charter school are set forth by the governing board of the charter school, and The School Board of Broward County, Florida, in a written contractual agreement that constitutes a school's charter.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center. A copy of all supporting documents is available online via the Broward County Public Schools eAgenda.

See Supporting Docs for continuation of Summary Explanation and Background.

This Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel.

SCHOOL BOARD GOALS:

☒ Goal 1: High Quality Instruction ☒ Goal 2: Safe & Supportive Environment ☒ Goal 3: Effective Communication

FINANCIAL IMPACT:

There is no financial impact to the District.

EXHIBITS: (List)

(1) Continuation of Summary Explanation and Background (2) The Ben Gamla Preparatory Academy 5182 ES (3) The Ben Gamla Preparatory Academy 5182 Renewal Agreement (4) The Ben Gamla Prep Academy 5182 Program Review

BOARD ACTION:**APPROVED**

(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:

Name: Donté Fulton-Collins

Phone: 754-321-2135

Name:

Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Leslie M. Brown - Chief Portfolio Services Officer

Signature

Leslie M. Brown

5/22/2020, 5:39:39 PM

Electronic Signature

Form #4189 Revised 07/25/2019
RWR/ LMB/DFC/BS:acApproved In Open
Board Meeting On:

JUN - 9 2020

By:

School Board Chair

Continuation of Summary Explanation and Background:

The terms and conditions for the operation of a charter school are set forth by the governing board of the charter school, and The School Board of Broward County, Florida, in a written contractual agreement that constitutes a school's charter. Pursuant to Section 1002.33(8)(b), Florida Statutes, a school's Charter School Agreement may be renewed subject to a program review and provided that none of the statutory grounds for non-renewal have been documented. The Superintendent's Charter School Review Committee reviewed and analyzed the charter renewal process from The National Ben Gamla Charter School Foundation, Inc., on behalf of The Ben Gamla Preparatory Academy – 5182.

It is requested that The School Board of Broward County, Florida, approve the renewal of the Charter School Agreement for The National Ben Gamla Charter School Foundation, Inc., on behalf of The Ben Gamla Preparatory Academy – 5182, for a five-year period. An Executive Summary is attached which specifies the grounds for the five-year renewal.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center.

A copy of all supporting documents is available online via the Broward County Public Schools eAgenda.

Executive Summary

Renewal of Charter School Agreement The National Ben Gamla Charter School Foundation, Inc. The Ben Gamla Preparatory Academy – 5182

School Name	The Ben Gamla Preparatory Academy
Implementation Year	2015 – 2016
Termination Date of Current Charter Agreement	June 30, 2020
Address	2650 Van Buren Street Hollywood, Florida 33020
Grades Approved to Serve	6 – 12
Grades Currently Serving	7 – 12
Current Enrollment	393
Target population	Neighborhoods surrounding the school
Curriculum Focus	Traditional
School Grade 2018-2019	B
School Grade 2017-2018	B
School Grade 2016-2017	C

On April 21, 2015, The School Board of Broward County, Florida, approved a Charter School Agreement authorizing The National Ben Gamla Charter School Foundation, Inc., to open The Ben Gamla Preparatory Academy – 5182. The original contract was effective for a five-year period, to conclude on June 30, 2020.

Section 1002.33(7)(c)1, Florida Statutes, states that “a charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented.”

As part of its renewal process for charter schools, The Superintendent’s Charter School Review Committee (“Committee”) has thoroughly reviewed and analyzed the school’s data and the Renewal Program Review submitted The National Ben Gamla Charter School Foundation, Inc. (The Ben Gamla Preparatory Academy – 5182). The Committee has determined it meets renewal criteria pursuant to Section 1002.33(7)(c)1, Florida Statutes, and has recommended a renewal of the School’s Charter Renewal Agreement.

It is requested that The School Board of Broward County, Florida, approve the renewal of the Charter School Agreement for The National Ben Gamla Charter School Foundation, Inc. (The Ben Gamla Preparatory Academy – 5182), for a five-year period starting on July 1, 2020 and ending on June 30, 2025.

The Ben Gamla Preparatory Academy – 5182, is located at 2650 Van Buren Street, Hollywood, Florida 33020, which is located in District 1.

The governing board members of The National Ben Gamla Charter School Foundation, Inc., reside in Miami-Dade County, Florida.

CHARTER SCHOOL RENEWAL AGREEMENT

per THIS CHARTER SCHOOL RENEWAL AGREEMENT is entered into as of the 15 day of June, 20 20 by and between:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA,
a body corporate operating and existing under the laws of the State of Florida
[hereinafter referred to as "Sponsor"],
and having its principal place of business located at
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

THE NATIONAL BEN GAMLA CHARTER SCHOOL FOUNDATION, INC.
a Florida not-for-profit organization [hereinafter referred to as "School"],
and having its principal place of business located at
2620 Hollywood Boulevard, Hollywood, Florida 33020

WHEREAS, the Sponsor has the authority pursuant to Section 1002.33, Florida Statutes, to grant to a not-for-profit organization a charter to operate a charter middle and high school, grade levels (6-12) within the school district; and

WHEREAS, the School is a Florida not-for-profit organization and desires to operate a charter school within the school district for the purposes set forth in Section 1002.33, Florida Statutes, and in the School's Charter School Application which is attached hereto as **Appendix 1** and incorporated herein by reference.

WHEREAS, the School is approved by the Sponsor to provide educational services in accordance with the terms of a charter school agreement; and

WHEREAS, it is the intent of the parties that this Charter School Renewal Agreement [hereinafter referred to as "Charter"] shall serve as the charter for the operation of the School.

NOW, THEREFORE, in consideration of the mutual covenants and terms herein set forth, the parties agree as follows:

ARTICLE 1: RECITALS

Section 1.A: **Recitals:** The foregoing recitals are true and correct and are incorporated within this Charter by reference.

ARTICLE 2: GENERAL PROVISIONS

Section 2.A: **Approved Application:** The School's approved application to operate a charter school is appended hereto as **Appendix 1** and is incorporated herein by reference.

If any provision of this Charter is inconsistent with **Appendix 1**, the provisions of this Charter shall prevail.

Section 2.B: **Term of Charter**: Unless terminated earlier pursuant to Section 1002.33, Florida Statutes, or upon the terms contained herein, this charter shall cover a term of five (5) years commencing on July 1, 2020 and ending on June 30, 2025.

Section 2.B.1: **Effective Date**: This Charter shall become effective on July 1, 2020 or upon signing by both parties, whichever date is later.

Section 2.B.2: **Start-Up Date**: The initial start-up of the School shall be consistent with the beginning of the Sponsor's public school calendar for each school year. In all years of operation, the School will follow the public school calendar adopted by the Sponsor unless otherwise stated and approved in the Application (**Appendix 1**) or by an amendment to this Charter. The School shall provide instruction for at least one hundred eighty (180) school days or the number of days required by law for other public schools, and may provide instruction for additional days.

Section 2.B.3: **Pre-Opening Deadline**: The School shall be eligible to receive FTE funding from the Sponsor once it has secured and has provided to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority, but in no event shall such funds be disbursed to the School any earlier than July 1 of the school year in which the School will open. If the School has not secured and provided to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority no later than fifteen (15) calendar days prior to the opening of the School, and the School otherwise fails to provide notice of intent to defer the opening of the School's operations in accordance with Section 1002.33(6)(b)(5), Florida Statutes, then this Charter will automatically expire without any notice, hearing, right to appeal or further action required of the Sponsor. Notwithstanding the aforementioned, pursuant to Section 1002.33(6)(b)(5), Florida Statutes, the School may defer the opening of the school's operations for up to 3 years to provide time for adequate facility planning. The School shall not be entitled to enroll any students during a planning year and shall not be eligible to receive any FTE funding from the Sponsor during such planning year. The School shall secure and provide to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority prior to the start of the school year following the conclusion of any planning year(s) and/or deferral the School has elected pursuant to Section 1002.33(6)(b)(5), Florida Statutes. If the School fails to satisfy the requirement to provide such evidence and the School otherwise fails to provide notice of intent to defer the opening of the School's operations in accordance with Section 1002.33(6)(b)(5), Florida Statutes, then this Charter will automatically expire with notice to the School, but without any hearing, right to appeal or further action required of the Sponsor. The School understands that if the contract is not fully executed by both parties by April 30, 2020 that this can result in a failure to receive the state designated Master School Identification (MSID) in a timely fashion, which can impact student registration, enrollment and receipt of public funds.

Section 2.B.4: **Charter Modification**: This Charter may be modified during its term by mutual agreement of the parties, provided such modifications are agreed to in

writing and executed by both parties. Alteration of the grade levels served will require approval of a subsequent or supplemental charter school application to serve those additional grades. Furthermore, no modifications may alter student eligibility for enrollment except as permitted by applicable law.

Section 2.B.4.a: **High Performing Charter School:** As per Section 1002.331 Florida Statutes, a State designated high-performing charter school may increase its student enrollment, contract capacity, not to exceed the current facility capacity and expand grade levels within kindergarten through grade 12 to add grade levels not already served if any annual enrollment increase resulting from grade level expansion is within the limits established above. A high-performing charter school shall notify the Sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.

Section 2.B.5: **Charter Renewal:** This Charter may be renewed pursuant to Section 1002.33(7)(c)(1), Florida Statutes, for such duration as may be established by mutual written agreement of the parties. In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter. The 15-year charter renewal that may be granted above, shall be granted to a charter school that has received a school grade of "A" or "B" pursuant to Section 1008.34, Florida Statutes, in 3 of the past 4 years and is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8). In addition, pursuant to Section 1002.331(2), Florida Statutes, a high performing charter school is authorized to receive a modification of its charter to a term of 15 years or a 15-year charter renewal. The charter may be modified or renewed for a shorter term at the option of the high-performing charter school.

Section 2.C: **Educational Program and Curriculum:** The School shall deliver an educational program and curriculum as described in its Application which is attached hereto and incorporated herein as **Appendix 1**.

Section 2.D: **Non-Renewal/Cancellation and Termination:** Any non-renewal, cancellation or termination of the Charter shall be subject to Section 1002.33(8), Florida Statutes, and the terms of this Charter.

Section 2.D.1: **Non-Renewal Provisions:** At the end of the term of the Charter, the Sponsor may choose not to renew the School's Charter for any of the following reasons, which is not cured after notice and reasonable opportunity to cure, in accordance with Section 14.F of this agreement, such as:

(a) a failure by the School to participate in the state's education accountability system created in Section 1008.31, Florida Statutes, or failure to meet requirements for student performance stated in this Charter;

(b) a failure by the School to meet generally accepted standards of fiscal management which includes, but is not limited to, a negative fund balance in any governmental fund as reported in a budget or audit report; negative net assets as reported in a budget or audit report; failure to timely file reports required by the Sponsor; improper expenditure of grant funds; failure to maintain required insurance; failure to correct audit findings within sixty (60) calendar days; spending in excess of approved appropriations; and material discrepancies (five percent (5%) or greater) between unaudited annual financial report and audited statements;

(c) a violation of federal, state or local law, or a material breach of the provisions of this Charter by the School;

(d) any action by the School that is detrimental to the health, safety, or welfare of its students and is not timely cured after notice;

(e) a failure by the School to achieve seventy-five percent (75%) of the goals and outcomes of any School Improvement Plan/Accountability Plan developed for the School;

(f) the acquisition by the School of two (2) consecutive grades of "F" after all school grade appeals are final unless the charter school meets one of the exemption criteria pursuant to Section 1002.33(9)(n)3, Florida Statutes;

(g) any other good cause shown including, without limitation, any of the grounds specified in this Charter which shall include, without limitation, any material breach or violation by the School, which is not cured after notice and reasonable opportunity to cure, in accordance with Section 14.F of this agreement.

Section 2.D.1.a: **Grounds for Good Cause:** "Good cause" for termination or non-renewal may include, without limitation any material breach or violation by the School of the standards, requirements, or procedures of this Charter which is not cured after notice and reasonable opportunity to cure in accordance with Section 14.F of this agreement, such as:

(1) a failure by the School to implement a reading curriculum that is consistent with effective teaching strategies grounded in scientifically-based reading research;

(2) the acquisition by the School of two (2) consecutive grades of "F" after all school grade appeals are final unless the charter school meets one of the exemption criteria pursuant to Section 1002.33(9)(n)3, Florida Statutes;

(3) a failure by the School to implement a Corrective Action Plan; as required by Section 1002.345, Florida Statutes;

(4) a failure by the School to make contributions to the Florida Retirement System (FRS), if the School has elected to participate in the FRS;

(5) a failure by the School to pay payroll taxes to the Internal Revenue Service;

(6) the School's filing for voluntary bankruptcy, adjudication of bankruptcy or of insolvency, or other state of financial impairment such that the School can no longer operate or is no longer economically viable;

(7) failure of the School's annual audit to comply with the requirements specified by law or the School's failure to timely submit financial reports or other reports required by Section 1002.33(9), Florida Statutes, or by this Charter;

(8) the School's failure to meet generally accepted accounting principles;

(9) the School's failure to comply with the maximum class size requirements of Article IX, Sections (1) – (3), Florida Constitution, to the extent said requirements are applicable to charter schools;

(10) the School's failure to maintain insurance coverage in at least the minimum limits as described in this Charter;

(11) the School's failure to provide the Sponsor with the required access to records;

(12) the School's violation of any lawful court order;

(13) a criminal conviction upon matters involving the School against either the School's governing board, its members (collectively or individually), which is not timely cured, in accordance with Section 14.F of this agreement;

(14) the School's failure to submit to the Sponsor a Financial Recovery Plan and/or a Corrective Action Plan, as appropriate with the supporting documents that is reasonably determined by the Sponsor to be acceptable within thirty (30) days following a determination of financial emergency pursuant to Section 218.503, Florida Statutes;

(15) the School's failure to implement any required Financial Recovery Plan approved by the Commissioner of Education pursuant to Section 218.503, Florida Statutes;

(16) a failure by the School to provide periodic progress reports as required by the Financial Recovery Plan or a Corrective Action Plan as determined by the Sponsor;

(17) the School's receipt of a finding of financial emergency, pursuant to Section 218.503, Florida Statutes, for two consecutive years or more than once during any one fiscal year;

(18) the School's failure to (1) cooperate with representatives of a financial emergency board or a Corrective Action Plan Committee seeking to inspect and review the School's records, information, reports and assets; (2) consult with representatives of a financial emergency board regarding any steps necessary to bring the School's books of account, accounting systems, financial procedures, and reports into compliance with state requirements; (3) permit the representatives of a financial emergency board to review the School's operations, management, efficiency, productivity, and financing of functions and operation; or (4) provide periodic progress reports as required by any financial recovery plan issued pursuant to Section 218.503, Florida Statutes;

(19) a finding that the School or its representative knew or should have known they perpetrated a material fraud upon the Sponsor or made material intentional misrepresentations in the Application (**Appendix 1**);

(20) a failure by the School to comply with background screening, including the payment of all associated costs, and other requirements set forth in Section 1002.33(12)(g), Florida Statutes;

(21) the School's failure to achieve and maintain the minimum student enrollment set forth in the application or as mutually agreed upon by the parties and provided for within the School's approved budget;

(22) any other good cause shown, which may include, without limitation, any material breach or violation by the School of the standards, requirements, or procedures of this Charter which is not cured after notice and reasonable opportunity to cure, in accordance with Section 14.F of this agreement, such as:

(a) the School's failure to timely submit monthly or quarterly financial reports, as required;

(b) the School's failure to timely submit all financial statements in the format specified by the Sponsor;

(c) the School's failure to fulfill all the requirements for highly qualified instructional personnel as redefined by the Every Student Succeeds Act (ESSA);

(d) the School's failure to comply with the conflict of interest provisions applicable to charter schools;

(e) the School's failure to timely submit the annual report to the Sponsor;

(f) the School's failure to timely submit the School Improvement Plan to the Sponsor, as required by State statute;

(g) the School's failure to participate in all state assessment programs;

(h) the School's failure to allow the Sponsor reasonable access to facilities and records to review data sources, including collection and recording procedures;

(i) if the School is a secondary charter school, its failure to comply with Section 1003.43, Florida Statutes, or to the student progression standards set forth in Section 1008.25, Florida Statutes;

(j) the School's failure to use records and grade procedures that adequately provide the information required by the Sponsor;

(k) the School's failure to provide Exceptional Student Education (ESE) students and English Language Learners (ELL) with programs and services in accordance with federal, state and local school district policies;

(l) the School's failure to obtain proof of consent to enroll each student from the student's parent/guardian or from the student if the student is eighteen (18) years of age or older;

(m) the School's failure to timely submit the annual financial audit as required by Section 218.39, Florida Statutes;

(n) the School's failure to comply with the Florida Building Code (including Chapter 553, Florida Statutes, as applicable) and the Florida Fire Prevention Code, including applicable reference documents, applicable state laws and rules, and federal laws and rules;

(o) the School's failure to comply with all applicable laws, ordinances and codes of federal, state and local governance including, without limitation, the Individuals with Disabilities Education Act (IDEA);

(p) the School's failure to obtain and maintain all necessary licenses, permits, zoning, use approval, facility certifications, and any other approval required by the local government or any other governmental authorities having jurisdiction at any time during the term of this Charter;

(q) the School's failure to maintain the required insurance at any time during the term of this Charter in minimum limits as described or provide evidence of that such insurance is in effect;

(r) the violation by a member of the School's governing board of Sections 112.313(2), (3), (7) or (12), or 112.3143, Florida Statutes, or any other applicable portion of the Code of Ethics for Public Officers and Employees that is not promptly remedied upon notification of the violation to the School's governing board;

(s) a failure by the School to fulfill all of the requirements for highly qualified instructional personnel as redefined by ESSA;

(t) the School's willful or reckless failure to manage public funds in accordance with the law;

(u) the School's failure to comply with the maximum class size requirements of Article IX, Sections (1) – (3), Florida Constitution, to the extent said requirements are applicable; or

(v) the School's violation of any lawful court order concerning matters relating to the charter school.

Section 2.D.1.b: **Notice of Renewal/Non-Renewal from the Sponsor; Appeal:** Except when exercising its authority for the immediate termination of a charter school, the Sponsor shall provide written notification to the governing body of the School of the proposed renewal or non-renewal of its Charter at least ninety (90) days in advance of the proposed action. In the event of a non-renewal, the notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's governing body may issue a request for a hearing before the Sponsor. Said request must be made within fourteen (14) calendar days of receiving the notice. The hearing shall be conducted using the procedure selected by the Sponsor from those alternatives specified in Section 1002.33(8)(b), Florida Statutes.

Section 2.D.1.c: **Notice of Renewal/Non-Renewal from the School:** The School shall notify the Sponsor in writing at least ninety (90) days prior to the expiration of the Charter as to the School's intent to renew or not to renew.

Section 2.D.2: **90-Day Termination:** This Charter may be terminated upon ninety (90) calendar days' written notice pursuant to Section 1002.33(8)(b) and (c), Florida Statutes, for any of the grounds listed in the foregoing Non-Renewal Section, Grounds for Good Cause Section, or ground specified elsewhere in this Charter or provided under applicable law. This Charter may also be terminated by the Sponsor before the expiration of its term if the Sponsor determines, after due notice and opportunity to be heard, that insufficient progress has been made by the School in attaining the student achievement objectives agreed to by the parties hereto and contained in this Charter and if it is not likely that such objectives can be achieved before expiration of the Charter.

Section 2.D.2.a: **Notice from the Sponsor; Appeal:** Except when immediately terminated pursuant to this Charter, the Sponsor shall provide written notification to the governing body of the School of the proposed termination of a charter at least ninety (90) days in advance of the proposed action. The notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's governing body may issue a request for an informal hearing before the Sponsor. Said request must be made within fourteen (14) calendar days of receiving the notice. The hearing shall be conducted using the procedure selected by the Sponsor from those alternatives specified in Section 1002.33(8)(b), Florida Statutes.

Section 2.D.3: **Immediate Termination**: This Charter may be terminated immediately by the Sponsor pursuant to Section 1002.33(8)(d), Florida Statutes, if it determines that there is exigent good cause or if the health, safety or welfare of the students is threatened. In making the determination as to whether good cause exists for immediate termination, the Sponsor will consider whether the totality of the circumstances warrant a decision to forego the procedures for a ninety (90) day termination. The Sponsor shall notify in writing the School's governing body, the School's principal, and the Florida Department of Education if the Charter is immediately terminated. The Sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate.

Section 2.D.3.a: **Immediate Termination – Operations During Appeal**: Upon receipt of notice of immediate termination, the School shall immediately provide the Sponsor access to the School's facilities, and shall immediately make accessible all educational and administrative records of the School so the Sponsor may immediately take any appropriate actions. Moreover, within five (5) business days, the School shall turn over to the Sponsor all records and information regarding the accounts of all of the public funds held by the School and shall turn over to the Sponsor all of the School's public property and public funds. If the School prevails in an appeal to the State Board of Education, the Sponsor shall, immediately, return to School all keys, security codes, all educational and administrative records of the School, and the School's facility. In that case, the School's governing board shall resume operation and oversight of the School.

Section 2.D.3.a.1: **Immediate Termination – Assets and Property During Appeal**: Any unencumbered public funds from the School, and district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity or holding company, other than the School, shall be held in trust upon the Sponsor's request, until any appeal status is resolved.

Section 2.D.3.a.2: **Immediate Termination – School Debts and Term of Lease During Appeal**: However, nothing herein shall be construed as an obligation on the part of the Sponsor to secure the extension of a lease term during the pendency of an appeal or to pay with Sponsor's fund any debts incurred by the School in order to avert a foreclosure or eviction.

Section 2.D.3.a.3: **Immediate Termination – Correspondence During Appeal**: During the pendency of any appeal, the Sponsor shall forward to the chair of School's governing board copies of any correspondence or other written communications related to the School's leases and mortgages or to the extension or termination of any of the School's contracts or business relationships.

Section 2.D.3.a.4: **Immediate Termination – Non-Renewal or Termination During Pendency of Appeal**: Since the issues on appeal shall be limited to whether there existed grounds for the immediate termination of the Charter, this Charter may still be

terminated upon ninety (90) days' notice or non-renewed in accordance with its terms during the pendency of an appeal in accordance with Section 1002.33(8), Florida Statutes.

Section 2.D.3.a.5: **Immediate Termination – Retrieval of Personal Items by School Personnel:** If the School appeals to the State Board of Education and is unsuccessful in the appeal (or if the School fails to timely file an appeal), the School shall be dissolved pursuant to Section 1002.33(8)(e), Florida Statutes. In such event, the Sponsor shall allow the School's governing body and its employees, agents and assigns to retrieve any of their respective personal belongings from the School's facility. However, all property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Sponsor, subject to complete satisfaction of any lawful liens or encumbrances.

Section 2.D.3.b: **Hearing Process:** A charter may be terminated immediately if the sponsor sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety, or welfare of the charter school's students exists. The Sponsor's determination is subject to the procedures set forth in paragraphs 1002.33 (8)(b) and (c), except that the hearing may take place after the charter has been terminated. The Sponsor shall notify in writing the charter school's governing board, the charter school principal, and the department if a charter is terminated immediately. The sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate. Upon receiving written notice from the sponsor, the charter school's governing board has 10 calendar days to request a hearing. A requested hearing must be expedited and the final order must be issued within 60 days after the date of request. The Sponsor shall assume operation of the charter school throughout the pendency of the hearing under paragraphs (b) and (c) unless the continued operation of the charter school would materially threaten the health, safety, or welfare of the students. Failure by the Sponsor to assume and continue operation of the charter school shall result in the awarding of reasonable costs and attorney's fees to the charter school if the charter school prevails on appeal.

Section 2.D.3.c: **Sponsor Operation of School Pending Appeal:** Unless the School has already ceased operations, the Sponsor shall, assume operation of the School upon immediate termination and shall continue operating the School throughout any timely appeal by the School to the State Board of Education or, if no appeal is filed, until the time for filing an appeal has expired. The feasibility of continuing the School's operations is a matter within the sole judgment of the Sponsor. The Sponsor shall hold and conserve all School property and assets, including cash and investments, in trust until the School has exhausted all appellate rights to the State Board of Education. The Sponsor shall only disburse School funds in order to pay the normal expenses of the School as they accrue in the ordinary course of business. Normal expenses shall include, but not be limited to, the payment of employee salaries and benefits.

Section 2.D.3.d: **School Employees After Immediate Termination:** The School's instructional and operational employees may continue working in the charter school until such time as the School exhausts its appellate remedies. Notwithstanding the general policy of employees continuing to serve in their regular capacities during that time, the Sponsor reserves the right to take any appropriate personnel action as to such employees if cause should arise or be discovered during the Sponsor's assumed operation of the charter school (after the Sponsor

provides any required due process to such employees if they are not terminable at-will). Sponsor shall notify the School prior to any adverse personnel action at the address provided in section 14.K.

Section 2.D.4: **Post Termination Provisions:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, the disposition of financial and operational records, student records, property and assets, debts and leases shall be in accordance with the provisions of this Charter and applicable law.

Section 2.D.4.a: **Financial & Operational Records:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, all administrative, operational and financial records of the School shall be turned over to the Sponsor along with necessary access to the School's facilities on the date the expiration, non-renewal or termination takes effect.

Section 2.D.4.b: **Student Records:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, student records shall be turned over to Sponsor on the date the expiration, non-renewal or termination takes effect.

Section 2.D.4.c: **Property/Assets of the School:** The parties acknowledge that both the Sponsor and the School are public entities. In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor and except as otherwise provided by law; all assets, supplies and equipment purchased with public funds by the School or which would otherwise be due and payable to the School shall instead be delivered to, retained and owned by the Sponsor and all school property and improvements, furnishings and equipment and any unencumbered public funds shall automatically revert or transfer, as the case may be, to full ownership by the Sponsor (subject to any lawful liens and encumbrances) following the School's exhaustion of its appellate remedies. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds or non-public funds, then it shall be presumed that it was purchased with public funds and ownership of the asset shall automatically revert to the Sponsor. Property and assets purchased with public funds shall be defined as all property, whether real or personal, purchased directly with grants and funds provided by a governmental entity. Funds provided by the School and used by an Education Services Provider (ESP) company to purchase property and assets for the School are considered public funds. Any property and improvements, furnishings and equipment purchased without Article 12.0 funds for the School which have not been reimbursed by public funds shall be the property of the School should the Charter terminate or not be renewed. Any assets existing at the time of expiration, termination or non-renewal of this Charter School Agreement, which have been funded by both Article 12.0 funds and non-public funds, shall be equitably divided between the parties. Any disputes concerning such equitable division of assets shall be addressed through the dispute resolution provisions available through Section 1002.33, Florida Statutes, or as specified in this Charter. Property and assets purchased by an educational management organization in conjunction with operating the School shall not be deemed to have been purchased with public funds. The financial and auditing personnel and staff of the Sponsor and the School shall cooperate in and coordinate the proper identification and sources of funding for the property and improvements, furnishings, and equipment purchased for the School and the appropriate

record keeping of same, during the term hereof or any extensions of this Charter School Agreement.

Section 2.D.4.d: **Debts of the School:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, the Governing Board of the School shall be responsible for all the debts of the School. The parties acknowledge that the Sponsor may not assume the debt arising from any contract for services made between the governing body of the School, the management company (if applicable), and/or third parties, except for a debt that is previously detailed and agreed upon (in writing and executed with the same formalities as this Charter) by both the Sponsor, the governing body of the School and/or the management company (if applicable), and that may not reasonably be assumed to have been satisfied by the Sponsor.

Section 2.D.4.e: **Leases of the School:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, any and all leases existing between the Sponsor and the School shall be automatically cancelled. However, in no event shall the Sponsor be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.

Section 2.D.4.f: **Dissolution of the School:** Upon expiration, non-renewal or termination of the Charter and exhaustion of any rights to appeal, the School shall be dissolved under the provisions of the statute under which the School was organized.

Section 2.D.4.g: **Student Enrollment Upon Non-Renewal:** Any student enrolled in the School at the time of the expiration, termination or non-renewal of this Charter may apply to and be enrolled in a public school operated by Sponsor or another charter school in accordance with the Sponsor's or the recipient charter school's normal application and enrollment procedures.

Section 2.D.5: **Voluntary Termination:** The School's governing board may elect to voluntarily terminate this Charter by sending to the Sponsor a written notice of voluntary termination executed by the chair of the governing board. In the event of a voluntary termination, the School shall be deemed to have waived any right to notice, hearing or appeal of the termination of its Charter. The school shall inform the Sponsor no later than 15 days prior to the date specified in the notice of voluntary termination. Any such voluntary termination shall be effective as of the date specified in the governing board's notice. Upon receipt of notice of the intent to voluntarily terminate the contract, the governing board's right to notice, hearing or appeal shall cease. In the event of a voluntary termination, all post-termination provisions stated in this Charter shall apply other than the provisions for notice, hearing or appeal.

