

STATE BOARD OF EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION

OUR CHILDREN'S PREP SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF POLK COUNTY,
FLORIDA,

School Board/Appellee.

**NOTICE OF APPEAL OF DENIAL OF CHARTER SCHOOL APPLICATION
FOR OUR CHILDREN'S PREP SCHOOL, INC.**

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Names and Addresses of Parties and Date of Denial and Denial Notice

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Date of School Board's Decision: October 6, 2015

Date of Denial Notice (received October 19, 2015): October 15, 2015--Attached as **EXHIBIT 1.**

Preliminary Statement

Applicant/Appellant, Our Children's Prep School, Inc., will be referred to herein as "Applicant" or "OCPS." School Board/Appellee, the School Board of Polk County, Florida, will be referred to herein as "School Board" or "School District." All exhibits will be cited by exhibit number and page, where applicable. For example, page 4 of Exhibit 2 will be cited as "Exh. 2:4."

Statement of Facts and Procedural Background

OCPS proposed a charter school serving children with disabilities from 12 months through 8th grade. Exh. 3:18, 20, 75, 108. By integrating therapeutic services with curriculum, OCPS' program would provide a unique educational experience for young children through adolescents who are typically under-served. Exh. 9:2. This was the third time that the OCPS team had applied for a charter school with the School Board. Exh. 7:2. The OCPS team is made up of individuals who previously operated a similar charter school in another part of Polk County. Exhs. 3:263-65; 6:27-30; 7:18-20. They have a long history with School District staff and withdrew the previous applications in an effort to respond to District staff concerns. Exh. 6:2. To continue its collaboration with School District staff, OCPS submitted a draft of its Charter Application in May 2015 for review by the School District in accordance with Section 1002.33(6)(b), Florida Statutes. Exhs. 2; 6:2. On June 25, 2015, School District sent OCPS its response which was based on review of the draft Charter Application by members of the School

District's Charter Review Committee ("CRC"). Id. The CRC review included a determination as to whether each subsection of the draft Charter Application was "sufficient" or "insufficient." Id. Only a handful of subsections were noted as "insufficient." Id. The first subsection noted as "insufficient" was Exceptional Student Education subsection 6(c), requiring "evidence of collaboration with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs." The comment from School District staff was "Letter C-initial placement staffing-yet application says only ESE students. Would not have need for initial placement staffing." Exh. 2:8. The second subsection noted as "insufficient" was the Governance subsections requiring "Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school," and "Method for resolving disputes between parents and the school." Exh. 2:11. There were no additional explanatory comments for this rating. Id. The third subsection noted as "insufficient" was the Management subsection requiring a "Plan for the recruitment and selection of the school leader." Exh. 2:12. The CRC did not include any explanation of its rating for this subsection. Id. Finally, there was "insufficient" noted for the Budget subsection requiring a "Plan to monitor the budget and make adjustments as necessary." Exh. 2:19. The comment noted that "The Application does not describe a plan for budgetary/revenue shortfalls. It only mentions that the president of the school will develop a plan if this occurs. The application should describe a plan. If a plan is not in place, the school is 'hoping' the president will be able to develop a plan." Id.

Other comments were provided in the CRC review of the draft Charter Application, but these subsections were noted as "sufficient." Exh. 2. OCPS modified its draft Charter Application based on the School District staff review and submitted its final Charter Application

on August 3, 2015. Exh. 3. The School District required forty copies of the Charter Application to be submitted.

On September 9, 2015, an interview was conducted by John Small, Assistant Superintendent of Office of Career, Technical, and Multiple Pathways, and Melissa Brady, Director of Charter Schools (“Interview”). Exh 7. OCPS was not permitted to meet with the CRC. It also did not receive the comments of the CRC prior to the Interview nor were all of the CRC’s questions asked during the Interview. Exh. 7:26. During the Interview, OCPS asked for a copy of the CRC’s questions, comments and for the Evaluation Instrument.¹ Exh. 7:26-27.

On September 22, 2015, School District staff made presentations on the CRC review of the pending charter applications in a School Board Work Session. (“Work Session”). Exh. 8. This was the first feedback OCPS received from the CRC. After the School Board Work Session, OCPS representatives asked for a meeting with School District staff to discuss concerns noted during the Work Session. Exh. 4. At that later meeting, OCPS learned that School District staff had discovered a mistake in the OCPS Charter Application budget. School District staff stated they would accept a corrected budget but indicated that it may not be considered by the School Board in whether or not to deny the Charter Application. OCPS decided to go ahead and submit a corrected budget. Exh. 6:2, 84-85.

A copy of the Evaluation Instrument was obtained online by the Charter Applicant on or about September 29, 2015, approximately one week prior to the School Board’s consideration of the Charter Application. Exh. 5. On October 6, 2015, OCPS submitted a response to the Evaluation Instrument to School Board members, including the corrected budget (“Response”).

¹ The Evaluation Instrument and drafts from the CRC was not provided by School District staff until after the Charter Application was denied and only after OCPS submitted an additional public records request.

Exh. 6. The same documents were also submitted to District Staff on October 2, 2015. Exh. 6:84-85. In submitting the Response, OCPS made clear that it was correcting mistakes it believed it was entitled to correct and clarifying points in the Charter Application based on comments made by the CRC. Exh. 6:1-2, 84-85; 9:4. OCPS further noted that submitting the Response was the only way that it had to respond to the Evaluation Instrument, which it received shortly before the School Board meeting. Exhs. 6:1-2; 9:4.

On October 6, 2015, the School Board met to consider the Charter Application. School Board members acknowledged receiving the Response. Exh. 9:9. They also acknowledged the need for a school as proposed by OCPS and support for OCPS in the Winter Haven community. Exh. 9:8. However, they expressed frustration with not being able to consider the corrections, clarifications and Response submitted by OCPS because they did not believe they were permitted to do so pursuant to Florida Statutes. Exh. 9:10. Ultimately, the School Board denied the Charter Application. Exh. 9:11.

The Denial Notice was received by OCPS via Certified Mail on October 19, 2015. Exh.1. The Denial Notice contained a different version of the Evaluation Instrument from the one that was posted online and provided to the public during the October 6, 2015 School Board meeting. Exhs. 1:6-35; 5:1-39. The Denial Notice indicates it was also e-mailed, but it was never received by e-mail by OCPS. Exh. 1:4-5. The School District acknowledged that the deadline for OCPS to file this Appeal was based on its receipt of the Denial Notice on October 19, 2015. Exh. 1:4. Accordingly, this Appeal is timely filed.

Statement of Law

The Florida Legislature has set forth standards for charter applications and review by sponsors, which have been codified in Section 1002.33, Florida Statutes (2015) (referred to

herein as the “Charter Statute”). “If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.” Fla. Stat. s. 1002.33(6)(b)3.a. (2015). The issues at the hearing are limited to those identified in the denial notice. Fla. Stat. s. 1002.33(6)(b)3. (2015); F.A.C. Ch. 6A-6.0781(1)(c) (2015).

Standard of Review by State Board of Education

The State Board of Education must grant a charter applicant’s appeal if it determines that there was no competent and substantial evidence in the record before the school board to support the school board’s basis for denial in the denial notice, based upon statutory good cause. Fla. Stat. s. 1002.33(2)(a) & (b) (2015); Imhotep-Nguzo Saba Charter School v. Department of Education, 947 So. 2d 1279, 1284-85 (Fla. 4th DCA 2007); School Board of Osceola County v. UCP of Central Florida, 905 So. 2d 909, 914-16 (Fla. 5th DCA), rev. den., 914 So. 2d 954 (Fla. 2005). The record for the appeal consists of “transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision.” F.A.C. Ch. 6A-6.0781(1)(c) (2015).

A “good cause” basis for denial of a charter application by a school board is one that is legally sufficient and based on empirical evidence, and not one that is based on unsupported assumptions or conjecture. UCP, 905 So. 2d at 914-16. A school district’s basis for denial does not constitute good cause if such denial was based on a standard not set forth in the Charter Statute or charter application form. School Bd. of Volusia County v. Academies of Excellence, Inc., 974 So. 2d 1186, 1190-91 (Fla. 5th DCA 2008).

“Competent and substantial evidence” is such evidence that is sufficiently relevant and material to the ultimate determination that reasonable minds would rely on it to support the conclusion reached. Duval Util. Co. v. Florida Public Service Comm’n, 380 So. 2d 1028, 1031 (Fla. 1980); De Groot v. Sheffield, 95 So. 2d 912, 916 (Fla. 1957). Conclusory or generalized statements with no fact-based chain of reasoning, even when given by experts, cannot be relied upon as competent and substantial evidence. Duval Util., 380 So. 2d at 1031; City of Hialeah Gardens v. Miami-Dade Charter Foundation, Inc., 857 So. 2d 202, 204 (Fla. 3d DCA 2003). Conjecture or speculation is also not competent substantial evidence. FL Rate Conf. v. FL R.R. & Pub. Utilities Comm’n, 108 So. 2d 601, 607 (Fla. 1959). Mere opinion testimony by school board staff, without supporting evidence, is not competent substantial evidence. Academies, 974 So. 2d at 1191.

Draft Application Review for Material Deficiencies

In 2013, the Florida Legislature amended the Charter Statute to provide an opportunity for charter applicants to submit draft charter applications to sponsors for review in exchange for payment of a fee. Fla. Stat. s. 1002.33(6)(b) (2015); Ch. 2013-250, s. 1, Laws of Florida (2013). This new requirement calls for sponsors to review the draft applications for “material deficiencies” and was specifically enacted to “facilitate greater collaboration in the application process.” Id. “This allows applicants to rectify any major issues prior to final submission and affords the district more time for review of applications that are submitted early.” Fla. H.R. Comm. on Educ., CS for HB 7009 (2013) Staff Analysis 5 (final July 1, 2013) (emphasis supplied). By identifying the material deficiencies, sponsors are providing notice to charter applicants of the areas of their applications that must be changed in order to be approved. While some school districts have attempted to characterize such reviews as “preliminary” or as

somehow not conclusive, there are no such caveats in Section 1002.33(6)(b), Florida Statutes. Sponsors are permitted to approve charter applications submitted through the draft review process under this statutory provision, so it was not intended by the Legislature to be some cursory review preliminary to the “real” review in August. Id. Accordingly, areas not identified as materially deficient or insufficient during the draft charter review process must be waived by the School District, or the process enacted by the Legislature would be meaningless.

Ability to Clarify or Modify Applications. Respond to District Staff Allegations and Provision of Due Process

Even where an application is statutorily deficient, and the applicant recognizes the problem and is willing to correct it, Florida courts have found that such a deficiency was not good cause to deny an application. Academies at 1191. The Charter Statute was amended after Academies to specifically allow for charter applicants to make technical or non-substantive corrections of errors if such errors are identified by the school board as a cause to deny the charter application. Fla. Stat. s. 1002.33(6)(b) (2015). However, this amendment did not abrogate the precedent in Academies, which was based on the public policy that applications should not be denied if the applicant recognizes a problem with an application and is willing and able to correct it.

The School Board has a policy that states that additional clarification or changes to charter applications will not be considered when reviewing the charter application. School Board Policy 9800-Charter Schools. However, as discussed below, Florida law and the Charter Statute do not allow this policy to be applied to charter applicants. The School Board “shall not apply its policies to a charter school unless mutually agreed by both the sponsor [School Board] and the charter school.” Fla. Stat. s. 1002.33(5)(b)1.d. Therefore, unless there is agreement

from the charter to follow a school board policy as part of the charter application process, only the State statutory and rule requirements would apply to such an applicant.

In addition, charter applicants must be afforded due process, which includes adequate notice and a meaningful opportunity to be heard. School Bd. of Palm Beach County v. Survivors Charter Schools, Inc., 3 So. 3d 1220, 1236 (Fla. 2009); N.C. v. Anderson, 882 So. 2d 990, 993 (Fla. 2004); School Bd. of Polk Cnty. Florida v. Renaissance Charter Sch., Inc., 147 So. 3d 1026, 1028 (Fla. 2d DCA 2014); Ross v. City of Tarpon Springs, 802 So.2d 473, 474 (Fla. 2d DCA 2001); Pelle v. Diners Club, 287 So. 2d 737, 738 (Fla.3d DCA 1974). The right to be heard includes the right to defend against attempted proof of charges. Allstate Floridian Ins. Co. v. Office of Ins. Reg., 981 So. 2d 617, 625 (Fla. 1st DCA 2008); Vollmer v. Key Devel. Prop., Inc., 966 So. 2d 1022, 1027 (Fla. 2d DCA 2007). Accordingly, failure by a school board to hear and consider a charter applicant's response to school district staff allegations would be a violation of the due process of the charter applicant. Id. Therefore, any response by a charter applicant must be considered by the school board and must be part of the record. Id.; F.A.C. Ch. 6A-6.0781(1)(c) (2015).

Argument and Identification of School Board's Errors

A. EDUCATIONAL PLAN

The School Board denied the Charter Application based on the Target Population and Student Body, Educational Program Design and Exceptional Students Sections of the Educational Plan. The Denial Notice also cites a failure to meet the requirements of Sections 1002.33(6)(a)(2) and (3), Florida Statutes, requiring a detailed curriculum plan as well as measurable goals for improving student learning. Exh. 1:2-3. However, the Denial Notice does

not cite to deficiencies to Charter Application Section 4, pertaining to Curriculum Plan, or Section 5, pertaining to Student Performance, Assessment and Evaluation.² Exh. 1:1-3.

With respect to the Target Population Section, School District staff specifically allege that OCPS provided conflicting information regarding the age groups of the students OCPS would serve. Exh. 1:2. This comment appears to stem from the reviewers' misunderstanding of the use of the term "Pre-K" in the Charter Application. The Charter Application consistently defines that term throughout as applying to students who are younger than Kindergarten age down to children aged 12-months. Exh. 3:18, 20, 75, 108. This was intentional, as FEFP funding is generated with infants, toddlers, and preschool children with disabilities. Exh. 6:3-4. Additionally, in the June 2015 Course Code Directory for Exceptional Students, there is no discrimination between Pre-K age groups of 12 mos – 2yr. 11 mos and 3-5 years old. Id. They are all called "Prek ESE." Id. When assigning a Course Code for the age of the child, all ESE children younger than Kindergarten are grouped as Pre-K, and the number "76" is used as the first two digits of the course code. Id. Since the State of Florida's Course Code Directory recognizes ESE children birth to age 5 as Pre-K (course code # 76), the OCPS Charter Application also identified the below Kindergarten population as Pre-K. Id. Moreover, the School Board has previously approved a charter application for this target population for another location in Polk County. Id. Therefore, there was no competent or substantial evidence or good cause statutory basis for denial of the Charter Application based on Target Population.

² It is unclear whether the Denial Notice has delineated deficiencies in Sections 4 and 5 of the Charter Application as reasons for denial because they are not referenced specifically in the Denial Notice. The issues at the hearing are limited to those identified in the Denial Notice. Fla. Stat. s. 1002.33(6)(b)3. (2015); F.A.C. Ch. 6A-6.0781(1)(c) (2015). OCPS has only provided arguments that may relate to these sections in an abundance of caution, but it does not waive any rights to argue that the Denial Notice excluded Sections 4 and 5.

As to the Educational Program Design Section, curriculum plan and provision of measurable goals, the Response provided to the School District outlines the areas of the Charter Application which address each School District staff comment. Exh. 6:4-15, 40-42. Many of the comments seemed to relate to OCPS' unique, but well-proven, approach to educating exceptional education students. OCPS team members Sharon Comkowycz and Dr. Barbara Ehren responded to all comments, providing references to the specific places in the Charter Application where the issues were addressed. Id.

With respect to Exceptional Students, School District staff allege that OCPS failed "to provide a detailed and comprehensive plan for serving exceptional students." Exh. 1:3. The entire Charter Application reflects a detailed and comprehensive plan for serving exceptional students since those are the only type of students to be served by this charter school. Exhs. 3:108; 6:13. Section 6 of any charter application would typically contain details about how children are staffed into an appropriate placement after being identified as needing services in order to achieve a Free and Appropriate Public Education. However, OCPS proposes to limit its enrollment to students who have IEP's, and by definition, would have already gone through this process. Id. OCPS committed to complying with Florida law pertaining to students with disabilities, which would include any re-evaluations or IEP revisions that might take place after a student enrolled at OCPS. Exh. 3:75-76, 108-09.

There was also a concern expressed by School District staff as to how the effectiveness of serving exceptional education students will be evaluated. Exh. 5:16. However, pages 70-111 of the Charter Application detail the primary goals and justification of those goals with measureable outcomes. Exh. 3. Again, the entire OCPS student population would be exceptional education students, so methods to evaluate the effectiveness of serving exceptional education students

would not be restricted to Section 6 of the Charter Application. To this end, OCPS provided a sample SIP, including goals and measurable outcomes for students. Exh. 3:109, 95-107. The SIP goals and measurable outcomes are for students with disabilities because the school's enrollment is limited to those students.

A lack of an actual staffing plan for students with disabilities and use of a cross-reference to another section is also cited by School District staff as a deficiency for Section 6. Exh. 5:16-17. However, the staffing plan in Section 10 is referenced and incorporated into Section 6 because the staffing plan for the entire school is a staffing plan for serving students with disabilities. Exhs. 3:110, 159; 6:16. It would not make sense to repeat the same staffing plan in both sections. Therefore, this basis for denial was not supported by competent and substantial evidence.

Another concern expressed was that OCPS did not intend to serve Gifted students because it will limit its enrollment to students with IEP's. Exh. 5:17. OCPS clarified that, while it does not expect to serve Gifted students, if there is a unique circumstances in which OCPS is the appropriate placement for a student who has both an IEP and an EP, OCPS has stated it will follow the law. Exh. 6:16.

Based on the foregoing, there was no competent and substantial evidence or good cause basis for the School Board to deny the Charter Application based on its Educational Plan. The Response provided by OCPS had to be considered by the School Board as it was the only way for OCPS to respond to the allegations made by the CRC. Failure to consider the Response part of the record would be a violation of OCPS's due process rights. Survivors, 3 So. 3d at 1236; Renaissance, 147 So. 3d at 1028; Allstate, 981 So. 2d at 625; Vollmer, 966 So. 2d at 1027; Ross, 802 So.2d at 474; Pelle, 287 So. 2d at 738; Anderson, 882 So. 2d at 993. The right to be heard

includes the right to defend against attempted proof of charges. Finally, each subsection of the Educational Plan was judged to be sufficient by the CRC in the draft Charter Application review, except for one ESE subsection that was not even cited in the Evaluation Instrument or Denial Notice. Exh. 2:3-10. OCPS had absolutely no notice that School District staff had any concerns with the Educational Plan. To the extent that the School District now contends that this Section of the Charter Application is deficient, it waived its rights to do so when it failed to notify OCPS that it believed there were material deficiencies with the Educational Plan of the Charter Application back in June 2015.

B. ORGANIZATIONAL PLAN

The School Board denied the Charter Application based on the Student Recruitment and Enrollment Section of the Organizational Plan. Exh. 1:3. Specifically, School District staff allege that the Charter Application proposes a parent contract which would violate Section 1000.05(b), Florida Statutes, because it sets forth action steps related to parents of students. Id. The Parent Contract included in the Charter Application is a draft that is subject to revision based on legal review and comments from School District staff. Exhs. 3:210-11; 7:14-15. The Charter Application explains that the parental provisions in the Draft Parent Contract pertain to child safety, and that full due process would be afforded should it be determined that a child should be dismissed from the school based on the Draft Parent Contract. Exh. 3:210. Parent contracts are typically reviewed annually by the sponsor as a Charter Contract requirement. See Section 3.N. of Florida Standard Charter Contract, adopted as IEPC-SC and incorporated by Rule F.A.C. 6A-6.0786(3). This issue was also discussed in the Interview during which OCPS representatives made clear that OCPS would be required to follow Florida statutes and rules pertaining to students with disabilities if any student behaviors were a manifestation of a disability. Exh.

7:14-16. OCPS representatives also stated that changes would be made to the Parent Contract if there were provisions that were a concern to the School District. Exh. 7:14-15.

Accordingly, there was no competent and substantial evidence or good cause, statutory basis for denial of the Charter Application based on the Organizational Plan. Moreover, the CRC determined back in June 2015 that both subsections of the School Climate and Discipline Section of the Charter Application (which includes the Parent Contract) were sufficient. Exh. 2:10. Therefore, it cannot now allege that this Section is insufficient.

C. BUSINESS PLAN

Finally, the School Board denied the Charter Application based on facilities, food service and financial planning. As to the Facilities Section, the Denial Notice states that OCPS “failed to provide sufficient evidence of its ability to lease a facility based on the provided narrative and budget.” Exh. 1:3. There is no reference to this comment in the version of the Evaluation Instrument attached to the Denial Notice or the version of the Evaluation Instrument that was part of the School Board Agenda Item Packet on October 6, 2015. Exhs.1:6-40; 5:1-39. The Charter Application outlines OCPS’ plan to lease a facility from another nonprofit that already has the property under contract and also to install additional portables. Exh. 3:212-214, 216. There were some questions asked during the Interview about the estimated costs for rent and for the portables, but these questions were answered by OCPS during the Interview and in the Response. Exhs. 6:20-21; 7:17-18. In addition, all subsections of the Facility Section were determined to be sufficient by the CRC’s in its review of the draft Charter Application. Exh. 2:16. Therefore, there was no competent and substantial evidence or good cause basis for denial of the Charter Application based on the Facility Section.

School District staff also allege that OCPS failed to adequately explain its plan for food services. Exh. 1:3. Specifically, staff allege that “The Food Services appear to be grossly understated, with no details about how the food services budget was calculated.” Exh. 5:32. This allegation was addressed in both the Interview and in the Response. Exhs. 6:23, 27-28; 7:20-21. The amount included in the budget for food services was calculated based on the actual costs to deliver food services to students at a charter school in Lake Wales while Ms. Comkowycz served as its CEO, and OCPS Board Member Brian Sherwin served as its CPA. Id. As that charter school’s CPA, Mr. Sherwin prepared all of the financial statements. Id. He indicated that the actual cost per student was less than the amount included in the OCPS budget. Id. While food service is generally a revenue and cost neutral line item, based on the experience of the OCPS team, there could be a net cost to food service if it contracted with an outside food provider, and the number of students actually eating lunch was less than estimates submitted to the provider. Id. Therefore, OCPS included an actual net cost for food service in its budget. Id. School District staff did not offer any competent and substantial evidence to support its conclusion that OCPS’ food services costs were understated. By contrast, OCPS team members, provided evidence that the costs were based on actual costs experienced over a 4-year period in a similar setting to what OCPS proposed. Moreover, the Food Service Section was determined to be sufficient by the CRC in its review of the draft Charter Application. Exh. 2:18. Accordingly, there was no competent and substantial evidence in the record to support this basis for denial.

While the Denial Notice does not specifically reference denial based on Section 17 of the Charter Application, relating to budget, it does reference Sections 1002.33(6)(a)5. and (6)(b)2., Florida Statutes, and states that OCPS failed to adequately include an expense projection that includes a full accounting of the costs of operation to ensure fiscal responsibility or to provide an

adequate annual financial plan for each year of operation.³ Exh. 1:2. The Charter Application and OCPS' Response address each of the issues raised in the Denial Notice and Evaluation Instrument. Exhs. 3:225-50; 6:26-39.

District Staff commented that the budget includes expenditures for contract childcare without including any corresponding revenue. Exh. 5:35. OCPS explained that this was for after school childcare services, which would be offered for a fee. Exh. 6:28. However, in the experience of the OCPS team, the families of the students targeted by OCPS cannot afford to pay for childcare. Exh. Id. Therefore, OCPS did not rely on this fee revenue in its budget. Id.

School District staff also criticized the Charter Application for stating that a "pledge" of revenue would be used for start-up costs, without providing further documentation to substantiate or confirm that pledge. Exh. 5:35. Upon discovering that this was a concern of School District staff, Board Member Dominic Nicosia providing a written letter confirming his intent to provide start-up funds to OCPS. Exh. 6:28, 32. Staff allegations that the pledge was unsubstantiated amounted to speculation and was not competent and substantial evidence.

School District staff also criticized the budget for not showing a net revenue. Exh. 5:35. However, there is no net revenue because the budget includes its "net revenues" in reserve line items. Exh. 6:28. This is just a different, more conservative approach to budgeting than showing net revenues. There is no statutory requirement to show a net revenue in charter school or other nonprofit accounting. Id.