Section 2.E: **Non-Discrimination Policy:** The School agrees to adhere to a policy of non-discrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Section 2.E.1: Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, religion or national origin;

Section 2.E.2: Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, gender or national origin;

Section 2.E.3: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender;

Section 2.E.4: The Age Discrimination in Employment Act of 1967 (ADEA), as amended, which prohibits discrimination on the basis of age with respect to individuals who are at least forty (40) years of age;

Section 2.E.5: Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against the disabled;

Section 2.E.6: The Americans with Disabilities Act of 1990 (ADA) which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications;

Section 2.E.7: The Family and Medical Leave Act of 1993 (FMLA) which requires covered employers to provide up to twelve (12) weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons;

Section 2.E.8: The Florida Educational Equity Act which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap;

Section 2.E.9: The Florida Civil Rights Act of 1992 which secures freedom from discrimination on the basis of race, color, religion, gender, national origin, age, handicap or marital status for all individuals within the State;

Section 2.E.10: For public employers, Public Law 93-508 (Federal Law) and Section 295.07, Florida Statutes, which provide categorical preferences for employment and re-employment rights to veterans; and

Section 2.E.11: Sponsor’s School Board Policy, which prohibits discrimination on the basis of sexual orientation.

Section 2.F: **Class Size:** To the extent applicable, the School will comply with Article IX, Section 1 of the Florida Constitution, and any applicable state law governing class size. If it is determined that the School was required to comply with Article IX, Section 1 of the Florida Constitution or any state law governing class size and failed to do so and such non-compliance adversely impacts Sponsor’s compliance with state law, any such penalties imposed upon the Sponsor shall be borne upon the School. Furthermore, the School shall promptly reimburse the Sponsor for any penalties incurred by Sponsor as a result of the School’s non-compliance.

Section 2.G: **Additional Requirements:** The School and Sponsor will comply with School Board Policy 1163 as posted on Sponsor's website as of the effective date of this Contract, and/or any additional requirements imposed upon each respectively by applicable law or rules or by the Florida Department of Education.

ARTICLE 3: ACADEMIC ACCOUNTABILITY

Section 3.A: **Student Performance:** Student performance shall be assessed and evaluated in accordance with the School's governing laws and rules, the assessment and evaluation provisions of the School's Approved Application (**Appendix 1**) and the provisions of this Charter. In addition to evaluating the School's success in achieving the objectives stated in either the Application, the School Accountability Plan, or the School Improvement Plan the School shall be held accountable for meeting federal and state student performance requirements, as provided in Sections 1001.02, 1008.33, and 1008.345, Florida Statutes. The School agrees to permit the Sponsor's personnel to observe the charter school's operations to assess student performance upon reasonable notice.

Section 3.A.1: **Initial Year Assessment and Evaluation:** The School will implement its educational program during the initial year as specified in the School's Approved Application (**Appendix 1**) setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure in its initial year that reading is a primary focus of the curriculum and the necessary resources will be provided to identify and to provide specialized instruction for students who are reading below grade level. Further, the curriculum and instructional strategies for reading in the School's initial year shall be consistent with Florida Standards and be grounded in scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian in the initial year. The School shall ensure that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Section 3.A.1.a: **Initial Year Expected Outcomes:** In the initial year, the School agrees to implement the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the methods of measurement that have been mutually agreed upon and identified in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules

Section 3.A.1.b: **Initial Year Methods of Measurement:** The School's expected outcomes will be measured in the initial year as described in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules.

Section 3.A.1.c: **Initial Year Assessments:** The parties agree that the methods set forth in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules shall be used to identify the educational strengths and needs of students and the educational goals and performance standards in the

School's initial year. This accountability criteria shall be based upon the School's assessment system, as agreed, and on statewide assessment programs. All initial year assessments shall be conducted at the times specified in the School's Approved Application (**Appendix 1**) unless another time is required by the state.

Section 3.A.1.c.1: State-Required Initial Year Assessments:

Students attending the School in its initial year shall participate, at the Sponsor's expense, in the statewide assessment program and in all state-required assessments. In accordance with the provisions of Section 1002.33(7)(a)(4), the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in the initial year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting). The School may not assess incoming students in the initial year using the same assessment instrument that the Sponsor uses in the spring. A different norm-referenced assessment must be used for this purpose.

Section 3.A.1.c.2: Additional Initial Year Assessments:

When the Sponsor requires the School to participate in any District-wide assessments during the School's initial year, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in District-wide assessments during the School's initial year, the School shall bear the costs associated with District-wide assessments. The School, at its discretion and own expense, may use other assessment tools during its initial year that are educationally relevant, sound and consistent with this Charter.

Section 3.A.2: Annual Student Performance: The School will annually implement its educational program as specified in the School's Approved Application (**Appendix 1**), setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure that reading is a primary focus of its annual curriculum and the necessary resources are provided to identify and to provide specialized instruction for students who are reading below grade level. The School's curriculum and instructional strategies for reading shall be consistent with Florida Standards and be grounded in scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian.

Section 3.A.2.a School Improvement Plan (SIP): If the School is required to have a School Improvement Plan (SIP), The School's Governing Board shall approve a School Improvement Plan (SIP), as applicable, in each year of this Charter, as required by Section 1002.33(9)(n), Florida Statute. Furthermore, if the School is required to submit a SIP plan to the Sponsor as outlined in State Rule 6A-1.099827, Florida Administrative Code, the School shall comply with all state and local requirements pertaining to said Rule.

Section 3.A.2.a.1: **Minimum Components of SIP:** During any year of the Charter, in which the School is required to have a School Improvement Plan (if any), the School agrees to include in the School Improvement Plan all requirements outlined in the plan based on the school's status under school grades, Title 1 status and/or any other state or federal requirement as applicable to charter schools. The School Improvement Plan shall also contain the baseline standard of achievement, the outcomes to be achieved, and the methods of measurement that have been mutually agreed upon in the School Accountability Plan submitted to the Sponsor. The School Improvement Plan must require the clear identification of source documentation for data and, where applicable, reliance upon state generated disaggregated data. The School Improvement Plan must require annual adequate progress toward Accountability Plan goals.

Section 3.A.2.a.2: **Deadline for Governing Board Approval:** If the School is required to have a School Improvement Plan, the School's Governing Board shall approve a School Improvement Plan (SIP) each year one is required concurrent with the District's School Improvement Plan approval time frame.

Section 3.A.2.a.3: **Monitoring the SIP:** If the School is required to have a School Improvement Plan, the School's Governing Board shall be responsible for monitoring the School's School Improvement Plan. Furthermore, if the School is required to submit a SIP plan to the Sponsor as outlined in State Rule 6A-1.099827, Florida Administrative Code, the School shall comply with all state and local requirements pertaining to said Rule.

Section 3.A.2.b: **Annual Assessments:** The School's student performance will be annually assessed as described in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules. The School will annually implement its educational program as specified in the School's Approved Application (**Appendix 1**) setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure in each year that reading is a primary focus of the curriculum and the necessary resources will be provided to identify and to provide specialized instruction for students who are reading below grade level. The School's annual curriculum shall be consistent with Florida Standards and be grounded in scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian each year.

Section 3.A.2.b.1: **State-Required Annual Assessments:** The School will annually administer all state-required assessments to its students, at the Sponsor's expense, within the State timeframe during each year of the term of the Charter. In each year, the School shall administer to its students, at the Sponsor's expense, the statewide assessment program and all state-required assessments. In accordance with the provisions of Section 1002.33(7)(a)(4), Florida Statutes, the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in each year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting). The School

may not assess incoming students in any year using the same assessment instrument that the Sponsor uses in the spring of that year. A different norm-referenced assessment must be used for this purpose.

Section 3.A.2.b.2: **Additional Annual Assessments:** The School will implement, at its own expense, any assessments specified in its Approved Application (**Appendix 1**). When the Sponsor requires the School to participate in any district-wide assessments during the term of this Charter, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in district-wide assessments during the term of this Charter, the School shall bear the costs associated with district-wide assessments. The School, at its discretion and own expense, may use other assessment tools during the term of this Charter that are educationally relevant, sound and consistent with this Charter.

Section 3.B: **Student Promotion:** The School's students shall be promoted in accordance with the Sponsor's Policy 6000.1, as amended from time to time.

Section 3.B.1: **Student Promotion Policy:** The School's student promotion policy shall be consistent with the provisions of the School's Approved Application (**Appendix 1**), the provisions of this Charter, and the School's applicable governing laws and rules, and shall comply with the Sponsor's Policy 6000.1, as amended from time to time.

Section 3.B.2: **Graduation Requirements:** The School shall comply with the method described in Sections 1003.4281 and 1008.25, Florida Statutes, and the Sponsor's policy for determining that a student has satisfied the requirements for graduation. Alternative Schools must comply with the requirements of Section 1003.435, Florida Statutes.

Section 3.B.3: **Other Assessment Tools:** In addition to those assessment tools identified in this Charter and in the School's governing laws and rules, the School will utilize all other assessment tools specified in the School's Approved Application (**Appendix 1**).

Section 3.C: **Data Access and Use:** The School agrees to allow the Sponsor access to its facilities and records to review data sources, including collection and recording procedures, in order to assist the Sponsor in making a valid determination as to whether student performance requirements have been met as stated in the Charter, and as required by Sections 1008.31 and 1008.345, Florida Statutes. The School must use the Sponsor's student information system and the Sponsor agrees to provide the School with sufficient access to such student information system. The School agrees to utilize data provided by the Sponsor in its electronic data processing systems pertaining to admissions, registration, and student records. The School shall also use records and grade procedures that adequately provide the information required by the Sponsor. If the School chooses to use an alternate grade book system other than the Sponsor's, the Sponsor will not be required to provide any technical support. The Sponsor will provide services/support activities which are routinely provided to the Sponsor's staff regarding implementation of state-required assessment activities (e.g. staff-training, dissemination and collection of materials, monitoring, scoring, analysis and summary reporting). Student performance data for each student in the School, including, but not limited to, state mandated

assessment scores, standardized test scores, previous public school student report cards, and student performance measures, shall be provided by the Sponsor to the School in the same manner provided to other public schools in the district. Any expense for the aforementioned services that is not included as part of the Sponsor's administration fee under Section 1002.33(20), Florida Statutes, will be the responsibility of the School.

Section 3.C.1: **Quarterly Reports:** The School agrees to provide quarterly reports on school operations and student performances. The School agrees to utilize data within its annual progress report provided through its participation with the Sponsor pertaining to admissions, registration and student records.

Section 3.D: **Accreditation:** The School, if a high school or a school providing high school courses, must obtain and maintain applicable certification/accreditation of its educational program within four (4) years in order to ensure transferability of courses completed by the students at the School.

Section 3.E: **Records and Grading Procedures:** Due to the possibility that students enrolled in the School may return to a district school or transfer to another charter school within the school district, the School will utilize a records and grading procedure that is consistent with the Sponsor's current records and grading procedures.

Section 3.F: **State System of Grading Schools:** . The School shall be subject to the state system for grading schools set forth, in Section 1008.34 , Florida Statutes, and the acquisition by the School of two (2) consecutive grades of "F" after all school grade appeals are final unless the charter school meets one of the exemption criteria pursuant to Section 1002.33(9)(n)3, Florida Statutes, shall constitute a material breach of this Agreement and good cause for the School's termination.

Section 3.F.1: **Student Achievement Deficiency Meetings:** In the event the School attains a school grade of "D" under Section 1008.34(2), Florida Statutes, the principal/director and a representative of the Governing Board of the School shall appear before the Sponsor at least once per year to present information concerning the School's state-identified deficiencies in student achievement. The Sponsor's staff shall provide the School a written description of the monitoring and support resources that will be provided by the Sponsor to assist the School to cure its deficiencies.

Section 3.F.2: **School Improvement Plans:** In the event the School receives a school grade issued under Section 1008.34(2), Florida Statutes, of "D" or "F" in any year the School's director/principal and a representative of the School's Governing Board shall appear before the Sponsor in a publicly noticed meeting to submit a school improvement plan for approval by the Sponsor. The Sponsor shall have the authority to approve and monitor the School's development and implementation of any school improvement plan during the-following school year as outlined in Rule 6A-1.099827, Florida Administrative Code. The Sponsor may also consider any action recommended by the Florida Board of Education as part of any school improvement plan.

Section 3.F.2.a: **Corrective Actions:** If the School fails to improve its student performance from that of the year preceding implementation of a school improvement plan, the Sponsor shall require the School to take one or more of the corrective actions specified in Rule 6A-1.099827, Florida Administrative Code. Such corrective actions shall remain in effect until the School improves its student performance from the year prior to the implementation of the school improvement plan. Correction actions may include those specified in Rule 6A-1.099827, Florida Administrative Code, as amended from time to time.

Section 3.F.2.a.1: Contract for educational services to be provided directly to students, instructional personnel, and school administrators, as follows:

a. The School may select a state approved provider of Supplemental Education Services, pursuant to Rule 6A-1.039(20)(f), Florida Administrative Code to provide services to students.

b. The School may select an Education Management Organization or Academic Management Organization to provide services to the Schools students, teachers, and administrators, including services such as, but not limited to, instructional coaching, curriculum review and alignment, and data literacy.

Section 3.F.2.a.2: Contract with an outside entity that has a demonstrated record of effectiveness to operate the School;

Section 3.F.2.a.3: Reorganize the School under a new director or principal who is authorized to hire new staff;

Section 3.F.2.a.4: Voluntarily close.

Section 3.F.2.b: **School Improvement Plan Implementation Meetings:** When a school improvement plan is under implementation, the School's principal/director and a representative of the School's Governing Board shall appear at a publicly noticed meeting before the Sponsor's at least once per year to present information regarding the corrective actions that are being implemented by the School in accordance with the school improvement plan.

Section 3.G: **State Student Performance Requirements:** The School will be accountable for meeting the state's student performance requirements as delineated in State Board of Education Rule 6A-1.09981, Florida Administrative Code - *School District Accountability*, based on Sections 1001.02, 1008.33, and 1008.345, Florida Statutes.

Section 3.H: **Annual Accountability Report:** The School shall submit an Annual Accountability Report to the Sponsor by the date specified by the State each year during the term of this Charter School Agreement as required by Section 1002.33, Florida Statutes. The Accountability Report will be in accordance with the School's governing laws and rules and any Accountability Plan Guidelines adopted by the Sponsor. This Annual Accountability Report shall be prepared pursuant to statutory requirements which shall include, but not be limited to,

comparative student performance data and information required by Section 1008.345, Florida Statutes. In preparing this report, the School agrees to utilize data provided through its participation with the Sponsor pertaining to admissions, registration and student records. After verification of the School's Annual Accountability Report, the Sponsor shall forward it to the Florida Commissioner of Education at the same time as other annual school accountability reports are submitted. The School's Annual Accountability Report shall include at least the following information:

Section 3.H.1: The School's progress toward achieving the goals outlined in this Charter School Agreement;

Section 3.H.2: Student achievement performance data, including the information required for the annual school report and education accountability pursuant to Sections 1008.31 and 1008.345, Florida Statutes;

Section 3.H.3: Financial records of the School, including, but not limited to, revenues and expenditures, at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt, and audited financial statements;

Section 3.H.4: Documentation of facilities in current use and any planned facilities for use by the School for instruction of students, administrative functions, or investment purposes; and

Section 3.H.5: Descriptive information about the charter school's personnel, including salary and benefit levels of the school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

Section 3.I: **Sponsor's Charter School Analysis:** Pursuant to law and upon verification of the School's Annual Accountability Report, the Sponsor will provide to the Florida Commissioner of Education an analysis and comparison of the overall performance of the School's students. The parties agree that the Sponsor will utilize results from the state and district required assessment programs referenced in this Charter and the data elements to be included in the aforementioned Annual Accountability Report required by law from the School.

Section 3.J: **Reading Plan:** The School agrees to adopt and implement, the Sponsor's K-12 Comprehensive Research-Based Reading Plan (CRRP) unless it has chosen to "opt-out" and use an alternate Sponsor-approved core reading plan. If the school chooses to opt-out of the Sponsor's K-12 CRRP, it shall provide to the Sponsor an alternative Research-Based Comprehensive Reading Plan in the format required by the Sponsor for review and approval no later than 90 (ninety) days prior to the first day of school. The School has agreed to opt-into the Sponsor's K-12 CRRP. Any change of election shall require an amendment to the charter agreement.

ARTICLE 4: STUDENTS

Section 4.A: **Eligible Students**: The School shall enroll all eligible students in accordance with Section 1002.33(10), Florida Statutes, up to the maximum school enrollment capacity approved by the Sponsor of 600 students through its approval of this Agreement. The School shall not be eligible for or receive funds for enrollment beyond the maximum enrollment capacity provided herein. The parties agree that the approved school minimum enrollment capacity is 125 the minimum enrollment that will support the School's operations at an adequate level under its approved budget. If the School fails to achieve the minimum school enrollment capacity as provided herein by the October FTE reporting period, such shall be considered good cause for termination or non-renewal for failure to meet generally accepted standards of the school management as provided in Section 1002.33(8)(a)(2), Florida Statutes, unless the School provides the Sponsor a revised and balanced budget within sixty (60) days of the October FTE reporting period. A student may not be transferred by the School to another charter school or district school except upon the prior written consent of the student's parent/guardian or of the student (if an adult). The School agrees that any transfer or withdrawal of students shall be conducted in accordance with the Sponsor's student transfer and withdrawal policies and procedures. Parents may withdraw a student from the School at any time. In such event, the student shall either return to the student's regularly assigned district school or to another school with an appropriate program.

Section 4.A.1: **School Community**: The parties agree that the community to be served by the School is described in the School's Application (**Appendix 1**). However, in no event shall any eligible student, as defined by Section 1002.33(10), Florida Statutes, be denied enrollment unless the School has attained its maximum school enrollment capacity.

Section 4.B: **Grades Served**: The School shall enroll students in those grades specified in its Approved Application (Appendix 1). A state designated high-performing charter school may expand grade levels as outlined in Section 1002.331, Florida Statutes.

Section 4.C: **Class Size**: To the extent that such provisions and laws are legally applicable to charter schools, the School shall comply with the requirements pertaining to what is commonly referred to as the "Class Size Amendment," which is presently codified at Section 1, Article IX of the Florida Constitution and at Section 1003.03, Florida Statutes, together with other related and applicable statutes and administrative regulations issued by the Florida Department of Education (FLDOE), as may be amended from time to time. Any penalties imposed for Noncompliance with this provision shall be borne upon the School and the School shall immediately indemnify the Sponsor for any penalties imposed upon the Sponsor as a result of the School's noncompliance with this provision.

Section 4.D: **Annual Projected Enrollment**: The School shall provide to the Sponsor its projected FTE enrollment for the next school year by no later than March 31st of the current school year during the term of this Charter.

Section 4.E: **Annual Capacity Determination**: Any change in the School's approved maximum school enrollment capacity must be achieved through the amendment of this Charter. If a change in its maximum school enrollment capacity is desired for an upcoming school year during the term of this Charter, the School must provide notice to the Sponsor of the proposed

change in school enrollment capacity and the facts supporting that request no later than February 28 prior to the school year in which the increased capacity is requested. The Sponsor shall consider the provisions of Section 1002.33(10), Florida Statutes, when determining whether to approve a requested change in school enrollment capacity. Modification of the contract capacity shall not exceed the maximum capacity established by any applicable certificate of occupancy, certificate of use, fire permit or applicable provision of Article IX, Section 1 of the Florida Constitution or any other law or rule that is applicable to the School. Those schools designated as High Performing shall be subject to the requirements of Section 1002.331, Florida Statutes

Section 4.F: **Admissions and Enrollment Plan:** The School will be responsible for its enrollment process and shall admit and enroll students residing in the school district in accordance with Section 13C of the School's Application (**Appendix 1**) and Section 1002.33(10), Florida Statutes. Pursuant to Section 1002.33(10)(e), Florida Statutes, the School may limit enrollment to target specific student populations. Students who are at-risk of academic failure, as defined in Florida Statutes, may be an enrollment priority of the School. Informational meetings will be held by the School to inform interested parents/guardians of the mission of the School, the registration process, and required contractual obligations. The School will provide this information to parents/guardians in English as well as in other languages (e.g., Spanish, Haitian-Creole).

Section 4.F.1: **Student Eligibility and Enrollment Preferences:** The School agrees to enroll an eligible student by accepting a timely application, unless the number of applications exceed the stated capacity of the School, class, grade, level or building as agreed to in **Appendix 1**. In such case, all applicants shall have an equal chance of being admitted through a random selection process. In future years, the time frame for accepting applications shall be mutually agreed to by the Sponsor and the School. The School's enrollment plan shall comply with the following eligibility and enrollment considerations:

Section 4.F.1.a: **Equal Enrollment Opportunities:** Students requiring services from an Exceptional Student Education program as well as students requiring services from English for Speakers of Other Languages (ESOL) programs shall have equal opportunities of being selected for enrollment in the School. The School agrees to enroll any eligible student who submits a timely and completed application. However, if the number of applications exceeds the capacity of a program, class, grade level, or building all eligible applicants shall have an equal chance of being admitted through a random selection process that complies with Florida law and all applicable desegregation court orders, and/or settlement stipulations, Sponsor assignment plan/policies, voluntary school choice plans, and conditions relating to maintenance of appropriate student population that reflects the diversity of the community in which the School is located;

Section 4.F.1.b: **Enrollment for Conversion Schools:** In the event the School is operating as a conversion charter school, the School agrees to give enrollment preference in accordance with Section 1002.33(10)(c), Florida Statutes to students who would have otherwise attended that public school, however, parents or students may request non-participation and receive assignment to another public school through the Sponsor;

Section 4.F.1.c: **Community Diversity:** The School agrees that it will implement the strategies contained in **Appendix 1** to achieve and maintain a student population reflective of the diversity of the community the School serves, as defined above;

Section 4.F.1.d: **Enrollment Preferences - Siblings and Employees' Children:** The School acknowledges that it may give enrollment preference to eligible siblings of students enrolled in the School, to the child of an employee of the School, to the child of a member of the governing board of the School or to any other student as authorized by Florida law; and

Section 4.F.1.e: **Enrollment Preferences – Same Household:** The School acknowledges that it may give enrollment preference to students living in the same household with an accepted/attending student (e.g., foster home, foreign exchange student) subject to the provision of appropriate documentation to support such student eligibility.

Section 4.G: **Maintenance of Student Records:** The Sponsor agrees to cooperate with the School to provide cumulative folders and permanent records, including IEPs for Exceptional Students. The School shall maintain both active and archival records in Broward County, Florida, for current and former students in accordance with Florida Statutes. The School will maintain both active and archival records for current/former students in accordance with applicable federal and state laws. The Sponsor will assist the School in establishing appropriate record formats.

Section 4.G.1: **Cumulative Folders/Permanent Records:** All cumulative folders and permanent records of students leaving the School to attend a district school and all cumulative folders and permanent records of students leaving a district school to attend the School will be forwarded to the receiving school immediately upon request. Neither the School nor the Sponsor shall delay the transfer of records due to the lack of or a pending parent/student exit conference;

Section 4.G.2: **Records Upon Out-of-District Transfer:** All cumulative folders and permanent records of students leaving the School to attend a school other than a district school will be copied and forwarded to the receiving school. The original cumulative folder and permanent record of the student will be filed with the School's inactive student records and transferred to the Sponsor in accordance with applicable federal and state law.

Section 4.G.3: **Records Upon Other Transfers:** All cumulative folders and permanent records of students leaving the School for any reason, other than above, will be filed with the School's inactive student records and transferred to the Sponsor in accordance with applicable federal and state law;

Section 4.G.4: **Records Transfer to Sponsor:** All permanent (Category A) records of students leaving the School, whether by graduation, transfer to Sponsor's district schools, or withdrawal to attend another school, will be transferred to the Sponsor in accordance with applicable law. All records of student progress (Category B) will be immediately transferred to the appropriate recipient school, without exception, if a student withdraws to return to one of Sponsor's district schools or to another school system. The School may retain copies of the academic records created during a departing student's attendance at the School.

Section 4.G.5: **Inactive Student Records**: All inactive student records shall be maintained and archived by the school in accordance with Rule 6A-1.055, Florida Administrative Code. The School shall maintain pupil attendance records in the manner specified in Rule 6A-1.044, Florida Administrative Code; and

Section 4.G.6: **Annual Report of Student Records**: A report from the School will be forwarded to the Sponsor's Charter Schools Management/Support Department prior to July 1 of each year of the term of the Charter listing all students enrolled during the school year, and the disposition of each student's cumulative folder and permanent record, i.e., stored on site, transmitted to the Sponsor or other disposition, if appropriate.

Section 4.G.7: **Confidentiality of Student Records**: The School shall ensure that all student records are kept confidential as required by applicable federal and state laws including but not limited to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) and Florida Statutes 1002.22 and 1002.221), the Sponsor has the right with reasonable notice, if it has a legitimate educational interest to review any and all student records maintained by the School including, without limitation, records pertaining to students in the Exceptional Student Education or English for Speakers of Other Languages (ESOL) programs at the School.

Section 4.H: **Exceptional Student Education**: Students enrolled in the School who are eligible to receive Exceptional Student Education services shall be provided a free appropriate public education by the School in accordance with this Charter, applicable federal and state laws and applicable administrative rules adopted by the Florida Board of Education. Students with disabilities will be educated in the least restrictive environment as outlined in the district's Special Policies and Procedures for Exceptional Students.

Section 4.H.1: **Non-Discriminatory Policy**: The School shall adopt a policy providing that it will not discriminate against students with disabilities who are served in Exceptional Student Education (ESE) programs and students who are served in English for Speakers of Other Languages (ESOL) programs; and that it shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes (The Florida Education Equity Act). The School shall guarantee that its admissions policies shall be nonsectarian. The School shall adopt and implement a non-discriminatory policy regarding placement, assessment, identification, selection, and admission of disabled students. The School will not request a copy of a student's Individual Education Plan (IEP) nor any other student information from the parent or any other source prior to the student's completion of the application process, nor shall the School access such student information on the Sponsor's student information system prior to admission of the student. The School's enrollment application will not include questions concerning a student's IEP or need for special services. Upon receiving the application for enrollment of a student with a disability, the School will convene a meeting with individuals knowledgeable about the student to evaluate the student's individual needs and determine whether the student can be provided a free, appropriate public education by the School.

Section 4.H.2: **Sponsor's Responsibilities**: The Sponsor will have the responsibility of conducting the psychoeducational evaluation of students referred for potential

placement within exceptional student education in accordance with federal and state mandates. The School agrees that the Sponsor will perform psychoeducational evaluations of students initially referred for placement within exceptional student education without fee. The School will be billed for those services not covered by the administrative fee at the actual cost of these services. The School may obtain independent evaluations of students at the School's expense. These evaluations may be considered in determining eligibility but will not necessarily substitute for an evaluation conducted by the Sponsor's district personnel in a manner and timeframe consistent with that of all other schools in the district. The Sponsor will monitor the School for ESE compliance with applicable federal, state and local policies and procedures.

Section 4.H.3: **The School's Responsibilities:** The School shall make a continuum of alternative placements available to students with disabilities. Students with disabilities enrolled in the School shall be provided, at the School's expense, with programs implemented in accordance with federal, state and local policies and procedures, (or other State approved procedures) and, specifically, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, 1000.05, 1003.57, 1001.42(4)(l), and 1002.33, Florida Statutes, Chapter 6A-6 of the State Board of Education Administrative Rule and Sponsor's Special Policies and Procedures for Exceptional Students. The School will be responsible, at its expense, for the delivery of all educational and related services indicated on the student's Individual Education Plan (IEP). Related services (e.g., speech/language therapy, occupational therapy, physical therapy, and counseling) must be provided by the School's staff or paid for by the School through a separate contract. Gifted students shall be provided with programs implemented in accordance with state and local policies and procedures, federal and state laws, and Chapter 6A-6 of the Administrative Rules adopted by the Florida Board of Education. The School will be responsible for the delivery of all educational services indicated on a student's educational plan.

Section 4.H.3.a: **IEP Meetings.** The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will utilize all of the Sponsor's forms and procedures related to ESE eligibility, IEP and placement process procedures. The School will invite the Sponsor to participate in all IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Parent Participation Form, by mail or given in person. If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at the School, the School and Sponsor will take steps to secure another placement for the student in accordance with federal and state mandates. The School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. The School's staff will work closely and as early as possible in the planning/development stages, with Sponsor staff to discuss the services needed by the School's students with disabilities.

Section 4.H.3.b: **Least Restrictive Environment:** Except as otherwise provided by the provisions of Section 2.E contained hereinabove, students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As it is the School's goal to place students in an environment where they can best flourish, those students

whose needs cannot be adequately addressed at the School will be appropriately referred; and the School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. However, it is the School's obligation, and not that of the Sponsor or student's boundaried school, to provide all appropriate services to ESE students.

Section 4.H.3.c: **Procedural Measures:** As early as possible in the planning/development stages, the School's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities. Parents of students with disabilities will be afforded procedural safeguards in their native language, which safeguards will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents.

Section 4.H.3.d: **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 time-lines and specifications of the Sponsor and the State Department of Education.