³ As with Sections 4 and 5, discussed above, it is unclear whether the Denial Notice has delineated deficiencies in Section 17 of the Charter Application as a reason for denial because it is not referenced specifically in the Denial Notice. The issues at the hearing are limited to those identified in the Denial Notice. Fla. Stat. s. 1002.33(6)(b)3. (2015); F.A.C. Ch. 6A-6.0781(1)(c) (2015). OCPS has only addressed arguments that may relate to this section in an abundance of caution, but it does not waive any rights to argue that the Denial Notice excluded Section 17.

School District staff also commented that there are no contingencies in the budget for revenue or enrollment variations, so “the District is not aware of what expenses would be cut first if enrollment is less than expected.” Exh. 5:35. However, a line item for a 5% contingency is clearly shown in the budget under General and Administrative, Account 72000900.03. Exhs. 3:246; 6:28-29. With respect to which line items would be cut first, this is impossible to answer in any detail without context and the particular circumstances surrounding the shortfall. The OCPS Board includes members with extensive business and charter school accounting experience. Exh. 3:228-29; 6:28-29; 7:18-20; 9:3. They would utilize that experience to prioritize cuts in the manner least detrimental to the charter school. Id.

School District staff expressed concern that there was no indication how the OCPS Board intended to monitor and adjust expenses. Exh. 5:35-36. However, the procedures for monitoring expenses are outlined in the Charter Application. Exhs. 3:228-29; 251-53; 6:29. It clearly states that the Board will establish a Finance Committee to review the financials and budget and budget variances. Exh. 3:251-52. The Director of Admissions will report on the progress of enrollment and how that number equates to revenue. In addition, the consultant for physical therapy will report on Medicaid and third party reimbursement. Id.

There is also a comment about the inclusion of grant funds from Career Source in the start-up cash flow projection and a question about OCPS’ plan if it does not receive this grant. Exh. 5:36. First, this funding is more reliable than the selective and competitive Charter School Program Start-up Grant. Exh. 3:225-26. Second, the Charter Application also contains a contingency of a pledge of funds for start-up costs, as well as fundraising and a line of credit from Citizens Bank. Exhs. 3:226; 5:34; 6:29; 7:18-20. Finally, grants and fundraising are community support, which must be included in the charter application projected budgets. Fla.

Stat. s. 1002.33(6)(b)2. (2015). Accordingly, there is no good cause statutory basis for denying the Charter Application based on including grant and fundraising revenue in the budget.

School District staff also correctly point out that the Budget should not have included Capital Outlay revenues. Exh. 5:34-35. However, this amounts to a very small percentage of overall revenues in OCPS' budget, so its inclusion was not material to the overall financial plan. Exh. 6:27. Moreover, the Charter Application specifically states that the capital outlay funds in the budget could be adjusted. Exh. 3:227.

Finally, School District staff note that the proposed budgets do not include the correct revenue figures, and there was a missing page for the total FEFP calculation for the fifth year of operation. Exh. 5:36-38. This was clearly a mistake by OCPS. The budget error was first noted to OCPS after the Work Session, so submittal of the Response was the only opportunity that OCPS had to correct the mistakes as allowed by Florida Statutes. Exh. 6:1-2. OCPS Board Member Brian Sherwin, who is a CPA and reviewed the budget, explained how the errors occurred. Exhs. 6:26, 29-30; 9:3-4. However, much of the revenue that resulted from this overstatement error was placed in reserves and spread among discretionary items such as travel, training and extra funds in curriculum and equipment. Exh. 6:1, 30. A corrected budget was provided by OCPS. Exh. 6:33-39. The missing revenue page was present in OCPS' originals but was mistakenly excluded in the final version submitted to the School District. Exh. 6:29-30. Regardless, the Charter Application did include the revenue projections for years 1-4. Exh. 3:235-42. The projected enrollment for years 4 and 5 was the same, so exclusion of the revenue sheet for year 5 would have had no impact on the CRC review. Therefore, correction of these errors did not constitute a substantive change to the budget or the program proposed in the

Charter Application. They were corrected as permitted by Section 1002.33(6)(b), Florida Statutes (2015).

The revenue and missing page mistakes were also viewed by staff as evidence that OCPS failed to demonstrate the ability to create a viable and adequate financial plan. However, this conclusion belies the collective experience of the OCPS team, which was included in the Charter Application, discussed at the Interview and provided in the Response along with a corrected budget. Exhs. 6:1, 29-30, 33-39; 9:3-4. As noted above, OCPS was permitted by law to correct these mistakes. Therefore, there was not competent and substantial evidence in the record or good cause statutory basis to support denial of the Charter Application as to budget.

Moreover, there was only one comment on one subsection of the Budget Section in the CRC's review of the draft Charter Application in June 2015. Exh. 2:19. This comment sought further details on OCPS' plans for budgetary and revenue shortfalls. Id. To address this comment, OCPS added more information about its processes for a Financial Committee and funding sources, which the CRC continued to allege was deficient. This is the exact circumstance the Florida Legislature was trying to avoid when it amended Section 1002.33(6)(b), Florida Statutes. There is a clear Legislative intent to prevent the charter application process from being a high-stakes process in which potential issues with an application are withheld from the applicant until it is deemed too late to fix them or in which any mistake results in a requirement to re-file an entire year later. Accordingly, after determining the budget in the Charter Application was otherwise sufficient, the School Board should not be permitted to now claim the budget demonstrated a lack of ability to produce an adequate financial plan.

Conclusion

Based on the foregoing arguments and the authorities cited herein, there was no competent and substantial evidence or good cause statutory basis to support the School Board's denial of the Charter Application. The Applicant respectfully requests that the Charter School Appeal Commission recommend issuance of an order by the State Board of Education: (1) finding that there is no competent and substantial evidence or statutory good cause to support the Denial Notice; (2) granting the Applicant's appeal and (3) requiring that the Charter Application be approved.

Respectfully submitted this 18th day of November, 2015.



Melissa Gross-Arnold, Esq., B.C.S.
Florida Bar No. 194300
Shawn A. Arnold, Esq., B.C.S.
Florida Bar No. 193232
The Arnold Law Firm
6279 Dupont Station Court
Jacksonville, FL 32217
Phone: 904-731-3800
Facsimile: 904-731-3807
melissa@arnoldlawfirmllc.com
sarnold@arnoldlawfirmllc.com
Attorney for Applicant/Appellant

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing has been furnished this 18th day of November, 2015, by overnight delivery to:

Wes Bridges, General Counsel
Polk County School District
1915 South Floral Ave.
Bartow, FL 33830

Polk County School Board
c/o Kathryn LeRoy, Superintendent
1915 South Floral Ave.
Bartow, FL 33830



Attorney for the Applicant/Appellant

Exhibits

**STATE BOARD OF EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION**

OUR CHILDREN'S PREP SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF POLK COUNTY,
FLORIDA,

School Board/Appellee.

_____ /

TABLE OF EXHIBITS

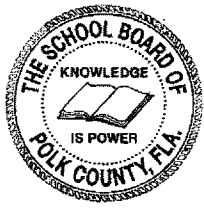
1. [Composite] Denial Notice, dated October 15, 2015, including acknowledgment from School District of Charter Applicant receipt date and Evaluation Instrument titled DOE Final
2. School District Review of Draft Charter Application submitted, dated 6/25/15
3. Charter Application, submitted 7/29/15
4. Correspondence with School District staff dated 9/25/15
5. Evaluation Instrument, dated 9/29/15, and noted as "Final"
6. [Composite] Charter Applicant Response to Evaluation Instrument submitted to School Board on 10/6/15
7. Transcript of Interview held 9/9/15 with Melissa Brady, Director of Charter Schools, and John Small, Asst. Superintendent, Office of Career, Technical and Multiple Pathways
8. Transcript of Excerpted Portions of School Board Work Session held 9/22/15
9. Transcript of Excerpted Portions of School Board Meeting held 10/6/15

Exhibit 1



Composite Exhibit 1

Denial Notice, dated
October 15, 2015, including
acknowledgement from School District
of Charter Applicant receipt date and
Evaluation Instrument titled DOE Final



SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391
BARTOW, FLORIDA 33831

(863) 534-0500

1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830

VIA EMAIL AND CERTIFIED MAIL

Board Members

BOARD CHAIR
DICK MULLENAX, II
DISTRICT 4

HUNT BERRYMAN
DISTRICT 1

LORI CUNNINGHAM
DISTRICT 2

HAZEL SELLERS
DISTRICT 3

KAY FIELDS
DISTRICT 5

LYNN WILSON
DISTRICT 6

TIM HARRIS
DISTRICT 7

C. WESLEY BRIDGES, II
General Counsel

Administration
KATHRYN M. LeROY
Superintendent

October 15, 2015

Sharon Comkowycz, Contact
Our Children's Prep School
330 Ave. C SE
Winter Haven, Florida 33880

Dear Ms. Comkowycz:

Thank you for your application to become a Polk County Charter School. The Our Children's Prep School charter application was evaluated utilizing the Florida Charter School Application Instrument, which includes multiple sections for consideration. Please note that the application was distributed to a knowledgeable team of reviewers who independently evaluated the document utilizing the application requirements of the Florida Model Application. The Charter Application Review Team is comprised of District Assistant Superintendents, Senior Directors and Directors, as well as, a successful charter school operator from Polk County, community representatives and the Polk County School's Diversity Council, which is made up of community representatives from communities throughout Polk County. In addition, one (1) external evaluator reviewed the charter application. This team spent numerous hours reviewing the charter application. Moreover, the School Board members were presented with a comprehensive review of the applicant's strengths and weaknesses to assist them in making an informed decision.

On October 6, 2015, the Polk County School Board voted to deny the Our Children's Prep School charter application based on the specific deficiencies in the application outlined herein and those outlined in the Charter Application Review Team evaluation document, which is attached hereto and incorporated by reference as is set forth in full text. These reasons unequivocally demonstrate that the School's application was appropriately judged not to have met the statutory standards for a Florida Charter School.

Pursuant to the Florida Department of Education's Charter Application Process, the Board shall approve applicants that demonstrate quality in all components of the application process. *An application cannot have significant weaknesses in some components of the application and still be judged to have met the standard for approval.*

Please accept this correspondence and any accompanying/attached documentation, which is hereby incorporated by this reference, as notice pursuant to §1002.33(6)(b)(3), F.S. of the specific reasons for denial of the charter application. The reasons for denial are largely predicated on deficiencies in the application, as

Polk County Schools -
an equal opportunity
institution for education
and employment

The Mission of Polk County Public Schools is to provide a high quality education for all students.

identified during the review process. The application itself is the best evidence of the deficiencies, including omissions. It is not attached, but it was submitted by you as the applicant, reviewed in accordance with School Board policy, relied upon by the Superintendent in formulating her recommendation and by the School Board in rendering its decision, and is, by law, a critical part of the record. The application is hereby incorporated herein by reference as if set forth in full.

Specific reasons based on good cause for denial of the charter application include:

1. Pursuant to §1002.33(6)(b)(2), Florida Statutes, the applicant fails to adequately include an expense projection that includes full accounting of the costs of operation to ensure fiscal responsibility.
2. Pursuant to §1002.33(6)(a)(5), Florida Statutes, the applicant fails to provide an adequate annual financial plan for each year requested by the charter for operation of the school for up to 5 years.
3. Pursuant to §1002.33(6)(a)(2), Florida Statutes, the applicant fails to provide a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards.
4. Pursuant to §1002.33(6)(a)(3), Florida Statutes, the applicant fails to provide measurable educational goals and objectives for improving student learning and measuring that improvement.
5. The standard for approval is set forth in the charter application evaluation instrument and Florida Statutes §1002.33. The applicant does not meet the standard for:
 - Section 2: Target Population and Student Body

The applicant provides conflicting information regarding the age groups of the students the School will serve.
 - Section 3: Educational Program Design

The applicant fails to provide a clear and coherent plan of the proposed educational foundation. The applicant provides limited information concerning the utilization of High School, Preschool Curriculum. However, it does not provide information regarding the educational program for elementary and middle school students other than to provide sample schedules.

- Section 6: Exceptional Students

The applicant fails to provide a detailed and comprehensive plan for serving exceptional students, which is a significant deficiency considering the School plans to specialize in serving students with disabilities.

- Section 13: Student Recruitment and Enrollment

The applicant provides a Parent Contract, which includes provisions for dismissing a student in violation of §1000.05(b), F.S. Such terms for dismissal include inappropriate/disruptive behavior of the **parent, family member, or student.**

- Section 14: Facilities

The applicant fails to provide sufficient evidence of its ability to lease a facility based on the provided narrative and budget.

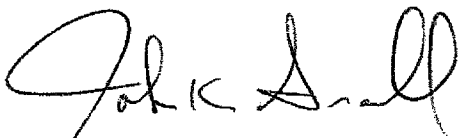
- Section 16: Food Service

The applicant fails to provide a definitive explanation of the School's plan for food services.

The Polk County School Board encourages you to reconsider your application in light of these materials and to work to improve and resubmit the application during the next application cycle. However, pursuant to §1002.33(6)(c), F.S., you may appeal the School Board's decision to the State Board of Education no later than thirty (30) calendar days from the receipt of this letter.

Please address any questions regarding this matter to the Polk County School Board, Office of Career, Technical and Multiple Pathways.

Sincerely,



John Small, Assistant Superintendent
Office of Career, Technical, and Multiple Pathways

Enclosure: DOE Charter Application Evaluation Document
Polk County School board Policy 9800—Charter Schools

cc School Board Members
Kathryn LeRoy, Superintendent
Wes Bridges, School Board Attorney
Charter Application Review Committee
Florida Department of Education

From: Brady, Melissa [<mailto:melissa.brady@polk-fl.net>]

Sent: Monday, November 09, 2015 2:47 PM

To: Sharon Comkowycz <sharcomk@gmail.com>; Melissa <melissa@arnoldlawfirmllc.com>; Genola Cablish <Genola.Cablish@ourchildrens.org>; Heike Reeves <Heike.Reeves@ourchildrens.org>; Cheryl Miller <cheryl.miller@ourchildrens.org>; Deborah Ford <deborah.ford@ourchildrens.org>; Dominic Nicosia <Dominic@nicosiallc.com>; Mike Mahalak <mike@mahalakautogroup.com>; Heather Christman <heather@christmanlawfirm.com>; Christopher Roy <chris@royandamicolaw.com>; Diane Costello <dmcostello1966@gmail.com>; bsherwin@tampabay.rr.com; Barbara Ehren <Barbara.Ehren@ucf.edu>

Cc: Small, John <john.small@polk-fl.net>; Bridges, Wes <wes.bridges@polk-fl.net>; Edwards, Misty <misty.edwards@polk-fl.net>; LeRoy, Kathryn - Superintendent <Kathryn.LeRoy@polk-fl.net>; Berryman, Hunt <hunt.berryman@polk-fl.net>; Fields, Kay Harris <kay.fields@polk-fl.net>; Sellers, Hazel H. <hazel.sellers@polk-fl.net>; Cunningham, Lori <lori.cunningham@polk-fl.net>; Mullenax, Dick <dick.mullenax@polk-fl.net>; Harris, Tim <tim.harris@polk-fl.net>; adam.miller@fldoe.org; adam.emerson@fldoe.org; Wilson, Lynn <lynn.wilson@polk-fl.net>

Subject: RE: Denial of Charter Application for Our Children's Prep by the School Board of Polk County

Dear Ms. Comkowycz,

I apologize for the confusion regarding the dates. You are correct to note that you will have 30 days from October 19th to appeal to the State Board of Education pursuant to FS 1002.33 (6)(c)(1).

Sincerely,

Melissa Brady

Melissa Brady, Director of Charter Schools
Multiple Pathways Education | Polk County Public Schools
Office of Charter Schools
680 South Broadway | Bartow, FL 33830
Email: melissa.brady@polk-fl.net
Phone [\(863\) 534-0625](tel:(863) 534-0625)

From: Sharon Comkowycz [<mailto:sharcomk@gmail.com>]

Sent: Thursday, November 05, 2015 5:22 PM

To: Melissa Gross-Arnold; Genola Cablish; Heike Reeves; Cheryl Miller; Deborah Ford; Dominic Nicosia; Mike Mahalak; Heather Christman; Christopher Roy; Diane Costello; bsherwin@tampabay.rr.com; Barbara Ehren

Cc: Small, John; Bridges, Wes; Edwards, Misty; LeRoy, Kathryn - Superintendent; Berryman, Hunt; Fields, Kay Harris; Sellers, Hazel H.; Cunningham, Lori; Mullenax, Dick; Harris, Tim; adam.miller@fldoe.org; adam.emerson@fldoe.org; Wilson, Lynn; Glenn, Vanessa

Subject: Fwd: Denial of Charter Application for Our Children's Prep by the School Board of Polk County

Dear Melissa,

I forgot that after I sent the request to John Small and Melissa Brady requesting the "read" receipt from the email informing us of the denial, I was sent this email on Oct. 22 which was the documents they claim they sent on Oct. 15th. I can only assume they did not email our denial notice on Oct. 15th (the date of the letter) and that by sending them on Oct. 22, that met their requirement of sending us notice by email.

This email documents the denial letter and evaluation tool was sent US certified mail on Oct. 16th and we received it on Oct 19th. Therefore our appeal clock starts on Oct. 19th since we did not receive the email notification until Oct. 22, 2015.

With this electronic copy, you have a cleaner copy of the evaluation document.

Please let me know if you need anything further.

Thank you,
Sharon

----- Forwarded message -----

From: **Brady, Melissa** <melissa.brady@polk-fl.net>

Date: Thu, Oct 22, 2015 at 9:25 AM

Subject: Denial of Charter Application for Our Children's Prep by the School Board of Polk County

To: "sharcomk@gmail.com" <sharcomk@gmail.com>

Cc: "Small, John" <john.small@polk-fl.net>, "Bridges, Wes" <wes.bridges@polk-fl.net>, "Edwards, Misty" <misty.edwards@polk-fl.net>, "LeRoy, Kathryn - Superintendent" <Kathryn.LeRoy@polk-fl.net>, "Berryman, Hunt" <hunt.berryman@polk-fl.net>, "Fields, Kay Harris" <kay.fields@polk-fl.net>, "Sellers, Hazel H." <hazel.sellers@polk-fl.net>, "Cunningham, Lori" <lori.cunningham@polk-fl.net>, "Mullenax, Dick" <dick.mullenax@polk-fl.net>, "Harris, Tim" <tim.harris@polk-fl.net>, "adam.miller@fldoe.org" <adam.miller@fldoe.org>, "adam.emerson@fldoe.org" <adam.emerson@fldoe.org>, "Wilson, Lynn" <lynn.wilson@polk-fl.net>, "Glenn, Vanessa" <vanessa.glenn@polk-fl.net>

Letter with enclosures attached. Original was sent on October 16, 2015 via certified U.S. mail.

Please find the following attachments:

1. Letter of Denial
2. Evaluation Instrument
3. Polk County School board Policy 9800—Charter Schools

Melissa Brady, Director of Charter Schools

Multiple Pathways Education | Polk County Public Schools

1915 South Floral Ave | Bartow, FL 33830

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

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

Note: The District affirms that the applicant made changes to the previously submitted application. However, the changes are not considered to be significant since the overall quality of the application does not meet all standards set forth in the FLDOE Model Charter Application, as prescribed in law.

EVALUATION SUMMARY

	DOE Application Question	Meets Standard	Partially Meets Standard	Does Not Meet Standard
1.	Mission, Guiding Principles and Purpose	X		
2.	Target Population and Student Body			X
3.	Educational Program Design			X
4.	Curriculum Plan			X
5.	Student Performance, Assessment and Evaluation			X
6.	Exceptional Students			X
7.	English Language Learners		X	
8.	School Climate and Discipline		X	
9.	Governance	X		
10.	Management	X		
11.	Education Service Provider	Not Applicable		
12.	Human Resources and Employment	X		
13.	Student Recruitment and Enrollment			X
14.	Facilities			X
15.	Transportation Service		X	
16.	Food Service			X
17.	Budget			X
18.	Financial Management and Oversight		X	
19.	Action Plan	X		

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant shares, "Our School provides intensive intervention where all staff are cross-trained on techniques that help better position the children for learning, provide postural support and standing balance/tolerance, and train educators on sensory stimulation techniques that reduce the child's disregulation [sic] and prepare them for learning." 	Page 13
<ul style="list-style-type: none"> • The applicant states, "Educators will participate in "data chats" on a bi-weekly or monthly basis to analyze formative assessments as well as summative assessments when planning for their students." 	Page 15
<ul style="list-style-type: none"> • The applicant explains, "Outlined in the SIP, parents will receive quarterly report cards, engage in parent/educator conferences twice a year, participate in at a minimum an IEP annual review meeting, receive their child's summative scores from the Brigance, COR (preK developmental assessment linked to the High Scope 	Page 16

Curriculum), or FAIR and review their child's progress in reading and math where the parent may request a parent conference to further explain those testing results."	
Concerns and Additional Questions	Reference

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a general list of disabilities – High and Low Incidence of students the School may serve. • The applicant states, “Our school shall be open to any student covered in an interdistrict agreement or residing in the school district; or any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause.” • The applicant shares, “Our school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.” 	<p>Page 19</p> <p>Page 20</p> <p>Page 20</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant provides conflicting information regarding the age groups of students the School will serve. The cover page indicates the School will be serving PreK-8th grade. (Note: PreK begins at age 3). (REPEATED CONCERN) <ul style="list-style-type: none"> ○ <i>Therefore our school serves Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age in addition to school-</i> 	<p>Page 2</p>

<i>age student.</i>	
○ <i>Our early intervention program begins as young as age 12 months.</i>	Page 20
○ <i>Therefore our school serves Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age in addition to school-age students.</i>	Page 15
○ <i>Children with significant developmental delays, and as young as 12 months of age, are eligible for admission to the school provided they have a Family Support Plan.</i>	Page 75
○ <i>This entire document speaks to the fact that our School will provide services to all levels of ESE students as young as 12 months of age and as old as 8th grade.</i>	Page 115

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant stipulates that the School will adhere to the Polk County annual calendar, including the annual number of days and number of instructional hours. • The applicant explains, "Because of the serious nature of behavior involvement of our students, OCPS has an entire department devoted to Positive Behavior Supports (PBS) with a Director of Behavior Supports and Management." 	<p>Page 10</p> <p>Page 29</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant fails to provide a detailed description of the proposed educational program, which is a requisite of the FLDOE Model Charter Application. <ul style="list-style-type: none"> ○ The applicant provides limited information concerning the utilization of High Scope Preschool Curriculum. ○ The applicant does not provide information regarding the educational program for elementary and middle school students other than to provide schedules. ○ The applicant provides limited information 	<p>Pages 25 – 27</p> <p>Page 25</p> <p>Pages 26 – 28</p> <p>Pages 28 -30</p>

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not provide a clear and coherent framework for teaching and learning. The District is not able to determine how the students will be provided service to attain State standards. Subsequently, the applicant fails to comply with §1002.33(6)(a)(2), F.S. <ul style="list-style-type: none"> ○ The applicant provides examples of a large variety of supplemental materials, which do not support a clear and coherent framework for literacy. <ul style="list-style-type: none"> ▪ <i>HighScope, Voyager Passport, Voyager Journeys, Caught Reading, HMH Earobics, Cars & Stars, Spelling Power, Quick-Write, Handwriting Without Tears, Go Math, Touch Math, HMH Science Fusion, Glencoe Physical/Earth/Life Science/Time Links, and Exploring Our World.</i> ○ The applicant affirms that such materials listed above and as stipulated in Section B of Curriculum Plan are supplemental materials with the following statement: <ul style="list-style-type: none"> ▪ <i>In addition to supplemental curriculum programs, (shown above and described in</i> 	<p>Pages 45 – 69</p> <p>Pages 48 and 53 - 55</p> <p>Page 61</p>

<p style="text-align: center;"><i>section B) specific strategies used with students below grade level may include...</i></p> <ul style="list-style-type: none"> • The applicant specifies that the School will implement a STEM model; however, the presented curriculum lacks a cohesive approach for integrating STEM components. <ul style="list-style-type: none"> ○ In the afternoon, the 1-5 graders are scheduled for STEM 2-3 times per week. ○ The presented schedules depict the following: <ul style="list-style-type: none"> ▪ Kindergarten and First Grade STEM – scheduled for thirty (30) minutes - two (2) times a week in STEM lab. ▪ Second Grade STEM – Scheduled for thirty (30) minutes - four (4) times a week. ▪ Third through Fifth Grades STEM – Scheduled for forty-five (45) minutes - two (2) to three (3) times a week in STEM lab. ▪ The middle school schedule reflects three (3) periods for STEM for which students can choose. (Assumption made based on middle school schedule, which contains Elementary STEM, as well. • The applicant does not provide information regarding non-core electives (PE, art, music) other than to list a few examples in provided schedules. • The applicant does not provide curriculum information specific to requirements for middle school students. <ul style="list-style-type: none"> ○ Applicant fails to provide detailed information regarding courses for middle school curriculum. ○ Applicant does not provide information regarding the integration of career planning in grades seven (7) and eight (8). ○ The applicant references elective courses in provided School Improvement Plan (SIP); however, it does not provide details in curriculum narrative. 	<p>Pages 7, 29, 33, 54, 68, 91, 92, 162, 246, 247</p> <p>Page 92</p> <p>Pages 37 - 44 Pages 37 and 38</p> <p>Page 39</p> <p>Pages 40 and 41</p> <p>Page 42</p> <p>Pages 37 – 44 and Pages 63 – 65</p> <p>Pages 45 - 69</p> <p>Page 87</p>
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5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant explains, “Student progress will be shared quarterly on the progress reports, in the parent conferences scheduled following the Progress monitoring assessments, parent conferences with the teachers, open house, parent communication folder and/or agendas.” 	Page 80

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant states, “Our Children’s Prep School, being 100% ESE, will elect NOT to receive a grade but rather will document student achievement and academic growth by measuring increases in Annual Measureable Outcomes (AMOs). Student growth is identified for each goal listed.” <ul style="list-style-type: none"> ○ The applicant does not provide measurable goals for improving student achievement, a requisite of the FLDOE Model Charter Application. 	Page 70

<ul style="list-style-type: none">○ The applicant provides a copy of the 2016-17 School Improvement Plan for Our Children’s Prep School, which reflects AMO targets for all students at 40% in reading and language development.<ul style="list-style-type: none">▪ The applicant does not provide measurable goals for other areas in which standards are measured.• The applicant identifies FAIR as an assessment; the State is recommending that school/districts identify an alternative.• The applicant fails to provide information regarding MTSS.• The applicant provides four (4) types of assessments it is planning to utilize. However, it is unclear whether all students will take all the assessments (for example, FSAA and FSA only apply to grades 3 – 8)	<p>Pages 80 – 110</p> <p>Page 78</p> <p>Pages 70 – 110</p> <p>Page 78</p>
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6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • This section of the charter application is extremely brief and lacking detail, which is concerning considering the School plans to specialize in serving students with disabilities.” (REPEATED CONCERN) • The applicant fails to provide a description of how the School's effectiveness in serving exceptional education students will be evaluated. This is particularly disconcerting since the applicant did not provide appropriate measurable objectives in Section 5 of this charter application. This information is required in the FLDOE Model Charter Application. (REPEATED CONCERN) <ul style="list-style-type: none"> ○ The applicant's response includes: <i>Detail plan in Section 5: School Improvement Plan.</i> • The applicant does not identify a staffing plan in this 	<p>Pages 111-113</p> <p>Page112</p> <p>Page 113</p>

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states, "Teachers are required to obtain the ESOL endorsement..." 	Page 117

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not identify the staffing plan for the School's English Language Learners, a requisite of the FLDOE Model Charter Application. (REPEATED CONCERN) • The applicant states, "The survey is collected by the Admissions Department at the school and reviewed. Any student with a "yes" response to one or more questions on the HLS will be assessed for ESOL program eligibility within 20 school days or 30 calendar days. <ul style="list-style-type: none"> ○ The testing window is 20 days. • The applicant specifies, "The fact is that the ELL children will receive the services and accommodations they need from their IEP." <ul style="list-style-type: none"> ○ The provision of ESE services and having an IEP do not automatically release the student from ESOL services. 	Pages 116 – 117 Page 114 Page 117

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8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states, “The Director of Positive Behavior Supports (PBS), typically served by a Board Certified Behavior Analyst (BCBA) or Behavior Specialist, will lead the Behavior Department at Our Children’s.” • The applicant shares, “In order to foster positive behavior change, Our Children’s will use a point system to provide differential reinforcement of desired behavior.” 	<p>Page 118</p> <p>Page 120</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant specifies, “The school will follow the basic Polk County Code of Conduct and the student’s IEP.” <ul style="list-style-type: none"> ○ The applicant does not provide an explanation of “basic”; therefore, the District is uncertain if there will be additional components of the School’s code of conduct that is not shared in the application. <ul style="list-style-type: none"> ▪ The School’s Code of Conduct guide is not included in the charter application. <ul style="list-style-type: none"> • The applicant does provide an example of the School’s Student Personal Electronic Device Policy. • The applicant provides examples of items students may purchase from School Store when utilizing rewarded points for positive behavior. The items include food, toys, gift cards, movie theatre tickets, bowling tickets, etc. 	<p>Page 132</p> <p>Pages 129 – 131</p> <p>Page 132</p>

<ul style="list-style-type: none">○ The budget includes \$30,000 allocated for supplies for behavior. It is unclear if the amount budgeted is to purchase items listed above, which are not allowable expenses with public funds.	
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II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states, "The Board shall ensure that the school adheres to Florida charter school law and other applicable legislation." 	Page 133
<ul style="list-style-type: none"> • The applicant provides a detailed organization chart, which reflects identified key personnel positions. 	Pages 134 Appendix A
<ul style="list-style-type: none"> • The applicant explains, "The Board will select a parent representative as required by Section 1002.33(7)(d), Florida Statutes, who will be required to attend all Board meetings in person along with the CEO." 	Pages 134 – 135
<ul style="list-style-type: none"> • The applicant provides information regarding the staggered terms for the Board. 	Page 136
<ul style="list-style-type: none"> • The applicant denotes, "All Board members will comply with the requirements for board training pursuant to Florida Statute 1002.33 and FAC Rule 6A-6.0784 and for background screening." 	Page 137

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Concerns and Additional Questions	Reference

10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a list of responsibilities for the Collaborative Leadership Team (CLT) as well as the duties of key personnel. • The applicant provides details regarding its plans to recruit and select specific personnel to support the School. 	<p>Pages 151 – 158</p> <p>Pages 164 - 165</p>

Concerns and Additional Questions	Reference

11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

s. 1002.33(7)(a)(9)

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant specifies that all employees will be public employees and eligible to participate in the Florida Retirement System. • The applicant states, "Pay increases will then be determined on a merit basis rather than following the District's salary schedule and will be awarded accordance with the requirements of the Florida Student Success Act." • The applicant provides an Employee Handbook & Benefit Information Guide. 	Page 167 Page 167 Pages 169 - 213

Concerns and Additional Questions	Reference

13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides various ways to recruit students, including open houses, small yard signs, advertisement banner outside the school, brochures, social media, etc. • The applicant provides information regarding a lottery, which will be conducted if the number of applications exceeds the capacity of a program, class, grade level, or building capacity. 	<p>Pages 214 – 215</p> <p>Page 216</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not provide detailed information regarding its efforts to achieve a racial/ethnic balance reflective of the community it serves. • The applicant provides an example of the 2016 - 2017 Parent Contract, which contains the following provision: <ul style="list-style-type: none"> ○ <i>If I fail to support the mission, philosophy, and/or policies of the school to the degree that I, family members, or my child's behavior becomes disruptive, violent, cursing and/or abusive, and no improvement occurs during probationary trials, I agree to withdraw my child, or expect that my child will be involuntarily removed. Removed means your child will no longer be enrolled at OCPS. Polk County School Board (PCSB) will be notified that your child is no longer enrolled at</i> 	<p>Page 215</p> <p>Page 217</p>

<p><i>OCPS and the PCSB will be become responsible for the appropriate ESE placement of your child within the PCSB system.</i></p> <ul style="list-style-type: none">▪ The District is unaware of any statutory provision that allows a public school to dismiss students for inappropriate parent(s) behavior.▪ The School will serve ESE students, which have established rights by law.▪ The applicant does not address such issues as a manifestation of the student’s disability when addressing the dismissal of a student. <ul style="list-style-type: none">• The applicant states, “If the parent continues to violate terms of the contract that are deemed to be safety risks for students at the school or their own child, mandatory reporting to authorities will occur if/when appropriate and/or the parents may be asked to withdraw their child from the school. Repeated disruption of school operation either on campus, at bus stops, on social media may also result in conferences to rectify the various situations.<ul style="list-style-type: none">○ It is uncertain as to why a student would be dismissed from the School if the parent violates the contract. Again, the District is unaware of such authority provided to public schools.• The applicant provides a brief explanation of how the School will achieve a racial/ethnic balance reflective of the community it will serve.	<p>Page 218</p> <p>Page 222</p> <p>Page 215</p>
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III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states that the facility complies with the Florida Fire Prevention Code, pursuant to s.633.208, as adopted by the authority in Winter Haven. • The applicant explains that the building was built in compliance with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. 	<p>Page 219</p> <p>Page 219</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant states that the School will lease a facility from another non-profit. <ul style="list-style-type: none"> ○ Furthermore, the applicant stipulates, "In the budget, the lease amount of \$108,000 reflects the expected payments OCPS will make once the building is secured." <ul style="list-style-type: none"> ▪ A review of the provided budget reflects a payment of \$120,000 beginning the first 	<p>Page 219</p> <p>Page 254</p>

<p style="text-align: center;">year of operation.</p> <ul style="list-style-type: none"> • The applicant explains, “The property also has adjacent land that will be used to temporary portables as OCPS expands. The budget further reflects an amount of \$30,000.00 to rent portables at a rate of \$250.00-\$300.00/mo.” <ul style="list-style-type: none"> ○ The applicant states, “Expansion for quick classrooms will be the addition of 7-8 portables.” The applicant also specifies, “Prior to opening, it is anticipated that six 6-7 portables will need to be added to the campus to the west of the school to meet the facility requirements for the enrollment projections.” ○ The District is uncertain as to why the School will pay \$37,000 for portable installation for years one (1) and two (2) and \$10,000 for year three (3) and \$5,000 for years four (4) and five (5). <ul style="list-style-type: none"> ▪ It seems that installation of portables should be a one-time occurrence. ▪ The applicant does not discuss purchasing additional portables, which would require this service. • The site plan provided is not clear or readable; therefore, the District is unable to review the documents. 	<p>Page 219</p> <p>Page 226</p> <p>Page 227</p> <p>Page 254</p> <p>Pages 224 - 228</p>
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15. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not reference any statutes or administrative codes pertaining to transportation. • The application states that the School will adhere to policies such as bus drivers having their CDL Class B endorsement. <ul style="list-style-type: none"> ○ Drivers will need more than a Class B license to operate a school bus. • The applicant does not provide a description of a zone in which it will transport students. • The applicant states that it plans to provide its own transportation and wishes to negotiate with the District for some of the services it may need to manage and operate bus services for children with special needs. <ul style="list-style-type: none"> ○ The District has not had any negotiations with the School regarding needed services. • The applicant lists their greatest needs in reference to transporting students. However, it does not provide possible solutions. • The School's targeted population, ESE students, often requires attendants while being transported. However, the applicant does not address this issue. 	<p>Pages 229 – 230</p> <p>Page 229</p> <p>Pages 229 – 230</p> <p>Page 229</p> <p>Page 229</p> <p>Pages 229 - 230</p>

16. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant fails to provide a detailed description of the School's plan for food services, a requisite of the FLDOE Model Charter Application. <ul style="list-style-type: none"> ○ The applicant states, "OCPS may decide to contract with the Polk Schools for the first few years and transition to a National School Lunch Program once the school has gotten up and running." <ul style="list-style-type: none"> ▪ No definitive explanation is provided of how it will provide food services. ○ The applicant asserts, "It is imperative that OCPS participate in the National School Lunch Program." <ul style="list-style-type: none"> ▪ Again, no definitive explanation is provided of how the school plans to apply to become a sponsor for the National School Lunch Program. (REPEATED CONCERN) • Additionally, the applicant does not provide information regarding: <ul style="list-style-type: none"> ○ How it will solicit bids for a contractor to provide meals. ○ How it will meet eligibility requirements and issue benefits. 	<p>Page 231</p> <p>Page 231</p>

<ul style="list-style-type: none">○ How it will submit claims for reimbursement○ How the facility meets approved Health Department certification requirements to prepare and/or serve meals.○ How it will institute and monitor a Wellness Policy.○ How it will meet indicated dietary modifications, nutritional analysis and menu planning, for students with special dietary needs.	
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17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not meet the requirements of Section 1002.33(6)(a)(5), F.S., which specifies that the charter application must contain an annual financial plan for each year requested by the charter application of the school, for up to five years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends. <ul style="list-style-type: none"> ○ The revenue assumptions include gifts, grants, and bequests, which are not guaranteed income and should not utilized to make budgetary projections. ○ The revenue assumptions include capital outlay beginning in year one (1). <ul style="list-style-type: none"> ▪ However, under Florida State Statute 1013.62, this will not be available until year four (4). ○ The salary or President/CEO is budgeted at \$150,000, which appears to be extravagant. ○ The budget includes "Meals" and "Special Events", which are not allowable expenses for 	<p>Page 249</p> <p>Pages 241 and 253</p> <p>Page 254</p>

<p>public funds.</p> <ul style="list-style-type: none"> ○ The Food Services appears to be grossly understated, with no details about how the food services budget was calculated. For instance, first year expense = \$23,500. At 305 students, this would equate to \$0.43 cost per day/per student. <ul style="list-style-type: none"> ▪ More information is needed to calculate true cost. 	<p>Page 255</p>
<ul style="list-style-type: none"> ○ The budget includes Community Services - Contract Childcare – expenses at \$8,000 for years two (2) and three (3) and \$10,000 for remaining years of proposed charter. <ul style="list-style-type: none"> ▪ The parameters of this expenditure are not provided. ▪ If it a fee service, the applicant does not record the revenue. 	<p>Page 257</p>
<ul style="list-style-type: none"> ○ The Total Revenue appears to really be Total Expense as information is missing to show net revenue. 	<p>Pages 249 – 257</p>
<ul style="list-style-type: none"> ○ The budget narrative acknowledges the large startup expense, especially for Furniture, Fixtures, and Equipment. <ul style="list-style-type: none"> ▪ The narrative states that a gap in funding exists and will be mitigated by a “pledge.” The applicant does not provide documentation to substantiate/confirm the pledge. 	<p>Page 234</p>
<ul style="list-style-type: none"> ○ The required balance sheet is not included in the charter application. This financial report summarizes net assets and liabilities at the end of a financial period, and gives additional information than the budget or cash flow gives. 	<p>Pages 249 – 257</p>
<ul style="list-style-type: none"> ○ The budget does not contain contingencies for revenue and/or enrollment variations. Consequently, the District is not aware of what expenses would be cut first if enrollment is less than expected. <ul style="list-style-type: none"> ▪ The District is unable to determine how the School will monitor and adjust expenses, as needed. 	<p>Pages 249 – 257</p>
<ul style="list-style-type: none"> ○ The start-up cash flow projection requires grant funds from Career Source. <ul style="list-style-type: none"> ▪ The applicant does not provide an explanation as to what the School will do if it does not receive grant funding for startup expenses. 	<p>Page 232</p>

<ul style="list-style-type: none">• The applicant fails to provide correct revenue figures in the proposed budgets. Consequently, the applicant fails to demonstrate financial solvency to operate the proposed School.<ul style="list-style-type: none">○ <u>2016-17 Budget</u><ul style="list-style-type: none">▪ FEFP revenue calculated by the Revenue Estimate Worksheet, page 243 = \$4,460,722, which is the entire FEFP distribution.<ul style="list-style-type: none">• However, on page 249, there are additional revenue items that were already included in the FEFP revenue projection such as Instructional Materials, Lottery Funds, and Transportation.• These items are over-inflating revenue. If they are going to be listed separately, then the FEFP Revenue of \$4,460,722 should have been reduced by those line items.▪ Additionally, the line item revenue accounts of Instructional Materials and Lottery on the 5-year budget on page 249, do not match those same items in the Revenue Estimate worksheet on page 243.○ <u>2017-18 Budget</u><ul style="list-style-type: none">▪ FEFP revenue calculated by the Revenue Estimate Worksheet, page 245 = \$4,679,090, which is the entire FEFP distribution.<ul style="list-style-type: none">○ However, on page 249, there are additional revenue items that were already included in the FEFP revenue projection such as Instructional Materials, Lottery Funds, and Transportation.○ These items are over-inflating revenue. If they are going to be listed separately, then the FEFP Revenue of \$4,679,090 should have been reduced by those line items.▪ Additionally, the line item revenue accounts of Instructional Materials and Lottery on the 5-year budget on page 249, do not match those same items in the Revenue Estimate worksheet on page 245.	<p>Pages 243 - 249</p>
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- 2018-19 Budget
 - FEFP revenue calculated by the Revenue Estimate Worksheet, page 247 = \$4,484,611, which is the entire FEFP distribution.
 - However, on page 249, there are additional revenue items that were already included in the FEFP revenue projection such as Instructional Materials, Lottery Funds, and Transportation.
 - These items are over-inflating revenue. If they are going to be listed separately, then the FEFP Revenue of \$4,679,090 should have been reduced by those line items.
 - Additionally, the line item revenue accounts of Transportation and Lottery on the 5-year budget on page 249, do not match those same items in the Revenue Estimate worksheet on page 247.
- 2019-20 Budget
 - Cannot tie out budgeted revenue line items of FEFP, Instructional Materials, Lottery Funds, and Transportation on page 249, with the Revenue Worksheet.
 - It appears this page is missing from the submission. The assumption is made because of the issues with revenue budgeted in the previous years that the \$5,088,108 budgeted on page 249 is over-inflated.
- 2020-21 Budget
 - Cannot tie out budgeted revenue line items of FEFP, Instructional Materials, Lottery Funds, and Transportation on page 249, with the Revenue Worksheet.
 - It appears this page is missing from the submission. The assumption is made because of the issues with revenue budgeted in the previous years that the \$5,088,108 budgeted on page 249 is over-inflated.

18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a description for backup and maintenance of financial and student records. 	Pages 260 - 261

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The internal control plan is extremely weak, and does not describe how the organization will ensure internal control over the contracted bookkeeper. • No description for cash controls, purchasing controls, check stock control, etc. 	Page 266

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides reasonable details in the presented timetable for the School's start-up. 	Pages 264 - 265

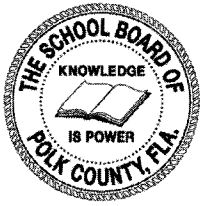
Concerns and Additional Questions	Reference

Exhibit 2



Exhibit 2

School District Review of
Draft Charter Application
submitted, dated 6/25/15



Our Children's

SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391
BARTOW, FLORIDA 33831

(863) 534-0500

1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830

June 25, 2015

Dear Potential Charter Applicant:

Thank you for the submission of your charter application for pre-review. Enclosed you will find the responses from the charter review committee members who reviewed your application.

Florida Statute permits prospective charter schools to submit a draft application by May 1st to be reviewed by the Sponsor for "material deficiencies". This is only a high level review that requires the sponsor to identify missing content and is conducted by only eight committee members. An example of a review for a material deficiency may involve a review of the charter application to determine if an accountability plan is present or not. The content of the accountability plan will be evaluated upon final submission of the charter application by the August 1st statutory deadline (Office is closed on August 1, 2015, the due date will be the next business day, August 3, 2015). At such time, the full charter review committee will evaluate each detail of the application according to the appropriate Model Charter Application Evaluation Instrument.

Some sections may include comments, while others do not. It is not the intention of this review to provide specific content feedback. If you have questions regarding a section that received an insufficient mark, please feel free to contact the Charter Office to set up a meeting to discuss your questions.

Sincerely,

Melissa Brady
Director of Charter Schools
Polk County Schools

Melissa Brady
Director
(863) 534-0625

Vanessa Glenn
Secretary III
(863) 519-3924



*Polk County Schools -
an equal opportunity
institution for education
and employment*

Our Children's

Charter Application Pre-Review

Charter Legislation states in Section (6) APPLICATION PROCESS AND REVIEW (b) "in order to facilitate greater collaboration in the application process, an applicant may submit a draft charter school application on or before May 1 with an application fee of \$500. If a draft application is timely submitted, the sponsor shall review and provide feedback as to material deficiencies in the application by July 1. The applicant shall then have until August 1 to resubmit a revised and final application."

An example of a review for a material deficiency may involve a review of the charter application to determine if an accountability plan is present. The content of the accountability plan will be evaluated upon final submission of the charter application by the August 1st statutory deadline. At such time, the charter review committee will evaluate each detail of the application according to the appropriate Model Charter Application Evaluation Instrument.

A rating of "sufficient" indicates that there is adequate information for a further review by the Charter Review Committee when the final application is submitted August 1. A rating of "insufficient" indicates that there was a material deficiency for that component at the time of pre-review.

Our Children's

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

Mission, Guiding Principles and Purpose

- A mission statement is evident.

SUFFICIENT	INSUFFICIENT
X	

- A set of priorities are explained.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

2. Target Population and Student Body

The Target Population and Student Body section describes the anticipated target population of the school and how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

- A statement of the students the charter school intends to serve.

SUFFICIENT	INSUFFICIENT
X	

- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

3. Educational Program Design

The Educational Program Design section describes the educational foundation of the school and the teaching and learning strategies that will be employed.

- Aligns with the school's mission and responds to the needs of the school's target population;

SUFFICIENT	INSUFFICIENT
X	

- A process that addresses compliance with Section 1002.45(3)(d), Florida Statutes

SUFFICIENT	INSUFFICIENT
X	

Our Children's

4. Curriculum Plan

The Curriculum Plan section explains not only *what* the school will teach but also *how* and *why*.

- Reading is a primary focus of the school

SUFFICIENT	INSUFFICIENT
X	

- Addresses reading for all students at all levels

SUFFICIENT	INSUFFICIENT
X	

Our Children's

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section defines what students attending the school will know and be able to do and reflects how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

- Measurable educational goals and objectives for student performance.

SUFFICIENT	INSUFFICIENT
X	

- Promotion standards and criteria for promotion from one level to the next, and for graduation (if applicable).

SUFFICIENT	INSUFFICIENT
X	

- Evidence that a range of assessments will be used to measure student performance.

SUFFICIENT	INSUFFICIENT
X	

- Assessment activities that are frequent and a plan to determine whether students are making adequate progress.

SUFFICIENT	INSUFFICIENT
X	

- Evidence that data will inform decisions about adjustments to the educational program.

SUFFICIENT	INSUFFICIENT
X	

- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

6. Exceptional Students

The Exceptional Students section demonstrates an understanding of the requirements of the school to serve exceptional students and provides a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education.

- Description of the levels of service the school will provide to students with disabilities.

SUFFICIENT	INSUFFICIENT
X	

- Description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.

SUFFICIENT	INSUFFICIENT
X	

- Evidence of collaboration with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.

SUFFICIENT	INSUFFICIENT
	X

- Plan for evaluating the school's effectiveness in serving exceptional students, including gifted.

SUFFICIENT	INSUFFICIENT
N/A – ESE Only	

Reviewer's Comments

Letter C – initial placement staffing – yet application says only ESE students. Would not have a need for initial placement staffing.

Our Children's

7. English Language Learners

The English Language Learners section demonstrates an understanding of the requirements of the school to serve English Language Learner students and provides a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

- Addresses state and federal requirements regarding the education of English language learner students.

SUFFICIENT	INSUFFICIENT
X	

- Plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.

SUFFICIENT	INSUFFICIENT
X	

- Demonstrates capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

8. School Climate and Discipline

The School Climate and Discipline section describes the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

- Evidence of classroom management and student discipline, and an appropriate Code of Conduct.

SUFFICIENT	INSUFFICIENT
X	

- Policies for student discipline, suspension, and dismissal, including the school's code of conduct.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section describes how the policy-making and oversight function of the school will be structured and operate.

- Documentation of legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.

SUFFICIENT	INSUFFICIENT
X	

- A description of the governing board's responsibilities.

SUFFICIENT	INSUFFICIENT
X	

- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school

SUFFICIENT	INSUFFICIENT
	X

- Delineation of roles and responsibilities in relation to governance and school management

SUFFICIENT	INSUFFICIENT
X	

- Method for resolving disputes between parents and the school.

SUFFICIENT	INSUFFICIENT
	X

Our Children's

10. Management

The Management section describes how the day-to-day administration of the school's operations will be structured and fulfilled.

- A management structure that includes delineation of the roles and responsibilities for administering the day-to-day activities of the school.