Section 4.H.3.e: **504 Students:** The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

Section 4.H.4: **Due Process Hearings:** The School shall be liable to Sponsor for all damages, attorney's fees and costs awarded against the Sponsor relating to an alleged violation by the School of federal and/or state laws related to the education of students with disabilities, including, without limitation, formal complaints, due process hearings, mediations or other court proceedings, relating to Section 615 of the Individuals with Disabilities Education Improvement Act or Section 504 of the Rehabilitation Act of 1973 and School shall be liable for all attorney's fees and costs incurred by the Sponsor in its defense of any claims. The School shall not be obligated to Sponsor under this subsection for any damages, attorney's fees and costs awarded in favor of a student with disabilities due to Sponsor's violation of federal and/or state laws related to the education of students with disabilities, including, without limitation, formal complaints, due process hearings, mediations or other court proceedings, relating to Section 615 of the Individuals with Disabilities Education Improvement Act or Section 504 of the Rehabilitation Act of 1973 or for any costs and attorney's fees incurred by Sponsor in defending a claim that resulted in such an award. All expenses, cost and attorney's fees owed to the Sponsor based on this Section shall be reimbursed by the School within thirty (30) days of the submission of a written invoice to School by the Sponsor.

Section 4.H.5: **English Language Learners:** Students enrolled at the School who are identified as limited English proficient, will be provided with primary instruction in English by personnel who will follow the Sponsor's District Plan for English Language Learners and who either (a) hold a currently-valid State of Florida educator's certificate showing the ESOL subject area or the ESOL endorsement or (b) hold a currently-valid State of

Florida educator's certificate in another area of certification, have been approved by the School's Board of Directors to teach in this capacity, and who complete the required in-service training in ESOL in the prescribed time frame per the State Department of Education rules and regulations provided by the school district in compliance with the *LULAC, et al. v. State Board of Education* Consent Decree. The School will meet all the requirements of the Consent Decree entered in *LULAC, et al. v. State Board of Education* and related rules of the State Board of Education in Chapter 6A-6. The School will comply with the Sponsor's current ELL plan, as approved by the State Board of Education, including the utilization of all forms and documents in-both the Sponsor's current ELL plan, which may be amended from time to time, as well as any district department handbooks, manuals and guidelines used for the process of identifying and classifying ELL students and for the provision of implementation of ESOL services to meet the needs of English Language Learners (ELLs).

Section 4.I: **Dismissal Policies and Procedures:** The School agrees to dismiss students as described in Sponsor's School Board Policy, within this Charter, and in the appropriate Section of the School's Application (**Appendix 1**). The School agrees to maintain a safe learning environment at all times. The School shall comply with Florida state law and will adopt and follow the Sponsor's Code of Student Conduct, as may be modified by the Sponsor from time to time, for the School's students of the same grades promulgated by Sponsor. Any policies developed by the School to implement the Code of Student Conduct shall be in accordance with the Florida State Board of Administration Rules, federal and state laws and regulations, and federal and state court decisions. The School's board of directors, in coordination with the Principal, shall recommend expulsions to the Sponsor. However, the Sponsor has the ultimate authority in cases of student expulsion. If the School is considering removal of a student from attendance, the School will inform the Sponsor of its intention and share information concerning the basis for considering removal. If the student's actions lead to recommendation for assignment to an alternative school or expulsion from the Sponsor's district, the School will cooperate in providing information and testimony needed in any legal proceeding. Students will be assigned to an alternative school only through the process established by the Sponsor's Board Policy, and will be expelled from the Sponsor's district only if approved by the Sponsor's School Board. Students with disabilities will be disciplined only in accordance with requirements of the Individuals with Disabilities Education Improvement Act and Rehabilitation Act and the Sponsor's Exceptional Student Education Policies and Procedures (SP&P). If a student has been recommended for expulsion for commission of an expellable act as defined by the Sponsor's policy and the student is withdrawn from the School by a parent/guardian, the student may be denied enrollment in a district school by Sponsor or may be assigned to an appropriate expulsion abeyance program in accordance with Sponsor's policies. The School may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through established procedures mutually agreed upon in this Charter or through the Sponsor's applicable policies for student withdrawal.

Section 4.I.1: **Corporal Punishment:** The School agrees that it will not engage in the corporal punishment of its students.

Section 4.J: **Extracurricular Student Activities:** Students at the School shall be eligible for participation in extracurricular activities and athletic opportunities at the School in the same manner as other schools in the school district to the extent such programs or sports are

offered. Nothing herein prohibits the School from imposing stricter requirements for participation in extracurricular activities. Students at the School will be eligible to participate in interscholastic extracurricular activity at the district school to which the student would be assigned according to Sponsor's policies and the rules of the Florida High School Athletic Association (FHSA), unless such activity is provided at the School, so long as the School student meets the requirements of 1006.15, Florida Statutes. All such students will be assigned to a district school for extracurricular activities through the Sponsor's student assignment office. The Sponsor agrees to support the School in its efforts to recognize student accomplishments. Such support shall include, but not be limited to, district competitions, district recognition programs and district scholarship programs. If there are any costs not paid for or reimbursed by the State, then the School shall pay its pro rata share of the costs of such recognition programs.

Section 4.K: **Enrollment - Health, Safety & Welfare:** Enrollment at the school is subject to compliance with the provisions of Section 1002.33, Florida Statutes, concerning school entry health examinations and immunizations. The school agrees to comply with the Federal Gun Free Schools Act of 1994 and any other applicable state and/or federal law pertaining to the health, safety and welfare of students.

ARTICLE 5: FINANCIAL ACCOUNTABILITY

Section 5.A: **Revenue - Basis for Student Funding:** The Sponsor agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a school in the Sponsor's district. The basis for the funding shall be the sum of the Sponsor's operating funds from the Florida Education Finance Program (FEFP) as provided in Section 1011.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the Sponsor's district current operating discretionary millage funds, divided by the total funded weighted full-time equivalent students (WFTE) in the Sponsor's district, multiplied by the WFTE of the School, less the statutory five percent administrative fee. The School shall receive one hundred percent (100%) of the Merit Award Program funds awarded to the School pursuant to Section 1012.225, Florida Statutes.

Section 5.A.1: **Student Reporting:** The School agrees to report to the Sponsor its student enrollment as provided in Section 1011.62, Florida Statutes, and, in accordance with the definitions contained in Section 1011.61, Florida Statutes, at the agreed-upon intervals and using the method used by the Sponsor's district when recording and reporting cost data by program. The Sponsor agrees to include the School's enrollment in the Sponsor's district report of student enrollment. In addition, for each year of the term of this charter, the School will submit the projected full-time equivalent student membership of the School to the Sponsor by the day required by the Sponsor in April prior to the new school year. The Sponsor will also provide training for the School's personnel in the use of designated district applications necessary to respond to the legislative requirements of Section 1008.345, Florida Statutes, including the annual report and the state required assessment program.

Section 5.A.1.a: **Retention of Attendance Records:** The School will retain the records documenting students' attendance, absences, and tardiness as required by applicable laws. These documents may include, but not limited to, teachers' daily attendance records, the absentee record, documentation of any changes to the absentee record, absentee slips, and any

electronic absentee records. These records should be retained in accordance with the retention schedule published by Florida Department of State, Division of Library and Information Services, "General Records Schedule GS7 For Public Schools, Pre-K-12 and Adult and Career Education".

Section 5.A.2: **Distribution of Funds Schedule:** The Sponsor shall disperse the funds specified in this Article to the School in a timely and efficient manner. Timely distribution of funds to the School shall begin in July (insert year) on a monthly basis. Until the Sponsor has conducted an official enrollment count, the monthly payments will be based on the School's prior year FTE student membership. Thereafter, the results of student enrollment counts and FTE membership surveys will be used in adjusting the amount of funds distributed monthly to the School for the remainder of the fiscal year. The Sponsor shall pay the School one-twelfth of the available funds less administrative fee as defined in Section 1002.33(20)(a), Florida Statutes within ten (10) working days of receipt by the Sponsor of a distribution of State or local funds. If payment is not made within ten (10) working days after receipt of funding by the Sponsor, the Sponsor shall pay to the School, in addition to the amount of the scheduled disbursement, interest at the rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration for the ten (10) day period until such time as the payment is made.

Section 5.A.2.a: **Disbursement at Start of New Charter School**
Pursuant to Section 1002.33(17), Florida Statutes: "For the first 2 years of a charter school's operation, if a minimum of 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the district school board shall distribute funds to the school for the months of July through October based on the projected full-time equivalent student membership of the charter school as submitted in the approved application. If less than 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall base payments on the actual number of student enrollment entered into the sponsor's student information system. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year." In no event shall monthly payments begin until the School has secured at least temporary facility approval from the appropriate licensing authority and has presented the same to the Sponsor. The Sponsor will determine the School's actual state fundable FTE using Florida Department of Education FTE reports and will make monthly payments to the School based on those reports and the most recent calculation of FEFP revenue, less payments received, less the district administrative fee, with the balance due divided by the remaining months in the fiscal year. Payment shall be on a monthly basis.

Section 5.A.3: **Adjustments:** Total funding for the School shall be recalculated during the year to reflect the revised calculations under the FEFP by the State and the *actual* unweighted and weighted FTE students reported by the School during the full-time equivalent survey periods designated by the Commissioner of Education. If the School submits data relevant to FTE funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State arising as a result of any errors or omissions for which the School is responsible. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same. Should the Sponsor receive notice of an FTE funding adjustment which is attributable to error, misreporting or substantial noncompliance by the charter school, the sponsor shall deduct the

amount of such adjustment from the charter school's FTE funding until the total amount of the FTE funding adjustment is recovered by the Sponsor. Such adjustment shall not exceed the fiscal year.

Section 5.A.4: **Millage Levy:** In accordance with the provisions of Section 1002.33(9)(l), Florida Statutes, the School agrees that it shall not levy taxes or issue bonds secured by tax revenues. However, nothing in this provision shall preclude a municipality from levying municipal taxes during a period in which the municipality is operating a charter school.

Section 5.A.5: **Holdback/Proration:** In the event of a state holdback or a proration which reduces funding, the School's funding will be reduced proportionately. In the event that the Sponsor's district exceeds the state cap for WFTE for any expenditure category of programs established by the Legislature, resulting in unfunded WFTE for the Sponsor's district, then the School's funding shall be reduced to reflect its proportional share of any unfunded WFTE and the School's funding will be reduced to reflect its proportionate share of any unfunded WFTE. In addition, should the Sponsor receive notice of an FTE funding adjustment which is attributable to error or substantial noncompliance by the School, the Sponsor shall deduct such assessed amount from the next available payment otherwise due the School. In the event that the assessment is charged near the end of or after the term of this Charter where no further payments are due the School, the Sponsor shall provide prompt notice to the School which shall refund the Sponsor the amount of the assessment within thirty (30) calendar days. The School will be responsible for an additional fee of one percent (1%) per month on the unpaid balance after thirty (30) days from the date of notice of such assessment.

Section 5.A.5.a: **Payment Withholding:** Distributions of FTE funds may be withheld without penalty of interest, upon written notice by the Sponsor, if any of the following required documents are more than thirty (30) calendar days overdue:

- i. the School's monthly or quarterly financial statements, or
- ii. the School's annual financial audit.

The Sponsor shall release, in full, any funds withheld under this provision within 10 (ten) calendar days of receipt of the documents whose absence resulted in the withholding of funds.

Section 5.A.6: **Categorical Funding:** If the School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of the categorical program funds included in the total funds available in the FEFP by the Legislature, including transportation, the research-based reading allocation, less the administrative fee permitted under Section 1002.33(20)(a), Florida Statutes. The School shall provide the Sponsor with documentation that categorical funds received by the School were expended for purposes for which the categoricals were established by the Florida Legislature. The School shall reimburse the Sponsor for any impermissible expenditure, as established by State criteria, within thirty (30) days of notice of such expenditures.

Section 5.A.7: **Federal Funding:** In any programs or services provided by the Sponsor which are funded by federal funds and for which federal funds follow the eligible

student, the Sponsor agrees, upon adequate documentation that verifies student eligibility (e.g. approved free-and-reduced price meal applications) from the School, to provide the School with equivalent federal funds per eligible student if the same level of service is provided by the School, provided that no federal law or regulation prohibits this transfer of funds.

Section 5.A.7.a: **Title I:** Pursuant to provisions of 20 U.S.C. 8061 Section 10306, the Sponsor will always provide all federal funding for which the School is otherwise eligible, including Title 1 funding, not later than five (5) months after the School first opens or after a subsequent expansion of enrollment. Any Title I funds allocated to the School must be used to supplement the reading/language arts and mathematics services for eligible students participating in the Title I program and shall be spent in accordance with federal regulations. These students will be identified utilizing the Survey 3 conducted annually during the prior fiscal year. Any capital outlay item purchased with Title I funds must be identified and labeled for Title I property audits. Any equipment purchased with Title I funds, which is classified as Capitalized Audio Visual or Equipment, remains the property of Title I, and must be identified and labeled for Title I property audits. If the School accepts Title I funds, at least one percent (1%) the Title I funds budget must be spent in support of parental involvement activities. The School will ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards. The district and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of district in-service opportunities, and other dates and information pertinent to the School's compliance with this Charter.

Section 5.A.7.b: **IDEA:** The IDEA portion of the IDEA appropriation will remain with the Sponsor to provide training as required by IDEA guidelines. The School may participate in IDEA training offered by the Sponsor at no cost. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of district in-service opportunities, and other dates and information pertinent to the School's compliance with this Charter.

Section 5.A.8.c: **Federal or Other Grants:** The Sponsor agrees to support the School in its efforts to secure grants by timely processing and submitting all documentation prepared by the School and necessary for the Schools competition for grants and other monetary awards, including but not limited to Federal Start-up Grant and Dissemination Grant. When the funding source requires that the Sponsor serve as the fiscal agent for a grant, the School shall, prior to generating any paperwork to the funding agency, notify the Sponsor in writing of its intent to submit a grant application and attach grant application guidelines. If the Sponsor develops a district-wide grant, the School may be included in the district proposal, if mutually agreed to by the School and the Sponsor. The Sponsor shall not agree to such participation unless the School specifically agrees to all terms, conditions, and requirements of the grant. If the School fails in any material respect to comply with said terms, conditions, and requirements, the School shall be solely responsible and liable for any consequences. When a charter school elects to participate in a district-wide grant prepared by the Sponsor's staff or when grant proposals are developed by district staff using student or School counts that include the

students of the School, dollars and/or services distributed via grant funds will be provided to charter schools in the same manner as traditional public schools.

Section 5.A.9: **Other Funding Sources:** The Charter School may secure funding from private foundations, corporations, businesses and/or individuals.

Section 5.A.10: **Charter School Capital Outlay Funds:** Section 1013.62, Florida Statutes, provides procedures and guidance for the distribution of capital outlay funds appropriated to Florida's public charter schools. Capital Outlay plans must be submitted to the FLDOE in the format and manner prescribed by the state. The Sponsor will review and verify the information uploaded to the FLDOE. The state determines approval of the School's Capital Outlay Plan. Each Capital Outlay plan must contain a written list specifically enumerating the proposed capital expenditures. Sales contracts, construction contracts, purchase orders, leases, lease-purchase agreements, rental agreements or bills of sale will be accepted by the Sponsor to document the School's expenditure of capital outlay funds. A copy of the previous year's annual audited financials must be submitted with a Capital Outlay plan as well as any other supporting documentation that verifies that the charter school qualifies for capital outlay funds. Conversion charter schools are ineligible for capital outlay funding allocations. After the Sponsor's certification of a Capital Outlay plan submitted by the School, the Sponsor shall deliver any public capital outlay funds [hereafter "CO Funds"] that are allocated and prorated to the School by the Commissioner of Education within ten (10) days of the delivery of such funds to the Sponsor by the Commissioner of Education. The property and/or improvements purchased by the School using the CO Funds and any unencumbered CO Funds shall be subject to reversion to the Sponsor pursuant to Sections 1002.33(8)(e) and 1013.62(3), Florida Statutes, and shall automatically revert to full ownership by Sponsor, subject to complete satisfaction of any other lawful liens and encumbrances, upon: (a) the termination or non-renewal of this Charter, or (b) the material breach of this Charter by the School. Any property and improvements, furnishings and equipment purchased without CO Funds or public funds for the School which have not been reimbursed by CO Funds or public funds shall be property of the School should the Charter terminate or not be renewed. However, ownership of an asset shall revert to the Sponsor in the event of termination or non-renewal of this Charter if the School's accounting records fail to clearly establish whether a particular asset was purchased with CO Funds or public funds or from another funding source. Except as otherwise provided herein and except for any interest conferred upon the Sponsor by applicable law or this Charter and except for other lawful liens or encumbrances, the School shall not rent, hire, or lend any of the property and/or improvements purchased with CO Funds. The Sponsor acknowledges that the facilities leased with CO Funds may be leased by the School for community and educational services for use when School is not in session. If the School leases such facilities to third persons as provided herein, any funds paid pursuant to such lease shall be the property of the School. The parties agree that a failure to satisfy the obligations imposed by this section shall constitute a material breach of this Charter and good cause for its termination. The School shall provide Sponsor's Accounting Department copies of invoices for the property and/or improvements purchased with CO Funds. The School shall provide Sponsor's Accounting Department lists of any property and/or improvements purchased with CO Funds that the School may subsequently propose to dispose of as surplus property. The property and/or improvements purchased by the School using CO Funds shall not be sold, transferred or encumbered, other than as provided herein, or disposed of by the School without obtaining the prior written consent of the Sponsor.

Section 5.A.11: **Information:** The Sponsor shall be entitled to inspection of the School's financial and pupil records upon request and reasonable notice. The School agrees that it will submit in a timely manner to the Sponsor all information pertaining to the charter school that is necessary for Sponsor to comply with Section 1010.20, Florida Statutes.

Section 5.A.12: **General Fixed Assets and Tangible Personal Property:** The School shall comply with all the requirements set forth in Florida Statutes and in the Florida Commissioner of Education's publication entitled *Financial and Program Cost Accounting and Reporting for Florida Schools* pertaining to general fixed assets and tangible personal property.

Section 5.A.13: **Access to Inventory:** The School agrees to allow the Sponsor reasonable access and the opportunity to review the inventory of public assets and records of such inventory. The inventory records should include; at minimum, the date of purchase, description of purchase, serial number of asset, cost of asset, funding source and current location of item.

Section 5.B: **Sponsor Administrative Fee:** The administrative fee calculated by the Sponsor shall be as defined in Section 1002.33(20)(a), Florida Statutes, not including capital outlay funds, federal and state grants, or any other funds, unless explicitly provided by law. The Sponsor shall not withhold an administrative fee from federal or state grants unless explicitly authorized by law. Funds from the reimbursement of any portion of the administrative fee to the school shall be used only for capital outlay purposes as specified in Section 1013.62(2), Florida Statutes. The Sponsor shall not withhold an administrative fee from capital outlay funds unless explicitly authorized by Florida law. The Sponsor shall provide those administrative and educational services specified in Section 1002.33(20)(a), Florida Statutes, to the School at no additional fee. These services shall include contract management services, FTE and data reporting, exceptional student education administration services, services related to eligibility and reporting duties required to ensure that school lunch services under the federal lunch program, consistent with the needs of the School, are provided by the school district at the request of the School; test administration services, including payment of the costs of state-required or district required student assessments; processing of teacher certificate data services, and information services, including equal access to student information systems that are used by public schools in the district in which the charter school is located as provided in Section 1002.33(20)(a), Florida Statutes. Access by the School to other services not required in Section 1002.33(20)(a), Florida Statutes, but available through the Sponsor, may be negotiated separately by the parties. Services requiring separately negotiated contract with Sponsor are unique to each charter and must be negotiated between the School and the Sponsor. Charges for such services under those contracts will be assessed upon reasonable notice at the following rate:

Hourly rate + proportional benefits of the Sponsor's personnel performing the service, times the number of actual hours beyond services that are regularly regarded as district level administrative services.

The Sponsor will invoice the School monthly for these services. The School shall issue payment no later than thirty (30) working days after receipt of an invoice. If a warrant for payment of an invoice is not issued within thirty (30) working days after receipt by the School, the School shall

pay to the Sponsor, in addition to the amount of the invoice, interest at a rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration of the thirty (30) day period until such time as the warrant is issued.

Section 5.C: **Restriction on Charging Tuition:** In accordance with the provisions of Section 1002.33(9)(d), Florida Statutes, the School agrees that it shall not charge any tuition or fees to students enrolled in an FEFP funded program in any grade through Grade 12.

Section 5.D: **Allowable Student Fees:** The School further agrees that it shall not charge fees except for those fees normally charged by other public schools.

Section 5.E: **Annual Budget:** The School shall provide the Sponsor with annual preliminary and official budgets in the format prescribed by the Sponsor. The budgets must include a revenue projection sheet, a detailed budget worksheet, and a summary budget.

Section 5.E.1: **Governing Board Approval Required:** Pursuant to Section 1002.33(9)(h), Florida Statutes, the School's Governing Board shall annually adopt and maintain an operating budget.

Section 5.E.2: **Date to Submit Budget to Sponsor:** During each year of this Charter, the tentative budget must be submitted to the School's Governing Board during the preceding school year. The official approved budget is to be submitted to the Sponsor by July.

Section 5.E.3: **Amended Budget:** In the event that the School's Governing Board approves an amended budget, a copy of the amended budget shall be provided to the Sponsor within ten (10) days of its approval by the School's Governing Board.

Section 5.F: **Financial Records, Reports and Monitoring:** The School shall utilize the standard state codification of accounts as contained in the most recent issue of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools" (the "Red Book") as a means of codifying all transactions pertaining to its operations.

Section 5.F.1: **Access to Financial Records:** Upon reasonable request, the School will provide access to inspect and copy any and all financial records and supporting documentation including, but not limited to, the following items: monthly financial reports, cash receipts journals, cash disbursement journals, bank reconciliations, payroll records, general ledger account summaries and adjusting journal entries.

Section 5.F.2: **Fiscal Monitoring:** The parties agree that the Sponsor, upon ten (10) business days' notice, may make reasonable requests and the School shall provide, documents, including releases, on the School's financial operations beyond the monthly reports required by this Charter. Such reports shall be in addition to those required elsewhere in this Charter and be signed and approved by the chair of the School's Governing Board.

Section 5.G: **Maintenance of Funds:** Federal, state, and local funds shall be maintained by the School according to existing federal and state mandates and practices including, without limitation, any FEFP Guidelines pursuant to Section 1011.62, Florida Statutes. Separate

funds and bank accounts shall be maintained where required for federal funds and state and local funds.

Section 5.H: **Monthly Financial Reports:** Pursuant to Section 1002.33(5)(b)(1)(b), Florida Statutes, the School shall provide monthly financial reports to the Sponsor in the format as prescribed by the Sponsor, to be delivered to the Sponsor no later than the 25th day of the following month. Section 1002.33(5)(c) and (d), Florida Statutes, require the Sponsor to monitor the progress of the School towards meeting the goals established in the Charter and to monitor the revenues and expenditures of the School. The School shall provide a monthly financial statement to the Sponsor. The monthly financial statement shall be in a form and contain data as prescribed by the Department of Education as amended from time to time. The monthly financial statements shall be prepared in accordance with generally accepted accounting principles (GAAP) in the same manner as the School's annual financial reports, and presented along with the function/object dimensions prescribed in the Florida Department of Education publication titled *Financial and Program Cost Accounting and Reporting for Florida Schools*, the "Red Book." At the discretion of the charter school's governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations. The monthly reports shall include a Balance Sheet, Statement of Revenue, Expenditures and Fund Balance, and Budget to Actual Report. The monthly financial reports shall specifically include, but not be limited to, an accounting of all public funds received and an inventory of the School's property purchased with such public funds as required by Sections 1002.33(9)(g), 274.02(1), and 69I-73.002, Florida Statutes, or successor statutes and rules. These monthly financial reports shall be cumulative. The statements shall have individual designations for each fund, including:

- Section 5.H.1: assets, liabilities, and fund balances for each fund type;
- Section 5.H.2: the original budget as approved by the School's Governing Board;
- Section 5.H.3: the current budget as approved by the School's Governing Board;
- Section 5.H.4: revenues and expenditures, year-to-date, vs. budget; and
- Section 5.H.5: budget to actual report.

Section 5.I: **Monthly Financial Data:** The School shall implement monthly reconciliation procedures of all bank accounts. A copy of each entire bank statement, copy of cancelled checks, detailed general ledger cash accounts and supporting documentation shall be available to the Sponsor for audit review, upon request.

Section 5.I.1: **High Performing Schools:** The School shall provide a monthly financial statement to the Sponsor unless the School is designated as a high-performing charter school pursuant to Section 1002.331, Florida Statutes, in which case the high-performing charter school may provide a quarterly financial statement.

Section 5.J: **Quarterly Financial Reports:** High-performing charter schools shall provide quarterly financial reports to the Sponsor as provided by Florida law and Section

1002.33(9)(g)3, Florida Statutes. For the purposes of this section, the quarterly reporting periods will be July/August/September; October/November/December; January/February/March; and April/May/June. The quarterly reports will be delivered to the Sponsor no later than the 25th day of the following month in accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools"; or at the discretion of the School's governing board, the School may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to Section 1002.33(9)(g)1, Florida Statutes.

Section 5.K: **Evidence of Start-Up Funding:** Except for instances in which an existing Charter is renewed, the School provide to the Sponsor evidence of sufficient funds for start-up costs no later than 90 (ninety) days prior to the start of the initial school year to assure prompt payment of operating expenses associated with the opening of the School including, but not limited to, the amount of any lease payments, teacher and other staff salaries and benefits, transportation costs, etc., for the beginning of the initial school year.

Section 5.L: **Property Inventories:** Pursuant to Rule 69I-73.002, Florida Administrative Code, the School will submit twice a year to the Sponsor a cumulative listing of all property valued over \$1,000 purchased with public funds (i.e., FEFP, grant and any other public-generated funds). Section 69I-72, Florida Administrative Code, requires the custodian of public funds to ensure a complete physical inventory of all property. The school should maintain a subsidiary ledger of property purchased with public funds as outlined in Section 69I-72.003, Florida Administrative Code, and have it available for review by the Sponsor. For the purpose of this section, the reporting periods will be December and June or upon written request of the sponsor.

Section 5.M: **Program Cost Report:** The School shall deliver to the Sponsor the School's Annual Program Cost Report for Charter Schools in the format as prescribed by the Florida Department of Education no later than August 15th of each year.

Section 5.N: **Annual Financial Audit:** At the School's sole expense, an annual audit of the School shall be conducted by a qualified, independent certified public accountant licensed to practice public accounting in the State of Florida and selected pursuant to the provisions and through the process of Section 218.391, Florida Statutes, and approved by the School's governing board, which approval shall not be unreasonably withheld, and shall be paid for by the School. The annual audits shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and the Rules of the Auditor General, State of Florida. The annual audit shall be conducted in a manner similar to that required of the Sponsor's school district by Section 218.39, Florida Statutes, in compliance with federal, state and school district regulations showing all revenues received from all sources and all direct expenditures for services rendered and shall be provided to the Sponsor's Charter Schools Support Office by no later than September 30th of each year of the term of this Charter. The School's independently audited financial statements shall be included in this annual audit report. The annual audit reports shall be a complete presentation in accordance with generally accepted accounting principles including Management, Discussion and Analysis (MD&A). MD&A may be omitted from the audit with the consent of the Sponsor. The

School shall ensure that the annual audit reports comply with Chapters 10.800 and 10.850, Rules of the Auditor General, as applicable. The independent financial auditor shall report on the expenditure of the categorical funds. The School must comply with all provisions related to the submission of its audit report to the Auditor General including the response/rebuttal and corrective actions.

Section 5.N.1: **Annual Financial Audit: Distribution of Copies:** The findings shall first be reported by the auditor to the principal or administrator of the School and all persons serving on the School's Governing Board during an exit interview conducted within seven (7) days of the conclusion of the audit. Within fourteen (14) days of the exit interview, the auditor shall provide a final report to the School's entire Governing Board, the Sponsor, and the Florida Department of Education. If the audited financial statements reflect a deficit financial position, the auditor is required to notify the School's Governing Board, the Sponsor, and the Department of Education of such circumstances. The School shall ensure timely submission of its annual audit report to the Auditor General, pursuant to Section 218.39(1) and (8), Florida Statutes.

Section 5.N.2: **Additional Audits Required by Sponsor:** The Sponsor reserves the right to perform additional audits at Sponsor's expense as part of the Sponsor's financial monitoring responsibilities as it deems necessary and appropriate pursuant to Section 1002.33(5)(b), Florida Statutes. The Sponsor has the right to review upon request all documentation pertaining to children with disabilities at the School.

Section 5.N.3: **Audited Financial Statements:** During each year of the term of this Charter, the School agrees to provide the Sponsor with the School's audited financial statements for the year ending June 30th. The audited financial statements shall be prepared in the format required by Governmental Accounting Standards Board Statement No. 34 Basic Financial Statements and Management's Discussion & Analysis for State and Local Governments and presented in the Sponsor's Comprehensive Annual Financial Report (CAFR). The CAFR format should be provided no later than September 30th of each year. The annual audited financial reports shall include a complete set of financial statements, management's discussion & analysis, and notes thereto prepared in accordance with Generally Accepted Accounting Principles accepted in the United States of America and a management letter resulting from the financial statement audit. The audited financial statements and related management letter shall be provided no later than September 30th of each year. Municipal charters shall submit the annual audits no later than December 31st of each year.