SUFFICIENT	INSUFFICIENT
X	

- Plan for the recruitment and selection of the school leader.

SUFFICIENT	INSUFFICIENT
	X

- Staffing plan aligned with the projected student enrollment.

SUFFICIENT	INSUFFICIENT
X	

- Plan for recruiting and retaining qualified and capable staff.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

11. Education Service Providers

The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The Education Service Provider section describes, if applicable, the contractual arrangement between the school's governing board and such a provider. (This section applies only to education service providers that are separate from the approved virtual provider.)

- Explanation of the reason(s) for contracting with an education service provider.

SUFFICIENT	INSUFFICIENT
X	

- An explanation of how the proposed relationship with the ESP will further the school's mission.

SUFFICIENT	INSUFFICIENT
X	

- Description of the services to be provided by the ESP.

SUFFICIENT	INSUFFICIENT
X	

- Delineation of the roles and responsibilities between the school's governing board and the ESP.

SUFFICIENT	INSUFFICIENT
X	

- Defined performance-based relationship between the school's governing board and the ESP

SUFFICIENT	INSUFFICIENT
X	

Our Children's

12. Employment

The Employment section defines the policies and procedures that frame the school's relationship with its staff.

- A compensation plan.

SUFFICIENT	INSUFFICIENT
X	

- Proposed policies and procedures that hold staff to professional standards or a plan for development of policies and procedures.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section describes how the school will attract and enroll its student body.

- A student recruitment plan that addresses attracting the school's targeted population.

SUFFICIENT	INSUFFICIENT
X	

- An enrollment and admissions process.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

The Facilities section provides an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

- Proposed facility, location, size and layout of space.

SUFFICIENT	INSUFFICIENT
X	

- A description of actions to be taken to ensure the facility is in compliance with applicable laws and is ready for the school's opening.

SUFFICIENT	INSUFFICIENT
X	

- A description of how the facility will meet the school's capacity needs for students to be served.

SUFFICIENT	INSUFFICIENT
X	

- The financial plan for the proposed school should align with the facilities-related costs.

SUFFICIENT	INSUFFICIENT
X	

- A back up plan is provided.

SUFFICIENT	INSUFFICIENT
X	

Reviewer's Comments

- 1) Minimal facilities information provided / facility detail missing / no layout provided.
- 2) Based on information provided, does not appear there is adequate academic space to meet small class size.
- 3) No mention of outdoor or indoor provisions for physical education.

Our Children's

15. Transportation

The Transportation section should describe how the school will address these services for its student body.

- Description of school's plan for transportation, including plans for contracting services.

	SUFFICIENT	INSUFFICIENT
X		

Our Children's

16. Food Service

The Food Service section should describe how the school will address these services for its student body.

- Description of the school's plan for food services, including contracting services.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

17. Budget

The Budget section provides financial projections for the school over the term of its charter.

- Budgetary projections are consistent with all parts of the application, including, but not limited to the school's mission, educational program, and staffing plan.

SUFFICIENT	INSUFFICIENT
X	

- An assessment of the projected sources of revenue and expenses that address the financial viability of the school.

SUFFICIENT	INSUFFICIENT
X	

- Plan to monitor the budget and make adjustments as necessary.

SUFFICIENT	INSUFFICIENT
	X

Reviewer's Comments

- Plan to monitor the budget and make adjustments as necessary.
 - INSUFFICIENT: The application does not describe a plan for budgetary/revenue shortfalls. It only mentions that the president of the school will develop a plan if this occurs. The application should describe a plan. If a plan is not in place, the school is "hoping" the president will be able to develop a plan.

Our Children's

18. Financial Management and Oversight

The Financial Management and Oversight section describes how the school's finances will be managed and who will be responsible for the protection of student and financial records.

- Description of how the school's finances will be managed. The description includes assurances that the governing board retains ultimate control over the school's finances.

SUFFICIENT	INSUFFICIENT
X	

- Description of internal controls. The system of internal controls addresses safeguarding finances.

SUFFICIENT	INSUFFICIENT
X	

Our Children's

16. Action Plan

The Action Plan provides a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students on the first day of operation.

- Provides an implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

SUFFICIENT	INSUFFICIENT
X	

Exhibit 3



Exhibit 3

Charter Application,
Submitted 7/29/15

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Our Children's Prep School, Inc.

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Our Children's Prep School, Inc.

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

NAME OF CONTACT PERSON: Sharon Comkowycz

TITLE/RELATIONSHIP TO NONPROFIT: CEO

MAILING ADDRESS: 330 Ave. C SE Winter Haven, Florida 33880

PRIMARY TELEPHONE: (863 268 2903) ALTERNATE TELEPHONE: (863 412 8198)

E-MAIL ADDRESS: sharcomk@gmail.com

NAME OF EDUCATION SERVICE PROVIDER (if any): NA

NAME OF PARTNER/PARENT ORGANIZATION (if any): Our Children's Rehab Center, Inc.

Projected School Opening: August 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	PreK - 8th grade	305	320
Second Year	PreK - 8th grade	320	340
Third Year	PreK - 8th grade	335	360
Fourth Year	PreK - 8th grade	351	380
Fifth Year	PreK - 8th grade	351	400

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

Sharon Comkowycz
Signature

CEO
Title

Sharon Comkowycz
Printed Name

July 29, 2015
Date

Our Children's Prep School, Inc.
(OCPS)
Florida Charter School Application

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EXECUTIVE SUMMARY

Mission

To provide a comprehensive, individualized, and naturally evolving educational program for children and adolescents with a wide variety of disabilities where the goal is to deliver the appropriate intensity of education and related services to prepare students for gainful employment or post secondary education and fulfilling life in accordance with the desires of the students themselves and their families. The program targets student outcomes in academic achievement, interpersonal communication, socialization, self-regulation, mobility and independent functioning in a comprehensive system in which all components of the program are integrated.

Children We Serve

All students and adolescents attending Our Children's Prep School, Inc. have an Individualized Educational Plan (IEP). Students' baseline level of performance is determined and educators collaboratively plan individualized lessons that consider the various handicapping conditions. Academic programs taught are research based, align with the Fl. State Standards, and educator's use teaching strategies deemed highly effective per the Marzano framework of learning. Through early and intensive intervention with young children significant gains can be made in critical foundations for academic learning. Therefore our school serves **Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age** in addition to school-age student

We serve school-age students from **Kindergarten through 8th grade**. Because we serve a full range of students at different severity levels we group students into Low Incidence (disabilities where fewer students are identified) and High Incidence (disabilities where larger numbers of Students are identified) who typically are more independent. The following chart provides a general list of disabilities; however, it should be noted that this is not an exhaustive list.

Individualized therapy services are available with a physician's signed order and plan of care and approval from Medicaid or private insurance.

HIGH INCIDENCE
Developmental Delay (Preschool)
Autism Spectrum Disorders (ASD) High Level

LOW INCIDENCE
Pervasive Developmental Disorder PDD (PreK)
Autism Spectrum Disorders (ASD) less verbal

Our Children's Prep School, Inc. Winter Haven, FL

Sensory Processing Disorders (SPD) mild	Sensory Processing Disorder (ASD) severe
Asperger's Syndrome	Complex Communication Need (Augmentative)
ADHD and ADD	Prader Willi
Bi-Polar, Anxiety & other Behav /Mental Health Disorders	Neuromuscular, Neurological, & Congenital Conditions
Spina Bifida High Level	Spina Bifida Supportive/Participatory
Traumatic Brain Injury – mild to moderate	Traumatic Brain Injury - severe
Learning Disabilities	Intellectually Impaired
Orthopedic Conditions – mild to moderate	Orthopedic Conditions - severe
Re Oral, Written, Language Impairment	Other Physical and Developmental Difficulties
Dyslexia	Down's Syndrome
Cerebral Palsy: mild/mod cognitively impaired	Cerebral Palsy: severe w/intellectual disability
Deaf with Cochlear Implant: good prognosis	Swallowing and Feeding Disorders

"You Belong"

Is the motto of the Our Children's Prep School. We strive for all involved with our school to feel a sense of belonging.... especially our children and adolescents.

Multi Tiered System of Support

All of the children and adolescents served at Our Children's Prep School have disabilities. We have designed a program structure that facilitates meeting their individual needs. All teachers are certified and many are highly qualified. Many of our staff are bilingual in Spanish thus provide a warm and welcoming experience for the high number of Latino families we serve. Evaluations are available in both Spanish and English to determine the degree of language deficiency in both Spanish and English. Other second language acquisition challenges are addressed by our ELL certified professionals.

Our Children's Prep School employs a special kind of **Multi Tiered System of Supports (MTSS)**, with the ultimate goal of reaching the highest academic and career goals.

Tier One in this context involves a significantly differentiated core curriculum, likely more individualized than would be expected in a typical public school. However, even with that type of Tier One, students with the range of disabilities we serve will typically need Tier Two (60%) services with a limited number receiving Tier 3 services (20%)

All children and adolescents receive an Individualized Education Program (IEP), which drives the level of service, they need, documented on an IEP. The MTSS system is guided and supported by an Intensive Intervention Assistance Team that monitors progress and directs intervention.

Our Children's Prep School, Inc. Winter Haven, FL

The Intensive Intervention Assistance Team (IIAT) is comprised of the Director of Curriculum and Instruction; Director of Admissions/IEP Specialist; Director of Positive Behavior Support (PBS); Behavior Specialists, ESE teacher, ELL designated specialist; speech and language therapist; occupational therapist; and physical therapist; art therapist; licensed mental health counselor; social worker and data entry clerk. The child's Pediatrician, Psychiatrist, counselors, etc. may also be a part of the IIAT.

A Team Approach through a Partnership with Our Children's Rehab Center, Inc., (OCRC) a 501 c 3 exists where specialists work together to meet the needs of children and adolescents within their daily routines. Through this partnership there is a powerful synergy of rehab services where there is never a cross over of Board members. Both 501 c 3 non-profit corporations have separate governance, separate authority, and separate decision making. This Sole Source provision of services is mutually beneficial to both non-profits as the children receive intensive high quality services. OCRC does all the billing to Medicaid and other third party payors and then gives 100% of the collectibles to the school. The school then pays a prevailing hourly rate fee for service for the time the therapist spends at the school providing both direct and indirect services to children and their families. The benefit to OCPS is that the net cost of contracting therapy services results in a 50% discount given the rebate OCRC gives to the school. Common employees adhere to the Sole Source policy so decision-making is separate in both organizations. Conflict of interest is avoided with both the CEO and the Director of Curriculum and Instruction reporting to the Board of OCPS. The Executive Director of OCRC, a PT, is a member of the leadership team along with the Director of OT and Speech Language.

When children are experiencing a difficulty, a support professional delivers intervention in the context of the situation, when and where it has occurred. For example, if a student throws himself to the floor and begins yelling "no", the professional will intervene and use learned behavioral strategies to gain compliance and reintegrate him back into the ongoing activity. Professionals from all disciplines benefit from cross training with our unique research based design and instruction/intervention model.

Our Children's Prep School, Inc. Winter Haven, FL

By having the Sole Source specially designed support personnel contracted from Our Children's Rehab Center, Inc. who provide intervention in the classroom and address the child's needs that are presented naturally, students show faster improvement while anxiety is reduced. When anxiety is reduced, more learning occurs (Willis, 2008). Learning time for all integrated goals (academic, communication, motor, etc.) is maximized since there is a reduced need for "pull out" therapy services.

Positive Behavior Supports (PBS) are a major component and a primary reason for our program success. Emphasis is placed on these positive supports and supplying what is needed in this behavior department to meet the many component parts necessary for its success. Knowing your child's preferable reinforcement is one of the keys. Having those reinforcers available to entice and reward is a must yet expensive. We look to grants and donations for support.

Behavior challenges are reduced thanks to the implementation of our school-wide PBS program. If a child needs more intensive supports a cadre of professionally trained crisis management (PCM) staff step in and "manage" the situation to return the student to class thus minimizing the chance of a suspension or expulsion, something many of our students have faced in previous schools. Alternative after school and weekend work programs are available as consequences in lieu of suspension.

Data collection is everyday event thus providing track and trend information. Discrete trial intervention is available for our most severe Tier III students.

Management Team

Due to the complexity of our students, the variety of diagnoses, disabilities, levels of intellectual ability, medical stability, academic readiness, behavior and mental health challenges, representation from a cadre of professionals is necessary to meet the needs of our complex students. Day to day issues can be managed by any one of the leadership team members. . OCPS utilizes a "team" of professionals with expertise in the core program areas, stated in the list of Directors below. When calling the school, the individual will be directed to the professional that oversees that area. This Management Model provides back up and redundancy for managing administrative functions more so than those seen in the traditional public schools.

Two leaders report directly to the Board: the CEO who manages business operations, admissions, behavior, continuous quality improvement, facilitates, safety, finance, transportation, food service, custodial, and maintenance; and the Director of Curriculum and Instruction who is responsible for supervision, hiring, firing, evaluation, and professional development of the teachers, paraprofessionals, and the contracted services provided by Our Children's Rehab Center, Inc.

Our Management Model is unique and far more effective than the traditional Principal/AP paradigm for our complex population. A well-represented Leadership Team of Professionals, each having their area of specialty, conducts administrative oversight. We call this a "Collaborative Leadership Team" (CLT) where like our students; the leadership must work together and cross-train for optimal management of all operational aspects for the betterment of the organization. Comprising the Leadership Team is:

- Director of Curriculum/Instruction, Marzano, and Student Formative Evaluations
- Director of Positive Behavioral Support (PBS), Mental Health and Social Services
- Consultant of Physical Rehab Services
- Consultant of Low Incidence Populations
- Consultant of Speech, Language to Literacy, Augmentative Communication (PECS)
- Director of Continuous Quality Monitoring and Improvement (CQMI), PD and Testing
- Director of Admissions and IEP Compliance
- Director of HR, Marzano, Student Admissions, Marketing, Internal Audit/Student Finance
- Manager of Facilities, Buses, Safety Drills, and Food Service

Parents, Community, and Staff needs are met timely with this management design as each leadership member is empowered to meet the needs of the stakeholders.

This highly skilled management team is lead by the Chief Executive Officer.

Educational Highlights

- Teach to the Next Generation Sunshine State Standards transitioning to Florida Standards
- Determine academic functioning level: Evaluate students at the beginning, middle and end of the school year, determine their performance level and other learning needs
- Provide core subjects of reading and math in small group instruction.
- The classroom teachers will work collaboratively with the SLP to unpack the reading, science, and social studies curriculum to review and enhance the language loaded aspects of the curriculum to enhance comprehension.
- Provide Science Technology Education and Math (STEM) in a co-educator model with the STEM lab teacher, STEM lab SLP, classroom teachers and classroom SLPs to enhance the underpinnings of language for science through hands on learning. The classroom SLP and teacher team will "preview" the STEM lessons while "spot-lighting the meaningful language" and systematically teaching those language concepts in varied contexts to fully prepare the students for the STEM lesson in the lab.
- Art and Music are integrated with an emphasis on right hemisphere stimulation
- Positive behavior reinforcement is used by staff and trained with the understanding that the brain and neuro-system are regulated by those educators (teachers, paraprofessionals, therapists) working with the children.

Therapeutic

- Speech and Language, Occupational, and Physical Therapy Services available daily if needed.
- Sensory stimulation and sensory diets are prescribed following assessments
- Sensory Processing Deficit (SPD) Intervention
- Direct and indirect language intervention with play therapy. Heavily emphasized in PreK through the High Scope Model.
- Picture Exchange Communication (PECS) for non-verbal, limited verbal and cochlear implant students. Electronic versions of PECs and other augmentative systems

- Fine and gross motor programs including handwriting and keyboarding programs.
- Self care/ADL/IADL
- Therapeutic exercise to improve posture, balance, strength gross and fine motor skills.
- Individual and group treatment.
- Pre-vocational and vocational rehab programs
- Interface with Prosthetics/orthotics specialists for braces, splints, chairs, etc.
- Incorporation of The Rhythm Arts Project (TRAP), which melds rhythm and teaching for low incidence kids.
- Matching rhythm patterns and engaging higher incidence students in activities involving repetitive patterns to facilitate dendrite production, dopamine release, and healthy neuro-development to facilitate learning.

Behavior

- Provide a program-wide positive behavior management system that rewards children for following rules, achieving at school, and making gains.
- Conduct Functional Behavior Evaluations/Analysis on children who present with more difficult and challenging issues thus needing a more customized plan.
- Certified Professional Crisis Management (PCM) Training Staff
- A cadre of 20+ (PCM) staff trained to manage students who may injure themselves or others. The children are managed immediately, using PCM, with skill & dignity and returned to class. Parents are notified.
- Alternatives to suspension: **Prevention is the best:** by training staff not be coercive; designing the school day, through scheduling and selected activities that will enhance the release of dopamine and keep the kids engaged; knowledge of each student's sensory needs and limits and to meet those needs; provide reinforcers specific to the child; a school-wide positive behavior system that is tiered with loaded perks as the students reach and maintain higher levels; written contracts with older students. **When prevention does not work:** PCM, Re-teaching after an incident occurs but after the adrenalin stops, conferencing and planning with family; after school and weekend work duty; get them back on track into the PBS system as fast as possible.

Counseling

- Students receive mental health support from community mental health centers as well as within the organization on an as needed basis.
 - Group and individual therapy services are provided
 - Parent training and interface with the Department of Juvenile Law Enforcement and other agencies to provide community service are available.

Ancillary

- Care Conferences
- Limited Case Management with physicians and mental health/behavior specialists.
- Parent Training
- Bilingual (Spanish) translation services and evaluations in Spanish

I. EDUCATIONAL PLAN

1. Mission, Guiding Principles, and Purpose

The Mission, Guiding Principles and Purposes section should indicate what the school intends to do, for whom and to what degree

A. Provide the mission statement for the proposed charter.

Mission

To provide a comprehensive, individualized, and naturally evolving educational program for children and adolescents with a wide variety of disabilities where the goal is to deliver the appropriate intensity of education and related services to prepare students for gainful employment or post secondary education and fulfilling life in accordance with the desires of the students themselves and their families. The program targets student outcomes in academic achievement, interpersonal communication, socialization, self-regulation, mobility and independent functioning in a comprehensive system in which all components of the program are integrated.

Vision

To be the top producer of successful students with special needs in the nation.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

Priorities and Purposes of the School

Our Children's Prep School, Inc. is a school specially designed to create a learning environment where children with special needs have the resources and expertise they need to meet the high standards of student achievement set forth by the State of Florida and provide parents with the option to CHOOSE this research based model, unlike any other in the state for their child.

HIGH AND LOW INCIDENCE STUDENTS: OUR STUDENTS' CHANGING BRAIN & BEHAVIOR

Our school was developed to meet a unique need within the public school system. Every public school system across the country is challenged with serving the growing complex population of children with special needs whose conditions present with what appears on the surface to be severe and challenging behavior problems but what scientists, researchers, educators, neuropsychological specialists are describing is alterations in brain function and brain chemistry that is exacerbated by many of the coercive techniques and approaches used to attempt to manage the behaviors that can be highly violent, aggressive, seemingly without warning and to untrained or limited trained staff, behaviors that "need punishment". The effects of the "punishment" inflicted on our children across the country shows up on the news and front pages of the paper. Children with special needs, who's brains are damaged and not healing properly, are being further damaged and physically abused by those who are defending themselves and justifying their aggressive behavior management techniques with the philosophy of "force needs to be managed with more force".

Positive Behavior Support (PBS) Program, where school discipline is the responsibility of a behavior analyst who specializes in the complexity of the brain, brain chemistry and the serious consequences and price we as a society will pay for managing our more aggressive children in coercive and punitive ways is highly unique. This is another reason for using a Collaborative Leadership Team approach to management rather than a Principal or AP.

Our public school system, as it attempts to meet the needs of the wide variety of children with special needs, is limited in resources and due to the many types of children the public schools must be responsible for educating (high performing, average, low socioeconomic) and the demands of Annual Measureable Outcomes (AMOs) the schools are finding it extremely difficult if not impossible to give our complex children the attention and resources they need to adequately address all their individualized needs. The ESE departments, alternative education departments, and regular education departments are in a crisis as they try to effectively address the neuropsychological needs of our growing ADHD, ADD, Autism Spectrum: high and low population, Dual Diagnosis disorders such as Bipolar, Personality Disorders, Schizophrenia, not to mention the volatile family environments. Our school provides parents with a clear choice on how they wish their child's behavior to be managed.

Children are not removed from the classroom and brought to the office to sit for long periods of time while they miss important education time. The problem is addressed immediately by using a series of de-escalation techniques as the staff is trained to anticipate when a student is becoming agitated. Students have many reasons to stay engaged as "good things will come their way" given all the strong reinforcers provided to them, if they remain focused on their academics. If a child is unable to refocus and maintain control, highly trained and certified staff are prepared and ready to quickly and with dignity, manage a students' behavior and return them to class as once the student demonstrates their ability to control. Children are rarely suspended and the data shows that incidents of aggression decline given our PBS program.

LOW INCIDENCE STUDENTS: THE NEED FOR A HIGHLY TRAINED TEAM

The special population of children present with kids having complex physical and medical diagnoses where classroom teachers need the expertise and consultation of physical and occupational therapists especially with the low incidence population. These teachers will tell you that "flash in the pan" consultation is only minimally helpful. Our School provides intensive intervention where all staff are cross-trained on techniques that help better position the children for learning, provide postural support and standing balance/tolerance, and train educators on sensory stimulation techniques that reduce the child's disregulation and prepare them for learning. Progressive schools train their staff on Picture Exchange Communication System (PECS) but without the intensive presence of a highly trained SLP for low incidence children, the PECS system is limited to meal time use and not incorporated into the child's communication world across the day, thus limiting the child's language development and limiting their hopes of career employment later in life. Again, the intensity is present to work with the educators to meet the Mission of OCPS, which is to bring all children to their highest level of independence and ultimately self-sufficiency. Achieving this goal for our students would have a significantly positive economic effect in this country since the public schools spend billions of dollars educating children with special needs to later place them in nursing homes and institutions for the rest of their lives thus costing the tax payer rather than our students becoming a tax payer themselves.

HIGH INCIDENCE CO-TEACHING MODEL: ESE TEACHER WITH SPEECH LANGUAGE THERAPIST

High incidence elementary and middle school children's biggest academic deficit is reading. The federal and state legislatures have expressed their concern for the public schools need to focus on outcomes, annual improvement of student learning with specific rigor on reading. State standards are established to ensure that the classroom teachers will teach what is necessary to insure that rigor. The legislature has implemented statewide assessments, that level the playing field, to ensure that all children, even those with disabilities, be held to the same goal of making AMO as they are taught to the established standards. Unfortunately, what every classroom teacher and administrator will say is that children with disabilities are all very different, they learn differently, and they really don't even fit into a traditional MTSS (Multi Tiered System of Supports) design because each child is at their own unique level. Classroom teachers simply cannot teach to that level of individualization without the human resources, planning resources, alternatively structured daily schedule, consultants, and evaluation tools/curriculum that allow for individualization and scaffolding. The traditional classroom teacher with ESE kids mainstreamed teach the rigor to the mean of his/her students, as that is the best he/she can do given the resources. It's a physics thing. Parents know this and recognize that their children are left behind even with the best teachers. Our School works to implement a proven research model of pairing a speech and language therapist with a classroom teacher to partner on teaching language arts with a particular emphasis on boosting reading comprehension. This model is discussed at conventions and published in journals but very difficult to implement given the cost and logistics of finding a school system that has the interest, expertise, staff willingness, and commitment to restructure the entire school design to provide daily small group language to literacy/reading comprehension teaching where learning strategies and meta-linguistic research proven techniques are used to facilitate students comprehension of the written and oral word. Our School has expanded this concept from language arts curriculum where narrative reading is the focus of remediation to STEM/science where hands on learning and informative reading with higher order problem solving literacy skills are addressed through this difficult to implement but research proven teaching partnership between the ESE teacher and the speech and language therapist.

EARLY INTERVENTION

Our School leaders recognize the power of early intervention where dollar for dollar the payback investment to the community is exponential. Our early intervention program begins as young as age 12 months. This is when parents learn early the wonders of Positive Behavior Management and as a society we save the brain of a young child from being damaged due to excessive yelling, and highly coercive punishment that is pervasive in today's society. We educate the parents on how to more effectively stimulate language development and ready our children for reading while encouraging daily reading to their children as the paybacks are 100 fold for literacy acquisition. Finally, as an educational institution, our School takes advantage of the youthful plasticity of the young brain to begin the process of building dendrites, stimulating dopamine, and helping little ones learn more appropriate social and interpersonal interactions while keeping the adrenalin flow reduced. Using the research based High Scope curriculum, we would expect higher increases in language competency, intellectual development, and later in life, less incarceration and more higher education achievement from our High Scope PreK graduates.