Section 5.O: **School's Fiscal Year:** The School's fiscal year shall be the same as that of the Sponsor during the term of this Charter and shall commence on July 1 and conclude on June 30.

Section 5.P: **State of Financial Emergency:** Financial audits that reveal a state of financial emergency as defined in Section 218.503, Florida Statutes, and are conducted by a certified public accountant or auditor in accordance with Section 218.39, Florida Statutes, shall be provided to the Governing Body of the School within seven (7) working days after finding that a state of financial emergency exists. The School shall comply with the requirements of Section 218.501, Florida Statutes, regarding fiscal responsibility. The School's auditor shall report such

findings in the form of an exit interview to the Chief Administrator/Principal of the School, and the Chair of the Governing Board, the Sponsor's Office of the Chief Auditor, and the Sponsor's Charter Schools Management/Support Department within seven (7) working days after finding the state of financial emergency or deficit position. Pursuant to Section 218.503, Florida Statutes, the final report shall be provided to the entire Governing Board, the Sponsor and the Department of Education within fourteen (14) working days after the exit interview.

Section 5.P.1: **Financial Recovery Plans:** If the School is found to be in a state of financial emergency by a certified public accountant or auditor, the School must comply with Florida Statutes and regulations governing Financial Recovery Plans, as amended from time to time and will submit a detailed Financial Recovery Plan with the Sponsor within thirty (30) days after receipt of the audit. Failure to timely submit a Financial Recovery Plan following a finding of financial emergency constitutes good cause to terminate this Charter. The Financial Recovery Plan submitted by the School to the Sponsor in response to a finding of financial emergency pursuant to Section 218.503, Florida Statutes, must address the specific audit findings and must also show how the School will meet its current and future obligations and be a financially viable entity within the time period specified in the approved Financial Recovery Plan. Each financial recovery plan will be prepared in accordance with guidelines established by the Florida Department of Education and shall prescribe actions that will resolve or prevent the condition(s) that constitute a financial emergency. The Financial Recovery Plan must specify dollar amounts or cost cuts, cost avoidance, and/or realistic revenue projections that will allow the School to correct the condition(s) that caused the School to be found in a state of financial emergency. The Financial Recovery Plan must include appropriate supporting documentation. The Financial Recovery Plan will be subject to review and oversight. The Commissioner of Education may require and approve a Financial Recovery Plan pursuant to Section 218.503, Florida Statutes. In such instances, the School's Governing Board shall be responsible for implementing any Financial Recovery Plan. In the event of a finding of financial emergency and submission of an acceptable Financial Recovery Plan pursuant to Section 218.503, Florida Statutes, the School shall provide periodic financial reports to the School's governing board and the Sponsor in a format sufficient to monitor progress toward achieving the Financial Recovery Plan. The Sponsor may choose to non-renew or terminate this Charter if the School fails to implement any required Financial Recovery Plan. The School shall provide periodic progress reports to the Sponsor regarding the Financial Recovery Plan upon request.

Section 5.Q: **Deteriorating Financial Condition:** In the event the School is identified as having a deteriorating financial condition as defined by Section 1002.345, Florida Statutes, the Sponsor shall conduct an expedited review of the School and the School and the Sponsor shall develop and file a Corrective Action Plan with the Florida Commissioner of Education in accordance with Section 1002.345, Florida Statutes.

Section 5.Q.1: **Corrective Action Plans:** The Governing Body of the School shall be responsible for performing the duties in Section 1002.345, Florida Statutes, including implementation of a Corrective Action Plan, which must be approved by the Sponsor. The School and Sponsor's Financial Recovery Committee will conduct meetings on an as needed basis as determined by the Sponsor to monitor progress upon any Corrective Action Plan.

Section 5.R: **Financial Management of School:** The School shall conduct fiscal management of the charter school's operations in accordance with the School's governing laws and rules, the provisions of this Charter, and all applicable federal, state and local policies.

Section 5.S: **Description of Internal Audit Procedures:** The School shall implement the internal audit procedures described in the School's governing laws and rules, the provisions of this Charter, and all applicable Sections of the School's approved Application (Appendix 1).

Section 5.T: **Other Government Reports:** The School shall provide the Sponsor with copies of all reports required to be filed with the Government of the United States and the State of Florida no later than one month after the due dates for such reports. Such reports shall include, but are not limited to, all payroll tax returns and any required filing related to the School's nonprofit status.

ARTICLE 6: FACILITIES

Section 6.A: **Facility Notification and Inspection:** The School shall comply with the provisions of this section governing facility notification and inspection.

Section 6.A.1: **Facility Location:** The School is located at: 2650 Van Buren Street Hollywood, Florida 33020.

Section 6.A.2: **District Inspection of Facility:** The School will be responsible for providing or hiring companies to perform inspections as required and forwarding results to the Sponsor. All facilities, including leased facilities, must be inspected annually by the local Fire Authority having jurisdiction. The Sponsor shall conduct annual site visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include, without limitation: the Broward County Health Department to do inspections of the kitchens and related spaces; the Department of Labor and Employment to inspect for OSHA compliance. The School must show proof of the annual inspections at least ten (10) days prior to the first day of each year of operation.

Section 6.B: **Compliance with Building and Zoning Requirements:** The School shall comply with all applicable laws, ordinances, and codes of federal, state, and local governance, including the IDEA, the ADA, and Section 504 of the Rehabilitation Act. The School shall obtain all necessary licenses, permits, zoning, use approval, facility certification, and other approvals required for use and continued occupancy of the facility as required by the local government or other governmental agencies, and copies shall be provided to the Sponsor.

Section 6.B.1: **Florida Building Code:** The School agrees to use facilities that comply with the Florida Building Code, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, as each are applicable, except for the requirements of the State Requirements for Educational Facilities (SREF).

Section 6.B.2: **Florida Fire Prevention Code:** The School agrees to use facilities that comply with the state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located, including reference documents, applicable state and federal laws and rules.

Section 6.B.3: **Capacity of Facility:** At no time will the enrollment exceed the number of students approved in this Charter, the School's Application (**Appendix 1**) or permitted by zoning capacity and all applicable laws and regulations. The School shall not be entitled to monthly payments for students in excess of the School's enrollment capacity and the School facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use or Fire Permit (whichever is less). Payments may be withheld if the School's Certificate of Occupancy, Certificate of Use or Fire Permit has expired or has otherwise become invalid, until such defect has been cured. In the event that the required county and/or municipality facility permits do not indicate a facility capacity, the School must submit a letter from the architect of record certifying the capacity of the facility.

Section 6.C: **Location:** The School agrees to provide the Sponsor with documentation regarding the School's property interest (owner or lessor) in the property and facility where the School will operate. If the School does not own the property and facility, the School must show proof of a signed lease before the initial opening day of class. For leased properties, the School shall obtain from the landlord, and provide to the Sponsor, an affidavit indicating the method by which the landlord is complying with the requirements of Section 196.1983, Florida Statutes, regarding charter school exemption from *ad valorem* taxes. Lessor and Lessee shall provide the Sponsor with a disclosure affidavit in accordance with Section 286.23, Florida Statutes.

Section 6.C.1: **Temporary Facility:** The School may only use a temporary facility when the facilities approved within this agreement are temporarily not suitable for student use under all applicable laws, ordinances, and codes of federal, state, and local governance. Approved use of a temporary facility for a period of more than sixty calendar (60) days will require the amendment of this Charter by the parties.

Section 6.C.2: **Relocation:** The School shall notify the Sponsor no less than ninety (90) days prior to any relocation. Any such relocation must be mutually agreed upon by both parties through the amendment of this Charter.

Section 6.C.3: **Additional Campuses:** The development by the School of additional campuses shall not be permitted under this Agreement. In the event that the School desires to construct and develop any additional campuses, the School shall be required to apply for and obtain a separate charter from Sponsor for each such new campus.

Section 6.C.4: **Shared Use of a Facility with Other Entities:** The School shall disclose to the Sponsor the identity of any entity with whom it will share the facility or space or share any temporary facility during the term of this Charter. The School shall disclose the names of the co-located entities to the parents of all students enrolled in the school annually in writing and will place the names of the other entities on its state mandated website.

Section 6.D: **Prohibition to Affix Religious or Partisan Political Symbols, Statues, Artifacts on or About the Facility:** The School agrees not to affix any religious or partisan political symbols, statues, artifacts, etc., on or about the property and facilities where the School will operate.

Section 6.E: **Specific Requirements for Conversion Charter Schools or Schools Using a District-Owned Facility:** This Section is not applicable to this Charter.

Section 6.F: **Additions, Changes & Renovations:** The School must provide notice to the Sponsor of any proposed material additions, changes and renovations to be made to the educational facilities described in the original proposal. Such additional changes or renovated facilities may not be utilized for student activities until the Sponsor is provided copies of certificates of occupancy issued for such facilities and [if applicable] written approval obtained from the Broward County Traffic Engineering Department as to traffic control and pedestrian travel associated with said facilities. A “material addition, change or renovation” is defined as any improvement to real property that alters the square footage of the educational facility.

Section 6.G: **Disaster Preparedness Plan:** The School shall adopt the Sponsor’s Disaster Preparedness Plan or submit the School’s plan to the Sponsor for approval.

ARTICLE 7: TRANSPORTATION

Section 7.A: **Provision of Transportation by the School:** Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of Chapter 1006, and Section 1012.45, Florida Statutes. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the School. Any brochure, flyers or other multi-media and telecommunications information furnished/published by the School shall communicate that the School will provide transportation and the manner in which it will be made available to the School’s students. The School acknowledges that the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) requires that each child of a homeless individual and each homeless youth be afforded equal access to the same free, appropriate public education as provided to other children and youths. At the request of the parent or guardian, the School will provide transportation for a homeless student. The School shall provide transportation for students with disabilities enrolled in the School. The rate of reimbursement to the School by the Sponsor for transportation will be equivalent to the reimbursement rate provided by the State of Florida for all eligible transported students.

Section 7.B: **Cooperation between Sponsor and School:** The School agrees that transportation shall not be a barrier to equal access for any student residing within a reasonable distance of the School as determined by the School’s transportation plan. The School may contract with the Sponsor for student transportation services or with a Sponsor-approved private transportation firm, or with parents as provided for in section 1002.33(20)(c), Florida Statutes. If

the School contracts with a Sponsor-approved private transportation firm, the School will provide the Sponsor the name of such firm as part of the School's final transportation plan.

Section 7.C: **Reasonable Distance:** The School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside two or more miles from the School and are within a reasonable distance of the School, or who otherwise are entitled to transportation by law. The term "reasonable distance" shall be defined in accordance with Chapters 1000 through 1013, Florida Statutes, as amended from time to time and the standards and guidelines provided by the State Department of Education.

Section 7.D: **Transportation Safety Compliance:** The School shall demonstrate compliance with all applicable transportation safety requirements. Unless it contracts with the Sponsor for the provision of student transportation, the School is required to ensure that each school bus transporting the School's students meets applicable federal motor vehicle safety standards and other specifications. The School agrees to monitor the status of the commercial driver's licenses of each school bus driver employed or hired by the School (hereafter "School Bus Drivers") unless it contracts with Sponsor to provide such services. The School will provide the Sponsor, via the Transportation Department, with a copy to the Charter Schools Management/Support Department, an updated list each quarter of all School Bus Drivers providing commercial driver's license numbers, current license status and license expiration dates.

Section 7.E: **Failure to Comply:** Failure to materially comply with any local, state or federal rule or regulation concerning school transportation after notice and reasonable opportunity to cure, may constitute good cause for termination of this Charter School Agreement. Furthermore, the School shall promptly reimburse the Sponsor for any penalties incurred by the Sponsor as a result of the School's non-compliance. If the School submits data relevant to FTE funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State arising as a result of any errors or omissions for which the School is responsible. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same. Such adjustments shall not exceed the fiscal year.

ARTICLE 8: INSURANCE & INDEMNIFICATION

Section 8.A: **Indemnification of Sponsor by School:** Nothing contained in this Charter is intended to serve as a waiver of sovereign immunity of any rights or limits to liability provided by Section 768.28, Florida Statutes. To the extent permitted by law under Section 768.28, Florida Statutes, the School agrees to indemnify and hold harmless the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 8.A.1: the negligence, intentional wrongful act, misconduct or culpability of the School or of the School's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 8.A.2: the School's material breach of this Charter or applicable federal or state law;

Section 8.A.3: any failure by the School to pay its employees, contractors, suppliers, subcontractors, or any other creditors;

Section 8.A.4: any failure by School to correct deficiencies found in casualty, safety, sanitation and fire safety inspections;

Section 8.A.5: the failure of the School's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its members, officers, employees, subcontractors or others acting on its behalf;

Section 8.A.6: any professional errors or omissions, or claims of errors or omissions, by the School employees, agents, or by the School's governing board; or

Section 8.A.7: any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the School.

Section 8.A.8: any penalties incurred by the Sponsor as a result of the School's noncompliance with Article 7 or reimbursements to the State arising as a result of any errors or omissions in data relevant to FTE funding for which the School is responsible;

Section 8.A.9: However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its directors, officers, employees, subcontractors, or others acting on its behalf other than the School, its directors, officers, employees, subcontractors and suppliers.

Section 8.B: **Defense of Claims against the Sponsor:** The School agrees to defend any and all such action using competent counsel, selected by the School, subject to Sponsor's approval, which shall not be unreasonably withheld.

Section 8.C: **Indemnity for Professional Liability:** The School's duty to indemnify the Sponsor for professional liability as insured by the School Leaders Errors and Omissions policy described in this Charter shall continue in full force and effect notwithstanding the expiration, non-renewal or early termination of this Charter with respect to any claims based on facts or conditions which occurred prior to termination. The School's Errors and Omissions limitation on post-termination claims of professional liability shall not impair the Sponsor's claims to indemnification with respect to a claim for which the School is insured or for which the School should have been insured under Commercial General Liability Insurance, Automobile Liability Insurance or Employer's Liability Insurance.

Section 8.D: **Indemnity for Certain Specified Claims:** The School shall also indemnify, defend and protect and hold the Sponsor harmless against all claims and actions

brought against the Sponsor by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the School, any failure of School to comply with provisions of the Individuals with Disabilities Education Act (IDEA), including failure to provide a Free Appropriate Public Education (FAPE) to an enrolled student or failure to furnish services provided for in a student's individual education plan, and any violation by School of the state's public records or open meetings laws.

Section 8.E: **Indemnification of School by Sponsor:** Nothing contained in this Charter is intended to serve as a waiver of sovereign immunity of any rights or limits to liability provided by Section 768.28, Florida Statutes. To the extent permitted by law under Section 768.28, Florida Statutes, the Sponsor agrees to indemnify, defend and hold the School, its members, officers, employees and agents harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 8.E.1: the negligence, intentional wrongful act, misconduct or culpability of the Sponsor or of the Sponsor's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 8.E.2: the Sponsor's material breach of this Charter or applicable federal or state law;

Section 8.E.3: any failure by the Sponsor to pay its suppliers or any subcontractors;

Section 8.E.4: the failure of the Sponsor's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the Sponsor shall not be obligated to indemnify the School against claims, damages, expenses or liabilities to the extent these may result from the negligence of the School, the School's governing board members, officers, employees, subcontractors or others acting on the School's behalf; or

Section 8.E.5: any professional errors or omissions, or claims of errors or omissions, by the Sponsor's employees, agents, or School Board Members.

Section 8.F: **Defense of Claims against the School:** The Sponsor agrees to defend any and all such action using competent counsel, selected by the Sponsor, subject to School's approval, which shall not be unreasonably withheld.

Section 8.G: **Notice of Claims:** The School and the Sponsor shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this Charter (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that if the School or Sponsor shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the School or

Sponsor, which they agree to assume. The School and Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a Third Party Claim.

Section 8.H: **Sovereign Immunity:** Notwithstanding anything herein to the contrary, neither party waives any of its sovereign immunity, and any obligation of one party to indemnify, defend or hold harmless the other party as stated above shall extend only to the limits, if any, permitted by Florida law, and shall be subject to the monetary limitations established by Section 768.28, Florida Statutes. Nothing herein shall be deemed to be a waiver of rights or limits to liability existing under Section 768.28, Florida Statutes.

Section 8.I: **Acceptable Insurers:** Insurers providing the insurance required of the School by this Charter must meet the following minimum requirements:

Section 8.I.1: Be authorized by certificates of authority from the Department of Insurance of the State of Florida, an eligible surplus lines insurer under Florida Statutes, or be an authorized insurance trust as approved by the Florida Office of Insurance Regulation with acceptable financials as defined in Section 163.01, Florida Statutes. In addition, the insurer, or in the case of an authorized insurance trust, the re-insurer, must have a Best's Rating of "A-" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company, within the last thirty (30) days of certificate issuance; and

Section 8.I.2: If, during the period when an insurer is providing insurance required by this Charter, an insurer shall fail to comply with the foregoing minimum requirements, the School shall, as soon as it has knowledge of any such failure, immediately notify the Sponsor and immediately replace the insurance with new insurance from an insurer meeting the requirements. Such replacement insurance coverage must be obtained within twenty (20) days of cancellation or lapse of coverage.

Section 8.J: **Commercial and General Liability Insurance:** The School shall, at its sole expense, procure, maintain and keep in force Commercial General Liability Insurance which shall conform to the following requirements:

Section 8.J.1: **Liabilities Covered:** The School's Commercial General Liability Insurance shall cover the School for those sources of liability (including, but not limited to, coverage for Premises Operations, Products/Completed Operations, Contractors, and Contractual Liability) which would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage Form (ISO form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.

Section 8.J.2: **Minimum Limits:** The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence/Two Million Dollars (\$2,000,000) annual aggregate.

Section 8.J.3: **Deductible/Retention:** Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar

basis without application of any deductible or self-insured retention unless the School is governed by a municipality. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention of One Thousand dollars (\$1,000) per occurrence. If the School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions (SIR's). The municipality governing this school will be responsible for any outstanding deductibles/SIR if the School is unable to meet its financial obligations.

Section 8.J.4: **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall maintain without interruption the Liability Insurance until four (4) years after termination of this Charter.

Section 8.J.5: **Additional Insureds:** The School shall include the Sponsor and its members, officers, employees and agents as "Additional Insureds" on the required Liability Insurance. The coverage afforded for such Additional Insureds shall be no more restrictive than that which would be afforded by adding the Sponsor as Additional Insureds using the latest Additional Insured – Owners, Lessees or Contractors (Form B) Endorsement (ISO Form CG 20 10) or its equivalent. The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents" as Additional Insureds.

Section 8.K: **Automobile Liability Insurance:** The School shall, at its sole expense, procure, maintain and keep in force Automobile Liability Insurance which shall conform to the following requirements:

Section 8.K.1: **Liabilities covered:** The School's insurance shall cover the School for Automobile Liability which would be no less restrictive than the latest occurrence edition of the standard Business Auto Policy (ISO Form CA 00 001), which includes coverage for Contractual Liability, as filed for Sponsor in the State of Florida by the Insurance Services Office. Coverage shall be included on all Owned, Non-Owned and Hired automobiles, buses and other vehicles used in connection with this Charter. In the event the School does not own any vehicles, we will accept hired and non-owned coverage in the amounts listed above. In addition, we will require an affidavit signed by the School indicating the following:

The School does not own any vehicles. In the event we acquire any vehicles throughout the term of this agreement, the School agrees to provide proof of "Owned Auto" coverage effective date of acquisition.

If School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions (SIR's) as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/SIR. The municipality governing the School will be responsible for any outstanding deductibles/SIR if the school is unable to meet its financial obligations.

Section 8.K.2: **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall

maintain, without interruption, the Automobile Liability Insurance until four (4) years after termination of this Charter.

Section 8.K.3: **Minimum Limits:** The minimum limits to be maintained by the School (inclusive of any amount provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence, and if subject to an annual aggregate, Three Million Dollars (\$3,000,000) annual aggregate.

Section 8.K.4: **Coverage Form:** Such coverage shall not be any less restrictive than the standards ISO Business Auto Policy CA 00 01.

Section 8.L: **Workers Compensation/Employer's Liability:** The School shall, at its sole expense, provide, maintain and keep in force Workers' Compensation and Employer's Liability Insurance which shall conform to the following requirements:

Section 8.L.1: **Coverages:** The School's insurance shall cover the School (and to the extent its subcontractors and its sub-subcontractors) 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. In addition to coverage for the Workers' Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal and state law.

Section 8.L.2: **Minimum Limits:** Subject to the restrictions found in the standard Workers Compensation Policy, there shall be no maximum limit on the amount of coverage for statutory liability imposed by the Florida Workers' Compensation Act or any coverage customarily insured under Part One of the Standards Workers' Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part Two – Employer's Liability of the Standard Workers' Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence, and if subject to an annual aggregate, Two Million Dollars (\$2,000,000) annual aggregate. If the School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions (SIR's) as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/SIR. The municipality governing this school will be responsible for any outstanding deductibles/SIR if the School is unable to meet its financial obligations. Otherwise, coverage is required to be first dollar with no deductible. In the event that the School leases employees, it shall provide certified proof that the corporation from which it leases service maintains appropriate Workers' Compensation coverage. In addition, the Sponsor will require a signed Workers Compensation affidavit by the School.

Section 8.M: **School Leader's Errors and Omissions Insurance:** Subject to reasonable commercial availability, the School shall, at its sole expense, procure, maintain and keep in force the School Leader's Errors and Omissions Liability Insurance which shall conform to the following requirements:

Section 8.M.1: **Form of Coverage:** The School Leader's Errors and Omissions Liability Insurance maintained by the School shall be on a form acceptable to the Sponsor and shall cover the School for those sources of liability typically insured by School Leader's Errors & Omissions Insurance for claims arising out of the rendering of or failure to render professional services in the performance of this Charter, including all provisions of indemnification which are part of this Charter.

Section 8.M.2: **Coverage Limits:** The insurance shall be subject to a maximum deductible not to exceed twenty-five thousand dollars (\$25,000) per claim and the School shall be held responsible for any loss payments within the deductible. The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) per claim/annual aggregate.

Section 8.M.3: **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims-made basis, the School shall maintain, without interruption, the Errors and Omissions Insurance until four (4) years after termination or non-renewal of this Contract.

Section 8.N: **Employees Dishonesty/Crime Insurance or Fidelity Bond:** The School shall purchase Employees Dishonesty /Crime Insurance for all governing board members and employees including Faithful Performance coverage for the School's administrators/principal and governing board with an insurance carrier authorized to do business in the State of Florida and shall be in the amount of no less than One Million Dollars (\$1,000,000) per occurrence/claim. In lieu of Employee Dishonesty /Crime Insurance, Sponsor is willing to accept Fidelity Bond coverage of equal coverage amount.

Section 8.O: **Property Insurance:** The School agrees to obtain and maintain hazard insurance coverage for its own buildings and contents and agrees to provide proof of such insurance and its renewals to the Sponsor. The School agrees to insure any real property that it owns or leases at replacement cost coverage based on current total insured values. School's property insurance must include Hurricane and Windstorm coverage for real property. The deductible shall not be greater than five percent (5%) of the Total Insured Value (TIV). If the School is governed by a municipality, the Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions (SIR's) as long as the SPONSOR receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/SIR.

Section 8.P: **Applicable to Other Coverages:** The following provisions are applicable to all insurance coverages required under this Charter:

Section 8.P.1: **Other Coverages:** The insurance required under this contract shall be endorsed to be primary of all other valid and collectable coverages maintained by the Sponsor and indicated on such Certificate of Insurance. Any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees or agents shall be in excess of the insurance provided by or on behalf of the School.

Section 8.P.2: **Deductibles/Retention:** Except as otherwise specified in this Charter, the insurance maintained by the School shall apply on a first dollar basis without application of a deductible or self-insurance retention. If the School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions (SIR's) as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/SIR. The municipality governing this charter school will be responsible for any outstanding deductibles/SIR if the School is unable to meet its financial obligations.

Section 8.P.3: **Liability and Remedies:** Compliance with the insurance requirements of this Charter shall not limit the liability of the School, its subcontractors, its sub-subcontractors, its employees or its agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees or agents by the insurance shall be in addition to and not in lieu of any other remedy available under this Charter or otherwise.

Section 8.P.4: **Subcontractors:** The School shall require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this Charter does not establish minimum insurance requirements for subcontractors or sub-subcontractors. However, the Sponsor will rely on the School to monitor and notify its subcontractors and their sub-subcontractors to confirm coverage is in force for the duration of the subcontractor/sub-subcontractor contract and have certificates of insurance on file to provide historical documentation should a claim occur that has not yet been reported to the School.

Section 8.P.5: **Provision for Cure:** The School shall cure any non-compliance with this Article 8 of the Charter within ninety (90) days of the School's receipt from the Sponsor of written notice of the non-compliance.

Section 8.P.6: **Default upon Non-Compliance:** The School shall be in default of this Charter should it fail to procure, maintain and keep in effect the insurance coverages required by this Charter. Lapse of insurance coverage as described in this Charter will be considered good cause for recommendation of termination of this Charter.

Section 8.P.7: **Approval by Sponsor:** Neither approval by the Sponsor nor failure to disapprove the insurance furnished by the School shall relieve the School of the School's full responsibility to provide the insurance as required by this Charter.

Section 8.P.8: **Combined Services Coverage:** Combined services coverage under this Charter shall be permitted subject to approval by the Sponsor's Insurance and Benefits Department.

Section 8.P.9: **Default upon Non-Compliance:** The School shall be in material default of this Charter for failure to procure, maintain and keep in effect the insurance as required by this Charter.

Section 8.P.10: **Changes in Insurance Coverage:** The School must notify Sponsor of any contemplated material changes in insurance coverage.

Section 8.Q: **Evidence of Insurance:** Without limiting any of the other obligations of the School, the School shall, at the School's sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this Charter. The School shall provide evidence of such insurance in the following manner:

Section 8.Q.1: **Time to Submit:** The School shall furnish the Sponsor with fully completed Certificate(s) of Insurance signed by an authorized representative of the insurer(s) providing the coverages. Except as otherwise specified in this Charter, the insurance shall commence prior to the commencement of the opening of the School and shall be maintained in force, without interruption, until this Charter is terminated. Evidence of insurance shall be provided by the School to the Sponsor before the initial opening day of classes. The School shall furnish the Sponsor with fully completed Certificate(s) of Insurance, signed by an authorized representative of the insurer(s) providing the coverage, four (4) weeks prior to the initial opening day of classes for each school year. The certificates shall name the Sponsor as an Additional Insured if required by specific provisions of this contract addressing that form of insurance.

Section 8.Q.2: **Notice of Cancellation:** Each certificate of insurance shall contain a provision for written notification to the Sponsor in accordance with policy provisions as outlined in the current ISO Accord 25 (2009/09) form; or should older ISO versions be available provide a minimum of 30-days' notice of material changes or cancellation to Sponsor.

Section 8.Q.3: **Renewal/Replacement:** Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the Sponsor with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided.

Section 8.Q.4: **Pre-Charter Submission of Evidence:** Notwithstanding any other provision contained herein, the School may submit evidence of insurance prior to approval of this charter substantially similar to the insurance provisions set forth in this section and subject to Sponsor's approval.

ARTICLE 9: GOVERNANCE

Section 9.A: **Public or Private Employer:** Pursuant to Section 1002.33(12)(i), Florida Statutes, the School is operating as a private employer. The employees have contracted their services directly to the School or its governing body and are not public employees.

Section 9.B: **Governing Board Responsibilities:** The School's governing body shall be made up of its Governing Board. The Governing Board of the School shall be responsible for all fiduciary, legal and regulatory compliance issues and shall perform all duties set forth in the School's Approved Application (**Appendix 1**) and the following duties and responsibilities:

Section 9.B.1: annually adopt and maintain an operating budget and submit its approved budget to the Sponsor by July 31 of each year along with a copy of the minutes of the meeting showing approval of the budget by the Governing Board;

Section 9.B.2: retain the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the Governing Board;

Section 9.B.3: review and approve the audit report, including audit findings and recommendations for the financial recovery plan;

Section 9.B.4: monitor a financial recovery plan in order to ensure compliance, if applicable;

Section 9.B.5: establish, define, refine and oversee the School's educational philosophy, operational policies and procedures, academic accountability procedures, and financial accountability procedures and ensure that the School's student performance standards are met or exceeded;

Section 9.B.6: exercise continuing oversight of the School's operations;

Section 9.B.7: report its progress annually to the Sponsor, which shall forward the report to the Commissioner of Education at the same time as other school accountability reports, in accordance with Section 1002.33(9)(k), Florida Statutes;

Section 9.B.8: participate in governance training approved by the Department of Education that must include government in the sunshine, conflicts of interest, ethics, and financial responsibility;

Section 9.B.9: make full disclosure of the identity of all relatives employed by the School in accordance with Section 1002.33(7)(a)(18), Florida Statutes;

Section 9.B.10: adopt policies establishing standards of ethical conduct for instructional personnel and School administrator in accordance with Section 1002.33(12)(g)(3), Florida Statutes;

Section 9.B.11: make all required financial disclosure if the school is operated by a municipal corporation or other public entity under Section 112.3144, Florida Statutes;

Section 9.B.12: comply with the standards of conduct set out in Sections 112.313(2), (3), (7), and (12), and 112.3143(3), Florida Statutes;

Section 9.B.13: avoid all conflict of interest, including, but not limited to, being employed by, owning, or serving on the board of directors of any entity which contracts with the School;

Section 9.B.14: demonstrate financial competence and adequate professional experience;

Section 9.B.15: recommend student expulsions to the Sponsor;

Section 9.B.16: determine in conformance with law and the terms of this Charter the rules, and regulations needed for the effective operation and general improvement of the School;

Section 9.B.17: be held accountable to the School's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in Florida's charter school laws;

Section 9.B.18: be responsible for the over-all policy decision making of the School, in consultations with the School's staff, including the approval of the curriculum and the annual budget;

Section 9.B.19: serve as the fiscal agent for the School and be involved from the School's inception in all policy matters pursuant to the provisions of the corporation's bylaws; and

Section 9.B.20: comply with State Board Rule 6A-6.0784, Florida Administrative Code, relating to Governance Training and fulfill all applicable Governance Training requirements.