CHARTER LAW WAS WRITTEN FOR SCHOOLS LIKE OURS

Within the special needs population there is an Our Children's Prep School, Inc. (OCPS). This school is stepping up and using the opportunity provided by Charter School legislation, F.S.1002.33 to offer parents an educational option for their special needs child (ren) to be educated in an environment of highly trained professionals, spanning across many disciplines, where special needs are our only focus, to meet the complex needs of our ESE children today. If any applicant meets a charter school purpose, Our Children's Prep School does.

Our School promotes academic success with an emphasis on reading. How success is achieved in reading requires many well-constructed supports to undergird the child and adolescent's journey to successful reading. Emphasis has been placed on what we believe to be the most important components to achieving academic success while staying within the budgetary guidelines for FEFP funding.

Academic success requires teachers and educators that are knowledgeable in what makes a highly effective teacher and what are highly effective techniques that are proven that work to teach students to learn. Then when working with ESE children, educators need to know specifics on how to adapt and support the special needs of our ESE children ideally with the help of consultants and specialists in their field who can lend support to the classroom immediately when situations occur. Efficiency occurs by minimizing costs where possible and this is best accomplished when the classroom educators are equipped with the knowledge and skills to manage most of the situations that might occur. Having staff, which are also trained and available to assist but are at a lesser cost (paraprofessionals) also enhance the program efficiency. Efficiency is driven when educators are planning lessons to meet the needs of their students rather than planning activities that have no relevance to the student's needs. Educators will participate in "data chats" on a bi-weekly or monthly basis to analyze formative assessments as well as summative assessments when planning for their students. Therefore teachers must be aware of their student's present levels of performance in reading and math and adjust or scaffold their lessons to meet each student's individual needs. That is a tough task and requires that time is available to obtain baseline measures, where the testing must be given individually (time consuming), teachers must analyze the test data and plan lessons according to where the student is performing. Further challenges are with adolescent students who read significantly below grade level (3 years or more) yet the reading material content is not of interest to the adolescent. Teachers, who are in tune with these nuances and provide highly motivational material with hands on activities that reinforce the redundancy of the language, see greater gains in reading comprehension and higher motivational levels for their students. These are teachers who are knowledgeable of Marzano teaching frameworks and score high on iObservation walk throughs and continue their learning path to becoming a more highly competent teacher.

All of the specifics of how, when, who is responsible, and how the student outcomes are reported to parents is delineated in detail in the School Improvement Plan-Draft (SIP) in section 5 of this charter application. The goals for the plan are:

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G1. Student achievement will increase with the implementation of research-based instructional best practices identified by the OCPS Board adopted Marzano Framework.

G2. Student achievement will increase when MTSS is implemented with fidelity.

G3. Student achievement will increase when teachers apply rigorous standards-based, data driven instruction.

G4. Student achievement will increase when educators implement the PBS (Positive Behavior Support) Program with fidelity.

Evidence of financial efficiency can be seen by reviewing the proposed 5 year budget with attached back-up documentation showing a balanced budget containing the costs of the resources needed to implement the program as designed and outlined.

Outlined in the SIP, parents will receive quarterly report cards, engage in parent/educator conferences twice a year, participate in at a minimum an IEP annual review meeting, receive their child's summative scores from the Brigance, COR (preK developmental assessment linked to the High Scope Curriculum), or FAIR and review their child's progress in reading and math where the parent may request a parent conference to further explain those testing results. Finally, parents will receive their child's statewide assessment results. At our school, the parent will be given ongoing progress data obtained by means of the various assessment opportunities and not just the single "snapshot" of testing results obtained on the statewide assessment.

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

Our school, as stated above, provides an intensive academic rigor where student learning is measured in all subject areas through formative assessments and that information is used to plan future lessons, reading and math achievement is heavily emphasized with the 3 times a year summative assessment where baseline measures are obtained within the first 30 days of school, and annual statewide assessments are

given to measure the student's annual measurable outcomes from year to year. The teachers for use when discussing promotion and retention decisions from year to year retain portfolio documentation of student learning to the standards. The goal of high expectations for student achievement is further evidenced by the commitment of highly specialized consultants who are available to the educators to lend their expertise thus making adaptations and customizing environments for children easy and timely. Speech and language experts and paired with ESE teachers to address the underpinnings of language thus focusing on comprehension enhancement for improved outcomes in reading since our school has 98-99% low performing students, the entire school design centers around providing unique and individually planned opportunities for students to improve their reading.

Innovative learning methods, research based interventions (Marzano) and Strategies (University of Kansas) abound. Early childhood classrooms stimulate development by embracing the research-based philosophy of High Scope, University of N. Carolina, Chapel Hill. The reading curriculum varies based on the needs of the child and may consist of those developed out of the learning strategies research from the University of Kansas SIM™(Strategic Instructional Model) and those reading programs are: Read Well for K and 1, Voyager Passport for Elementary Level, Voyager Journeys for Middle school level. The Language to Literacy team teaching model between speech and language therapy and the ESE teacher is unique and will be further explained in the application, and finally an exciting outgrowth of the Kansas research for adolescents that we will use is an approach called Structure Your Reading™ (SYR, B. Ehern) an instructional procedure that provides an explicit, interactive way to teach students a systematic method to approach reading, so that students know how to employ strategies before, during, and after reading. It provides a context within which to teach specific reading comprehension strategies so that students can understand the role that individual strategies play in the total reading comprehension process.

Learning outcome measurements are required for completion of the School Improvement Plan (SIP) and inherently are required for our innovative programs such as SYR™.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

Children We Serve

All students and adolescents attending Our Children's Prep School, Inc. have an Individualized Educational Plan (IEP) or a Family Support Plan (FSP). Through early and intensive intervention with young children significant gains can be made in critical foundations for academic learning. Therefore our school serves **Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age** in addition to school-age students.

We serve school-age students from **Kindergarten through 8th grade**. Because we serve a full range of students at different severity levels we group students into Low Incidence (disabilities where fewer students are identified) and High Incidence (disabilities where larger numbers of Students are identified) who typically are more independent. The following chart provides a general list of disabilities; however, it should be noted that this is not an exhaustive list.

Individualized therapy services are available with a physician's signed order and plan of care and approval from Medicaid or private insurance. All students receive group therapy services as outlined on their IEP or FSP.

HIGH INCIDENCE

Developmental Delay (Preschool)
Autism Spectrum Disorders (ASD) High Level
Sensory Processing Disorders (SPD) mild
Asperger's Syndrome
ADHD and ADD
Bi-Polar, Anxiety & other Behavior and Mental Health Disorders
Spina Bifida High Level
Traumatic Brain Injury – mild to moderate
Learning Disabilities
Orthopedic Conditions – mild to moderate
Re Oral, Written, Language Impairment
Dyslexia
Cerebral Palsy: mild/mod cognitively impaired
Deaf with Cochlear Implant: good prognosis

LOW INCIDENCE

Pervasive Developmental Disorder PDD (PreK)
Autism Spectrum Disorders (ASD) less verbal
Sensory Processing Disorder (ASD) severe
Complex Communication Need (Augmentative)

Neuromuscular, Neurological, and Congenital Conditions
Spina Bifida Supportive/Participatory
Traumatic Brain Injury - severe
Intellectually Impaired
Orthopedic Conditions - severe
Other Physical and Developmental Difficulties
Down's Syndrome
Cerebral Palsy: severe w/intellectual disability
Swallowing and Feeding Disorders

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Other considerations for the target population in accordance 1002.33(10) F.S.

Our school shall be open to any student covered in an interdistrict agreement or residing in the school district; or any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause.

Our school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

Enrollment preferences will be given to students of staff, governing board members, siblings of students, children of active military, or students from a VPK operated at the school during the summer.

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

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PreK1/2	15	15	15	15	15
PreK2/3	20	20	20	20	20
PreK3/4	20	20	20	20	20
K	18	18	18	18	18
1	18	18	18	18	18
2	18	18	18	18	18
FAA3/5	18	18	18	18	18
FSA3/4	18	18	18	18	18
FSA4/5/6	18	18	18	18	18
EI/Low I	18	18	18	18	18
Mid/Low	16	16	16	16	16
Mid/FAA	18	19	19	19	19
6 low.mid LA	18	20	20	20	20
6med.hi math	18	21	21	21	21
7/8low.mid science	18	20	20	20	20
7/8mid.hi SS/civic	18	22	22	22	22
Art	18	21	21	21	21
6.7.8 new			15	15	15
6.7.8 new				16	16
Total	305	320	335	351	351

How the student population projections were developed.

The need for this type of school is huge. Apart from the demographic details specific to Polk, the research is documenting increasing numbers in both high and low incidence in diagnosis within the Autism Spectrum Disorders, which are reaching levels of 1 in 68. The situation is becoming epidemic and the need for innovative programs to attempt to implement research proven interventions within an environment that will support and allow innovation (Charter environments) are imperative. Education in Florida and across the country is reaching a crisis challenge of how to effectively manage the severe aggressive behavior difficulties the schools are encountering with children who are unable to manage rapid flows of adrenalin that put themselves and others at risk of injury that are seen within children having a diagnosis of ADHD, ADD, Bipolar Disorder and others. The further challenge is how to create a program designed to remediate the brains dysfunctional neuro-physiology to retrain the neuro-physiological system to better manage the adrenalin/behavior and thus be ready to learn.

Other considerations given to the allocation of students by class was the size of the facility, square footage recommendations in the literature of 45 to 50 net sq. feet per student, and class size amendment. Multi-grade classes are common when working with ESE students as children are grouped according to abilities.

Based on the Florida Department of Education Information and Accountability Services Report entitled *Membership in Exceptional Student Educational Services for 2012 – 2013*, Polk County School District's total ESE disabled population was 10,262. A break out of Polk County School District's numbers of the student populations' primary exceptionality, who would benefit from both a therapeutic and academic model of education, is found below.

Table 3.

SLD	OI	SI	LI	DEAF	VE	EBD	AS D	HH	TBI	DD	OHI	ID
4308	107	1039	929	85	35	411	513	92	12	638	1072	1385

Retrieved from <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>.

Table 4. ESE Acronym Key

SLD: Specific Learning
Disabled

OI: Orthopedically Impaired

SI: Speech Impaired

LI: Language Impaired

VE: Varying Exceptionalities

EBD: Emotional or
Behavioral Disorder

To further solidify the availability of students the following market analysis of elementary and middle school ESE students only further substantiates the clientele availability in the surrounding areas.

Table 5 - Number of ESE Children by Geographic Area.

Lakeland	3002
Mulberry	237
Bartow	440
Ft. Meade	118
Eagle Lake/ Wahneta	305
Auburndale	409
Winter Haven	863
Lake Wales	707
Frostproof	122
Lake Alfred	266
Haines City	779
Misc	52
HH/ Home Ed	71
Out of State	91

Section 3: Educational Program Design

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

The school plans to basically follow the annual calendar of the District however; the educational staff will work more days due to additional training and strategic planning days.

The educators and paraprofessionals will return one (1) week before the District for an additional 5 training days and the students will start school 3 days after the Districts students begin thus providing 8 days of PD training and preparation time for the exempt staff. Nonexempt employees will work an additional 5 days.

Para educators' annual workdays are 191 days

Educators' annual workdays are 202 days

The annual number of days of instructional time is 180.

The workday for non-exempt paraprofessionals will be 7.5 hours unless specifically designated due to special assignments. The exempt teacher staff will work 8 hours per day.

School begins at 8:15 am for the elementary and middle school students. PreK students begin at 8:30am. Staff's arrival time is 7:30 am and children may be dropped off at 7:45 am.

PreK student dismissal is at 2:30 pm. Their total time in the school day is 6 hours on M, T, W, and F. On Thursday, PreK children are dismissed at 1:45. The weekly minutes in school are 1755 minutes.

Elementary and middle school students are dismissed at 3:15 pm. Their total time in school is 7 hours on M, T, W, and F. On Thursdays, the students are

dismissed at 2:00 making their total school time 5 hours 45 mins. The weekly minutes in school are 2025 minutes.

The daily schedule varies by the age and type of children served. PreK children follow the High Scope model, which organizes the day around small group and large group learning activities. Instruction begins at 8:30am. Breakfast is served from 8:10am to 8:30am. If a child arrives late and has not had breakfast, there will be some grab and go snack type breakfast food but instruction will begin at 8:30. Children may choose to engage in different play areas with the time in each area limited. The play areas reflect research based developmental areas.

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

A Comprehensive Curriculum

In the High Scope Preschool Curriculum, learning is focused on the following eight content areas, which are based on the dimensions of school readiness identified by the National Education Goals Panel. High Scope's curriculum content areas are

- Approaches to learning
- Social and emotional development
- Physical development and health
- Language, literacy, and communication
- Mathematics
- Creative arts
- Science and technology
- Social studies

While learning in these content areas prepares children for later schooling, HighScope takes the learning process beyond traditional academic subjects by applying methods that promote independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving in young children.

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The educators, therapists and paraeducators in the classroom spend the morning exploring these areas in small groups, large groups with engaged facilitation of play and learning.

Lunch is served at 11:45 followed by toileting and a nap.

Children are then prepared for dismissal and culminate with wrap up play activities.

Elementary and Middle School Schedules

Both the elementary and middle school will begin their official day at 8:15am with the middle school's first 30 minutes know as "Advisory". Reflecting the philosophy of the school and contributing to the overall need to regulate students, each day will begin with a strict routine designed to set the stage for the day.

- Breakfast will be served from 8:00-8:15.
- Each classroom will have a variety of bell-ringer activities the students will begin if they are not eating breakfast or have finished and the Flag ceremony has not begun one of which will be the "I like" activity.
- At 8:15am a simple color guard ceremony to erect the American Flag, will be carried out by representatives of the middle school student government who have maintained their behavior on gold for the week prior. The ceremony will be video fed to each classroom where the students will watch and once completed will say the Pledge of Allegiance.
- Following the Flag Ceremony, each child will complete the "I like" activity in their personal journal they have made their own. This written or picture activity engages the cerebral cortex to relax the child and facilitate the chemical release of dopamine in the brain.
- Each child will then get their carpet square, sit or lay on the floor, close their eyes, breath in and out using taught relaxation techniques while listening to meditation music for 3-5 minutes daily before classes begin at 8:45am.

Elementary Schedule

The elementary schedule is purposefully designed such that morning reading blocks are 60 minutes long. The class is split into two 30 minutes blocks where $\frac{1}{2}$ the class leaves for an "extra" or elective subject such as art or PE-music/movement. The remaining students are split again in $\frac{1}{2}$, thus providing small groups consisting of $\frac{1}{4}$ of the classroom to receive intensive reading instruction by the teacher and two-2 days per week the Speech Language Therapist (SLT) who works on comprehension skills. The other two days, the small group is facilitated by the para. After 45 minutes, the groups switch so all students have intensive small group reading 5 days per week and elective courses 5 days per week.

In the afternoon, 2-3 times per week the elementary classes enjoy STEM lab with the Science Lab Instructor who prepares exciting experiments centered on the science standards being taught. The classroom teacher teaches the science standards as well during the afternoons when they do not have STEM and augments the STEM lessons with fictional literacy written about the science subjects being taught, thus adding an additional 30 minutes of scientific reading to the day.

Examples of the Elementary Schedules are provided.

Middle School Schedule

The middle school schedule encompasses many factors. First, the middle student's day begins with an advisory $\frac{1}{2}$ hour where they engage in a purposeful cerebral activity designed to release dopamine followed by learned relaxation techniques. Their first period is an elective designed to ready the adolescent for learning throughout the day. These electives are designed to ease the adolescent into the academic rigor. This is also the time when remedial math and reading is taught. Many of our adolescents arrive to school agitated and troubled. The "I like" activity, followed by meditation and then an elective helps the brain calm and relax, calm the adrenaline, and help the student's reduce their anxiety. The next periods are Language Arts, Math, Science, Social Studies, and

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Art. The last period is also an elective and it may be a wheel course where health, government, and more recreational, music, or high personal interest subjects are taught.

As mentioned in Sect. 8, the adolescent students work towards privileges they may earn and exercise during the last 30-45 minutes of the day. This time also acts as a calming period before leaving on the bus. Some students may earn to help other office staff or custodian staff around the school during this time period. Social club, electronic games, TV shows such as Discovery, Animal Planet etc. are provided for their enjoyment and reinforcement as they have earned the rewards.

The staff to student ratio ranges from 3 to 1 for our lower incidence students to 6-9 to 1 for our higher incidence elementary students and 8-11 to one for our higher incidence middle school students.

C. Describe the research base for the educational program.

Much of the research that has lead to the program design is in the world of Applied Behavior Analysis, Language to Literacy, Early Childhood Development, and the new cutting edge research on investigations of brain functioning in our children. (*Cameron and Pierce 1994*) (*Chugani, 1998*) (*Cooper, Bloom, Roth, 1996*), (*Dupue and Collins, 1999*), (*Kato and McEwin, 2003*).

Extensive research completed by the Marzano Institute is incorporated into the Art and Science of Teaching. Marzano's Evaluation Model is currently being used by the Florida Department of Education (DOE) as a model that districts can use or adapt as their evaluation model. It is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Based on the results of years of research, those elements that have traditionally been shown to correlate with student academic achievement are contained in the following four -4 elements:

1. Domain 1: Classroom Strategies and Behaviors
2. Domain 2: Preparing and Planning
3. Domain 3: Reflecting on Teaching
4. Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2; 5 elements in Domain 3, and 6 elements in Domain 4.

Because of the serious nature of behavior involvement of our students, OCPS has an entire department devoted to Positive Behavior Supports (PBS) with a Director of Behavior Supports and Management. The school-wide PBS program was developed with the many decades of Applied Behavior Analysis, which originated in the field of psychology. As part of our evaluation model, PBS is designated as "Deliberate Practice" for every staff member at OCPS. Biweekly, Leadership Staff visit the classrooms and collect data on the staff's effectiveness in the implementation of the Marzano Effective Teaching Model as well as the school-wide PBS program. Educators and paras are celebrated for successful implementation of the PBS program and those who do not seem to understand the concept of the program are pulled for more individualized and direct training on Positive Behavior Management.

The amount of commitment OCPS has to the quality management of its students can be found in the extensive expense of training two trainers on staff in Professional Crisis Management and then to have a cadre' of 45-50 staff **certified annually** in professional crisis management. Having such a strong team of qualified professionals allows the staff to effectively manage almost all violent or potentially violent occurrences on campus, regulate and calm the child, and return them to class. This avoids suspensions, expulsions, and allows OCPS staff the opportunity to reteach and "heal" the brain by training the students

different means to manage their behavior. The credentials of OCPS staff also minimizes unnecessary escalation of negative student behavior by faculty who exacerbate the situation when calling students out, encouraging aggression, and by not recognizing antecedent behaviors and de-escalating emotionally charged situations before they turn violent.

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

The mission and vision are to provide an individualized research based program for children with special needs that help them to achieve their highest level of independence and success with success being employment and happiness in life. To achieve the highest level of independence and employability, literacy is a key component yet the complexity of children with special needs makes achieving a functional competency with literacy is a significant challenge. The approach to education must be focused, systematic, reinforcing, relevant, engaging, motivating, self-actuating, and build in the student a personal sense of accomplishment and security.

E. Explain how the services the school will provide to the target population will help them attain the NG SSS and Florida Standards, as required by section 1002.33.F.S.

It is important at every grade level that the educator be aware of their students present level of performance and have a clear sense of the child's reading, pre-reading, or language development level. At the start of the school year students will be group, as best as possible, into classes in accordance to their reading and math levels. Within the first month, all students will be given a standardized, criterion referenced, or developmental assessment (depending upon their age and functioning level). OCPS is the ultimate MTSS hybrid since each child's academic reading and math plan is customized to the child's learning needs. If the child's performance indicates a need to re-assign that child to a different classroom, those adjustments will be made by the beginning of October. It is typical for OCPS to have multi-grade classrooms with a varied age range as the students would be grouped more in line with their abilities.

The educator(s) then further analyze the student's assessments to determine which of four-4 groups within that classroom the student would best be placed. The groups are not necessarily grouped according to ability with a given classroom. Many other considerations are made such as behavior, compatibility, placing some higher students with some lower students for enhanced group learning partnerships, etc. Further integration of children is accomplished by merging 2 or more classrooms biweekly/monthly to enjoy community outings or to plan and experience, for example, school-wide cultural learning projects.

OCPS has a unique but effective method of scheduling students which allows each student to receive 2 ½ hours of direct small group reading instruction weekly (30 minutes/day); which is further augmented by 60 min. weekly of scientific group reading; 1 hour of team project collaborative reading weekly (STEM Lab); 20-30 min. quiet reading; 20-30 min. classic literature reading daily; and 20-30 min. history/geography/social studies reading daily for a total slightly less than 2 hours of reading daily with 65-75 min. of direct reading instruction daily.

When planning for each subject, the educator must consult the Next Generation Sunshine State Standards with consideration being given to bringing students to a higher level of thinking where they use prior knowledge and multiple sources to enhance their learning and bring their learning to a more functional or "real" level (preparation for Florida Standards). At OCPS, the educators select the standards that are at the academic level where the child is performing, not their chronological age level and corresponding grade level. Planning will center on those selected NGSSS and the Fl. Standards. Assessing the child's learning will be accomplished using formative assessments and documenting the achievement of the standard in an individual portfolio as well as with a state-wide assessment. Research says that an exemplary instructor can make 1-2 years of educational gains in 6 months (for typically developing students) if the students are engaged and motivated to learn while the student is taking accountability for their learning through self evaluation. At OCPS, we believe that Our Children need to be taught differently than in a traditional school by highly qualified teachers

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that use highly motivational and scientifically based interventions that will move Our Children to improvement in their AMOs in the aggregate but where we expect to see solid individual student growth.

Now the child's academic baseline is established and the Florida Standards and /or NGSSS are identified for that academic level, and subject being taught, it's important to make the lesson "relevant" to the student by identifying the essential question. The **Essential Question, Learning Goals, Identifying NGSSS/Fl. Standards** are the planning components of Marzano's Design Question 1. The **essential question** is typically open-ended and would lead the child to an internal debate or debate with fellow students about the country, person, thing being taught. The **Essential question(s)** ask the "why" and "how" as to the relevance of or usefulness of what is being taught. The **Essential Question** is related to the Big Picture of the lesson you have planned.

Once the **Essential Question** is identified and will be written for students to see, ponder, and discuss, the educators will then have to establish **Learning Goal(s)**, with a learning goal being a statement of what students will know or be able to do. This goal should be written as a goal or objective as to what students should learn over the course of a unit (or a lesson or an entire semester). All planning must tie back to the academic rigor of the Fla. Standards and the NGSSS.

Once the **Big Idea(s) or Themes, Essential Question, NGSSS, and Learning Goal (s) are chosen**, its time for the unit purpose & theme details to be planned with weekly instructional content and activities.

The educator must then ask if the lesson will center on-

Marzano's Design Question 2: Helping Students Interact with New Knowledge

- Identifying Critical Information; Organizing Students to Interact with New Knowledge; Previewing New Content; Chunking Content into "Digestible Bites"; Processing of New Information; Elaborating on New Information; Recording and Representing Knowledge, Reflecting on Learning, or

Marzano's Design Question 3: Actively Engaging Students in Reviewing Content, Part I

- Reviewing Content; Organizing Students to Practice and Deepen Knowledge; Using Homework; Examining Similarities and Differences; Examining Errors in Reasoning; Practicing Skills, Strategies, and Processes; Revising Knowledge

Although there are many, many strategies and interventions educators may use to effectively move their students to literacy growth and learning success, the OCPS staff are encouraged to use, when appropriate, the nine-9 essential instructional interventions that have proven effectiveness at the 20-45% levels or higher with the special needs population. They are:

- Identifying Similarities and Differences: The use of visual supports like Venn Diagrams is highly encouraged and engaging students in comparing, classifying, and creating metaphors and analogies. This is where the speech and language therapist (SLT) works on the underpinnings to help students with comparing and classifying.
- Summarizing and Note-taking: Improves comprehension because students must identify what is important and what is not and put in their own words. This is where the speech and language therapist works with the students on the underpinnings of language to help them be successful with note taking (identifying what is important, and putting in own words)
- Reinforcing Effort and providing Recognition: show the connection between effort and achievement and that effort allows them to change their beliefs. The teacher must plan for rewarding student success, and to use the effective intervention of "Pause, Prompt, and Praise".
- Homework and Practice: This is an opportunity to extend classroom learning BUT must be appropriate for the grade and ability of the child and MUST be purposeful. The educators must establish specific homework policies and schedules with time parameters to match student abilities.
- Nonlinguistic Representation: This has been proven to stimulate and increase brain activity and highly effective. The educator should use visual supports that incorporate words and images using symbols to

represent relationships. Also use physical models and physical movement to represent information.

- Cooperative Learning: This technique is not used enough and has been proven to have a positive effect provided the groups are small and the strategy used in a systematic and consistent manner. Students need to be carefully grouped according to common interests and experiences, and the focus to be on positive interdependence, social skills, face to face interaction, and individual and group accountability.
- Setting Objectives and Providing Feedback: This sounds simple and straightforward but we are talking about objectives in a different way from the way it was taught in school. Not too specific, and adaptable to students' individual objectives. Positive feedback should flow BUT the method of giving feedback should be varied.
 - The goal or objective for the unit is set by the educator and posted in the class but then students can personalize it by identifying their areas of interest or what THEY wish to know. Have students ask, "I want to know.." Now they are engaged and wanting to learn.
 - Educators will use contracts that outline the specific grade the student will receive if they meet those goals.
 - Feedback must be corrective not generalized. There should be no confusion for the student when specific corrective and positive feedback are given.
- Generating and Testing Hypotheses: Essential Questions are posed for the Big Picture planning of an overall lesson that may last 1-2 weeks. Here students predict what would happen if an aspect of a familiar system, such as the government, transportation, law enforcement, were changed.
 - Students are asked to build something using limited resources. This can be done collaboratively using a previously stated strategy and this task generates questions and hypotheses about what may or may not work.
- Cues, Questions, and Advanced Organizers: Educators help students use what they already know to enhance what they are about to learn (Design Question 3). These are usually used before a specific lesson

and the educator must design the lesson plan differently than when teaching new knowledge (Design Question 2).

- o Pause briefly after asking a question to give students time to answer with more depth. Process time is highly effective and many educators don't allow enough time to process especially for our language impaired children and then the educator must just in and "scaffold" for the student who has difficulty to build success thus providing opportunities for positive reinforcement.
- o The educator will vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Educators, when planning their lessons, must identify the Fla Standards, and NGSSS they are addressing in their lesson plans. Please see the attached lesson plan template that shows where on the plan the standards are listed. Following each critical learning segment of the lesson, the educator must determine how the student is doing by means of a formative assessment, which varies widely but will also be identified on the lesson plan. Another highly effective strategy is to build into the lesson probes where the student must self assess and communicate their level of understanding or confusion with the material being presented thus showing the students "by in" and self reflection of their learning. Finally, the educator will document the student's achievement of the standard in a portfolio that can be shared at the end of the year and be a form of accountability for the student and educator(s).

Please refer to the School Improvement Plan (SIP) in Sect. 5 for the detail on how to measure the efficacy of OCPS's implementation of the educator delivery of the Marzano Model and the Leadership's Mentoring of the full staff's implementation of the Model. The SIP then outlines how the student's learning is measured and documented.

The following are sample schedules for various grade levels by teacher, an example of how the elementary grades split their classrooms in half for small

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group instruction for reading while the other half enjoy PE/Movement/Music or ART. There are further examples of the afternoon STEM schedule for elementary and a middle school schedule including electives.

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SCHEDULE -K (1/26/15)

	M	T	W	Th	F
8:15-8:45	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization
8:45-9:15	Reading Comp GpA:Ms.S/MsG Art Grp B: Patty	Reading Comp GpB:Ms.S/MsG Art Grp A: Patty	Reading Comp GpA:Ms.S/MsG Art GrpB: Patty	Reading Comp GpB:Ms.S/MsG Art GrpA: Patty	Art- All Grace/Patty (*Sheena Plan)
9:15-9:45	Science Ms. S/Ms. G & Patty	Science Ms. S/Ms. G & Patty	Science Ms. S/Ms. G & Patty	Science Ms. S/Ms. G & Patty	Science Patty/Ms. G (*Sheena Plan)
9:45-10:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Moming Meeting
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Snack/Bathroom	Snack/Bathroom	Snack/Bathroom	Snack/Bathroom	Snack/Bathroom
10:30-11	Phonics	Phonics	Phonics	Phonics	Phonics
11:00-11:30	Movement	Movement	Movement	Movement	Movement
11:15-12:45	Math	Math	Math	Math	Math
11:45-12:15	Lunch Grace/Patty (Sheena Lunch)	Lunch Grace/Patty (Sheena Lunch)	Lunch Grace/Patty (Sheena Lunch)	Lunch Grace/Patty (Sheena Lunch)	Lunch Grace/Patty (Sheena Lunch)
12:15-12:30	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
12:30-1:00	Rest/Quiet Cntrs Sheena/Megan (Patty Lunch)	Rest/Quiet Cntrs Sheena/Megan (Patty Lunch)	Rest/Quiet Cntrs Sheena/Megan (Patty Lunch)	Rest/Quiet Cntrs Sheena/Megan (Patty Lunch)	Rest/Quiet Cntrs Sheena/Megan (Patty Lunch)
1:00-1:45	Manipulatives /Class Art Sheena/Patty	Manipulatives /Class Art Sheena/Patty	Manipulatives /Class Art Sheena/Patty	Music (Joel/Patty) (*Sheena Plan)	Manipulatives /Class Art Sheena/Patty
1:45-2	*Social Studies	*Social Studies	*Social Studies	*Social Studies	*Social Studies
2:00-2:15	Recess	Recess	Recess	Recess	Recess
2:15-2:45	STEM	Self-Help Cntrs	STEM	Self-Help Cntrs	Self-Help Cntrs
2:45-3:00	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom

*Social Studies- My neighborhood, community helpers, street signs, celebrations/holidays...

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SCHEDULE – 1st (7/20/15)

	M	T	W	Th	F
8:15-8:45	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization
8:45-9:10	Phonics/ Centers	Phonics/ Centers	Phonics/ Centers	Phonics/ Centers	Phonics/ Centers
9:10-9:45	Math	Math	Math	Math	Math
9:45-10	Recess	Recess	Recess	Recess	Recess
10:00-10:15	Snack/Bathrm	Snack/Bathrm	Snack/Bathrm	Snack/Bathrm	Snack/Bathrm
10:15-10:45	Reading GrpA: Ms.E & K Art GrpB: Megan	Reading Comp GrpA: Ms.E&Whit Movement GrpB: Kristen	Reading GrpA: Ms.E & K Art GrpB: Megan	Reading Comp GrpA: Ms.E&Whit Movement GrpB: Kristen	Art- all Kristen/Whit (*Emily Plan)
10:45-11:15	Reading GrpB: Ms.E & K Art GrpA: Megan	Reading Comp GrpB: Ms.E&Whit Movement GrpA: Kristen	Reading GrpB: Ms.E & K Art GrpA: Megan	Reading Comp GrpB: Ms.E&Whit Movement GrpA: Kristen	Reading Comp Kristen/Whitney Emily Planning
11:15-12:00	Social Studies/ Math Centers	Social Studies/ Math Centers	Social Studies/ Math Centers	Social Studies/ Math Centers	Social Studies/ Math Centers
12-12:45	Lunch Sheila/Kristen (Emily to Lunch 12:15-12:45)	Lunch	Lunch	Lunch	Lunch
12:45-1:15	Science Emily/Sheila (Lunch Kristen)	Science Emily/Sheila (Lunch Kristen)	Science Emily/Sheila (Lunch Kristen)	Science Emily/Sheila (Lunch Kristen)	Science Emily/Sheila (Lunch Kristen)
1:15-1:45	*Music/learning Phonics/Math	*Music/learning Phonics/Math	*Music/learning Phonics/Math	*Music/learning Phonics/Math	1-1:45- Music Joel/Sheila
1:45-2:15	STEM lab	Fine Motor/ Manipulative Centers	STEM lab	Fine Motor/ Manipulative Centers	Fine Motor/ Manipulative Centers
2:15-2:45	Quiet Reading or Classroom Art	Quiet Reading or Classroom Art	Quiet Reading or Classroom Art	EARLY RELEASE	Quiet Reading or Classroom Art
2:45-3:00	Clean up	Clean up	Clean up	Clean up	Clean up

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SCHEDULE – 2nd (7/20/15)

	M	T	W	Th	F
8:15-8:45	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization
8:45-9:15	Journal	Journal	Journal	Journal	Journal
9:15-9:30	Recess	Recess	Recess	Recess	Recess
9:30-10:00	*Decoding/ Spelling	*Decoding/ Spelling	*Decoding/ Spelling	*Decoding/ Spelling	*Decoding/ Spelling
10:00-10:15	Snack	Snack	Snack	Snack	Snack
10:15-10:45	Reading Comp GrpA: Shanna/Grace ----- Movement GrpB: Sheila	Reading GrpA: Shanna/Megan ----- Art GrpB: Sheila	Reading Comp GrpA: Shanna/Grace ----- Movement GrpB: Sheila	Reading GrpA: Shanna/Megan ----- Art GrpB: Sheila	Reading Comp Megan/Sheila ----- Fri: Planning: Shanna
10:45-11:15	Reading Comp GrpB: Shanna/Grace ----- Movement GrpA: Sheila	Reading Comp GrpB: Shanna/Grace ----- Art GrpA: Sheila	Reading Comp GrpB: Shanna/Grace ----- Movement GrpA: Sheila	Reading Comp GrpB: Shanna/Grace ----- Art GrpA: Sheila	Art- all Megan/Sheila ----- Fri Planning: Shanna
11:15-11:45	Science Grace/Shanna (Sheila/Megan to Lunch)	Science Grace/Shanna (Sheila/Megan to Lunch)	Science Grace/Shanna (Sheila/Megan to Lunch)	Science Grace/Shanna (Sheila/Megan to Lunch)	Science Grace/Shanna (Sheila/Megan to Lunch)
11:45-12:15	Lunch Sheila/Megan (Shanna toLunch)	Lunch Sheila/Megan (Shanna toLunch)	Lunch Sheila/Megan (Shanna toLunch)	Lunch Sheila/Megan (Shanna toLunch)	Lunch Sheila/Megan (Shanna toLunch)
12:15-12:30	Clean up/ Silent Reading	Clean up/ Silent Reading	Clean up/ Silent Reading	Clean up/ Silent Reading	Clean up/ Silent Reading
12:30-1:00	Social Studies Grace/Shanna	Social Studies Grace/Shanna	Social Studies Grace/Shanna	Social Studies Grace/Shanna	Social Studies Grace/Shanna
1:00-1:45	Music Joel/Megan ----- Mon:Shanna Plan	Math Centers	Math Centers	Math Centers	Math Centers
1:45-2:15	Math Centers	STEM	STEM	STEM	STEM
2:15-2:30	Recess	Recess	Recess	Recess	Recess
2:30-3	Fine Motor Centers	Fine Motor Centers	Fine Motor Centers	Fine Motor Centers	Fine Motor Centers

*Phonics, decoding, sight words, spelling, prefix/suffix, roots... based on student level

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SCHEDULE3-5 FSA -- (1/26/15)

	M	T	W	Th	F
8:15-8:45	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization
8:45-9:15	*Decoding/ Spelling Centers	*Decoding/ Spelling Centers	*Decoding/ Spelling Centers	*Decoding/ Spelling Centers	*Decoding/ Spelling Centers
9:15-9:45	Reading GrpA:Bri/Cheryl Art GrpB: Joel	Reading Comp Grp A:Bri/ltzel Movement GrpB: Cheryl	Reading GrpA:Bri/Cheryl Art GrpB: Joel	Reading Comp GrpA:Bri/ltzel Movement GrpB: Cheryl	Reading Centers Joel/Cheryl Bri Planning
9:45-10:15	Reading GrpB:Bri/Cheryl Art GrpA: Joel	Reading Comp GrpB:Bri/ltzel Movement GrpA: Cheryl	Reading GrpB:Bri/Cheryl Art GrpA: Joel	Reading Comp GrpB:Bri/ltzel Movement GrpA: Cheryl	Art- All Students Cheryl/Joel Bri Planning
10:15-10:45	Math	Math	Math	Math	Math
10:45-11:15	Recess/Bathrm Bri/Joel Lunch:Cheryl	Recess/Bathrm Bri/Joel Lunch:Cheryl	Recess/Bathrm Bri/Joel Lunch:Cheryl	Recess/Bathrm Bri/Joel Lunch:Cheryl	Recess/Bathrm Bri/Joel Lunch:Cheryl
11:15-11:45	Science	Science	Science	Science	Science
11:45-12:15	Lunch Eat Lunch:Bri	Lunch Eat Lunch:Bri	Lunch Eat Lunch:Bri	Lunch Eat Lunch:Bri	Lunch Eat Lunch:Bri
12:15-12:45	Social Studies/ Language Arts Eat Lunch: Joel	Social Studies/ Language Arts Eat Lunch: Joel	Social Studies/ Language Arts Eat Lunch: Joel	Social Studies/ Language Arts Eat Lunch: Joel	Social Studies/ Language Arts Eat Lunch: Joel
12:45-1:00	Recess	Recess	Recess	Recess	Recess
1:00-1:45	Reading Centers	STEM LAB All Students, Teacher/Para Go	Music Joel / Cheryl Bri Planning	STEM LAB All Students, Teacher/Para Go	STEM LAB All Students, Teacher/Para Go
1:45-2:15	Math Centers	Math Centers	Math Centers	Math Centers	Math Centers
2:15-2:30	Silent Reading -Targeted	Silent Reading -Targeted	Silent Reading -Targeted	EARLY RELEASE	Silent Reading -Targeted
2:30-2:45	Journaling*	Journaling*	Journaling*	Journaling*	Journaling*
2:45-3	Clean up	Clean up	Clean Up	Clean up	Clean up

* Journal about target (chapter book) silent reading- written thoughts about what they read with drawing

*Decoding, spelling, prefixes,suffixes,roots...

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SCHEDULE – 3-5 FAA (1/26/15)

	M	T	W	Th	F
8:15-8:45	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization	Breakfast/ Organization
8:45-9:15	*Phonic/Decoding Centers	*Phonic/Decoding Centers	*Phonic/Decoding Centers	*Phonic/Decoding Centers	*Phonic/Decoding Centers
9:15-9:45	Reading Comp GrpA: Mr.T/Itzel Movement GrpB: Denesha	Reading Grp A:MrT/Ms.D Art GrpB: Joel	Reading Comp GrpA:Mr.T/Itzel Movement GrpB: Denesha	Reading GrpA:MrT/Ms.D Art GrpB: Joel	Art-all students Ms.D / Itzel Mr. T Planning
9:45-10:15	Reading Comp GrpB: Mr.T/Itzel Movement GrpA: Denesha	Reading GrpB: Mr.T/Ms.D Art Grp A: Joel	Reading Comp GrpB: Mr.T/Itzel Movement GrpA: Denesha	Reading GrpB:Mr.T/Ms.D Art GrpA: Joel	Reading Comp Ms. D/Itzel Mr. T Planning
10:15-10:45	Math	Math	Math	Math	Math
10:45-11:15	Science	Science	Science	Science	Science
11:15-11:45	Recess/Bathrm Mr. T/Joel Eat Lunch:Ms.D	Recess/ Bathrm Mr. T/Joel Eat Lunch:Ms.D	Recess/ Bathrm Mr. T/Joel Eat Lunch:Ms.D	Recess/ Bathrm Mr. T/Joel Eat Lunch:Ms.D	Recess/ Bathrm Mr. T/Joel Eat Lunch:Ms.D
11:45-12:15	Lunch Eat Lunch:Mr.T	Lunch Eat Lunch:Mr.T	Lunch Eat Lunch:Mr.T	Lunch Eat Lunch:Mr.T	Lunch Eat Lunch:Mr.T
12:15-12:45	Social Studies/ Language Arts	Social Studies/ Language Arts	Social Studies/ Language Arts	Social Studies/ Language Arts	Social Studies/ Language Arts
12:45-1	Recess	Recess	Recess	Recess	Recess
1:00-1:45	STEM LAB All Students, Teacher/Para Go	Music Joel / Denesha Mr. T Planning	STEM LAB All Students, Teacher/Para Go	Reading Centers	Reading Centers
1:45-2:15	Math	Math	Math	Math	STEM LAB All-Go
2:15-3:00	Reading Centers	Reading Centers	Reading Centers	EARLY RELEASE	Math

*Phonics, decoding, sight words, spelling, prefix/suffix, roots... based on student level

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OCWH MIDDLE SCHOOL SCHEDULE 2015 (Thursday Is Early Release: 5th 12:15-12:55; 6th 12:55-1:35; 7th 1:35-2:15)
 ART, TAP, MATH, LA/READING/LITERACY/WRITING, STEM; SOCIAL STUDIES: ELECTIVES: See separate schedule
 STUDENT GROUPS-GRADES 6-8: Paras:-(A) Alexis; (B) Michele; (C-6) Christine; (C/K) Jonathan; (K) Courtney

TIME	ART MH.twr OT mf Rm. 4	LA & SS Rm. 8	Math-Sci Rms. 10 & 6	Art/MH Rm. 4	Supp/Part A	Beh. Spec para.teach	Para C/K	OT/PT: Nora, Jess, Maggie	Meghan 11:00am 4:00pm	Health	Elective	Para B	Elective	Para C6
8:15-8:45	Plan & Organ	TAP - Girls	TAP-B Rm 10	TAP-C6 Donna Jennifer Rm.4	TAP-A Terry Rm. Rm.7 Science	TAP-C & K STEM								
1 st 8:45-9:30 or 8:45-9:15	K: All student w. staff	Planning	STEM B Rm. 6 Michelle		Joel A Music 8:45-9:15 Rm.11	Digital Photograp Courtney B.C6 C.K Rm. 9				Health Ed Boys v. girls Rm. 10			Law, Gov, Civics C6 C.K Rm. 8	
2 nd 9:30-10:15 or 9:15-9:45	3/5 Tashawn: 1/2 class & A ART	LA Read C&K	STEM R. 6 C-6		Alexis A R 9 9:15-9:30	Health Ed:B Rm. 10				ART A Rm. 4				
3 rd 10:15-11:00 or 9:45-10:15	3/5 Tashawn: 1/2 class	LA Read B	STEM/R. 6 C&K		Grp A: R, 9 TRAP Math OT/PT	Game Rm Rm.11 C6				Therapy Movement/ Dance A Grp				
11:00-11:15					Recess A	Planning				Recess A				
4 th 11:00-11:45 or 10:15-10:45	ART grp C Grade1 1/2 class	LA Read C-6	Pre Algebra:K Rm. 10			Para Pre Algebra K				Math B Rm. 6				
10:45 - 11:15	Grade 1 1/2 class													
11:15-11:45	Cheri/Angi A					Lunch	Lunch	TRAP A						
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch/Rm 9	Lunch: Rm.10	Lunch	Lunch: Rm.7	Lunch	Lunch	Lunch	Lunch	Lunch: Rm. 8
5 th 12:15-1:00	Cheri/ Ang C-6 & K	SS B	Math C Rm. 6		SS/A Rm.9									Lunch
6 th 1:00-1:45	Cheri/Ang B	SS C & K	Math C6 Rm.6		LA/A Rm. 9					Elem3-5 STEM			Data record	
7 th 1:45-2:30	Courtney Yr Book Digit Media	SS C-6	Planning		Math/A Rm. 9	YrBook Digit Med Art w. Summer Jonathan	Guitar Joel w. Jonathan			Elem 1-2 STEM	Physical Condition Tashawn	Oral Interp/ acting Christine	Facilitate last 45 min.	
2:30-3:15	Summer Angle Plan	Coaching Class w. Kathy & Cathy	Study Hall Eric & Courtney Rm. 10			Game Rm M,T,W,F w. Jonathan	Music Jam w. ???	Electroni or TV/Movies/ Rm. 8 Christine	Elem K STEM			School Store	School Store	

School Store: Tues-Elem Store; Wed.-Middle School Store (Michelle/Jennifer) Game Room/Study Hall: Mon., Tues. Friday (Participation based on behavior)

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OCWH LA SCHEDULE 2015-2016
 ELEMENTARY AND MOVEMENT/PE/DANCE (JOEL WOODSIDE) AND SCIENCE
 CLASSES: Reading/LA; Art; STEM

TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:15-8:45	Welcome, organize, breakfast, meditation		Welcome, organize, breakfast, meditation		Welcome, organize, breakfast, meditation		Welcome, organize, breakfast, meditation		Welcome, organize, breakfast, meditation	
8:45-9:15	ART 1 ST Grade	Half 4/6 Bri & Cecile (Precious para to danc/PE)		Half 4/6 Bri & Cecile (Precious para to danc/PE)	ART 1 ST Grade	Half 4/6 Bri & Cecile (Precious para to danc/PE)		Half 4/6 Bri & Cecile (Precious para to danc/PE)	ART 1 ST Grade	Half 4/6 Bri & Cecile (Precious para to danc/PE)
9:15-9:45		Half 4/6 Bri & Cecile (Precious para to danc/PE)		Half 4/6 Bri & Cecile (Precious para to danc/PE)		Half 4/6 Bri & Cecile (Precious para to danc/PE)		Half 4/6 Bri & Cecile (Precious para to danc/PE)		Half 4/6 Bri & Cecile (Precious para to danc/PE)
9:45-10:15		Half 2/3 Josie & Shunna (Shanteria to PE)		Half 2/3 Josie & Shunna (Maria to PE)		Half 2/3 Josie & Shunna (Shanteria to PE)		Half 2/3 Josie & Shunna (Maria to PE)		Half 2/3 Josie & Shunna (Shanteria to PE)
10:15-10:45		Half 2/3 Josie & Shunna (Shanteria to PE)		Half 2/3 Josie & Shunna (Maria to PE)		Half 2/3 Josie & Shunna (Shanteria to PE)		Half 2/3 Josie & Shunna (Maria to PE)		Half 2/3 Josie & Shunna (Shanteria to PE)
10:45-11:15		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)
11:15-11:45		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)		Half 4/6 FAA and half 7-10 FAA (Michelle to PE)
11:45-12:15	Lunch: Middle High		Lunch: 2/3 and Middle/High		Lunch: Middle High		Lunch: 2/3 and Middle/High		Lunch: Middle/High	
12:15-12:45	Lunch: Elem		2-3 High		Lunch: Elem		2-3 High		Lunch: Elem	
1:00	4-6 High		2-3 Low		4-6 High		2-3 Low		4/6 FAA	
1:30-										
1:45-										
2:00	4-6 Low		1st		4-6 Low		1st		Kindergarten	
2:15										
2:30										
3:00										

SCHEDULE - Art

	M	T	W	Th	F
8:15-8:45					
8:45-9:15	K- ½ Patty	K- ½ Patty	K- ½ Patty	K- ½ Patty	K- All Patty/Grace
9:15-9:45	3-5 Bri ½ Joel	3-5 Tashawn ½ Joel	3-5 Bri ½ Joel	3-5 Tashawn ½ Joel	3-5 Mr.T All Denesha/Itzel
9:45-10:15	3-5 Bri ½ Joel	3-5 Tashawn ½ Joel	3-5 Bri ½ Joel	3-5 Tashawn ½ Joel	3-5 Bri All Joel / Cheryl
10:15-10:45	1 st gr. - ½ Megan	2 nd gr - ½ Sheila	1 st gr. - ½ Megan	2 nd gr - ½ Sheila	1 st gr. - All Kristen/Sheila
10:45-11:15	1 st gr. - ½ Megan	2 nd gr - ½ Sheila	1 st gr. - ½ Megan	2 nd gr - ½ Sheila	2 nd gr- All Megan/Sheila
11:15-11:45					
11:45-12:15					
12:15-1:00					
1:00-1:45					
1:45-2:15					
2:15-3:00					

Section 4: Curriculum Plan

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

PreK students will use the HighScope® curriculum and the corresponding Key Developmental Indicator's (KDIs) or standards, which include research-based strategies for learning, and is aligned with both the Florida's Early learning and Developmental Standards for birth through five years of age for infants and toddlers in preschool, and the Florida Standards (FS). This program has a corresponding evaluation tool, the COR: Child Observation Record, that allows for data to be collected, stored and aggregated electronically to measure a student's development over time.