Section 9.B.21: appoint a representative (liaison) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. Liaison information shall be kept current at all times, and necessary changes shall be reported to the Sponsor immediately.

Section 9.C: **Public Records:** The School will comply with Section 1002.33(16)(b)(2), Florida Statutes, relating to public records. The public shall be provided reasonable access to the School's records in accordance with the provisions of this Charter and Section 119.07, Florida Statutes.

Section 9.D: **Reasonable Access to Records by Sponsor:** The School agrees to allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor. Conversely, the Sponsor agrees to allow reasonable access to its records to duly authorized representatives of the School to the extent allowable by law.

Section 9.E: **The Sunshine Law:** To ensure that parents/guardians will have ready access to the governance of the School, meetings of the Governing Board will be open to the public in accordance with Section 286.011, Florida Statutes, unless confidentiality is required by law. The Governing Board will provide reasonable public notice of the date, time, and place of its meetings and will maintain at the School's site detailed minutes of its meetings, which shall be regularly scheduled. Such meetings will be open to the public, and the minutes shall be available for public review. The School's Governing Board will publish a calendar on its website that contains a schedule of all Governing Board meetings for the school year, including the date and time of the meetings and the locations. The School agrees to hold meetings of its Governing

Board within Broward County, Florida at least once a semester during the school year. The School shall provide the parents in writing, the process for placing an item on the agenda for the meetings of the School's Governing Board. A signed copy of the minutes will be on file at the School's site for review and a copy will be forwarded to the Sponsor.

Section 9.F: **Reasonable Notice to Sponsor of Governing Board Meetings:**
The Governing Board will provide the Sponsor with reasonable notice of the date, time, and place of its meetings. The School will provide reasonable notice to the Sponsor of any changes or cancellation of scheduled meetings of its Governing Board, to the extent practical. The School will provide the Sponsor with an agenda and draft minutes of each meeting of The Schools Governing Board.. Official minutes will be provided to the Sponsor upon review and approval by the Governing Board.

Section 9.G: **Identification of Governing Board Members:** The selection of the School's Governing Board Members and officers shall be as set forth in the School's approved Application (**Appendix 1**) or in School's by-laws if such are adopted subsequent to the submission of **Appendix 1**. The School's Governing Board will include local representatives, which may include parents/guardians and professionals qualified to support the educational and moral development of the School's students. No employee of the School, employee of one of the School's education services provider (ESP) companies, or family member of an employee of one of the School's ESP companies may serve as a Member of the School's Governing Board. The Governing Board cannot delegate its responsibility to the Sponsor to any other agency, education services provider (ESP) company or other contracted service provider. The School shall provide the parents in writing the names of the members of the School's Governing Board and a means by which they may be contacted.

Section 9.H: **Changes in Governing Board:** The names of the Governing Board Members and the School's Chief Administrator/Principal must be held current at all times and the Sponsor shall be notified immediately of any changes. The procedures for the replacement of Governing Board Members shall be set forth in the Governing Board's By-Laws. The replacement of the initial Governing Board Members must be done in staggered terms to ensure continuity in leadership and oversight. Members of the School's organizing group not serving on the School's Governing Board are not allowed to vote for Governing Board Members or approve changes to the School's Articles or By-Laws.

Section 9.I: **Background Screening of Governing Board Members and Chief Administrator:** Members of the Governing Board of the School and its Chief Administrator shall also be fingerprinted at their cost in a manner similar to that provided in Section 1012.32, Florida Statutes, within ten (10) days of their appointment and, if initial members of the Governing Board, prior to approval of this Charter. Any person serving in any capacity with the School or its governing body must meet level 2 screening requirements as described in Section 1012.32, Florida Statutes. These fingerprints shall be submitted to the Florida Department of Law Enforcement for state processing and the Federal Bureau of Investigations for federal processing. The results of all fingerprint reports shall be provided to the Sponsor. All fees associated with the retention of fingerprints are the sole responsibility of the School. The School agrees that new Governing Board Members and its Chief Administrator shall be on probationary status pending fingerprint processing and determination of compliance with standards of good moral character. Potential

Governing Board Members or Chief Administrators of the School shall submit official court dispositions for criminal offenses of moral turpitude listed as part of their fingerprint results. The School agrees not to appoint Governing Board Members or Chief Administrators whose fingerprint check results reveal non-compliance with standards of good moral character. The School shall not allow any person to serve on its Governing Board or as its Chief Administrator who has been convicted of a felony crime or moral turpitude.

Section 9.J: **Non-Profit Organization:** As stated in the School's Application (Appendix 1) and as required by Section 1002.33(12)(i), Florida Statutes, the School has been organized as a Florida non-profit organization, and shall maintain status as a Section 501(c)3 status under the Internal Revenue Code. Voting shall control the non-profit organization, and only the School's Governing Board shall vote. The School shall at all times operate as a non-profit corporation and shall annually provide proof to the Sponsor of the School's status as a non-profit organization. Such status shall not be permitted to lapse, be revoked or terminate.

Section 9.K: **Compliance with Applicable Ethical Requirements:** To the extent applicable, the officers and directors of the School will comply with Part III, Section 112, Florida Statutes (the Code of Ethics for Public Officers and Employees). The Sponsor shall be provided copies of any financial disclosure forms filed by the School's officers and directors. Members of the School's Governing Board cannot be employees of the School. Members of the School's Governing Board shall not receive financial benefit from the School's operations including, without limitation, the receipt of any grant funds. All members of the School's Governing Board shall comply with Sections 112.313(2), (3), (7) and (12), and 112.3143, Florida Statutes, and other applicable portion of the Code of Ethics for Public Officers and Employees. The Governing Board Chair shall annually provide to the District a statement confirming that:

Section 9.K.1: No Member of the School's Governing Board, acting in his/her private capacity, has sold services directly or indirectly to the School;

Section 9.K.2: No spouse, parent, child, stepchild, sibling, or employee of any Board Member serves as a member of the School's Governing Board;

Section 9.K.3: No Member of the School's Governing Board is an employee of the School or of the education services provider ("ESP") company operating the School; and

Section 9.K.4: No member of the School's Governing Board has received compensation, directly or indirectly from the School's operations.

Section 9.L: **Bonding of School Personnel:** The officers, directors, and employees of the School who have the authority to receive and expend funds on behalf of the School shall be bonded to the same degree as officers and employees of the Sponsor. All bonds shall run to the School, the not-for-profit organization, and the Sponsor and shall be on file for inspection at all times.

Section 9.M: **School's Chief Administrator/Principal:** The duties of the School's Chief Administrator/Principal shall be as set forth in the School's approved Application (**Appendix 1.**) The teachers, support, and contractual staff of the School will be directly supervised by the Principal or other on-site administrator.

Section 9.N: **Notification of Proper Authorities:** If after adopting the budget, a Member of the Governing Board in his/her obligated diligence believes that any other member of the Governing Board or any vendor, vendor's employee, Education Service Provider (ESP) company, or ESP company agent or employee is directly responsible or wrongfully advises the members of the Governing Board to make an illegal expenditure of state monies not detailed in the budget or not available because of other necessary expenses or limitation of funds, unless such expenditure is otherwise approved by the board or said budget is amended that Governing Board Member should immediately notify the Sponsor, the Florida Department of Education, and if deemed proper, the Attorney General, or any other proper authority.

Section 9.O: **Volunteer Advisory Committee:** The School shall have a Charter School Advisory Committee whose selection and duties shall be as set forth in the School's approved Application (**Appendix 1**).

ARTICLE 10: EDUCATION SERVICES PROVIDERS

Section 10.A: **Education Services Provider Agreement:** An Educational Services Provider (ESP) is an individual or organization that provides services to a charter school for which it receives compensation in excess of five percent (5%) of the charter school's FEFP operational revenue. For the purposes of this provision, "FEFP operational revenue" is defined as the General Fund revenue for operations received from the State of Florida based on FTE, including categorical revenues for such matters including, without limitation, instructional materials, FAI, and class size reduction, but shall not include any Federal or local revenues, or State funds for capital purposes. ESPs may be non-profit or for-profit entities. If any ESP company will be managing the School's operations, the contract between the ESP company and the School shall be submitted to the Sponsor. In accordance with the responsibility of the School, contracts with management companies shall not usurp the authority of the School's Governing Board. The Sponsor will look to the Governing Board directly for accountability. Where the School changes ESP's, the School will submit written documentation demonstrating due diligence in the selection process of any ESP prior to entering into a contract after the date of this Charter and must maintain a performance-based "arms-length" relationship between the School and any ESP. The contract between the School and the ESP company shall allow the School's governing board the ability to terminate the contract with the ESP company. Any contract between the School and an ESP company shall require that the ESP company operate the School in accordance with the terms specified in this Charter and with all applicable laws, ordinances, rules and regulations. In the event any ESP is retained by the School, the aggregate amounts paid to such entities shall not exceed fourteen and one-half percent (14.5%) FEFP operational revenues in any given school year and shall not accrue from year to year. Any default or breach of the terms of this Charter by the ESP company, after notice and reasonable opportunity to cure, shall constitute a default or breach by the School under the terms of the Charter between the School and the Sponsor. Employees of the ESP company and family members of employees of ESP companies may not sit

on the School's governing board or serve as officers of the School. For the purposes of this section, "family members" shall be defined to include spouses, mothers, fathers, sisters, brothers, mothers-in-law, fathers-in-law, sisters-in-law, brothers-in-law, daughters, sons, daughters-in-law and sons-in-law.

Section 10.B: **ESP Company Added After Charter:** If the School desires to contract with an ESP company subsequent to the execution of this Charter, the proposed contract between the ESP company and the School shall be submitted to the Sponsor. Any finalized and/or amended ESP contract shall be provided by the School to the Sponsor within five (5) business days of its execution.

Section 10.C: **Amendments:** All amendments to the contract between an ESP company and the School shall be submitted to the Sponsor. A copy of any amended ESP services agreement shall be provided to the Sponsor within five (5) days of its execution.

Section 10.D: **ESP Contract Amendments that Result in Material Change to Charter:** Any proposed amendment within an ESP contract that would necessitate a material change to this Charter shall require a prior modification of this Charter.

Section 10.E: **Change of ESP Provider:** Unless exigent circumstances exist, the School shall give the Sponsor notice of termination of any ESP contract. In the event of an immediate termination of an ESP contract, the School will provide immediate notice to Sponsor of its decision.

ARTICLE 11: HUMAN RESOURCES

Section 11.A: **Hiring Practices:** The Parties to this Charter agree that the School shall select its own employees. The School agrees to implement the practices and procedures for hiring and dismissal, policies governing salaries, contracts, and benefit packages, and targeted staff size, staffing plan, and projected student-teacher ratio as described in the School's Application (**Appendix 1**). The School must use thorough, consistent, and even-handed termination procedures. The School's governing board will determine salaries, benefits, and Position/Title classification, provided that the School's governing board may establish any additional positions it deems necessary.

Section 11.A.1: **Eligibility of Instructional Staff:** The School agrees to verify that applicants for instructional positions which require certification either hold or are eligible for an educational certificate prior to an offer of hire.

Section 11.B: **Reporting Staffing Changes:** The School agrees to provide written notice to Sponsor using the Sponsor's designated form within fourteen (14) calendar days of any new hires, leaves of absence, transfers and terminations. The School shall ensure the Total Educational Resources Management System (TERMS) data is updated upon the termination or hire of instructional staff and/or therapy service providers. The School shall also ensure course assignment changes are reflected as current in TERMS for all instructional staff. Teaching assignments for new hires must match the state course code directory numbers and teacher

certification. The School will complete and submit all required personnel reports, including employee database surveys, in accordance with required due dates.

Section 11.C: **Non-Discriminatory Employment Practices:** The School shall be responsible for promoting diversity in its staff and agrees that its employment practices shall be nonsectarian and that it shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes ("The Florida Education Equity Act").

Section 11.D: **Teacher Certification and Highly Qualified:** All teachers employed by or under contract to the School shall be certified and highly qualified as required by Chapter 1012, Florida Statutes and any other applicable state or federal law. If the School receives Title I funds, it will employ highly qualified staff, as required. In compliance with those requirements, the School's teachers shall be certified and teaching infield (or have the appropriate out-of-field waivers) and the School's support staff shall have attained at least two (2) years of college education or have passed an equivalent exam. The School may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in Chapter 1012 and as provided by State Board of Education rule for charter school governing boards; however, in order to comply with ESSA requirements, all teachers in core academic areas must be certified/qualified based on Florida Statutes and highly qualified as redefined by ESSA. The School agrees to disclose to the parents of its students the qualifications of instructional personnel hired by the School within thirty (30) days of employment.

Section 11.D.1: **Remedy for Not Meeting Highly Qualified:** If the School fails to meet applicable requirements to employ certified and highly qualified staff, the School shall be responsible for reimbursement of any funding lost or other costs attributable as a result of the School's non-compliance.

Section 11.D.2: **Teachers Assigned to Teach Out-of-Field:** Per Section 1012.42, Florida Statutes, the School shall notify parents of all students in the classroom of any teacher assigned a course or student population for which the teacher is not appropriately certified. The School shall also obtain Governing Board approval for all teachers assigned to teach out-of-field and must ensure the appropriate out-of-field training is completed each school year per Rule 6A-1.0503, Florida Administrative Code.

Section 11.E: **Fingerprinting and Background Screening:** The School shall, at the School's expense, require all employees to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Members of the governing board of the charter school shall also be fingerprinted in a manner similar to that provided in Section 1012.32, Florida Statutes. Any person serving in any capacity with the School or its governing body must meet level 2 screening requirements as described in Section 1012.32, Florida Statutes. These fingerprints shall be submitted to the Florida Department of Law Enforcement for state processing and the Federal Bureau of Investigations for federal processing. The results of all fingerprint reports shall be provided to the Sponsor. The School agrees that new applicants shall be on probationary status pending fingerprint processing and determination of compliance with standards of good moral character. Potential employees of the School shall submit official court dispositions for criminal

offenses of moral turpitude listed as part of their fingerprint results. The School agrees not to hire applicants whose fingerprint check results reveal non-compliance with standards of good moral character. The School shall not allow any person (whether employed directly by the School or its governing body or by a contractor) to serve in any position requiring or involving direct contact with students who has been convicted of a felony crime or moral turpitude. All fees associated with the retention of fingerprints are the sole responsibility of the School.

Section 11.F: **Employment Practices:** The School's employment practices shall comply with its Application (**Appendix 1**) and the requirements specified in sections 11.G through 11.R.2 inclusive.

Section 11.G: **Suspended or Revoked Certification or Licensure:** The School agrees not to knowingly employ an individual for instructional services if the individual's certification or licensure as an educator is suspended or revoked by this or any other state.

Section 11.H: **Resignation in Lieu of Disciplinary Action:** The School agrees not to knowingly employ an individual who has resigned in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school district with respect to child welfare or safety.

Section 11.I: **Codes and Principles of Conduct:** The School agrees that its employees will be required to abide by the guidelines set forth in Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida.

Section 11.J: **Employee Handbook:** The School will adopt an employee handbook and provide a copy of the same (and any amendments thereto) to the Sponsor.

Section 11.K: **Collective Bargaining:** Pursuant to Section 1002.33(12)(b), Florida Statute, the School's employees shall have the option to bargain collectively and may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the School.

Section 11.L: **Professional Group:** The School's instructional personnel may choose to be part of a professional group that subcontracts with the School to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the School's instructional personnel would not be public employees.

Section 11.M: **Payroll Services:** The School will provide payroll services for all of its employees.

Section 11.N: **Annual Employee Evaluations:** Each of the School's employees will be evaluated annually by the School.

Section 11.O: **Personnel Records:** The School shall maintain personnel files for all persons employed by the School. Such files shall be maintained by the School at a readily-

accessible location in Broward County, Florida and shall be open to public inspection as provided by law. The School agrees to provide the Sponsor the names of all applicants for employment if requested.

Section 11.P: **Statutory Prohibitions and Restriction on Employment of Relatives:** The School's hiring practices shall at all times comply with the requirements of Section 1002.33(12) and (24), Florida Statutes. Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement in or to a position in the charter school in which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member. For the purposes of this section, the following definitions shall be used:

Section 11.P.1: **"Charter school personnel"** means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

Section 11.P.2: **"Relative"** means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

Section 11.R: **Training of Employees:** The School's teachers may participate in training conducted by the Sponsor and the Sponsor's teachers may participate in training conducted by the School.

Section 11.R.1: **Participation and Cost for Training Activities:** Training activities shall be made available by the Sponsor, to School's employees, on a space available basis and, the School shall pay all of the additional costs associated with the participation of the School's employees in such training activities at the same rates and reimbursement methodologies currently charged to the Sponsor for the participation of the Sponsor's employees. Training activities shall be made available by the School to Sponsor's employees on a space available basis and, except in instances of federally funded training, the Sponsor shall pay all of the additional costs associated with the participation of the Sponsor's employees in such training activities at the same rates and reimbursement methodologies currently charged to the School for the participation of the School's employees.

Section 11.R.2: **Participation in Federally Funded Training:** Training activities that are federally funded that are provided by the Sponsor shall be made available to School's employees on a space available basis without any charge to the School other than any charges that are also incurred by the Sponsor for the participation of the Sponsor's employees. Training activities that are federally funded that are provided by the School shall be made available to Sponsor's employees on a space available basis without any charge to the Sponsor other than any charges that are also incurred by the School for the participation of the School's employees.

ARTICLE 12: REQUIRED REPORTS AND DOCUMENTS

Section 12.A: **Required Reports and Documents:** The School will provide all documents required of it pursuant to the approved Application (**Appendix 1**), this Charter, or the School's governing laws and rules on the date(s) that the reports and documents are due to the sponsor.

ARTICLE 13: SCHOOL FOOD SERVICE

Section 13.A: **School Food Services; Extended Day Programs:** The provision of student food service at the charter school is the responsibility of the School and shall be provided according to applicable district, state and federal rules and regulations. The School shall make breakfast and lunch available to all students. Cafeteria services and extended day programs provided by the School shall be self-supporting. The School is solely responsible for funding any deficits it incurs in such services and programs and the Sponsor shall have no liability for same. Meals will be distributed to students using a point of sale accountability procedure. If applicable, the School shall distribute Information Letters and the Multi-Child Application for Free and Reduced Price Meal Benefits to students and shall certify student eligibility for such programs using required federal rules and procedures.

Section 13.B: **Meal Service Options and Definitions:** The School shall provide food service to the charter school by one of the following means:

Section 13.B.1: Enter into an agreement with the Florida Department of Agriculture, Division of Food, Nutrition, and Wellness, to administer the National School Lunch and National Breakfast Program at the charter school; and determine if the meals are to be hot or cold, bulk serving or individually packed. Under this option, the School shall complete and submit reimbursement claims to the Florida Department of Agriculture;

Section 13.B.2: Enter into an agreement with a third-party vendor to have food service provided either to the site of the charter school or pick-up, and determine if the meals are to be hot or cold, bulk serving or individually packed. Under this option, the School shall complete and submit reimbursement claims to the Florida Department of Agriculture;

Section 13.B.3: Enter into a separate agreement with the Sponsor to have food service provided to the charter school. Under such an agreement, the Sponsor would define and provide the menu pattern (breakfast, lunch or both; hot or cold); the Sponsor would define the

delivery system (satellite or pick-up); the Sponsor would establish the per meal charges to the School and, if applicable, establish the delivery charges to the School; the Sponsor would provide Information Letters and the Multi-Child Application for Free and Reduced Price Meal Benefits to the School for distribution by the School to households for completion after the School's representatives attend a required application approval training program; the School would provide to Sponsor, and keep current, a master list of students and their eligibility status for free, reduced or full paid meals; the Sponsor would approve a point of sale meal accountability procedure to be used by the School; the Sponsor would provide types of meal service, the costs and a delivery or pick-up system as agreed upon by the parties; the Sponsor would complete and submit reimbursement claims to the Florida Department of Agriculture; and the School would pay the Sponsor's Food Service Department for meals served on a monthly basis by the fifth day of each month; or

Section 13.B.4: Enter into an agreement with a third party vendor to have food service provided either to the site of the charter school or by pick-up, to determine if the meals are to be hot or cold, bulk serving or individually packed, and to provide any legally mandated breakfast and lunch assistance programs without participating in any government subsidized school breakfast and lunch programs.

Section 13.C: **Applicable Regulations:** The School shall comply with all USDA and FLDOE regulations that are applicable to its child nutrition program.

ARTICLE 14: MISCELLANEOUS PROVISIONS

Section 14.A: **Impossibility:** Neither party shall be considered in default of this Charter if the performance of any section or all of this Charter is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without extraordinary expense.

Section 14.B: **Drug-Free Workplace:** The School is a Drug-Free Work Place. The School shall provide the Sponsor with a copy of the School's applicable Drug-Free Work Place policy and any amendments thereto.

Section 14.C: **Entire Agreement:** This Charter and the appendices hereto shall constitute the full, entire, and complete agreement between the parties hereto. All prior representations, understandings, and agreements whether written or oral are superseded and replaced by this Charter. This Charter may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in writing. Any substantial amendment to this Charter School Agreement shall require approval of both parties.

Section 14.D: **No Assignment without Consent:** This Charter shall not be assigned by either Party without the prior written consent of the other party, provided that the School may enter into contracts for services with an individual or group of individuals organized as a partnership or cooperative without the consent of the Sponsor.

Section 14.E: **No Waiver:** No waiver of any provision of this Charter shall be deemed to be or shall constitute a waiver of any other provision, unless expressly stated.

Section 14.F: **Default:** Except under circumstances that present a threat to health, safety or welfare or that constitute good cause for the immediate termination of this Charter, in accordance with Section 2.D.3. of this agreement, notice of a default of a material provision of this Charter will be furnished to the defaulting party by the non-defaulting party. Except under circumstances that present a threat to health, safety or welfare or that constitute good cause for the immediate termination of this Charter, in accordance with Section 2.D.3. of this agreement, or when a shorter period of time to effect compliance is required by applicable law or rules, the defaulting party will be permitted thirty (30) calendar days to remedy the identified default provided that if the identified default cannot be reasonably cured within such 30-day period, the cure period shall be reasonably extended as long as the defaulting party has commenced to cure the identified default. The cured period shall not exceed 90 days

Section 14.G: **Survival Including Post-Termination of Charter:** All representations and warranties made herein, indemnification obligations, obligations to reimburse the Sponsor, obligations to maintain and allow inspection and audit of records and property, reporting requirements and obligations to return public funds or property purchased with public funds shall survive the termination of this Charter.

Section 14.H: **Severability:** If any provision or any section of this Charter is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any section of any other provision of this Charter and all such remaining provisions shall continue in full force and effect, notwithstanding.

Section 14.I: **Third Party Beneficiary:** This Charter is not intended to create any rights of a third party beneficiary. This clause shall not be construed, however, as contrary to any statutory or constitutional right possessed by a member of the community, a student, or parent/guardian of a student of the School.

Section 14.J: **Choice of Laws and Venue:** This Contract is made and entered into in the State of Florida and shall be interpreted according to the laws of Florida, with venue in Broward County, Florida. The parties mutually agree that the language and all parts of this Contract shall in all cases be construed as a whole according to its fair meaning, and not strictly for or against any of the parties. This Charter shall be interpreted and construed according to the laws of the State of Florida. The School shall adhere to any additional requirements applicable to charter schools under state law or as mandated by the Florida Department of Education or any other agencies regulating the School.

Section 14.K: **Notice Provision:** All notices to be given hereunder shall be in writing, and all payments to be made hereunder shall be by check and/or wire transfer, and may be served by hand delivery, express delivery or by depositing the same in the United States mail addressed to the party to be notified, postpaid, and registered or certified with return receipt requested. Notice given in any manner shall be effective only if and when received by the party to be notified. All notices to be given to the parties hereto shall be sent to or delivered at the address set forth below:

THE SPONSOR: Superintendent of Schools
The School Board of Broward County, Florida
Kathleen C. Wright Administrative Building
600 Southeast Third Avenue - 10th Floor
Fort Lauderdale, Florida 33301

WITH COPY TO: Office of the General Counsel
Kathleen C. Wright Administrative Building
600 Southeast Third Avenue - 11th Floor
Fort Lauderdale, Florida 33301

THE SCHOOL: Debra Klein, Governing Board Chair
The National Ben Gamla Charter School Foundation, Inc.
2620 Hollywood Boulevard
Hollywood, Florida 33020

WITH COPY TO: The National Ben Gamla Charter School Foundation, Inc.
6340 Sunset Drive
Miami, Florida 33143
Attn: Governing Board Chair

By giving the other party at least fifteen (15) days written notice thereof, a party may change its address and specify its new address for the purposes stated herein, and/or to notify the change of attorney.

Section 14.K.1: **Routine Communication:** For the purposes of day-to-day communication pertaining to the operations of the School, the Sponsor and School shall communicate via general electronic mail, (email), school specific email, verbal communication, US Postal service or via uploads of required documentation and comments on Charter.Tools or other like electronic document management system.

Section 14.L: **Authority:** Each of the persons executing this Charter represent and warrant that they have the full power and authority to execute the Charter on behalf of the party for whom he or she signs and to bind and obligate such party with respect to all provisions contained in this Charter and that he or she enters into this Charter of his or her own free will and accord and in accordance with his or her own judgment, and after consulting with anyone of his or her own choosing, including but not limited to his or her attorney.

Section 14.M: **Conflict:** In the event of any conflict between the provisions of this Charter and any Appendix, this Charter shall prevail.

Section 14.N: **Dispute Resolution:** Subject to the applicable provisions of Section 1002.33, Florida Statutes, as amended from time to time, all disagreements and disputes relating to or arising out of this Charter which the parties are unable to resolve informally, may be

resolved according to the following dispute resolution process, unless otherwise directed or provided for in the aforementioned statute. Nothing herein shall be construed to limit the Sponsor's ability to immediately terminate this Charter in accordance with Section 1002.33(8)(d), Florida Statutes. It is anticipated that a continuing policy of open communication between the Sponsor and the School will prevent the need for implementing a conflict/dispute resolution procedure.

Section 14.N.1: The following dispute resolution process, not otherwise pre-empted by Section 1002.33, Florida Statutes, shall be equally applicable to both parties to this Charter in the event of a dispute.

Section 14.N.2: Notwithstanding this provision, either party may seek any and all legal remedies available to it including, without limitation, mediation through the Florida Department of Education or those additional remedies set forth in Section 1002.33(6)(i), Florida Statutes.

Section 14.N.3: The dispute resolution procedure is as follows:

STEP 1: As a first step, informal discussion occurs between representatives of the School and the Sponsor regarding the particular issue(s) in question. If the matter is not resolved at Step One, either party may elect to forward the issue(s) to the next step.

STEP 2: Written notice by the Sponsor or the School outlining the nature of an identified problem in performance or operations not being met or completed to the satisfaction of either party. If the matter is not resolved at Step 2, either party may elect to forward the issue(s) to the next step.

STEP 3: Meeting between the governing board of the School and the Sponsor's staff or representative to discuss the issue(s) and attempt resolution of same, and propose modifications or amendments to the terms and conditions of the Charter. If the matter is not resolved at Step 3, either party may elect to forward the issue(s) to the next step.

STEP 4: An item will be placed upon the agenda of the Sponsor's regular school board meeting to enable the Sponsor to render a final decision regarding the issue(s) which are in dispute.

Section 14.O: **Citations:** All Florida Statutes, State Board of Education Rules, or School Board Policies cited herein shall refer to the edition in effect when this Charter is executed or extended, subject to subsequent amendment of such statutes.

Section 14.P: **Headings:** The headings in the Charter are for convenience and reference only and in no way define, limit, or describe the scope of the Charter and shall not be considered in the interpretation of the Charter or any provision hereof.

Section 14.Q: **Advice of Counsel:** The School and the Sponsor both state that they have been represented by legal counsel in connection with the negotiation and execution of this Charter and each is satisfied with the legal representation it received.