HighScope® is centered around the concept of engaging students in "active participatory learning" and has been proven to help young children excel in language and cognitive skills acquisition. This is achieved by a carefully designed learning environment, increased opportunities for adult-child interaction and a "plan-do-review" process making teachers and students active partners in shaping the educational experience.

HighScope® also promotes the fundamental skills of independence, curiosity, decision-making, cooperation, persistence, creativity and problem solving needed to help our students succeed later in life. The hands-on approach to learning provided in this curriculum is essential for many of our students in order to peek their interest and keep them engaged. This particular program emphasizes building social skills, functional problem solving and fostering independence, which are very important areas of development for the students of OCPS and make this curriculum a great fit for our preschool population. HighScope® also allows for differentiated learning by providing flexible lessons, easily adapted to the specific individual needs of our students. Educational opportunities follow the HighScope® model of using learning centers to facilitate the acquisition of target skills, for example: math (blocks,building), imagination

(dress up, housekeeping), music (singing, dancing, instruments), fine motor (crafts, coloring, painting) , socialization (group playing, turn-taking) and gross motor (outdoor play).

HighScope® curriculum uses research-validated standards entitled: Key Developmental Indicators (KDI) to monitor and track student growth. Their curriculum approach to learning encompasses social/emotional development, physical development, health, language, literacy, communication, mathematics, creative arts, science, technology and social studies.

The following eight (8) areas of KDIs included in the HighScope Curriculum meet national and Florida State Standards for school readiness of OCPS PRE-K students:

- Language, Literacy (Reading/Writing) and Communication: Includes activities for improving comprehension, speaking, vocabulary, phonological awareness, alphabetic knowledge, reading, concepts about print, and book knowledge and writing. This will be learned by surrounding the students with letters, words, books, writing materials/activities, increased child/adult interaction, labeling/describing activities, answering and asking questions about activities/books throughout the entire school day. This language-rich environment also allows English Language Learning students many opportunities to learn the language.
- Mathematics: Includes activities for improving recognition of numbers/symbols, counting, part-whole relationships, shapes, spatial awareness, measuring, patterns and data analysis. This will be learned through counting, combining/sorting separate quantities of objects, describing, comparing, sequencing, creating patterns and using information about quantity to draw conclusions and make decisions.
- Creative Arts: Includes activities for improving skills in art, music, movement, pretend play and an overall appreciation for the arts. This will be learned through expressing what they observe, think, imagine, feel through music, pretend play and 2-3 dimensional art.
- Science and Technology: Includes activities for improving skills in observing, classifying, experimenting, predicting, drawing conclusions, communicating

ideas, understanding natural/physical world and using tools/technology. This will be learned through observing the materials and processes in their environment, classifying materials/ actions/people, experimenting to test their ideas, predicting what they expect will happen, talking about their observations, discussing the characteristics of things, learning how things work, gathering knowledge about their world and exploring technology in the classroom.

- Social Studies: Includes activities for improving understanding of diversity, community roles, decision making, geography, history and ecology. This will be learned through understanding that people are different with different interests/abilities, recognizing that people have different roles/functions in the community, participating in making classroom decisions, recognizing/interpreting features and locations in their environment, understanding past/present/future and understanding the importance of taking care of the environment.
- Social and Emotional Development: Includes activities for improving positive self-identity, sense of competence, emotions, empathy, community, building relationships, cooperative play, moral development and conflict resolution. This will be learned through lessons about self and what makes them special, emphasis on personal achievement- little and big steps, recognizing/labeling/regulating their feelings, demonstrating empathy toward others, participating in the community of the classroom, building relationships with other children/adults, developing sense of right/wrong and learning how to resolve conflict with others.
- Physical Development and Health: Includes activities for improving gross motor skills, fine motor skills, body awareness, personal care and healthy behavior. This will be learned through participation in activities promoting strength, flexibility, timing in using muscles, dexterity, hand-eye coordination, learning about how to navigate their bodies in space, carrying out personal routines more independently and learning healthy hygiene and eating habits.
- Approaches to learning: Includes activities for improving initiative, planning, engagement, problem solving, use of resources and reflection. This will be learned through exploring their world, planning/carrying out activities, engaging in activities that incorporate their interests, solving problems

encountered in play, gathering information/formulating ideas about their world and learning from their experiences.

Differentiated Curriculum:For PRE-K students who are significantly below level, the HighScope® infant/toddler curriculum may also be used. The curricula used for K-5, as detailed in the next section, may be utilized for higher level PRE-K.

K-5

For K-5 students, core subject matter will follow the county school curriculum; however, the method of presentation and level of material will be adjusted to meet the cognitive and functioning levels of the students. In all cases, the concepts and language will be taught in context with a more student directed approach utilizing high extrinsic motivators unique to each individual student. The curriculum chosen for each subject area is research-based and aligns with Next Generation Sunshine State and/ Florida State Standards. The supplemental programs listed also correlate with the standards and may be used in order to tailor the curriculum to each individual student's unique learning style.

Language Arts/Reading:

Language Arts/Reading is incorporated into every aspect of curriculum, as language is present in every context. The details of the language rich environment that will be provided to our students is included in section B below. Students at all levels of functioning will be assessed for preliteracy, reading, writing skills and the program will be adjusted to meet the level of competency. Voyager Passport/Journeys®, Read Well®, Caught Reading®, Earobics®, Structure Your Reading SYR, ReadWorks.org, www.Commoncoresheets.com,, Quick-Write®, Spelling Power® and Handwriting Without Tears® are research and standard based curriculum/programs (each to be further elaborated on in section B below) that may be used with the students and include, but are not limited to, the following components:

- **Pre-Literacy concepts of phonemic awareness** (blending sounds, rhyming, segmenting, phoneme identification, phoneme manipulation)

- Concepts of print-understand symbolic representation, alphabet identification, understanding words have meaning, left to right, book orientation, letter identification, letter writing
- Decoding- improving reading fluency (speed/accuracy), phonics, sight words,
- Reading Comprehension-understanding OCPS vocabulary, story re-telling, sequencing parts of story, dictionary skills, using context clues to determine meaning, memory/recall strategies, predicting outcome, determining main idea, understanding figurative language, inferencing, exposure to a variety of literary works (fiction, non-fiction, poetry, narrative, descriptive, persuasive, expository, short stories, book reports)
- Composition/Writing/Spelling-expressing their thoughts/ideas through drawing pictures and verbal descriptions, handwriting, forming written words/sentences, spelling rules, composing various types of written works (poems, semantic mapping, creating webb charts/graphic writing illustrations to organize written product, using thesaurus to improve composition quality
- Grammar using correct grammar and word choice when speaking and writing, understanding parts of speech, punctuation, proofreading and correcting writing errors.

Differentiated Curriculum: Reference section C below, for a more detailed description of the school's Reading Plan which includes specific programs and a variety of strategies to be used to meet all levels of learners.

Mathematics:

Students will be assessed to determine their skills in mathematics and the program will be adjusted to meet the level of competency. Hands on activities incorporating manipulative objects that interest and motivate students, while reinforcing curriculum outcomes, will be used. GO Math!® and Touch Math® are research and standard based curriculum/programs (each to be further elaborated on in section B below) that may be used with the students and include, but are not limited to, the following components:

- Spatial and Proportional Concepts
- Counting and Cardinality

- Number Identification and Writing
- Shape Identification
- Telling Time
- Counting Money
- Word Problems
- Number and Operations in Base Ten
- Addition and Subtraction
- Multiplication and Division
- Calculator Computations
- Place Value
- Number and Operations- Fractions
- The Number System
- Operations and Algebraic Thinking
- Expressions and Equations
- Measurement and Data

Differentiated Curriculum: For K-5 students who are significantly below level, Touch Math® and the High Scope® Pre-K Math program section may also be used. The GO Math!® curriculum may be utilized for students above level. For students above level of Grade 5 curriculum targeting advanced math may be used.

Science:

The Science curriculum will be adjusted to meet the student's level of competency and adapted to increase interest and allow for interactive learning. Exploration, labs and experiments will be included requiring students to inquire, discover, think, predict reason, analyze and apply what they have learned. STEM (Science, Technology, Engineering, Math) activities can also be incorporated and encourage students to find a problem, plan and build, test and improve, redesign and communicate their findings. HMH Science-Fusion® and Glencoe Physical/Earth/Life Science® are research and standard based curriculum/programs (each to be further elaborated on in section B below) that may be used with OCPS students and include, but are not limited to, the following components:

- Animals, Habitats
- Weather, Seasons
- Ocean and Sky
- Earth, Planets, Environments
- Matter
- Forces of Energy, Motion
- Technology
- Environmental Resources
- Engineering
- Ecosystems and Interactions
- Simple and Compound Machines
- Electricity
- Cells, Body Systems
- Growth and Reproduction
- Rock Cycle, Fossils
- Light and Sound
- Earth/Physical/Life Sciences

Differentiated Curriculum: For K-5 students who are significantly below level, the HighScope® PreK Science program and the HMH Science/Fusion® may also be used. The Glencoe Science® curriculum may be utilized for students above level. For students above level of Grade 8 curriculum targeting Physics, Chemistry and Biology may be used.

Social Studies:

The Social Studies curriculum will be modified to correlate with the student's level of understanding and adapted to increase interest and incorporate functional and dramatic activities to help them relate to the material covered. (For example, the students may act out events in history and participate in acts of citizenship.) These curricula include many visual aids which are essential for the students, charts, graphs, photos, illustrations and graphic organizers are some of the visuals that will be used to improve mastery of lesson content and heighten student attention to task. Time Links® and Exploring Our World® are research and standard based curricula (each to be further elaborated on in section B below) that may be used with students and include, but are not limited to, the following components:

- History
- Economics
- Citizenship
- The World
- Culture
- Communities
- Geography Skills
- Earth's Physical Geography
- Cultural Geography
- The United States
- People, Population
- Foreign Countries (Physical Geography, History, Cultures, Lifestyles, Governments)
- Civics(Citizenship and Government)

B. Description of the Research Base and Foundation Materials for Development of Curriculum

The research-based curriculum and program foundation materials are aligned with Next Generation Sunshine State and Florida Standards and include the following:

- HighScope® - Infant to Pre-K curriculum targeting all areas of development and school readiness skills by addressing movement/music, social/emotional development, physical development, health, language, literacy, mathematics, science, technology and creative arts
- Voyager Passport® - (Cambium) K to 5th Grade reading curriculum including instruction in word study, fluency, comprehension, vocabulary, listening, speaking, differentiation for diverse student populations, adventure centers to build on specific skills, online reading component which allows for self-paced learning and a motivating reward system to promote more time on task
- Voyager Journeys® - (Cambium) 6th Grade reading curriculum using high-interest, action-packed literature, video segments that build background knowledge and recap lesson, advance word study, comprehension, vocabulary, writing, personalized learning, real world topics appropriate for adolescents, new online resources, built in strategies for special populations (including ELLs) and is endorsed by the Council of Administrators of Special Education, as it is especially designed for students reading one to three years below grade level
- Voyager Read Well® - (Cambium) K to 2nd Grade Core, K to 3rd Grade Intervention language arts program uses a mastery-based approach and includes content-based thematic stories, supplemental spelling/writing/composition/grammar program with differentiated instruction and is endorsed by the Council of Administrators of Special Education as it is especially designed for struggling readers
- Caught Reading® - (Pearson) Pre-Literacy to 4th Grade reading level and age-appropriate for up to adult, consisting of 8 levels, including pre-

literacy lessons (phonemic awareness, phonics) and skills-based lessons targeting decoding, word recognition, vocabulary development, word attack, spelling, reading comprehension, literary response/analysis, writing, listening and speaking through literature-based instruction

- HMH - Earobics®- (Houghton Mifflin Harcourt) Pre-K to 3rd Grade multisensory, individualized reading intervention program providing targeted instruction in phonemic awareness, phonics, comprehension, vOCPSbulary, fluency and writing through technology and multimedia materials
- CARS & STARS® - (Curriculum Associates) K to 8th Grade reading curriculum includes Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS), with highly scaffolded, five-part reading lessons including supports for ELL students
- Spelling Power® - (Curriculum Associates) 1st to 8th Grade spelling program including practice and application activities using high-frequency words, writing prompts, words in context and differentiated instruction with focus on understanding meaning of spelling words and functional writing activities
- Quick-Write® - (Curriculum Associates) K-8th Grade writing/grammar program guiding students step-by- step with checklists, writing ideas, lists of essential words and proofreading tricks of the trade
- Handwriting Without Tears® - K to 5th Grade teaches handwriting to students through playing, singing, building letters, letter/number recognition, capital/lowercase letter formation, number formation and hands-on materials for print and cursive
- GO Math!® - (Houghton Mifflin Harcourt) K to 8th Grade math curriculum includes print and online activities, differentiated instruction with additional reading strategies, ELL support, leveled practice and point of use support to assist struggling students
- Touch Math® - Pre-K to 2nd Grade math program includes helpful visual cues and one-step-at-a-time presentation as it moves from concrete to pictorial to abstract concepts with "see it, say it, hear it, touch it and learn it" philosophy, calssroom aids and technology to differentiate instruction

- HMH Science®-Fusion - (Houghton Mifflin Harcourt) K to 6th Grade science curriculum with an integration of reading, vocabulary, writing, 3-step inquiry strategy, differentiated instruction, available online virtual labs and hands-on activities
- Glencoe Physical/Earth/Life Science®- (McGraw Hill) 6th to 8th Grade science curriculum incorporating hands-on exploration of concepts, thought-provoking questions, interactive digital e-books, scaffolded guiding questions and visual literacy strategies
- Time Links® - (McGraw Hill) K to 6th Grade social studies curriculum designed to help students link content to their lives, encourage them to explore and think critically through the use of a variety of visual illustrations, kinesthetic learning and writing activities with readers presented in three differentiated levels
- Exploring Our World® - (McGraw Hill) 6th to 8th Grade social studies curriculum introducing students to an enriched view of the interrelationships of geography, history, economics, government, citizenship and current events in the United States and worldwide

As new research-based curriculum programs aligned with with Next Generation Sunshine State and Florida Standards are discovered and will better meet the learning needs of the students, they may be used in lieu of, or in addition to, those listed.

Direct Instruction

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Gersten, R., Woodward, J., & Darch, C. (1986). Direct Instruction: A Research-Based Approach to Curriculum Design and Teaching. *Exceptional Children*, 53(1), 17-31.

Joseph, L. M., Kastein, L. A., Konrad, M., Chan, P. E., Peters, M. T., & Ressa, V. A. (2014). *Collecting and Documenting Evidence: Methods for Helping Teachers*

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Lazonder, A., & Wiskerke-Drost, S. (2015). Advancing Scientific Reasoning in Upper Elementary Classrooms: Direct Instruction Versus Task Structuring. *Journal Of Science Education & Technology*, 24(1), 69-77.

Ledford, J. R., & Wolery, M. (2015). Observational Learning of Academic and Social Behaviors During Small-Group Direct Instruction. *Exceptional Children*, 81(3), 272-291.

Magliaro, S. G., Lockee, B. B., & Burton, J. K. (2005). Direct Instruction Revisited: A Key Model for Instructional Technology. *Educational Technology Research & Development*, 53(4), 41-55.

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Nakano, Y., & Kageyama, M. (1993). Using direct instruction to improve teacher performance, academic achievement, and classroom. *Education & Treatment Of Children*, 16(3), 326.

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Stein, M., Carnine, D., & Dixon, R. (1998). Direct instruction: Integrating curriculum design and. *Intervention In School & Clinic*, 33(4), 227.

Scaffolding

Ankrum, J., Genest, M., & Belcastro, E. (2014). The Power of Verbal Scaffolding: 'Showing' Beginning Readers How to Use Reading Strategies. *Early Childhood Education Journal*, 42(1), 39-47.

Axford, B. (2007). Parents and their children working together: A Scaffolding Literacy case study. *Australian Journal Of Language & Literacy*, 30(1), 21-39.

Benko, S. L. (2012). Scaffolding: An Ongoing Process to Support Adolescent Writing Development. *Journal Of Adolescent & Adult*

Boche, B., & Henning, M. (2015). Multimodal Scaffolding in the Secondary English Classroom Curriculum. *Journal Of Adolescent & Adult Literacy*, 58(7), 579-590.

Dabarera, C., Renandya, W. A., & Zhang, L. J. (2014). The impact of metacognitive scaffolding and monitoring on reading comprehension. *System*, 42462-473. *Literacy*, 56(4), 291-300.

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Holton, D., & Clarke, D. (2006). Scaffolding and metacognition. *International Journal Of Mathematical Education In Science & Technology*, 37(2), 127-143.

Longkai, W., & Looi, C. (2012). Agent Prompts: Scaffolding for Productive Reflection in an Intelligent Learning Environment. *Journal Of Educational Technology & Society*, 15(1), 339-353.

Lutz, S. L., Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for Engagement in Elementary School Reading Instruction. *Journal Of Educational Research*, 100(1), 3-20.

Pentimonti, J., & Justice, L. (2010). Teachers' Use of Scaffolding Strategies During Read Alouds in the Preschool Classroom. *Early Childhood Education Journal*, 37(4), 241-248.

Radford, J., Bosanquet, P., Webster, R., & Blatchford, P. (2015). Scaffolding learning for independence: Clarifying teacher and teaching assistant roles for children with special educational needs. *Learning & Instruction*, 361-10.

Read, S. (2010). A Model for Scaffolding Writing Instruction: IMSCI. *Reading Teacher*, 64(1), 47-52.

Smit, J., A. A. van Eerde, H., & Bakker, A. (2013). A conceptualisation of whole-class scaffolding. *British Educational Research Journal*, 39(5), 817-834.

Ukrainetz, T. A. (2015). Improving Text Comprehension: Scaffolding Adolescents into Strategic Reading. *Seminars In Speech & Language*, 36(1), 17-30

C. Description of the Reading Curriculum and Evidence Reading is a Primary Focus of Curriculum and Strategies for Students Reading at all Levels is Available

As previously stated, reading is incorporated into every aspect of curriculum, as language is present in every context. Students at all levels of functioning will be assessed for preliteracy and reading skills and the program will be adjusted to meet the level of competency. Curriculum and programs used will be Voyager

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Passport/Journeys®, Read Well®, Caught Reading®, Structure Your Reading SYR and Earobics.

The following chart depicts the reading curriculum/programs (described in the previous section B) that can be used for students at, above and below grade level.

Table 9

READING LEVEL & CURRICULUM/ PROGRAM	Developing High Scope® Inf-Todlr	Developing High Scope® PreK	Low Incidence VB-MAPP Elm / Middle	Low Incidence Murdoch Elm / Middle	High Incidence Voyager Passport® K-5th
PreK at level & above	•	•	•	•	•
PreK below level	•	•	•	•	
K at level & above			•	•	•
K below level	•	•	•	•	
1 at level & above			•	•	•
1st below level	•	•	•	•	•
2nd at level & above			•	•	•
2nd below level			•	•	•
3rd at level & above			•	•	•
3rd below level			•	•	
4th at level & above			•	•	•
4th below level			•	•	•
5 at level & above			•	•	•
5th below level			•	•	•
6 at level & above			•	•	
6th below level			•	•	•
7 th at level & above			•	•	
7 th below level			•	•	•
8 th at level & above			•	•	
8 th below level			•	•	•

Table 9 (Continued)

READING LEVEL & CURRICULUM/ PROGRAM	High Incidence	High Incidence	High Incidence	Low / High Incidence	Low Incidence	High Incidence
	Voyager Journeys® 6th - 8th	Structure Your Reading SYR	Read Well® K-2nd	Caught Reading® 3rd-8th	Elm Earobics® PreK-3rd	Core (Trophies) 1st - 5th
PreK at level & above			•			
PreK below level					•	•
K at level & above			•			
K below level					•	•
1 at level & above			•			
1st below level			•		•	•
2nd at level & above			•			
2nd below level			•		•	•
3rd at level & above						
3rd below level			•		•	•
4th at level & above		•				
4th below level				•	•	•
5 at level & above	•	•				
5th below level				•	•	•
6 at level & above	•	•				
6th below level		•		•	•	•
7 th at level & above	•	•				
7 th below level		•		•		
8 th at level & above	•	•				
8 th below level		•		•		

Students functioning above grade level in reading will be challenged with higher level curriculum, as depicted above and described in section B. They can also take part in additional school literacy projects such as school newspaper, website news, email pen pals and mentor other students at OCPS who are struggling readers through shared reading.

In addition to supplemental curriculum programs, (shown above and described in section B) specific strategies used with students below grade level may include, but are not limited to, the following:

- Adapting Reading Materials- adding manipulatives, picture cards with words, picture sentences for non-readers
- Rhyme, Song, Melodic Intonation- choosing books that will engage and tap into right brain learning
- Repetition- learning through repetition of stories, songs and poems
- Technology- keeping interest and using research-based reading programs and narrated books through use of smartboard, computer, tablet, audio books
- Art- portraying thoughts and feelings, scenes from story through art
- Partner Reading- reading first silently, then take turns reading orally with a partner
- Intensive Reading Groups- students are grouped to learn specified reading skills/techniques
- Context clues- learning how to use context clues within sentences to infer meaning
- Drama- acting out parts of story to improve comprehension
- Story Re-telling- summarizing stories in their own words
- Story-Related Writing- writing in response to prompts about their reading
- Extension Activities-completing cross-curricular research, fine, arts, dramatics, and media activities as they explore themes in books
- Scaffolding toward success for all children below level or children learning new material.

- Rewards/ Incentives- receiving incentives through a system rewarding effort and achievement toward reading goals
- Visual supports and visual organizers

D. Explanation of Student Engagement and Benefits for Students Functioning Below Grade Level and Benefits from Curriculum:

The curriculum and programming, as described in sections B, C and E, were selected particularly because they provide for a differentiated curriculum in order to meet the needs of students functioning below grade level, or could be adapted to a lower level and allow for incorporation of multi-modality teaching to benefit individuals with different learning styles. To improve functioning in students who are difficult to engage the school will incorporate more hands-on activities, based on student interest, in addition to the implementation of a specific individualized behavior plan and motivational rewards system to encourage participation and retention of target subject matter.

Strategies used to engage students below grade and help them benefit from the curriculum may include, but are not limited to, the following: (in addition to the reading strategies listed in section C):

- Multimodality Learning- using manipulatives, a variety of visuals, stimulating sense of smell and taste, along with hearing
- Visual Aids- maximizing use of visual schedules, tangible objects, illustrations, graphic organizers, highlighting and other visual aids
- Technology- utilizing calculators, computers, tablets, whiteboards, audio books
- Song and Rhyme- improving learning through patterns, melody and music
- Art- learning through 2-D and 3-D art activities related to target concept/theme

- Behavior Plan- increasing attention to task, and therefore learning, through positive reinforcers
- Incorporate Interests- identifying student interests and tying them into the curriculum
- One-to- One Instruction- individualizing teaching
- Group Learning- grouping with peers of same level, or different levels
- Repetition- increasing repetition of concept throughout the modalities over a significant period of time
- Movement- engaging in physical motor movement
- Adapting Reading Materials- adding manipulatives, picture cards with words, picture sentences for non-readers

E. Description of Proposed Curriculum Areas Other than Core Academics:

Some of the additional educational and medical research-based programs materials that may be used with the students may include, but are not limited to:

- PECS - Picture Exchange Communication System: An augmentative/alternative picture communication program for children with Autism and related disorders focusing on the initiation component to increase independent communication, based on B.F. Skinner's book- Verbal Behavior, teaching through specific prompting and reinforcement strategies, with some learners using PECS to develop speech and others transitioning to a voice output system
- Assistive Technology: High and low- tech devices to improve functional capabilities such as switches for environmental control and computer access, computers, specialized keyboards, touch screens, eye scanners, speech generated devices, software and low-tech devices such as communication books and pencil grips
- Technology – Smartboard/Computers/Tablets

- ABA - Applied Behavior Analysis: Scientifically validated approach to achieving a positive change in behavior by analyzing environmental and social influence and using positive reinforcement which incorporates techniques to build useful skills in learners with autism, such as looking, listening, imitating, reading, conversing and understanding another person's perspective.
- Montessori: Scientifically-based educational model centered around using hands-on materials, active child participation, multisensory tasks based on individual learning patterns/needs and an environment encouraging self-discipline/responsibility through individual, self-directed and mixed-age group structured activities that accommodate diverse learning styles and capabilities.
- SI- Sensory Integration: Interweaving sensory activities throughout the day with more sedentary educational activities to increase functional attending skills and on task time
- Hippotherapy/Therapeutic Riding
- Therapeutic Art - Encompassing understanding and self-expression of student's visual world via simple 2-D and 3-D art projects with collaboration from Speech, Occupational, and Physical therapists to address students' individual needs in a creative context
- STEM: Program combining Science, Technology, Arts, Engineering and Math, (areas identified as needing significant improvement in children across the US, as compared to other countries) in order to benefit them when they enter the jobs market, and in turn benefit the greater economy
- SWIMS: Strategies to improve comprehension, Writing, Inferencing Skills and Music to assist with the students' understanding of social studies curriculum
- Physical Ed (Yoga, Boxing, Dance):
- TRAP- The Rhythmic Arts Program: Designed to help children with developmental disabilities learn basic life skills, reading,

- writing, arithmetic and build self-esteem through music and rhythm using drums
- Elementary Career Awareness Through Children's Literature: Incorporating popular children's fiction and non-fiction books throughout language, social studies, science, math and the arts curriculum to promote career awareness in the classroom
 - CERES- Career Ed Responsive to Every Student: Career education program for grades K to 6 infusing career education into basic skills instruction integrating nine competencies (CERES Guidance Goals) throughout the curriculum
 - Kuder Galaxy: Fun and educational career awareness system for students in PreK to Grade 5 including activities involving them to play, watch, do and explore to acquire an understanding of the world of work

F. Description of Evaluation Process to Determine Curriculum Effectiveness

Reading/Literacy: Initially, students will be administered the new Florida Assessments for Instruction in Reading, which was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida. The Florida Center for Reading Research's extent of studies is so vast it is beyond any specific documentation but is more of a myriad of "Best Practices." For a list of researchers and their specific works, see FCRR Research.