Section 14.R: **Counterparts:** This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Charter.

IN WITNESS WHEREOF, the Parties hereto have executed this Charter School Agreement as of the day and year first above written.

FOR THE SCHOOL

(Corporate Seal)

The National Ben Gamla Charter School
Foundation, Inc.

Attest: _____

Secretary

- or -

Witness

Witness

by: _____

Debra Klein, Chair

STATE OF FLORIDA

COUNTY OF Broward

The foregoing instrument was acknowledged before me this 5th day of May, 2020 by Debra Klein, Board Chair, The National Ben Gamla Charter School Foundation, Inc., on behalf of The Ben Gamla Preparatory Academy -5182, the Governing Entity.

She took an oath and is personally known to me.

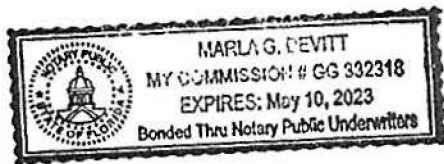
My commission expires:

(SEAL)

My commission expires:

Maria G. Devitt
Signature - Notary Public

Maria G. Devitt
Printed Name of Notary Public



FOR THE SPONSOR

(Corporate Seal)

ATTEST:

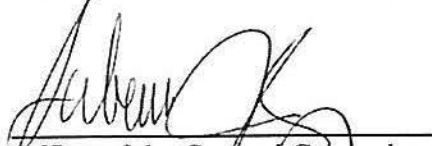


Robert W. Runcie
Superintendent of Schools

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By 
Donna P. Korn, Chair

Approved as to Form and Legal Content:


Office of the General Counsel

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000459

The Ben Gamla Preparatory Academy

Location Code: 5182

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
Fort Lauderdale, FL 33301

Phone: 754-321-2135

Fax: 754-321-2138

Submitted By:

Gayle Iacono
2650 Van Buren Street Hollywood, Florida 33020

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: Middle / High
 Grade Levels: [6, 7, 8, 9, 10, 11, 12]
 School District: Broward
 Neighborhood / Community:
 Organization Type:
 Sponsoring Entity: Non-profit Organization
 Address: 2650 Van Buren St Hollywood, Florida 33020-4818
 Phone: (954) 924-6495
 Fax: (954) 924-6496
 Web Site: www.bengamlapreparatoryacademy.org
 Calendar Type: - 180 instructional days
 Educational Service (None)
 Provider:

B. Primary Contact Person

Name: Gayle Iacono
 Mailing Address: 2650 Van Buren Street Hollywood, Florida 33020
 Mobile Phone: 954-815-0602
 Alternate Phone: 954-924-6495
 Email: giacono@bengamlaprep.org
 Current Employer: The Ben Gamla Preparatory Academy

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	84	84	84	84	85	85	85	85	85	85
7	84	84	84	84	85	85	85	85	85	85
8	84	84	84	84	85	85	85	85	85	85
9	84	84	84	84	85	85	85	85	85	85
10	84	84	84	84	85	85	85	85	85	85
11	84	84	84	84	85	85	85	85	85	85
12	84	84	84	84	85	85	85	85	85	85
Total	588	588	588	588	595	595	595	595	595	595

D. Board Members

Name	Title	Contact Information	Current Employer
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Fernandez, Daniel	Board Secretary	P: 954-439-7915 M: E: dfernandez@bengamlaschools.org	
Gerson, Michelle	Board Director	P: 954-439-7915 M: E: mgerson@bengamlaschools.org	
Iacono, Gayle	Emergency Contact	P: 954-924-6495 M: 954-815-0602 E: giacono@bengamlaprep.org	The Ben Gamla Preparatory Academy
Jadotte, Marcos	Board Director	P: 954-439-7915 M: E: mjadotte@bengamlaschools.org	
Klein, Debra	Board Chairperson	P: 954-439-7915 M: E: DKlein@bengamlaschools.org	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

No Action Required Rhonda Stephanik, 12/3/19

Final Rating

No Action Required

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation

☐ Complete Rhonda Stephanik, 12/3/19

Final Rating

☒ Complete

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Ben Gamla Preparatory Academy

CHARTER SCHOOL LOCATION NUMBER: 5182 **GRADES SERVED:** 7-12
DATE: November 1, 2019

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. YES ____ NO X

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes. YES ____ NO X

NAME OF NON-PROFIT: The Ben Gamla Preparatory Academy

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Gayle Iacono

TITLE/RELATIONSHIP TO NON-PROFIT: The Ben Gamla Preparatory Academy

MAILING ADDRESS: 2650 Van Buren St., Hollywood, FL

PRIMARY TELEPHONE: (954) 924-6495 ALTERNATE TELEPHONE: (954)815-0602

E-MAIL ADDRESS: giacono@bengamlaprep.org

NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

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

Gayle Iacono

Principal

Printed Name

Position/Title

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Type content here...

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete Joe Luechauer, 12/4/19

Complete Allisyn Axelrod, 11/14/19

Complete Cassandra Vallianos, 11/19/19

Complete Sean Brown, 11/19/19

Complete Lourdes Panizo, 11/21/19

Complete Detra Adams, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Reynaldo Tunnermann, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Rachel Askew, 11/22/19

Complete David Shelley, 11/25/19

Complete Celina Chavez, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Ann-Marie Evans, 11/25/19

Complete Louise Ball, 11/25/19

Complete Matt Schroeder, 11/25/19

Complete Debbie-Ann Scott, 11/25/19

Complete Marilyn Johnson, 11/26/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete Rhonda Stephanik, 12/3/19

Complete

EXECUTIVE SUMMARY

Ben Gamla Preparatory Academy (5182) originally began as three charters: Ben Gamla Charter High School (5005) which was approved on July 22, 2011 and amended on July 28, 2015 to permit its relocation and co-location with Ben Gamla Preparatory Charter High School – 5182 and Ben Gamla Preparatory School – 5204; a second charter which was approved on April 21, 2015 as Ben Gamla Preparatory School (5204) and the third charter approved on April 21, 2016 as Ben Gamla Preparatory Charter High School (5182). On May 17, 2016, Ben Gamla Preparatory Charter High School – 5182 entered into a second amendment to consolidate with Ben Gamla Charter High School 5005. Ben Gamla applied to the School Board of Broward County to amend the charter and consolidate the remaining two charters into one. That amendment was approved by the School Board of Broward County on June 12, 2018. Currently, Ben Gamla operates one 7-12 charter school under the name of The Ben Gamla Preparatory Academy (5182).

The mission of The Ben Gamla Preparatory Academy is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language. Students will be promoted to high school with a sense of purpose, a belief in their own efficacy, a commitment to the common good, and a zest for learning. The Ben Gamla Preparatory Academy strives to create a community of learners that honors individual student needs, varied modalities of instruction and nurtures character traits in an effort to cultivate in students a sense of responsibility and citizenship. This mission and vision have been achieved by teachers focusing on the historical roots of the Hebrew language while also integrating the culture and history of the land. This focus leads to a rich cultural experience for each student regardless of their heritage. Ben Gamla's mission is founded on the principle that these experiences lead students to become proactive members of a world that reflects the values of our society.

Ben Gamla has seen sustained academic growth over the past five years. The middle school received a grade of B in its first year of operation and raised that grade to an A in the 16-17 and 17-18 year respectively. The high school received C grades in its first two years of operation and raised that grade to a B in 17-18. During the 18-19 school year, the Broward County School Board approved the consolidation of the two charters and the B grade was maintained. In order to ensure that students are progressing at an adequate pace, the school uses benchmark assessments to track the progress of individual students. These assessments guide the instructor in creating updated monthly focus calendars that allow for remediation and advancement of students' ability to meet and exceed the Florida standards. The administration monitors the achievement of this plan by daily classroom walkthroughs and data chats with instructional staff.

The school also provides an Advanced Placement and Dual Enrollment program allowing students to earn college credit while in high school. These programs provide significant cost savings to families seeking to keep college debt at a minimum while challenging their children's intellectual ability. In order to further enrich the educational experience of all students, The Ben Gamla Preparatory Academy offers students the opportunity to participate in clubs and athletics. Offering four FHSAA sanctioned sports and over 12 clubs and activities the school gives students the chance to engage with their peers in meaningful and enjoyable moments.

Ben Gamla continues to operate its school in a fiscally responsible manner that safeguards taxpayer funding and helps to fulfill its mission and vision. However, in 2017-2018 the school had an audit exception that resulted in a District meeting with the Chief Auditor. Deficiencies in the internal controls were identified by the school's independent auditor and shared with the Principal and Treasurer in June 2018. Since that time, policies and procedures have consistently been implemented that resulted in no audit findings noted from the independent auditor review

conducted in 2019. The Ben Gamla Board continues its oversight of all school matters including the approval of budgets and significant school purchases.

While the school has had many accomplishments to celebrate over the initial charter term, enrollment has remained a concern. The school has not yet filled to capacity and is working to continue its recruitment efforts. During the second charter term, the school will employ a robust recruitment and marketing plan that includes reaching out to all families. This plan will include targeted mailers, participation in community events, open houses, and participation in charter school fairs. As we look towards the upcoming charter contract term, in order to better serve our community should the demand present itself, the school may add 6th grade to our grade offerings to complete our 6-12 continuum of delivering a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language.

Ben Gamla Preparatory Academy continues to strive for academic excellence, teaching the whole child and preparing its students for post-secondary education or the workforce. Student-focused goals over the next charter term will include continued academic achievement and acceleration, as well as building confidence through leadership positions within a variety of nationally recognized clubs. Additionally, students will be provided more opportunities to showcase their talents through participation in community service projects and internships to explore future career choices. This year, parents and students will actively be involved in identifying what the school does well in addition to what we need to do better as we will be renewing our AdvancEd Accreditation. Constantly reflecting and improving our processes for the benefit of our stakeholders will ensure that The Ben Gamla Preparatory Academy remains at the forefront of educational excellence and a high-quality school choice option for the students it serves.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation

Final Rating

Partially Meets the Standard Rachel Askew, 11/25/19

Partially Meets the Standard

Educational Performance Federal and State Accountability

A. Explain the charter school's current School Improvement Status.

- How has the school met the standards required for federal and state accountability? .
- If the charter school has not met these standards, what measures will be implemented for improvement?

We are happy to report that The Ben Gamla Preparatory Academy-5182 earned a "B" for the 2018-2019 school year and has not been identified for School Improvement.

School Data Analysis

School Name	Ben Gamla Preparatory School			Ben Gamla Preparatory Charter High School			The Ben Gamla Preparatory Academy
School #	5204			5182			5182
School Year	2016	2017	2018	2016	2017	2018	2019
School Grade	B	A	A	C	C	B	B
Reading Achievement Level 3 or above	67%	73%	70%	62%	58%	56%	63%
Reading Learning Gains	50%	70%	63%	51%	53%	49%	58%

Reading Gains Lowest 25%	38%	70%	51%	29%	44%	18%	48%
Math Achievement Level 3 or Above	70%	78%	85%	60%	46%	60%	60%
Math Learning Gains	59%	60%	65%	42%	45%	52%	39%
Math Learning Gains-Lowest 25%	44%	48%	70%	NR	37%	43%	33%
Science Achievement	66%	41%	69%	NR	53%	85%	64%
Social Studies Achievement	85%	87%	76%	NR	76%	77%	59%
MS Acceleration	63%	67%	71%	NA	NA	NA	63%
Graduation Rate	NA	NA	NA	NR	NR	83%	87%

NA=Not Applicable

NR=Not Reported

The Ben Gamla Preparatory Academy-5182 (a/k/a/ Ben Gamla Preparatory Charter High School-5182, Ben Gamla Preparatory School-5204) has worked hard to ensure that students are making annual academic progress in core subjects and improving on the state standardized assessments. Materials are utilized in ELA, Math, Science, and Social Science to ensure students are prepared academically. The ELA program uses Houghton Mifflin Harcourt (HMH) Collections for 7th-12 grade Reading and Writing. In addition, Achieve 3000 is used as a supplemental reading and writing tool to monitor and improve student academic progress. Additionally, all students (7th-12th) scoring below a 3 in Reading are schedule to attend a Comprehensive Intervention Reading Program (CIRP) through our Intensive Reading course. This program uses the National Geographic Inside Books, Levels A, B, and C for the middle school students. The high school students use National Geographic Edge Books, Levels A, B, C. Supplemental Reading Interventions Program (SIRP) materials are provided as another layer of support to ensure students have a variety of materials to meet different learning styles. This includes the Wilson Reading Program (Phonemic Awareness, Decoding and Fluency) and vocabulary.com CPalms Alignments (Vocabulary and Comprehension) for both middle and high school students. The high school students also benefit from Khan Academy, ACT/SAT practice tests, No Red Ink, and Ten Steps to Advancing Vocabulary and Reading.

Middle school and high school students use Houghton Mifflin Harcourt textbooks for math. The Go Math series that the middle school uses includes intervention materials for students needing additional instructional support. Those Middle school students not achieving a score of 3 or higher attend an Intensive Math class in addition to their regular Math class. Middle students will benefit from the use of I-Ready this year to assist with targeting math skills that need improvement. The Holt McDougal Science and Social Studies curriculum is in alignment with the NGSSS standards and is used for grades 7-10th.

Although there have been multiple changes that have occurred over the last several years, The Ben Gamla Preparatory Academy-5182 (a/k/a/ Ben Gamla Preparatory Charter High School-5182, Ben Gamla Preparatory School-5204) has performed in many areas earning "A's" and "B's" for 2017-2019. Lack of retention of administration and instructional staff has negatively impacted the stability of the school environment, student retention, and new student enrollment. Teacher turn-over during the school year and between school years also cannot be overlooked as part of the inconsistent scores reflected in many categories. Fifty percent of the instructional staff is currently first or second year teachers, or are from out-of-state this year. Sustaining and increasing enrollment has also been a challenge that impacts our ability to secure needed support staff.

Although there is evidence that the school has invested in a variety of data driven resources, the staff did not show evidence of implementation of the District's K-12 Comprehensive Research-Based Reading Plan and the district provided feedback in the areas needing improvement. In response, we are dedicating our Title II money to teacher professional development in the areas of differentiated instruction, classroom management and trainings/endorsements in ESOL, ESE, Gifted, and Reading. Also, as part of our strategy to assist in supporting all of our 7th and 8th grade students in achieving Reading and Math gains, we are using Title 1 funds to provide teachers with a stipend to conduct Extended Learning Opportunities for after school tutoring before and after school from September 2019 through April 2020 . We also will use this funding to offset the cost of Achieve 3000 and assist with professional development.

The administration and staff began working immediately on correcting the deficient items summarized on the 2019 OSPR evaluation and will continue to monitor the staff to make sure that there is evidence of the K-12 Comprehensive Research-Based Reading Plan being implemented with fidelity. I-ready, as well as Achieve 3000, will continue to meet the needs of our diverse population and assist with the needs of ESE, ESOL, and Gifted students. Students work at their own level of understanding based on the diagnostic assessments and as they achieve learning gains, the level of understanding increases at their pace. Data gathered from these programs will allow teachers to provide additional lessons to re-teach skills that need strengthening.

On June 14, 2019, Liliana Salazar, National Director for Special Education and Student Support visited Ben Gamla to review the progress the ESE Specialist had made related to correcting the "findings" from the OSPR review. Several recommendations to assist with improving implementation of the K-12 Comprehensive Research-Based Reading Plan were shared with the Principal and ESE specialist. As a result of this internal review, the responsibilities of the ESOL Coordinator and RtI/M-TSS was assigned to the School Counselor that was hired shortly after the OSPR review and Assistant Principal for the 2019-2020 school year. The ESE Specialist will build in teacher consultation time on her 2019-2020 master calendar that also includes "Pull" out time for instructional support for ESE students. Additionally, the ESE specialist completed the Writing Quality IEPs Abridged class offered through FDLRS on September 5, 2019 at Arthur Ashe Junior Middle School.

In addition to the suggestions provided by Ms. Salazar, the Reading teacher and Assistant

Principal attended the training, Overview of Wilson Reading System, at Arthur Ashe Junior Middle School on October 15, 2019.

B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

Data clearly shows that we need to improve student achievement and increase the number of students improving in Reading and Math Learning Gains-Lowest 25%. Overall, our middle school students have performed extremely well in all categories with the exception of these 2 categories. These categories are also the 2 areas that the high school has never achieved 50%. The high school students achieved 29% (2016), 44% (2017), and 18% (2018) in Reading Learning Gains of the Lowest 25%. The middle school students scored 38% (2016), 70% (2017), 51% (2018) in this category. In 2019, middle and high school students achieved 48% in Reading Learning Gains of the Lowest 25%. In Math Learning Gains of the Lowest 25%, the high school students achieved 37%-2017 and 43%-2018, and no percentage was recorded in 2016. The middle school students achieved 44%-2016, 48%-2017, and 70% in 2018. Middle and high school consolidated achievement is 33% in 2019.

In reading and math, the subgroups that made the least achievement gains was our ELL and SWD populations. High school ELL students achieved 73%-2016, 78%-2017, and 63%-2018 in Reading Achievement of 25% and the middle school ELL students achieved 67%-2016, 69%-2017, and 54% in 2018. The consolidated gain of high and middle school students for 2019 is 61%. The SWD high school students achieved no record in 2016, 66%-2017, 64%-2018 and the SWD middle school students achieved no record in 2016 or 2017, and achieved 57% in 2018. The consolidated achievement for high and middle school SWD students for 2019 is 61%. High school students achieved 70%-2016, 54%-2017, and 55%-2018 in Math Achievement of 25% and the middle school SWD students received no record in 2016 and 2017, and 43% in 2018. High and middle school consolidated achievement for 2019 is 56%.

The resulting data for Reading and Math, as well as the ELL and SWD subgroups, illustrates a lack of fidelity in the following areas: interpretation and use of data to drive instruction; appropriate use of resources for instruction; implementation of strategies to improve academic gains; implementation of Early Warning System, RtI/M-TSS procedures and interventions; and lack of tracking student achievement of targeted learning goals. In order to improve in these areas and make suggested changes resulting from our OSPR review, staff has collected and is using data from current FAIR testing, Achieve 3000, I-Ready, and previous FSA/FSSA results. This information has been interpreted by the Leadership Team to target areas of weaknesses and strengths for all students with a focus on achieving learning gains in Reading and Math, as well as ELL and SWD subgroups. Instructional staff has been counseled and directed to use the data driven resources and supplemental materials for their core courses, Intensive Reading and Intensive Math. Title II funding has been approved to support professional development for new and beginning teachers that need training in the areas of classroom management, data driven instruction, reading strategies and differentiated instruction to increase the lowest 25% of the student population in reading and mathematics. Teachers have and are signing up to take course work in these areas. On October 15, the Intensive Reading Teacher and Assistant Principal attended an Overview of Wilson Reading System at Arthur Ashe Junior Middle School. A paraprofessional has been hired to work with the ELL population in a Pull out and Push in program. Additionally, the Leadership Team has worked with instructional staff to ensure ELL, SWD, and Gifted students are identified with accommodations codes appropriately on Lesson Plans and there is evidence of this in student work folders.

Since 50% of our staff is either new teachers, teachers with less than 3 years experience, or teachers from out-of-state, the administration is implementing Data Chats monthly with the ELA and Math departments to emphasis the importance of data collection and analysis, and how it is

used to drive and improve academic achievement for all students. Teachers are required to identify and chart individual student's weakness with the goal of creating and implementing a plan to increase achievement with student input setting goals. Students will be held accountable for completing required homework. Outcome data will be discussed during the Data Chats which will provide information needed to assist with determining whether a student needs to be placed in RtI or removed from RtI. Another area of improvement identified from our most recent OSPR review is the need to establish an Early Warning System to identify and support vulnerable student populations. In response, a school-wide team has been created and specific members have been delegated the responsibility to track and document data related to the 4 categories of early warning indicators. The school leadership team will meet monthly (or as needed) to identify students in need of additional interventions utilizing the Multi-Tiered Systems of Support (M-TSS).

During the charter school term the school has implemented FSA/FCAT before and after school tutoring which is implemented several months prior to the start of testing as extra support to improve scores. This tutoring will target the students who were just below the proficiency level and with extra support can be moved up. This will be provided twice per week for Reading and Math. This is something we will continue providing after school going forward.

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

- Include data and a data analysis for each subgroup your school serves.
- Discuss programs implemented to address subgroup deficiencies and gap skills.

Reading Performance by Subgroup:

Over the charter agreement term, The Ben Gamla Preparatory Academy's middle school students (a/k/a Ben Gamla Preparatory School-5204) have made consistent reading goals in all subgroups except for English Language Learners. Lack of progress in this subgroup was during the 2015-2016 and 2016-2017 school years. Data for the subgroup of Students with Disabilities was only provided for the last 2 years and this subgroup decreased in 2018-2019.

Over the past 4 years, although there were increases in the reading performance in the ELL subgroup of The Ben Gamla Preparatory Academy (a/k/a Ben Gamla Preparatory Charter High School-5182) every year, they did not reach the overall reading performance expectations of 50% achievement. Students with Disabilities and the Black African American subgroups only increased reading proficiency for the 2018 school year resulting in a decrease of proficiency in 2017 and 2019. The Economically Disadvantaged decreased in performance 2 out of the 4 years. The White subgroup made proficiency increases every year except for 2018 decreasing by 5% but still maintaining over 50% this year and increasing in 2019 to 69%.

This academic performance is the result of not utilizing data with fidelity to target specific subgroups in need of remediation and additional support to achieve average or above average annual achievement gains. The School also did not create and consistently implement a plan to assist students in achieving learning gains in the areas needing improvement. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (FAIR, ACCESS, Achieve 3000, and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so available materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and

includes student goals that are monitored by instructional staff monthly so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work.

Math Performance by Subgroups:

Over the past 4 years, all high school subgroups have been inconsistent with increasing Math proficiency each year. All subgroups had a decrease in proficiency once except for the Students with Disability. Students with Disabilities only achieved an increase in proficiency in 2018. This subgroup has only increased in proficiency in 2018 and remains under the overall goal of 50%. All other subgroups have for the last 2 years, 4 out of the 6 subgroups have exceeded the 50% expectation in proficiency except for the Black/African American (decreased in 2019) and the Student with Disabilities subgroups.

This academic performance is the result of not utilizing data with fidelity to target specific subgroups in need of remediation and additional support to achieve average or above average annual achievement gains. The School also did not create and consistently implement a plan to assist students in achieving learning gains in the areas needing improvement. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (I-Ready, Go Math and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so that materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and includes student goals that are monitored by instructional staff monthly, so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work.

D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing, and science).

- If the school is not using state assessments such as FSA or EOC, what assessments are administered?
- How often is student progress monitored?

School Name	Ben Gamla Preparatory		Ben Gamla Preparatory		The Ben Gamla Preparatory Academy	
	Charter School		Charter High School			
School #	5204		5182		5182	
School Year	2016	2017	2018	2016	2017	2018 2019

School Grade	B	A	A	C	C	B	B
Reading Achievement	67%	73%	70%	62%	58%	56%	63%
Level 3 or above							
Math Achievement Level 3 or Above	70%	78%	85%	60%	46%	60%	60%
Science Achievement	66%	41%	69%	NR	53%	85%	64%
Social Studies Achievement	85%	87%	76%	NR	76%	77%	59%

SPRING EOCs

FSA

Category	2016	2017	2018	2019
Code	5182	5182	5182	5182
Algebra I EOC % passing level 3 or above	60%	49%	51%	52%
1	25%	36%	39%	32%
2	15%	15%	11%	16%
3	28%	28%	33%	25%
4	15%	15%	12%	17%
5	6%	6%	5%	11%

Geometry EOC % passing level 3 or above	NA	56%	60%	57%
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1	NA	27%	28%	25%
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2	NA	18%	12%	18%
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3	NA	35%	43%	29%
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4	NA	10%	6%	20%
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5	NA	10%	10%	8%
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Biology EOC % passing level 3 or above	69%	48%	75%	NGSSS	60%
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1	9%	14%	10%	17%
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2	22%	38%	15%	23%
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3	48%	35%	33%	38%
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4	8%	5%	10%	9%
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5	13%	9%	33%	14%
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US History EOC % passing level 3 or above	61%	62%	73%	38%
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1	14%	17%	7%	33%
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2	24%	22%	20%	28%
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3	35%	35%	47%	23%
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4	14%	18%	7%	8%
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5	12%	12%	20%	8%
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Algebra 2 EOC % passing level 3 or above	65%	27%
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1	30%	47%
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2	5%	25%
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3	35%	8%
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4	10%	6%
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5	20%	14%
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	SPRING EOC'S	FSA
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Category	2016	2017	2018	2019
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Code	5204	5204	5204	5204
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Algebra I EOC % passing level 3 or above	95%	100%	92%
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1	2%	0%	5%
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2	2%	0%	3%
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3	7%	38%	28%
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4	12%	31%	38%
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5	77%	31%	27%
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Geometry EOC % passing level 3 or above	*	*	82%
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1	*	*	0%
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2	*	*	18%
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Consolidation Year

3	*	*	29%
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4	*	*	29%
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5	*	*	24%
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Biology EOC % passing level 3 or above	93%	*	x
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1	0%	*	x
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2	7%	*	x
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3	27%	*	x
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4	23%	*	x
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5	43%	*	x
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* - not reported

X - ?

The school uses state assessments (FSA and EOCs) to monitor proficiency in Math, Reading, Writing and Science. Students met or exceed FSA and EOC proficiency in Math, Reading, and Science for the last 2 years. Staff is working diligently to make sure that we are implementing an appropriate, rigorous curriculum and support program to ensure students are consistently reaching proficiency in Math, Reading, Writing, and Science. The Ben Gamla Preparatory Academy has implemented several, progress monitoring tools and systems for the students. The school has been using Achieve 3000 to improve reading and writing, Go Math assessments, and I-Ready. These programs establish a prescriptive program that promotes individual activities to increase reading and writing skills where students are struggling, as well as providing advancement in areas where they are achieving. I-Ready is a diagnostic program that will be utilized this year to improve math achievement through improving targeted areas where skills need to be strengthened. This is also a great platform for students to work at their own pace while allowing teachers to track their progress. Both of these diagnostic tools are used to monitor students' progress 3 times a year. FAIR testing is implemented at the beginning of the year to predict students' literacy success, diagnose weakness for those found to be a risk and to help teachers set instructional objectives and ACCESS midyear.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading.

- If the students are not, what measures will the charter school implement?

	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	The Ben Gamla Preparatory Academy
Category	15-16	16-17	17-18	18-19
School Code	5182	5182	5182	5182
Reading Learning Gains	51%	53%	49%	58%

Math Learning Gains	42%	45%	52%	39%
	Ben Gamla Preparatory School	Ben Gamla Preparatory School	Ben Gamla Preparatory School	The Ben Gamla Preparatory Academy
Category	15-16	16-17	17-18	18-19
School Code	5204	5204	5204	5204
Reading Learning Gains	50%	70%	63%	58%
Math Learning Gains	59%	60%	65%	39%

The Ben Gamla Preparatory Academy-5182 (a/k/a Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) achieved a year's average growth in 2019 in Reading Learning Gains, but fell short with a 39% in Math Learning Gains. The 3 previous years (2016, 2017, 2018), the middle school has maintained an average rate of growth in Reading within 50%-70% and Math within 59%-65% surpassing the 50% mark for annual growth. The high school achieved a year's growth in Reading for 2016 and 2017, but earned a 49% in 2018. Math continues to be a challenge in all areas for the high school and a year's growth was achieved only in 2018.

In high school, ELL and SWD students did not achieve a year's average growth in Reading during 2016-2019. In Math the ELL students did achieved a year's growth in 2016 and 2019 and the SWD students did not achieve a year's growth during 2016-2019. Middle school ELL students did not receive a year's average growth during 2016-2019 in Reading and the SWD students did not achieve a year's average growth in 2018-2019. In Math, middle school ELL students did achieve a year's average growth in 2018 and 2019, and SWD students received a year's average growth in 2018, but not in 2019.

This academic performance is the result of not utilizing data with fidelity to target specific subgroups in need of remediation and additional support to achieve a year's average growth in Reading and/or Math. The School also did not create and consistently implement a plan to assist students in the areas needing improvement to achieve a year's average growth. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing

strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (FAIR, ACCESS, Achieve 3000, I-Ready, Go Math and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so that materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and includes student goals that are monitored by instructional staff monthly, so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading.

- If the students are not, what measures will the charter school implement?

Category	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	The Ben Gamla Preparatory Academy
School date	15-16	16-17	17-18	18-19
School Code	5182	5182	5182	5182
Reading Learning Gains-Lowest 25%	29%	44%	18%	48%
	Not Reported			
Math Learning Gains-Lowest 25%		37%	43%	33%
Category	15-16	16-17	17-18	18-19
School Code	5204	5204	5204	5204
Reading Learning Gains-Lowest 25%	38%	70%	51%	48%

Math Learning Gains-Lowest 25%	44%	48%	70%	33%
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Fifty percent of the lowest 25 % of the high school students, including SWD students, have not made one year's growth in Reading or Math. 50% of the lowest 25 % of the high school ELL students did not achieve one year's growth in Reading (2016-2019) or in Math (2016-2018) except for 2019. Fifty percent of the middle school students in the lowest 25% have achieved a year's growth in Reading for 2 out of 4 years (2017 & 2018) and a year's growth in Math in 2018. However, 50% of the lowest 25 % of the ELL and SWD subgroups did not achieve a year's growth in Reading, but the ELL students did achieve a year's growth in Math in 2018 & 2019, and the SWD students achieved it in 2018.

This academic performance is the result of not utilizing data to create and implement a plan to move 50% of students in the lowest 25% to achieving one year's worth of growth annually in Reading and Math. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (FAIR, ACCESS, Achieve 3000, I-Ready, Go Math and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so that materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and includes student goals that are monitored by instructional staff monthly, so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work. This will allow instructional staff and administrators to make the necessary academic decisions to assist these students in making a year's worth of growth for future years. Students will also receive additional support through participation in Intensive Math and Intensive Reading courses.

G. Verify that the school is appropriately administering applicable state standardized tests to its students.

- If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

The Ben Gamla Preparatory Academy ensures that all students who are present during the testing window for all state standardized assessments are tested. We have had 98-100% of our students tested each school year. We guarantee that this happens using different methods of communication with parents so that they are sure to bring their children to school on these important days. We start by sending a grade level letter with testing dates 2 weeks prior to the all standardized tests facilitated during the school year. Additionally, in January, we send out a general letter to all parents providing them with the district dates for all of the upcoming Spring testing so that parents do not make plans to have their children miss school on those days. Staff also posts the dates of testing on their website. During testing days, we ensure student participation by tracking the student attendance during the time frame testing is facilitated and make sure to call the households of all students that were not present so they can attend school during the testing window for make-ups. All of these initiatives have helped us maintain the maximum level of participation for all state standardized testing. The school will continue to communicate with our parents and students in this way and will also add a couple additional approaches in attempt to get 100% attendance during testing. This will include hosting an FSA

Information Night in February for parents to stress the importance of their children being prepared and being present for these assessments. Additionally, the Spring Testing Calendar will be uploaded on our website under our Parent and Student links, placed on our website calendar, and included in our Student/Parent handbook.

H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.

According to the data chart presented above, The Ben Gamla Preparatory Academy either met or exceeded the performance of nearby schools comparable populations and grade levels served. Due to a lack of middle and high combination schools near us two exclusively middle and high schools were used.

I. Identify the charter school's school grade.

- If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade?
- If a charter school does not get a school grade or a School Improvement Rating, what assessments were used or will the charter school use during the next charter agreement

- term to ensure that all students are learning and to identify students who may be struggling?
- If a charter school serves untested grades (K-2), what assessments were used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?

The Ben Gamla Preparatory Academy-5182 earned a school grade of a "B" for the 2018 and 2019 school years.

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

The Ben Gamla Preparatory Academy received a school grade of a "B" for the 2018 and 2019 school years and was not required to develop a School Improvement Plan (SIP).

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

- If yes, explain the measures that the charter school will take or has been taking to remedy this status.

The Ben Gamla Preparatory Academy-5182 (a/k/a Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) has never been identified as one of the 300 Lowest Performing Elementary Schools in Florida.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

- If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?

This does not apply to The Ben Gamla Preparatory Academy-5182 (a/k/a Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204).

M. Identify the charter school's graduation rate, if applicable.

	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	The Ben Gamla Preparatory Academy
Category	15-16	16-17	17-18	18-19
School Code	5182	5182	5182	5182
Graduation percentage	N/A	82.6%	86.7%	85%
Female	N/A	85%	90%	N/A

Male	N/A	80.8%	84.%	N/A
White	N/A	90%	90.3%	N/A
Black	N/A	N/A	N/A	N/A

- Provide in-cohort and post-cohort graduation rate data.

In 2017, 79% of in-cohort students graduated, 7.8% post-cohort students received a Certificate of Completion and 13.2% did not graduated. In 2018, 86.6% of in-cohort students graduated, an additional 4.4% post-cohort earned a Certificate of Completion and 6.6 % did not graduate. 2.2% post-cohort student did not graduate and entered the adult education program prior to completion of graduation requirements. 2019 results have not been released.

- What has been the charter school's graduation rate goal?

The school's graduation rate goal has always been 100%.

- What steps has the charter school taken to meet or exceed this goal?

The steps taken to meet or exceed this goal starts with College Counselor/BRACE Advisor tracking each student's curricular history to ensure that students complete the required number of courses for graduation. This tracking also includes the specific course requirements, and End of Course Assessments (Algebra I, Geometry, Biology, US History) that are required for graduation and completion of community service hours each year. The College Counselor makes sure that every student takes the FSA Reading and Writing, Algebra EOC, and/or PERT, ACT or SAT. Students are provided tutoring opportunities to improve their scores and unlimited test retakes. "Crunch" packets are prepared and provided to students needing additional practice to strengthen skills. The college counselor provides an informative presentation that covers the requirements necessary for college admissions, financial information, possible scholarships, testing, and allows a question/answer session at the end. She also ensures that every student has completed a minimum of 40 hours of community service. The college advisor also meets with all 9th-11th grade students once a year and 12th grade students twice a year, to make sure required courses are part of their schedule and that they are maintaining a GPA of 2.0 or higher. When classes are failed, recovery courses through Edmentum Plato online curriculum are provided.

- What measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?

The measures the charter school implements to increase its in-cohort and post-cohort graduation rate to meet its goal includes identifying and supporting students who are off track based on their attendance, behavior, and course performance records. This will be measured by the outcome of the Early Warning Signs data collected by the assistant principal and/or registrar. Completion of a course credit, individual student evaluation is conducted by the College Counselor that confirms students are meeting the graduation course requirements and credits necessary to advance to a postsecondary school setting. This process begins in September of the school year with Seniors and ends in April with Freshmen. Making sure that there is family engagement

though informative college meeting on our campus first and second semester, as well as notifying parents and students about local college fairs, provides additional information. Creating a school climate that promotes work readiness and competitive employment skills through student engagement is offered through internships as well.

- How has the charter school supported students in meeting college, career, and life readiness? (Provide specific school wide strategies)

The charter school has supported students meeting college, career, and life readiness. This is evident through students achieving or exceeding SAT composite scores of 1030, ACT composite scores of 21, and AP test scores of 3. Students are attending and successfully completing Dual Enrollment Course through Broward County College and University of Florida. Additionally, all 9th, 10th, and 11th grade students are afforded the opportunity to participate in the taking the PSAT and 11th grade SAT school day in the Spring. We invite a variety of college representatives to come to the school and speak to the students about their acceptance requirements of their school and our college advisor plans and facilitates field trips to local universities in the tri-county area. Additionally, a Junior and Senior night is held at the beginning of the school year to share pertinent information that includes college admissions requirements, financial scholarship opportunities and a time for Questions and Answers about college for students and parents.

All students (including ELL and SWD) who are unable to pass Florida required standardized assessments or concordant scores and/or a cumulative unweighted GPA of 2.0 still may receive a standard Certificate of Completion if they have completed all other course requirements for graduation. SWD students may receive a waiver based on their IEP that exempts them from the required state standardized assessment or concordant score allowing them to still receive a standard Certificate of Completion. All students that have completed all other course requirements for graduation may participate in the graduation ceremonies with his or her class. Students who have received a Standard Certificate of Completion may also elect to remain in the high school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies. Also, A student who receives a Certificate of Completion due to missing test scores, and has met all other graduation requirements, including the GPA requirement, may start classes at Broward College, however, the student would be ineligible for financial aid until they have earned a Standard High School Diploma.

- Describe the student support measures implemented to increase student attendance (SIR Schools only)

The student support measures implemented to increase student attendance (SIR School only) includes the identification of students that are not meeting attendance requirements, those that have recurring discipline problems and lack of meeting academic performance. Once identified, a meeting with the students and parents (communication with parents) is necessary. A plan is put into place that includes a corrective action, a timeline to see improvement and parent follow-up. Moving forward, a meeting at the beginning of each semester with at-risk students and their parents will be held. Also, those students that have good attendance, minimal behavioral issues, and a 2.0 or above GPA will be rewarded.

N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates. The school uses the SAT and ACT as a tool to meet the FSA required score to meet graduation standards. Reading and Writing requires a minimum score on the SAT of 430 and a 19 in Reading for the ACT. In 2018, 2 student used their ACT score to meet the requirement of the FSA score for graduation requirements. Through the SAT School Day (100% attendance of our Junior Students), we had 10 students achieving a score of 430 or higher on the SAT reading that allowed

them to meet graduation requirements for the FSA. We will continue to strive for 100% attendance of our junior students to participate in our SAT School Day. The School will continue to utilize the SAT and/or ACT concordant/comparative scores to meet graduation requirements. We will also continue highly encouraging our 9th and 10th grade students to participate in the PSAT that is administered at our campus so that we have baseline data.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

Meets the Standard Rhonda Stephanik, 12/3/19

Final Rating

Meets the Standard

MISSION-SPECIFIC ACCOUNTABILITY

A. What is the school's mission?

Mission Statement

The mission of The Ben Gamla Preparatory (Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language. Students will be promoted to high school with a sense of purpose, a belief in their own efficacy, a commitment to the common good, and a zest for learning.

Vision Statement

The Ben Gamla Preparatory Academy (Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) strives to create a community of learners that honors individual student needs, varied modalities of instruction, and nurtures character traits in an effort to cultivate in students a sense of responsibility and citizenship.

B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement.

- If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The Ben Gamla Preparatory Academy (Ben Gamla Preparatory Charter High School-5182; and

Ben Gamla Preparatory School-5204) is achieving the mission-specific goals as defined in the school's contract. Hebrew classes are offered for students in 7th-12th grades. All students are afforded the opportunity to learn Hebrew at their independent level and pace through the use of an engaging curriculum. Curriculum focuses on spoken Hebrew and is designed to address the needs of students at multiple levels. Emphasis is placed on proficient language progression through multiple years. Large group instruction as well as small group hands-on participation is an integral part of the program that highlights students demonstrating their skills through a variety of real-life scenarios. Language learning is enhanced through additional focus on the historical roots which includes the study of Israel culture. The purpose of studying the culture of Israel is to nurture the students' personal, emotional and reflective relationship with Israel, by creating a lifelong meaningful connection between them to a timely and timeless place. The value placed on the love of Israel and Israeli culture is demonstrated by a variety of extra-curricular activities and celebrations throughout the school year. These include Tubishvat (Earth Day), a Festival of Lights student production, a Holocaust student production followed by Holocaust survivors guest speakers, and Israel Independence Day.

The school offers a well-rounded college preparatory educational program. The faculty is working hard to increase learning opportunities resulting in raising the academic achievement for all of its students. A wide range of educational resources are used to provide a challenging curriculum and staff is utilizing innovative approaches to facilitate lessons. Through the use of diverse instruction strategies, hands-on labs, laptops and smartboards, teachers use all resources possible to help motivate students to learn new content. High school juniors and seniors also have an opportunity to participate in internships. Dual enrollment and Advanced Placement classes are available for high school students, while middle school students can accelerate and take high school courses for credit. The Ben Gamla Preparatory Academy is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs. The school has and will continue to strive to improve, support, and serve students of all ability levels. The school's educational program is aligned to specific learning methods and strategies with emphasis on low-performing students and reading. These include a standards-based curriculum for core courses, use of appropriate assessments for learning (screening, progress monitoring and diagnostic), data driven high quality differentiated instruction; supplemental programs for student advancement and remediation, and support for teachers through ongoing professional development. Maximizing student achievement for all of our students is the school's ultimate goal. Through the use of diagnostic data, standardized test scores, report card grades, behavioral records, Individualized Education Plans (IEP), English Language Learner Plans, and State Accountability Reports, the school measures its own progress in meeting the needs of our student population.

Through an integrated approach, we believe that learning a second language enriches the environment of our school and improves overall school performance preparing students' for a successful postsecondary education. It is a combination of the acquisition of a second language, innovative instruction, and challenging curriculum that will help our students achieve success in the global society.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation

Final Rating

Does Not Meet the Standard Joe Luechauer, 11/12/19

Partially Meets the Standard

Partially Meets the Standard Allisyn Axelrod, 11/21/19

Partially Meets the Standard Kim Punzi-Elabiary,
11/21/19

Partially Meets the Standard Laurie Steinberg, 11/21/19

Meets the Standard David Shelley, 11/25/19

Partially Meets the Standard Celina Chavez, 11/25/19

Partially Meets the Standard Louise Ball, 11/25/19

Does Not Meet the Standard Matt Schroeder, 11/25/19

Does Not Meet the Standard Marilyn Johnson,
11/26/19

Partially Meets the Standard Hanne Rega, 11/26/19

Meets the Standard Detra Adams, 11/27/19

Meets the Standard Ann-Marie Evans, 12/4/19

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

The Ben Gamla Preparatory Academy (Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) is achieving the mission-specific goals as defined in the school's contract. Hebrew classes are offered for students in 7th-12th grades. All students are afforded the opportunity to learn Hebrew at their independent level and pace with an engaging curriculum. Curriculum focuses on spoken Hebrew and is designed to address the needs of students at multiple levels. Emphasis is placed on proficient language progression through multiple years. Large group instruction as well as small group hands-on participation is an integral part of the program that highlights students demonstrating their skills through a variety of real-life scenarios. Language learning is enhanced through additional focus on the historical roots, which includes the study of Israel culture. The purpose of studying the culture of Israel is to nurture the students' personal, emotional and reflective relationship with Israel, by creating a lifelong meaningful connection between them to a timely and timeless place. The value placed on the love of Israel and Israeli culture is demonstrated by a variety of extra-curricular activities and celebrations throughout the school year. These include Tubishvat (Earth Day), a Festival of Lights student production, a Holocaust student production followed by Holocaust survivors' guest speakers, and Israel Independence Day.

The school offers a well-rounded college preparatory educational program. The faculty is working

hard to increase learning opportunities resulting in raising the academic achievement for all of its students. A wide range of educational resources are used to provide a challenging curriculum and staff is utilizing innovative approaches to facilitate lessons. Through the use of diverse instruction strategies, hands-on labs, laptops and smartboards, teachers use all resources possible to help motivate students to learn new content. High school juniors and seniors also have an opportunity to participate in internships. Dual enrollment and Advanced Placement classes are available for high school students, while middle school students can accelerate and take high school courses for credit. The Ben Gamla Preparatory Academy is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs. The school has and will continue to strive to improve, support, and serve students of all ability levels. The school's educational program is aligned to specific learning methods and strategies with emphasis on low-performing students and reading. These include a standards-based curriculum for core courses, use of appropriate assessments for learning (screening, progress monitoring and diagnostic), data driven high quality differentiated instruction; supplemental programs for student advancement and remediation, and support for teachers through ongoing professional development. Maximizing student achievement for all of our students is the school's ultimate goal. Through the use of diagnostic data, standardized test scores, report card grades, behavioral records, Individualized Education Plans (IEP), English Language Learner Plans, and State Accountability Reports, the school measures its own progress in meeting the needs of our student population.

Through an integrated approach, we believe that learning a second language enriches the environment of our school and improves overall school performance preparing students' for a successful postsecondary education. It is a combination of the acquisition of a second language, innovative instruction, and challenging curriculum that will help our students achieve success in the global society.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

- Provide grade-level specifics for K-2, 3-5, 6-8, and 9-12 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served. Include a separate explanation for ELA and Intensive Reading at the secondary level, if applicable.

Evidence-based programs and materials to support the instruction are utilized in ELA, Math, Science, and Social Science to ensure students are prepared academically. The ELA program uses Houghton Mifflin Harcourt (HMH) Collections for 7th-12th grade Reading and Writing. In addition, Achieve 3000 is used as a supplemental reading and writing tool to monitor and improve student academic progress. Additionally, all students (7th-12th) scoring below a 3 in Reading are schedule to attend a Comprehensive Intervention Reading Program (CIRP) through our Intensive Reading course. This program uses the National Geographic Inside Books, Levels A, B, and C for the middle school students. The high school students use National Geographic Edge Books, Levels A, B, and C. Supplemental Reading Interventions Program (SIRP) materials are provided as another layer of support to ensure students have a variety of materials to meet different learning styles. This includes the Wilson Reading Program (Phonemic Awareness, Decoding and Fluency) and vocabulary.com CPalms Alignments (Vocabulary and Comprehension) for both middle and high school students. The high school students also benefit from Khan Academy, ACT/SAT practice tests, No Red Ink, and Ten Steps to Advancing Vocabulary and Reading.

Middle school and high school students use Houghton Mifflin Harcourt textbooks. These programs are aligned to the LAFS and MAFS and have been used at the school for the past 5 years of the charter contract. The Go Math series that the middle school uses includes intervention materials for students needing additional instructional support. Those Middle school students not achieving a score of 3 or higher attend an Intensive Math class in addition to their regular Math class. Middle

students will benefit from the use of I-Ready this year to assist with targeting math skills that need improvement. The Holt McDougal Science and Social Studies curriculum is in alignment with the NGSSS standards and is used for grades 7-10th.

Lesson plans are created on a weekly basis indicating specific objectives taught and benchmarks met as listed in the curriculum. Learning goals are met through various classroom and at-home learning activities. Members of our leadership team including the Principal, Assistant Principal, ESOL/RtI Coordinator and ESE/Gifted Specialist review lesson plans and student work portfolios monthly to ensure that teachers are including the required documentation and strategies to support learning for all student subgroups. Additionally, administrators conduct formal and informal teacher observations through weekly classroom walkthroughs to "look for" instructional best practices based on Marzano's Focused Teacher Evaluation Model. These observations provide constructive feedback to our instructional staff that improve teacher effectiveness. Marzano's Focused Teacher Evaluation Model provides data that indicates how instructional staff is performing in the four (4) domains of effective teaching and learning and how it affects student performance.

Administrators and teachers participate in professional development courses and training annually in areas that meet their individual needs. Professional growth plans assist the school in establishing goals and activities to drive effective instruction each year. Recently, it has been established that courses and training in the areas of Reading, ESOL, Gifted, Differentiated Instruction, and Classroom Management are needed to provide more effective and engaging learning instruction for new staff.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' abilities to achieve grade-level proficiency.

To support struggling students' abilities to achieve grade-level proficiency, the school provides a standards-based curriculum in reading, math, science and social studies. Students are monitored to ensure they are making adequate progress towards curricular standards through appropriate state, district and school assessments in Reading, Math, Science and Social Science. These assessments are administered resulting in data used to drive quality differentiated instruction and supplemental programs for student advancement/ remediation when required. Instruction strategies and techniques that are incorporated throughout the curriculum to support struggling students include Target Tutoring, Direct Instruction (lecturing/modeling), Scaffolding, Cooperative learning, Inquiry-Based Learning and Informative Processing Strategies. When appropriate, the school uses the "Pull and Push" method of instruction which allows students in need of remediation to be "pulled out" for additional academic support (extra time completing assignments, tests, and graded classwork) and students attaining grade level achievement in required curricular standards "pushed" in.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Setting clear and measurable expectations for student success is key to informing and guiding instructional planning and practice aligned with the Florida Standards, as well as the Next Generation Sunshine State Standards (NGSSS). Through Achieve 3000, a student's independent and instructional reading/writing levels are identified. Once identified, teachers are able to target individual weakness and implement a reading/writing plan that targets skills needing improvement. Additionally, large and/or small group instruction is provided when there are multiple students in need of improvement in the same skill set. Monitoring is continuous throughout the school year and a midyear baseline comparison is completed at the beginning of the second semester. Additionally, The Florida Assessments for Instruction in Reading (FAIR) monitoring assessment is

completed 3 times throughout the school year. It is used to predict students' literacy success, diagnose weakness for those found to be a risk and to help teachers set instructional objectives. This diagnostic test is used to measure phonemic awareness, phonics, fluency, vocabulary and comprehensive. Teachers use these results to provide targeted intervention and differentiated instruction for students scoring below a 3 on the FSA. During the tenure of the school's charter agreement, the Go Math Beginning of the Year Diagnostic and I-Ready has been used to monitor the Math program. Additionally, monthly department data chats have been used so that focused collaboration can assist with planning strategic approaches to implement remediation plans to target weaknesses.

At the beginning of each year, new and returning staff is provided professional development to ensure that they receive appropriate knowledge and training to implement the diagnostic tools they are required to use. This training educates them in how to utilize data to guide instructional planning and practice that aligns with FSA and NGSSS. Focus on effective instructional strategies that can be implemented in the classroom to help with student growth is a value that is added through these workshops. These strategies are included in their lesson plans for the intent of meeting the needs of all students. Teacher instructional procedures and instructional practices accountability is also measured by the administration through formal and informal observations using Marzano's Focused Teacher Evaluation Model.

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review may be conducted.

- Describe the IEP process for SWDs for present level development, prioritization of educational needs and annual goals.
- Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.
- Describe the program's services and supports for SWD including supplemental aids and accommodations.
- Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?
- Describe the testing plan and progress-monitoring plan for SWDs.

The school monitors compliance for federal and state requirements of ESE services provided by assuring that the providers are logging the services in the Wizard program on Easy IEP. The Governing Board Chair signs an assurance letter at the start of each year to confirm that they will also monitor the ESE compliance at the school. The exceptional student process at Ben Gamla begins with the evaluation process. For Gifted or ESE students, the parent must sign consent for the student to be evaluated by a psychologist provided by Broward County. All supporting documentation is then scanned and uploaded into Easy IEP for review by the psychologist prior to evaluation. After the evaluation has been completed, parents are given a notice for a meeting to review the evaluation and determine eligibility. If a child is eligible, an Individualized Educational Plan (IEP) or Educational Plan (Gifted) is created and signed with input from the parent, classroom teacher, psychologist, LEA and ESE Specialist during a scheduled meeting. Then a matrix is created based on the services written on the IEP or EP. Immediately following this meeting, the services and accommodations on the IEP or EP are implemented in the general educational classroom. The school employs an ESE teacher who provides all of the services for academic area pull-out. Other service providers are contracted depending on the needs of the current ESE students as outlined on the IEP/EP. Currently, we provide Speech and Language support and counseling to our Students with Disabilities. As stated above, all service providers log services provided into the Easy IEP Wizard program. The teachers provide the in-classroom

accommodations and work on their individual annual goals according to what is listed on the IEP. For the Gifted population, the teachers are also aware of their annual goals document on their EP and work to integrate them into curriculum. All accommodations for ESE students are required on all lesson plans. Professional development is provided at the start of every school year to help teachers with strategies for accommodating the exceptional student population. The ESE Specialist provides consultation and collaboration with teachers for academic, social, and independent functioning for all ESE and Gifted students.

The areas of concern which were identified on our most recent OSPR visit, as well as our plan to address these areas and seek immediate improvement, are as follows: failure to provide evidence of parent waiver of 10-day notice; failure to generate quarterly Annual Goals Progress Reports for SWDs and EP goals Progress Reports for Gifted students with data driven comments for parents; failure to provide current data in the present level of performance for the IEP for SWDs and EP for gifted students; failure to align the present level of performance, the impact of the disability, the priority educational need and annual goals in the IEP; failure to develop measurable goals for student with disabilities and gifted students; failure to provide parent/student input in the EP for gifted students; failure to document ESE services as required by the IEP (EasyIEP wizard); failure to identify ESE students in the classroom; and failure to provide evidence of Documented Allowable Accommodations and Supplemental Aids. Immediately after receipt of the findings, the Principal met with the ESE Specialist to begin the process of rectifying the noted concerns.

The results from the meeting included the ESE Specialist completing the following: logging in all services into Wizard; services provided prior to an IEP changing during the school year could not be uploaded to Wizard and were documented and placed in a binder; reviewing incoming students and updating the ESE student list with services; review of FSA data to identify achievement of 3-5 to consider consultation or if students already on consultation, may need direct services after 1st 9 weeks; and creating a calendar to include "Pull Out" support, consultation, and teacher collaborations. In addition, a calendar was completed to ensure PPS are distribution 10 prior to the scheduled IEP meeting and a follow up date is planned to follow up with parent if they do not respond. The ESE specialist also attended a professional workshop on Writing Quality IEPs Abridged class offered through FDLRS on September 5, 2019 at Arthur Ashe Junior Middle School. RtI/M-TSS responsibilities was assigned to the Assistant Principal. In addition, a paraprofessional was hired to assist in adding support where needed for low achieving Reading and Math students, ESOL students, and RtI/M-TSS. Additionally, teachers were presented with colored folders to easily identify ESE and ELL students, ESE Accommodations Lesson Plan Codes, Updated ESOL Instructional Strategies Matrix, ELL Classification Codes, Gifted Strategies Differentiating Instructions, and Lesson Plan Templates. The Leadership Team directed the instructional staff to take responsibility for utilizing the materials provided, implementation of the appropriate strategies and accommodations for all subgroups (SWD, ELL, Gifted), and evidence of student work. The Leadership Team also advised teachers that they are responsible for Tier I interventions and need to document Tier II progress. The Leadership Team will complete formal and informal observations to verify teachers are complying with the directives and provide support where needed.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic Review and/or Desktop Review may be conducted.

- What is the school's plan for identifying, placing and scheduling ELLs?
- Describe how the school has and will continue to comply with the state-approved district ELL Plan?
- Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.

To ensure effective programming for English Language Learners, the process begins with identifying these students. These students are identified through review of the Broward County Public Schools registration application, which includes a home language survey that all new students must complete. Identification of ELL students is based on the student's responses on the home language survey. The IPT is administered to determine the ELL student's language level and their eligibility for services. Additionally, students who transfer into our school from another Broward County Public School have their levels identified through review of TERMS along with the student's cumulative record. If a student has been previously tested at another district school, we request documentation to ensure that we have the proper documentation on the student's progress while in the ELL program. This helps us to identify our ELL students and what levels they are scoring in so that the appropriate supports are put in place for them. Additionally, all proper paperwork is kept up to date in their ELL folders and the ESOL Coordinator is always making sure annual reviews as well as re-evaluations are conducted in a timely manner. With the help of the ELlevation program, the ESOL Coordinator is able to make sure all appropriate meetings occur on or before 30 days of the students' DEUSS dates. The ESOL coordinator makes sure to provide all teachers with the list of their ESOL students as well as their classifications, along with the WIDA Can Do Descriptors, to provide teachers support in understanding what the students should be able to do based on their ELL levels. This occurs at the beginning of every year. The information for new students arriving throughout the year is given to the teachers immediately after determining if they qualify for the ELL program.

The ESOL Coordinator provides the general education teachers with the ESOL Strategies Matrix during pre-planning week. This Matrix helps the teachers to know what accommodations they can use for their students and gives them the correct coding for their lesson plans as well. Every year, the school has given Professional Development on strategies to help accommodate ELL students in the classroom. Teachers are reminded to accommodate ELL students in the classroom in their daily work as well as their testing. Teachers are directed to identify ELL students and strategies provided to accommodate their needs on their lesson plans. "Pull Out" services were provided during non-core instructional time to students who do not speak English and who are classified as A1 based on the IPT, or level 1 based on the Access 2.0 assessment. Additional "Push In" time was provided during core classes to provide support in their native language. These students work on basic English skills as well as conversational skills with supplemental ELL materials and online platforms such as Achieve 3000, Learning Ally and Duolingo. Staff was available to assist ELL students in their own home language (Spanish, Hebrew, and Portuguese) as needed.

After our March 15, 2019 OSPR review, and for the new 2019-2020 school year, the ESOL Coordinator provided all of the teachers a new copy of the ESOL strategies matrix and reviewed it with them in depth to ensure that they understood it. Additionally, on March 22, 2019 and 2019-2020 Pre-planning faculty meetings, the ESOL Coordinator and Principal reminded the teachers of their professional responsibilities regarding meeting the needs of these students. It was relayed to them the importance of ensuring that these students' accommodations are document on their lesson plans, implemented and up-to-date evidence (work folders) is provided that demonstrates instructional differentiation. The leadership team monitored lesson plans weekly, and conducted informal and formal walkthrough observations to ensure instructional strategies are appropriately implemented. ELL plans were/are update. She suggested that the school guidance counselor would be a good candidate to become the ESOL Coordinator and be responsible for RtI/M-TSS for the upcoming school year. The Principal had hired the guidance counselor soon after the OSPR review for additional support for ESE, Gifted, and ELL, and agreed.

G. Explain the school's current process for MTSS/RtI, specifically with documentation of progress monitoring and the assessments used.

- Describe the charter school's collaborative problem-solving team (CPST).

- How does the charter school encourage and document parent participation during the RtI process?
- Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.

The Ben Gamla Preparatory Academy's current Multi-Tier System of Supports (MTSS) and Response to Intervention (RtI) three-tiered process begins with identifying struggling students in the area of academic growth and achievement. Academic growth and achievement is analyzed through a variety of diagnostic assessments which includes: Most recent previous year's FSA scores; FAIR, I-Ready, Achieve 3000 for Reading and Writing, and PSAT at the beginning of the school year; ACCESS mid-year; and Go Math Beginning, Middle and End of Year assessments. Other areas that are looked at include behavior, absenteeism (both of the aforementioned areas are documented in TERMS), and social/emotional needs.

The three-tiered process begins with Tier 1 regular classroom instruction provided by the classroom teacher focusing on all students' achievement. Multiple and flexible grouping formats and differentiated instruction is provided to all students in this Tier. Students that are observed struggling, not responding to instructional methods, and not making average academic progress on classroom assignments/assessments are then provided with interventions to target areas needing improvement. These interventions can include extra drill and review, use of visual aids to support instructions, provision of student guides/questions for assignments and tutoring. If improvement through intervention strategies is not achieved, parents are contacted by the teacher to discuss the area of concern, interventions attempted, student response to intervention, and recommend new interventions (all of which is documented). This process is repeated with the new recommended interventions. If there is still no progress made toward meeting average achievement, the teacher contacts the parent again to communicate the area of concern, student response to intervention and to discuss the next step. Tier 1 intervention is completed and reviewed at the monthly meetings with the collaborative team of the RtI Coordinator, Principal, teachers, and when applicable the ESE specialist.

Prior to the Tier 2 Plan of interventions, the classroom teacher needs to inform the parent, ESE specialist, and administration of any Tier 1 interventions that have been attempted and the intended Tier 2 interventions that will be implemented. If the team determines it is necessary for the students to move to Tier 2 on RtI, then the RtI Coordinator would then meet with the teacher and the parent to begin the process. Interventions are provided through the Intensive Reading and Math courses so that students do not miss core instruction or other Tier 1 activities. A classroom teacher, reading teacher, or trained paraprofessional, provides homogeneous small group instruction. The teacher will monitor student progress every other week on the targeted skill needing improvement. Also, during the collaborative team monthly meetings, the RtI Coordinator, principal, and teachers would meet again to determine if the child is improving or if further Tier 2 intervention is needed. If improvement through intervention strategies is not achieved, parents are contacted by the teacher to discuss the area of concern, interventions attempted, student response to intervention, and recommend new interventions (all of which is documented). This process is repeated with the new recommended interventions. If there is still no progress made toward meeting average achievement, the teacher contacts the parent again to communicate the area of concern, student response to intervention and to discuss the next step. If in the best interest of the student it is determined that the student should move to Tier 3, the parent is then called in again for another meeting to discuss the next step.

Tier 3 focuses on students who have not adequately responded to Tier 2 interventions. The classroom teacher, reading specialist or trained paraprofessional provides intensive interventions designed to teach a skill or build fluency with a skill. Homogeneous small group instruction is

provided to students at the same ability and instruction level with common academic area of concern. The ESE specialist is notified to conduct an observation. Progress monitoring by the teacher is weekly to ensure adequate learning progress and is documented.

H. Explain the charter school's current process to implement an Early Warning System (EWS).

- Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement.
- Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.

It was determined from the March 2019 OSPR visit that the school was not providing evidence of the use of an Early Warning System especially in regards to Tier III intensive interventions to support disfluent level 1 and 2 students. The Collaborative Problem-Solving Team (CPST) has been working hard to improve our MTSS/Rtl processes and procedures to ensure that this is corrected.

The assistant principal will collect and complete the Early Warning System data template by the end of the first 9 weeks focusing on the following indicators: attendance below 90%; one or more suspensions; course failure in ELA or Math; Level 1 on statewide assessment or off-track (progress monitoring); and students exhibiting two or more indicators. Based on the EWS data gathered from TERMS, most current FSA testing, and/or past and current course failure, the collaborative team meets to determine the appropriate intervention strategies to improve academic performance. A meeting will be held with the collaborative team, including parent and mental health counselor (when necessary) to share concerns and suggested intervention strategies for Tier 2 Interventions. From there, the MTSS/Rtl procedures above would be followed.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation

Final Rating

Meets the Standard Lourdes Panizo, 11/19/19

Meets the Standard Reynaldo Tunnermann, 11/20/19

Meets the Standard

A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly 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:

- a. Revenues, accounts receivable, and cash receipts
- b. Expenditures, accounts payable, and cash disbursements
- c. Budgeting and financial reporting
- d. Risk management
- e. School inventory & capital assets
- f. Student records
- g. 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 are 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 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 prepared in duplicate with one going to the vendor and the other remaining 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 and presented to the Board of Directors for review.

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/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The 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:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

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.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

Audit Findings

Ben Gamla Preparatory Academy received an audit finding for the 6/30/2016 fiscal year, wherein it was noted that several deposits did not include evidence of having provided a receipt to the student or parent for cash collections exceeding \$15. A refresher training on internal accounting policies and procedures was provided to the school treasurer and principal at the time.

The school received an audit finding for the 6/30/2017 fiscal year, due to an expense reimbursement paid by the school which included sales tax. This was addressed with the school principal and treasurer, and there have been no reoccurrences since. A repeat observation was made regarding receipts for cash collections exceeding the \$15 threshold.

Ben Gamla Preparatory Academy received an audit finding for the 6/30/2018 fiscal year, due to missing receipts for cash collections exceeding the \$15 threshold, deposit recap sheets missing the required signatures, and deposit summaries that did not agree to the deposit recap sheet and bank deposit receipt. In addition, exceptions were identified by the auditors due to missing supporting documentation required for disbursements from the internal and aftercare accounts. Lack of adherence to the established policies and procedures resulted in a loss of approximately \$15,000 related to the internal and aftercare accounts.

In response to this occurrence, the following actions were taken:

1. School Principal and Treasurer were immediately replaced.
2. A police report was filed.
3. Funds were replaced by The National Ben Gamla Charter School Foundation, Inc. into the school's internal and aftercare accounts.
4. A mandatory training was conducted for the school principals on the board's established internal accounting policies and procedures.
5. An individual training was conducted for the school treasurer on the board's established internal accounting policies and procedures.
6. A mandatory "Money Matters" workshop was conducted for School Principals and Treasurers.
7. School Cash Online program was implemented, which eliminates cash handling and records all activity to the general ledger.
8. The board engaged with HLB Gravier, LLP, the school's audit firm, to perform a mid-year review of the school's internal and aftercare accounts. The review indicated that the school corrected the issues and has adhered to the board's policies and procedures.
9. Academia's Director of Internal Audits – Special Accounts has reported to the Board on a quarterly basis a review of the internal accounts to ensure that the school continues to follow the established policies and procedures.

The school's 6/30/2019 audited financials demonstrate that these findings have been fully corrected and the school followed all internal accounting policies and procedures.

For the 6/30/19 fiscal year, Ben Gamla Preparatory Academy received an audit finding related to the lack of a formal process for maintaining inventory of capital assets and reconciling to the trial balance. In response to this observation, the board identified a third party inventory management company to assist in reconciling the physical property at the school with the school's existing inventory schedule and trial balance. In addition, an asset management software has been purchased in order to maintain inventory electronically thereafter. On a semi-annual basis, the inventory schedule shall be reconciled to the trial balance.

B. Explain how the charter school adheres to general-accepted accounting principles.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed of.
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual and Accounting for Fixed Assets section of board's Financial Policies and Procedures
- Retain documents for a specified amount of time

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

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 statute. A fixed asset schedule is maintained and reconciled with the General Ledger (Appendix __N__) on a semi-annual basis. Additionally, the school uploads an inventory report onto Charter.Tools on a semi-annual basis. The school monitors the Bond Technology inventory report for items received through the bond technology funding on a semi-annual basis, and uploads the report to Charter.Tools.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

Meets the Standard Cassandra Vallianos, 11/19/19

Final Rating

Meets the Standard

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Ben Gamla Preparatory Academy #5182 has maintained balanced budgets and positive cash flows over the past four (4) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. The most recent 2019-2020 annual budget reflects a projected positive ending cash balance of \$123,079 for the year.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School, along with the ESP's Director of Budget, prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

B. Verify that the charter school's financial obligations are in good standing.

Ben Gamla has established sound financial procedures to safeguard their finances as detailed above. As such, Ben Gamla's financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for

the charter school.

The leadership at Ben Gamla creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Ben Gamla's Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2018 special purpose financial statements, The National Ben Gamla Charter School Foundation, Inc. has a total net asset balance of over \$3,238,111. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Ben Gamla Preparatory Academy #5182 has a combined surplus of over \$55,159 in reserve as part of its sustainable long-term financial plan, as can be seen in the 2019 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Ben Gamla Preparatory Academy #5182 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2020-2021 (Appendix _R_) to forecast and create a Projected Five (5) Year Budget for 2021-2025 (Appendix _Q_). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation

Final Rating

Partially Meets the Standard Sean Brown, 11/21/19

Partially Meets the Standard

Meets the Standard Marion Williams, 11/27/19

Meets the Standard Jill Young, 11/27/19

A. Explain if the charter school's actual enrollment has been consistent with its projections.

If it has not been consistent, what measures has the charter school taken to increase student enrollment?

The schools current enrollment has not been consistent with its projected enrollments in the charter application submitted in 2013-2014 as seen in the charts below. At the time the application was submitted to the district, the restrictions to enrollment mandated by the City of Hollywood were unknown. As a result, the school opened grades 7-12 during the first operational term of the charter contract. Currently, discussions with 6th graders and their parents are ongoing and we hope to add the 6th grade in the future. Due to the limitation of a maximum of 600 students on the campus by the municipality, the school continues to look at various programs that may help to attract additional students such as partnering with an onsite dual enrollment provider to conduct more college courses on the Ben Gamla campus. It is important for The Ben Gamla Preparatory Academy to recruit students interested in its unique setting and the various programs the school can offer students. Additionally, the school is also engaged in the following activities:

- Recruitment mailers
- Prospective student orientation
- Social media
- Newsletters
- Updates on website
- Community events

School	Grade	Number of students
Ben Gamla	7	78

Ben Gamla 8 99

Ben Gamla 9 74

Ben Gamla 10 69

Ben Gamla 11 46

Ben Gamla 12 42

Ben Gamla 7-8 177

Ben Gamla 9-12 231

Original Projections in 2014 for Ben Gamla Middle

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	Up to 600	1,050
Second Year	6-8	Up to 875	1,050
Third Year	6-8	Up to 1,050	1,050
Fourth Year	6-8	Up to 1,050	1,050
Fifth Year	6-8	Up to 1,050	1,050

Original Projections 2014 Ben Gamla High

Total Projected	Student Enrollment
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School Year	Grade Levels	Student Enrollment	Capacity (if known)
First Year	9-10	Up to 550	1,100
Second Year	9-11	Up to 825	1,100
Third Year	9-12	Up to 1,100	1,100
Fourth Year	9-12	Up to 1,100	1,100
Fifth Year	9-12	Up to 1,100	1,100

A. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?

The racial ethnic composition of the school's student body reflects 48.2% Caucasian, 12.8% Black, 37.0% Hispanic and less than 1% are other races. As a point of comparison, the neighboring schools reflect different percentages in student body composition. The Ben Gamla Preparatory Academy serves a different student grade cohort than any local school in the surrounding community other than Avant Garde Academy serving students in grades 6-12 located 2 miles away. At The Ben Gamla Preparatory Academy-5182, we compare to one (1) out of the six (6) schools below in the Black category and five (5) of the six (6) in Hispanic categories including the Hispanic average of the school district. Although we have a higher white percentage than most schools it is still nearly identical to that of the district. See chart below with current demographic information for neighboring schools. – See chart below:

School Name	School Number	Grade Levels Served	%Caucasian	%Black	%Hispanic	%Other
Ben Gamla	5182	7-12	48.2	12.8	37.0	>1
Broward County Schools		K-12	51.5	40.2	35.6	3.7
Avante Garde Academy	5791	6-12	33.2	10.2	52.2	2.2

International School of Broward	5416	6-12	19.4	41.9	32.3	0
Seminole Middle	1891	6-8	30.9	28.9	31.9	4.2
Attucks Middle	0343	6-8	14.0	46.4	34.2	3.0
South Broward High	0171	9-12	25.8	26.1	42.4	3.4
Hollywood Hills High	1661	9-12	19.0	26.3	48.0	2.4
Hallandale Magnet High School		9-12				

C. Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.

The Ben Gamla Preparatory Academy follows The National Ben Gamla Charter School Foundation, Inc. board approved student enrollment policy.

The school has an open admissions policy, 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; and
- 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. This would allow us to continue deliver a seamless curriculum for students across grades K-12 in the network while allowing the school to serve the surrounding community.

D. Describe the charter school's plan to ensure a safe and secure environment.

On August 30, 2018, the principal received a letter from the Director of Charter Schools Management/Support for "Failure to Comply with Contractual Obligations related to Student Discipline". Student altercations occurred on the school campus on two different dates that involved contacting the police on the first day and a student arrest on the second day. The principal did not inform the Charter Schools Management/Support about these incidents. As a new principal in Broward, a mentor was assigned to collaborate-when issues of a more serious nature relating to discipline occur. Additionally, the principal participated in the district's initial Threat Assessment training on September 27, 2018. Due to the measures in place, there have been very few incidents at the school and appropriate corrective actions are taken to ensure the safety and security of the school and its students. All procedures of Broward County Public Schools are followed utilizing the BCPS Code of Conduct and Discipline Matrix as a guide. Student discipline referrals and outcomes are entered in TERMS according to District requirements. Our protocol for students with any disciplinary action is to counsel the student regarding the behavior to determine the reasoning behind it and make sure that there is no reason to believe the incident would occur again with that student. If any concerns arise, the guidance counselor will get involved and the next actions will be determined dependent on the severity of the situation. If a threat assessment is necessary, we will conduct one and go forward with appropriate steps. The administration will involve law enforcement as mandated. If the team determines the child requires interventions, the child will be placed on a Behavior RTI for further monitoring. In addition to having an onsite school counselor, if it is a situation where the child needs immediate mental health counseling, we will refer to our community partner agencies who can provide immediate support for the child. Each situation is handled appropriately depending on the circumstances and the support the Collaborative Problem Solving Team deems necessary for the child.

Due to the recent Marjory Stoneman Douglas incident and the recent safety act that was put in place, The Ben Gamla Preparatory Academy MSID-5182 has implemented many safety precautions. In addition to the Guardian on our campus, we have also increased campus surveillance by adding cameras to cover all areas of the building including the inside and the perimeter of the building. As usual, we are continuing to conduct our monthly fire drills and our bi-annual evacuation drills. We have added a monthly active shooter drill as required by Florida Statute. Our school operates with a single point of entry into our building which is locked and requires visitors to be buzzed in. Once buzzed in, visitors must present a governmental issued form of identification which is run through our check-in system. All visitors must then be buzzed in 2 more times after the initial check-in point before entering any student hallways, of course, always with a staff escort. During dismissal, we have several staff members available outside to ensure that students enter their vehicles safely. Our teachers are provided a training twice a year regarding code red procedures. Additionally, in the summer of 2019, we provided all of our staff

members and faculty with an active shooter training conducted by the Hollywood Police Department.

Mental Health as well as social/emotional support is another important factor to ensuring a safe and secure learning environment. We have a Florida licensed mental health professional to support the social and emotional well-being of our students. Our guidance counselor does group as well as individual sessions for students who are struggling socially or emotionally. Additionally, we are seeking professional development for the staff as well as the administration around mental health topics. The principal was trained in Mental Health First Aid by the Educational Service Provider on November 19, 2018.

With all of these efforts, we feel that we have created a very safe and secure learning environment at The Ben Gamla Preparatory Academy-5182.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

Meets the Standard Victoria Stanford, 11/26/19

Final Rating

Meets the Standard

A. Explain how the charter school's facilities comply with applicable laws and codes.

The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards. The facility also includes the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, computer labs, science labs, weight room, rooftop play area, restrooms, and administrative offices. The facility complies with the Florida Building code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection code pursuant to Section 633.025, Florida Statutes as adopted by the authority in whose jurisdiction the facility is located. Since the school opened, evidence of compliance with applicable facilities laws is seen in the onsite evaluative reports created by the District where it is acknowledged that the school facilities are conducive to a good learning environment. Additionally, the city of Hollywood Fire Department and the Department of Health conduct annual school inspections to determine compliance. The school complies with any requests and corrects anything noted immediately. These inspections are provided to Broward County on an annual basis and are on file for review.

B. Explain how the charter school complies with applicable health and safety laws.

The Ben Gamla Preparatory Academy-5182 complies with applicable health regulations as evidenced by the inspection reports on file. The school stays current on all health inspections. Fire drills as well as the newly required code red drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided to the BCPS Charter School Office using the charter tools platform. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. Evacuation drills as well as tornado drills are conducted once per semester and submitted on the charter tools platform as well. Since the school opened, evidence of compliance with applicable health and safety laws is seen in the onsite evaluation reports from the health department which are on file. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that that school has records of all facility inspections on file and that building, fire and safety inspections are on file.

Attachments**Section 2: FACILITIES**

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS**Section Evaluation**

		Final Rating
Meets the Standard	Khandia Pinkney, 11/6/19	Meets the Standard
Meets the Standard	Maria Yen, 11/15/19	
Meets the Standard	Aneatra King, 11/22/19	
Meets the Standard	Debbie-Ann Scott, 11/25/19	
Meets the Standard	Brenda Santiago, 12/2/19	

A. Explain how the charter school implements the governance structure as defined in the school's contract.

The Ben Gamla Preparatory Academy-5182 utilizes a governance and leadership system that promotes student performance and system effectiveness. The National Ben Gamla Charter School Foundation Inc. governing board is responsible for the affairs and management of the school and provides continuous oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governance structure as defined in the Charter contract, By Laws and Articles of Incorporation. In addition, the governing board has contracted with Academica Corporation, an educational service and support organization, to provide the school with: fiscal compliance and support, legal guidance, insurance compliance, human resource

support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations.

Board Roles & Responsibilities:

The Ben Gamla Preparatory Academy-5182 governing board develops policies and procedures that promote the effective operation of the school that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract. It is the governing board's role to review, amend and establish new policies for the school at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation of mentoring of all staff members. The educational administration team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The adoption of the school policy manual by the governing board does not provide interference to the school administrative team in the accomplishments of its goals. The governing board is provided with the orientation and training when they obtain their position and bi-annually as required. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The National Ben Gamla Charter School Foundation Inc. governing board oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget – expenditures and invoices – is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The board also establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions from the data obtained are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the governing board at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students and parents that set guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

The Ben Gamla Preparatory Academy-5182 principal and governing board work as a collaborative team to maintain high achievement, outstanding performance and to ensure that The Ben Gamla Preparatory Academy-5182 students will meet or exceed proficiency. Dialogues between governing board members and administrative staff occur at governing board meetings. The governing board provides guidance, insight and direction with assistance from the educational service and support provider (Academica). Together, The Ben Gamla Preparatory Academy's #5182 stakeholders focus on school programs, plans and policies to remove obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

The Board meets regularly, as required by State law and the Charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state laws, its Charter contract and corporate bylaws. The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open and accessible to the public, notice of which is posted at the school site, as well as on the school's website, a minimum of five days in advance of each meeting. All attendees are provided an opportunity to receive information regarding the charter school's operation. Meeting agendas are made available for all meetings. Meeting minutes, budgets, and audited financial reports are posted on the school's website. In addition,

time is allotted at each meeting for public input. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. All public records are kept as required by law. In the event a public records request is made, the school responds acknowledging the request in a timely manner and produces the records in accordance with applicable law.

Evidence of compliance with applicable governance laws is seen in monitoring the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the charter board has by-laws regarding how they function as a governing body.

C. Employment/Staffing

- Explain how the charter school employs instructional staff that meets state and federal qualifications.
- Explain the system that the charter school uses for teacher and administrator evaluations.
- Provide the approved and adopted pay for performance plan and salary schedule.

The school employs instructional staff that meets state and federal requirements. All educational staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position. The school's certification annual self-audit displays the staff roster and the qualifications of the educational staff. At the school, there is a record kept of teaching certificates for all teachers, original college transcripts and any out-of-state certificates. Teachers teaching out of field are approved by the governing board, and the approved Out of Field waiver is maintained on file at the school.

The purpose of The Ben Gamla Preparatory Academy-5182 teacher evaluation system is to increase student learning growth by improving the quality of instruction. The system is founded on a core effective practices that have been strongly linked to increased student achievement and include the Florida Educator Accomplished Practices, the contemporary synthesized research of iobservation through effective educators Marzano's Art and Science Teaching Tool, and the requirements of Florida Statute 1012.34. This model and the observation instruments are linked directly to effective teaching practices and the Florida Educator Accomplished Practices.

It is the governing board's role to determine the effectiveness of its administration. Each Principal is evaluated at least once a year in accordance with F.S. 1012.34. The Governing Board uses the Marzano Focused School Leader Evaluation Model to evaluate the administrators from the school. It is then the role of each principal to determine the effective of her teacher performance, and student achievement and report his/her findings to the governing board. The Florida School Grades and state reports of learning gains and proficiency are useful tools in evaluating the schools overall effectiveness.

The current pay for performance plan and salary schedule is on file for review.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

Parents are provided with opportunities for involvement in the schools operations. Parent and community in school matters continue to be a fundamental and required part of the philosophy and operation of as it states in the Student/Parent Contract. The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school's mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to assist in developing the school improvement plan. Volunteer hours help guarantee that parents are

committed to making The Ben Gamla Preparatory Academy-5182 a success, while ensuring their child's accomplishments in school. Evidence of compliance with parental involvement is seen on the website and in the completion of volunteer commitment. It is also reflected in the attendance during parent meetings and school events. Parents are involved in the school's programs through monthly parent activities that begin early in the year with our Parent Open Houses. This meeting informs parents of our curriculum, extra-curricular opportunities and upcoming assessments. Additionally, a big piece of the meeting is to recruit parents to become part of the school's decision-making process by attending our Parent Partners meetings. Ben Gamla Preparatory Academy-5182 website contains information about all of the activities the parents can participate in to get involved in the decision-making process of the school.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation

Attachments Added Rhonda Stephanik, 12/3/19

Final Rating

Attachments Added

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	<u>L. Standardized Test Results</u>	Iacono, Gayle, 11/1/19 6:59 PM	PDF / 3.146 KB
1.2	<u>R. Revenue Estimate Worksheet for 2020-2021</u>	Iacono, Gayle, 11/1/19 5:29 PM	XLSX / 604.821 KB
1.3	<u>Q. Projected Five (5) Year Budget for 2021-2025</u>	Iacono, Gayle, 11/1/19 5:26 PM	XLSX / 604.629 KB
1.4	<u>X. Sample of School Newsletter Requesting Parental Involvement</u>	Iacono, Gayle, 11/1/19 5:17 PM	PDF / 935.057 KB
1.5	<u>Y. Teacher and Administrator Evaluation Tools or Documentation in an Approved Plan</u>	Iacono, Gayle, 11/1/19 2:10 PM	PDF / 337.303 KB
1.6	<u>H. Early Warning Systems Data</u>	Iacono, Gayle, 11/1/19 1:41 PM	PDF / 1.224 MB
1.7	<u>Z. Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan</u>	Iacono, Gayle, 11/1/19 12:39 PM	PDF / 2.27 MB
1.8	<u>W. Certification Self-Audits</u>	Iacono, Gayle, 11/1/19 6:56 AM	XLS / 55 KB
1.9	<u>V. Staff Report</u>	Iacono, Gayle, 11/1/19 6:50 AM	PDF / 197.882 KB
1.10	<u>U. Governing Board Member Training Certificates and Fingerprint Records</u>	Iacono, Gayle, 11/1/19 6:21 AM	PDF / 7.16 MB

1.11	<u>T. Discipline Reporting</u>	Iacono, Gayle, 11/1/19 6:09 AM	PDF / 6.812 MB
1.12	<u>S. Student Enrollment Reports</u>	Iacono, Gayle, 11/1/19 6:08 AM	PDF / 5.504 MB
	<u>N. Fixed Assets Report</u>		
1.13	<u>Reconciled with General Ledger, Part 5</u>	Iacono, Gayle, 11/1/19 5:31 AM	PDF / 3.558 MB
	<u>N. Fixed Assets Report</u>		
1.14	<u>Reconciled with General Ledger, Part 4</u>	Iacono, Gayle, 11/1/19 5:30 AM	PDF / 4.784 MB
	<u>N. Fixed Assets Report</u>		
1.15	<u>Reconciled with General Ledger, Part 3</u>	Iacono, Gayle, 11/1/19 5:29 AM	PDF / 4.775 MB
	<u>N. Fixed Assets Report</u>		
1.16	<u>Reconciled with General Ledger, Part 2</u>	Iacono, Gayle, 11/1/19 5:29 AM	PDF / 5.367 MB
	<u>N. Fixed Assets Report</u>		
1.17	<u>Reconciled with General Ledger, Part 1</u>	Iacono, Gayle, 11/1/19 5:28 AM	PDF / 5.071 MB
	<u>M. Evidence of Implementation</u>		
1.18	<u>of Specific Contractual Corrective Action</u>	Iacono, Gayle, 11/1/19 3:06 AM	PDF / 83.422 KB
1.19	<u>K. Graduation Rate</u>	Iacono, Gayle, 11/1/19 2:29 AM	PDF / 7.335 MB
	<u>I. Summary of Progress</u>		
1.20	<u>Monitoring Reports, Most recent results AP1</u>	Iacono, Gayle, 11/1/19 1:57 AM	PDF / 6.386 MB
1.21	<u>F. FLDOE Report Card, Part 3</u>	Iacono, Gayle, 11/1/19 1:33 AM	PDF / 6.042 MB
1.22	<u>F. FLDOE Report Card, Part 2</u>	Iacono, Gayle, 11/1/19 1:33 AM	PDF / 4.964 MB
1.23	<u>F. FLDOE Report Card, Part 1</u>	Iacono, Gayle, 11/1/19 1:19 AM	PDF / 8.604 MB
1.24	<u>E. FLDOE School Grade</u>	Iacono, Gayle, 11/1/19 12:57 AM	PDF / 1.336 MB
1.25	<u>D. AMO Standards</u>	Iacono, Gayle, 11/1/19 12:52 AM	PDF / 3.048 MB
1.26	<u>C. EOC, Part 10</u>	Iacono, Gayle, 11/1/19 12:30 AM	PDF / 3.654 MB
1.27	<u>C. EOC, Part 9</u>	Iacono, Gayle, 11/1/19 12:29 AM	PDF / 7.242 MB
1.28	<u>C. EOC, Part 8</u>	Iacono, Gayle, 11/1/19 12:28 AM	PDF / 7.161 MB
1.29	<u>C. EOC, Part 7</u>	Iacono, Gayle, 11/1/19 12:27 AM	PDF / 7.502 MB
1.30	<u>C. EOC, Part 6</u>	Iacono, Gayle, 11/1/19 12:27 AM	PDF / 6.974 MB
1.31	<u>C. EOC, Part 5</u>	Iacono, Gayle, 11/1/19 12:26 AM	PDF / 7.33 MB
1.32	<u>C. EOC, Part 4</u>	Iacono, Gayle, 11/1/19 12:26 AM	PDF / 7.196 MB
1.33	<u>C. EOC, Part 3</u>	Iacono, Gayle, 11/1/19 12:25 AM	PDF / 6.7 MB
1.34	<u>C. EOC, Part 2</u>	Iacono, Gayle, 11/1/19 12:25 AM	PDF / 6.663 MB
1.35	<u>C. EOC, Part 1</u>	Iacono, Gayle, 11/1/19 12:24 AM	PDF / 7.122 MB
1.36	<u>B. FSA, Part 6</u>	Iacono, Gayle, 10/31/19 11:47 PM	PDF / 5.099 MB

1.37	<u>B. FSA, Part 5</u>	Iacono, Gayle, 10/31/19 11:47 PM	PDF / 6.748 MB
1.38	<u>B. FSA, Part 4</u>	Iacono, Gayle, 10/31/19 11:46 PM	PDF / 6.759 MB
1.39	<u>B. FSA, Part 3</u>	Iacono, Gayle, 10/31/19 11:46 PM	PDF / 6.885 MB
1.40	<u>B. FSA, Part 2</u>	Iacono, Gayle, 10/31/19 11:45 PM	PDF / 6.745 MB
1.41	<u>B. FSA, Part 1</u>	Iacono, Gayle, 10/31/19 11:44 PM	PDF / 8.783 MB
1.42	<u>A. FCAT 2.0 Reading Retakes, Part 4</u>	Iacono, Gayle, 10/31/19 9:17 PM	PDF / 3.854 MB
1.43	<u>A. FCAT 2.0 Reading Retakes, Part 3</u>	Iacono, Gayle, 10/31/19 9:14 PM	PDF / 4.768 MB
1.44	<u>A. FCAT 2.0 Reading Retakes, Part 2</u>	Iacono, Gayle, 10/31/19 9:14 PM	PDF / 6.007 MB
1.45	<u>A. FCAT 2.0 Reading Retakes, Part 1</u>	Iacono, Gayle, 10/31/19 9:12 PM	PDF / 4.425 MB

Recommendation

School Name: The Ben Gamla Preparatory Academy

Primary Contact: Gayle Iacono

Submission Date: November 4, 2019

Recommendation Date: February 3, 2020

Recommended By: Rhonda Stephanik

Charter Status: Granted

Based on the review and evaluation of The Ben Gamla Preparatory Academy's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with mitigating language of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.