- The FAIR assessment system provides a screening instrument to initially gain insight into a reading deficit, and a specific diagnostic instrument, which targets the deficient area in more detail, and finally progress monitoring to ascertain students gains and that is essential to guiding instruction.
- In order to capture a baseline on each student the Fair assessments will be used depending on the students' cognitive ability, as to the appropriate or assessed grade level.

- Students will be administered the FAIR for Progress Monitoring three times a year in balanced intervals based on the calendar year of one hundred and eighty (180) days.
- Data Chats with teachers, therapists, and paraprofessionals will be conducted after every Progress Monitoring assessment in order to establish a school wide Continuous Improvement Model.
- FAIR accommodations for ESE students are noted in the K-2 and 3-8 FAIR Administration Manuals. Accommodations are provided to students with disabilities and/or English Language Learners to assure that valid results are obtained and an accurate estimate of their skill level is determined. These accommodations are specific to this set of assessments and are aligned with accommodations provided on the Florida Standards Assessment (FSA).
- For some students with disabilities, the Florida Assessments for Instruction in Reading are not an appropriate instrument. For these students, the Curriculum Associates, standardized assessment, Form A will be administered.
- In addition to the FAIR, classroom-based formative assessments (CBFAs) will also be created and administered as noted in section I. C.: Optional Purposes of Charter Schools: (Section 1002.33(2) (c), F.S.): Create Innovative Measurement Tools.
- Use of the Florida Interim Assessment Bank and Test Platform (IBTP) is intended during the development of the classroom based formative assessments. and the
- Administration of the (CBFAs) will follow the continuous improvement model as it is applied within the classroom setting by the teacher to individual student progress.
- CBFAs will be constructed based on Florida Department of Education's three levels of ESE students; Participatory, Supported and Independent.
- Administration and item construction will mirror the current Florida Alternate Assessment (FAA), including the one (1) to nine (9) point spread intending to offer students a growth potential to the next ESE level.

- For our Low Incidence Students at the Supportive and Participatory levels, the VB-MAPP and Murdoch provide highly functional assessments tied to their highly functional curriculum.

Note: As the new Florida Standards and AIR assessments evolve, The school reserves the right to manifest appropriate assessments to mirror the new standards and assessments to further our curriculum alignment and foster our students' growth potential.

Math: *Go Math* will be implemented as detailed above in section C. The new *CPalms Mathematics Formative Assessment System* (MFAS) that includes tasks or problems and rubrics for interpreting students' responses will be used in addition to the FAIR. The fact that this assessment is comprised of tasks and is supplied with rubrics makes it very conducive to ascertain ESE populations' growth or setbacks if applicable. The major features of the MFAS are as follows:

- MFAS has students perform mathematical tasks, explain their reasoning, and justify their solutions.
- Rubrics for interpreting and evaluating student responses are included, allowing differentiated instruction based on students' individual needs is available.
- The objective is to understand student thinking so that teaching can be adapted to improve student achievement of mathematical goals related to the standards.
- MFAS is a formative assessment, and is a process rather than a test.
- Research suggests that well-designed and implemented formative assessment is an effective strategy for enhancing student learning.
- *CPalms* was created by the *Florida Center for Research in Science, Technology, Engineering, and Mathematics* at Florida State University.
- In addition to the MFAS, classroom-based formative assessments will also be created and administered as noted in section I. C.: Optional Purposes of Charter Schools: (Section 1002.33(2) (c), F.S.): Create Innovative Measurement Tools.

- Use of the *Florida Interim Assessment Bank and Test Platform* (IBTP) is intended during the development of the classroom based formative assessments.
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- Administration and item construction will mirror the current *Florida Alternate Assessment (FAA)*, including the one (1) to nine (9) point spread intending to offer students a growth potential to the next ESE level.

Note: As the new Florida Standards and AIR Assessments evolve, the school reserves the right to manifest appropriate assessments to mirror the new standards and assessments to further our students' growth potential.

Science: HMH's *Science Fusion*, and Glencoe's *Physical, Earth and Life Science*, curriculum will be implemented through a STEAM approach as detailed in section C. The STEAM curriculum will be evaluated on concepts presented through performance tasks performed daily for student growth and based on individual students' variability within ESE levels.

Social Studies: Timelink and Exploring Our World by McGraw/Hill will also be implemented as detailed above in section C. The curriculum will be evaluated on concepts presented through performance tasks performed for student growth and based on individual students' variability within ESE levels and in an accumulated or final culminated observation based on a predetermined rubric.

Report Cards: The school will implement a Quarterly Communication progress summary reporting method customized, but yet open to allow growth between levels, to the students' functional level: i.e.; participatory, supportive, or independent.

For children functioning at the participatory or supportive level, report cards will have a descriptive format, outlining the developmental level of the student and identifying the Access Points for the NGSSS or the same for the new Florida

Standards. If the student has emerged (mastered) or not mastered a standard, a definitive outline of the standards for each subject area will be demonstrated, combined with their Cumulative Curriculum Classroom- Based Formative Assessments (CBFAs) results. The Quarterly Communication progress summaries will also incorporate: Developmental checklists obtained while monitoring students' behaviors, and a quarterly update of their IEP goal attainment. If and Independent student is receiving a letter grade, additional narrative explanations will be included with their more traditional report card.

Section 5: Student Performance, Assessment and Evaluation

- A. State school's educational goals and objectives for improving student achievement indicate how much academic improvement students are expected to show each year how student progress and performance will be evaluated in the specific results to be attained.**

The school's educational goals for improving student achievement indicating how much academic improvement students are expected to show each year and how the student progress and performance will be evaluated can be found in the detailed school improvement plan included in this section. Our Children's Prep School, being 100% ESE, will elect NOT to receive a grade but rather will document student achievement and academic growth by measuring increases in Annual Measureable Outcomes (AMOs). Student growth is identified for each goal listed.

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

This school requires that all students have an individual educational plan, IEP. The IEP identifies the child's present level of performance, previous assessment information, previous grade assignment and intervention services. If the child is younger than three years of age, they must have a Family Support Plan, FSP, provided by the Early Steps Program. This FSP identifies the child's chronological age and developmental functioning level based on Battelle Assessment results where the developmental levels are in accordance with widely acceptable areas of development (gross motor, fine motor, communication, social/emotional). Significant deficit(s) in one or more areas qualify a child for admission into the ESE PreK program.

The director of admissions will gather all pertinent information regarding the student, will review the information, and assemble an Admissions Review Team composed of the staff professionals with the expertise the student appears to need. These professionals review all academic, behavior, mental health, and

therapeutic information to determine the best placement for the child upon admission.

Parents are advised that their child's placement is based upon the "snapshot" of information provided at the time of admission but that baseline behavior, academic achievement, and therapy performance information would be gathered within the first month of attendance and based upon the student's most recently determined present levels, the child may be reassigned to a more appropriate placement.

The Preschool curriculum chosen will be the High Scope. High Scope has been researched for effectiveness and efficiency over the last 40 years and has a proven model documented by longitudinal studies as well as short term studies. The curriculum and COR™ assessments, birth through age 5, are fully aligned with the Florida Early Learning and Developmental Standards.

Preschool setting: Children with significant developmental delays, and as young as 12 months of age, are eligible for admission to the school provided they have a Family Support Plan. The preschool classrooms are organized by developmental levels: one and two-year-old developmental levels, three and four year old developmental levels, and four and five-year-old developmental levels comprise three preschool classrooms. Chronological age is one determining factor for placement but not the sole factor. Developmental age, behavior control, communication skills, toileting ability, and physical disabilities may dictate an adjustment in placement as determined by the Early Childhood Specialist on the Admissions Team.

Periodic developmental assessments using High Scopes' COR™ assessment, throughout the year, will monitor the child's Annual Measurable Outcomes and this information will help determine placement for the following year. Recommendation for placement will be solicited from the classroom teacher, therapist, behavior analyst, and the parents. The preschool 4 to 5 classroom will be designed with prekindergarten activities thus providing children needing an additional year in preschool an appropriate developmental opportunity before

entering Kindergarten.

All curriculum chosen for core subjects in grades K-8 in reading/language arts, math, science civics, and social studies are research based and align with the Florida State Standards and some speak to a "walk over" to common core even though common core has been rejected by the State of Florida at this time.

Kindergarten, 1st and Second Grade: Students being admitted to the school for the first time, who are age-appropriate for kindergarten first and second grade, will have their records reviewed by the admissions team to determine first if they are a high incidence or low incidence student. Factors to consider would be developmental history, psychological evaluations, intensity of services needed, whether the child has verbal communication skills, and the severity of their behavioral needs. If the admissions team deems the student to be low incidence, the student will be placed in the supportive or participatory class for elementary age students.

If the admissions team deems a student to be high incidence, their chronological age associated with their grade as well as the academic grade they were in the previous year will be heavily considered when placing the student in kindergarten first or second grade. These may not be the only determining factors. The admissions team, after reviewing the students academic, medical, therapeutic, behavior, and mental health reports, may determine that a child is high incidence but may need an adjustment in their grade placement to a grade level below, above, or to a different program based on the needs presented.

The parents are advised that all students will be given a formative baseline assessment within the first 30 to 45 days to determine their most recent present level of performance based upon the results of the assessment. After the first 30 to 45 days a child may be reassigned to a more appropriate placement based on the input of the classroom teacher and other professionals working with that student.

Third through Fifth Grade students being admitted to the school for the first time, who are age-appropriate for third through fifth grade, will have their records reviewed by the admissions team to determine first if they are a higher incidence or low incidence student. Factors to consider would be developmental history, psychological evaluations, intensity of services needed, whether the child has verbal communication skills, and the severity of their behavioral needs. If the admissions team deems the student to be low incidence, the student will be placed in the supportive or participatory class for intermediate elementary age students. If the admissions team deems a student to be high incidence, the admissions team will further analyze the individual student's information to make the best classroom placement decision and scheduling of needed support services including the frequency and intensity.

The next determination will be if the student, according to their IEP, is designated as a student who will take the Florida Alternate Assessment (FAA), yet he/she demonstrates functional communication skills, more independent abilities of daily living such as toileting, dressing, managing schedules and time, and according to the admission records (academic, psychological, social, parent reports, medical, therapeutic) it is determined that this child has the long term potential for independent living and eventual employment. They will be initially placed in the multi-grade 3-5 independent FAA classrooms.

The final determination with the 3-5 graders (sometimes 6th graders as well if deemed the better placement due to social/emotional level), the admission's team, after reviewing the admission's records, determines if the student is designated to take the Florida State Assessment (FSA). If so, they are placed in the multi-grade classroom 3-5th grade for students taking the FSA.

The parents are advised that all students will be given a formative baseline assessment within the first 30 to 45 days to determine their most recent present level of performance. Based on the results of the assessment, after the first 30 to 45 days, a child may be reassigned to a more appropriate placement based on the input of the classroom teacher and other professionals working with that student.

Sixth through Eighth grade students being admitted to the school for the first time, who are age-appropriate for sixth through eighth grade, will have their records reviewed by the admissions team to determine first if they are a high incidence or low incidence student. Factors to consider would be developmental history, psychological evaluations, intensity of services needed, whether the child has verbal communication skills, and the severity of their behavioral needs. If the admissions team deems the student to be low incidence, the student will be placed in the multi grade supportive or participatory class for intermediate elementary age students. If the admissions team deems a student to be high incidence, the admissions team will further analyze the individual student's information to make the best classroom placement decision and scheduling of needed support services including the frequency and intensity.

The next determination will be if the student, according to their IEP is designated as a student who will take the Florida Alternate Assessment (FAA), yet he/she demonstrates functional communication skills, more independent abilities of daily living such as toileting, dressing, managing schedules and time, and according to the admission records (academic, psychological, social, parent reports, medical, therapeutic) it is determined that this child has the long term potential for independent living and eventual employment. They will be initially placed in the multi-grade 6-8 independent FAA class.

The final determination with the 6-8th graders, the admission's team, after reviewing the admission's records determines if the student is designated to take the Florida State Assessment (FSA). If so, they are placed in the multi-grade class for 6-8th grade for students taking the FSA. Further refinement occurs within this population. There are advantages to grouping sixth graders together initially since developmentally they have adjustment and behavior issues unique to that age adolescent. Adjustments in core subjects or electives may be made at a later date.

Seventh and eighth graders will be grouped, depending on the number of students, into a higher or lower level based on the admission reports reviewed by

the Admissions team. Consideration will be given to regrouping by the core subject needs of the students in math, science, civics and language arts. More advanced sections of math, science, civics, and language arts will be offered by the OCPS staff and consideration will be given to offering Virtual School classes if deemed appropriate and helpful for some high academically functioning (Asperger's, ADHD, Dyslexic, High Level Autism, ADD, or other diagnoses and dual diagnoses). All subjects offered to the OCPS students will align with the Florida State Standards. The final determination on course offerings will depend on enrollment numbers, student needs, and student/parent interests.

Middle school students taking high school level courses such as Algebra will have the opportunity to take EOC exam.

The parents are advised that all students will be given a formative baseline assessment within the first 30 to 45 days to determine their most recent present level of performance. Based on the results of the assessment, after the first 30 to 45 days, a child may be reassigned to a more appropriate placement based on the input of the classroom teacher and other professionals working with that student.

Portfolio documentation of student's achievement of the Florida State Assessment occurs through out the year and is an important piece of information when considering promotion at the end of the school year. Many of our students may meet the FSA standard in the classroom while engage in a hands on fun activity that is in a natural context but not correctly answer a question testing that standard on a statewide assessment test.

At the end of the year an interdisciplinary team, including the classroom teacher and other professionals who have worked with the child throughout the school year, will give recommendations as to a child's retention or promotion. Serious discussions occur as to whether it is felt that a child really will benefit by retention or would it be better for them to move through the academic portion of their education and advance them to pre-vocational and vocational training in an effort to get them ready for independent living and employment later in life. Parents

are actively involved in these decisions as young as Kindergarten and Preschool. The parents' goals for their child and later the child's goals are documented annually on the annual review by the Staffing Coordinator or their designee. If a child is significantly (3 or more years below level in reading) retention typically will not result in reading improvement by retention but rather by a change in the methods of teaching reading and shifting to more functional reading material and reading material of high interest to the student. Efforts to enhance language development are the biggest priority for our students so auditory books, videos, hands on experiences, collaborative projects and some of the ways our students learn material that traditional students may "read" about and our students learn using alternative methods

C. No high school students served.

D. Describe how baseline achievement data will be established, collected and used.

The included School Improvement Plan (SIP) provides a detailed description of when assessments are done and how they are used. In summary: the educators will use the formative assessments contained within the chosen curriculum to assess their student's degree of understanding the information taught and to what degree the student has met the Sunshine State Standard NG or FSS. These formative results will be reviewed in bi-weekly or monthly data chats and utilized in future lesson planning, planning learning centers, or designing new experiences that will reinforce or build off of the newly acquired knowledge.

Within the first 30-45 days, all students will be given an assessment to obtain baseline measures and help to confirm placement or help determine a more appropriate placement for the student. Two more times a year, all students will be retested on the standardized or criterion referenced assessment that looks at the child's overall competency in the areas of math and language arts in grades K-8 and developmental levels in grades 12 months to 5 years in PreK. The COR™ will be used in PreK and the Brigance will be used in K-8th grade for children

ages 5 through 12. Students older than 12 who are functioning below grade level may also be given the Brigance with notations made on the assessment or the FAIR assessment will be used if available. The Wide Range Achievement Test (WRAT) is also a consideration for our older students. Following these more intensive assessments, data chats are scheduled with the educators and intensive support team members. During these data chats, the Director of PBS will present information about the child's progress with managing their behavior. Adjustments in the child's placement or program design may be recommended. These assessments give the opportunity for a review with the parents that would be scheduled through the Admissions/Staffing Department. Evaluation results are shared with parents during the first quarter, second/third quarter and last quarter progress report.

Speech Language, OT and PT service results are also shared during these conferences.

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

The school plans four types of assessments:

1. Weekly/biweekly **formative (F)** assessments in K-8 in the subject areas of reading/language arts, math, science, social studies and civics in middle school. Formative assessments in PreK will either be a developmental checklist, PECS tracking data, behavior data, or data set forth by the therapists.
2. **Baseline (BL)** assessment within the first 20-30 school days to determine the child's present level in reading and math. (English Language Proficiency ELP Assessment given also) where the assessment tool is criterion referenced and standardized. The assessment will be the Brigance unless the student is deemed too old and has the potential to ceil out. Then the FAIR or the WRAT may be used.

PreK students will be given the COR TM developmental assessment.

3. **Progress Monitoring (PM)** assessment will follow two more times during the year and they will be a retest using either the COR, Brigance, Fair, or WRAT depending on what was used for the baseline.
4. **Statewide Achievement Tests (FSA and FAA)** for children in the normal IQ range and those in the intellectually impaired range.

	Formative	PreK Progress Monitoring	Elm/ Middle Base Line/ Progress Monitoring	FL Alt Assessment	FL State Assessment
1-Aug	F				
15-Aug	F				
1-Sep	F				
15-Sep	F	PreK BL			
1-Oct	F		BL		
15-Oct	F				
1-Nov	F				
15-Nov	F				
1-Dec	F				
15-Dec	F				
1-Jan	F				
15-Jan	F				
1-Feb	F	PM	PM	FAA	
15-Feb	F			FAA	
1-Mar	F			FAA	
15-Mar	F			FAA	FSA
1-Apr	F				FSA
15-Apr	F				
1-May	F	PM	PM		
15-May	F				

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

Baseline data will help with proper placement of students in the program and to assist teachers with planning lessons. The SIP describes in detail how this data will be used to plan lessons, tie those lessons to the state standards and document the student's progress through formative assessments, which will continue the Continuous Quality Management Improvement (CQMI) process. (SEE SIP)

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

Student progress will be shared quarterly on the progress reports, in the parent conferences scheduled following the Progress monitoring assessments, parent conferences with the teachers, open house, parent communication folder and/or agendas.

2016-2017 SCHOOL IMPROVEMENT PLAN

OUR CHILDRENS PREP SCHOOL

330 AVE B SE

Winter Haven, Fl. 33880

863-268-2903

School Improvement Plan Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. State Board of Education Rule 6A-

1.099811, Florida Administrative Code (F.A.C.), requires this template for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

As a Charter School Applicant, **Our Children's Prep School** has selected this template.

School Demographics

<u>School Type:</u> Elementary/Middle	<u>Title I</u> Yes	<u>Free and Reduced Lunch</u> 90% (estimate)
<u>ESE</u> No	<u>Charter School</u> Yes	<u>Minority</u> 70% (estimate)

CURRENT SCHOOL STATUS

Supportive Environment

School Mission and Vision

Mission

To provide a comprehensive, individualized educational program for children and adolescents with a variety of disabilities where the goal is to deliver the appropriate intensity of education and related services to prepare students for gainful employment or post secondary education and fulfilling life in accordance with the desires of the students themselves and their families. The program targets student outcomes in academic achievement, interpersonal communication, socialization, self-regulation, mobility and independent functioning in a seamless system in which all components of the program are integrated.

Vision

To be the top producer of successful students with special needs in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our Positive Behavior Support (PBS) program inherently provides frequent opportunities to communicate with parents as to how their children are doing at school with managing their behavior. Parental supports are offered an available to the parents for home behavior management plans, working with the parents on increasing the enticement to the student for complying with the school rules, and many celebratory opportunities for the students and parents to acknowledge when their child has successfully reached the highest level of privileges at the school with additional rewards for maintaining that level.

Our monthly parental involvement events and trainings will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Fall Parent Conference Night, Semi-annual Awards Banquets, Christmas Parade, Science Fair, Art Fair, Talent Showcase: Dance-Music-Acting Production, Annual Spaghetti Dinner, and the Parent Education Series consisting of 7 trainings. Examples are: 1. Language and Literacy: the advantages of reading to your child; 2. The power of avoiding yelling and giving praise to your child – giving choices will help keep your child calm; 3. Sensory Stimulation: Understanding how your child's body and brain work; 4. PECS opportunities for your child at home; 5. What career options are

Our Children's Prep School, Inc. Winter Haven, FL

available for my child as an adult; 6? Art, Music, and Croquet: What do they have in common and how can they help heal the brain? 7. The magic of visual schedules, visual organizers, visual planners to reduce meltdowns at home.

Our motto is "You Belong". That says it all for how OCPS wishes to create the school climate.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances i.e.: code red (fire), code blue (medical), severe weather, and intruders, code ruby (student elopement), and code diamond for managing aggressively violent behavior (PCM). The safety manager also conducts monthly drills in addition to those listed that include: Disaster preparedness, bomb scare, power outage, and tornado. Staff members use radios for continuous communication and the school has a camera surveillance system throughout the hallways and in most of the classrooms and offices. The school has an above average number of paraprofessional staff thus providing many "hands on deck". The campus is fully fenced thus protecting children from immediate elopement and deters intruders. All ingress and egress doorways are locked with the exception of the front door, which is monitored, directly by the front office staff and a security camera. Students use hall passes and a buddy system for the younger children when leaving the classroom.

Describe the school wide behavioral system (PBS) in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We are proud of our comprehensive system-wide behavior management system that is based on the compendium of research available within the profession of Applied Behavioral Analysis. Although this profession is one of the oldest with the most complex volumes of research, the OCPS Positive Behavior has been adapted to a public school environment to ensure a consistent, quality, and attainable implementation. Some systems are too simple and do not accommodate an MTSS environment and other programs are so complicated as they were designed in a research environment and do not transfer to an educational setting. Our program is called **WORK** which stands for "Watch and pay attention/stay engaged/follow directions", "On task, do what you were told, complete the task timely, without eloping or fooling around with others", **R**espect the school books, facility, furniture, fellow students' property (electronics) the Teachers and fellow students, by **K**ind to everyone. Every 30 (middle school is every 45) minutes, the child receives 5 points on their point sheet if they have followed the WORK program. All staff reinforce that school is their job and if they do their job properly, they will be "paid" and receive good things for conforming to the program. If they do not follow the WORK rules, they would receive a 0 for that 30 minutes and then they can start again the next 30. If they have major problems such as physically acting out, verbal aggression, destruction of property, they would receive a -10 for that time period. The student is given an opportunity to relearn after the -10 and earn half their points back. Each week the points are tallied and converted into a paycheck to be spent at the school store. As points build, the student has an opportunity to move up from Bronze level, to Silver level and ultimately to Gold. At the Gold level, they are eligible for many privileges and rewards. Data is collected daily on each child's performance. Tier 2 and 3 students are tracked and trended.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

A licensed mental health counselor is available to all students if counseling is needed both in a group or individual. The mental health counselor is a member of the IAT and interfaces daily with the Behavior Analyst and other members of the team to prioritize students who are at the Tier 3 level or approaching that level. Many of our students also receive mental health services from community service providers (HEAD, Behavior Health) and the school provides them space to meet with the student during school time thus providing an opportunity to communicate what is going on at school and obtain information about what is going on at home. Middle school students have an advisory period at the start of the day where social skills and group counseling opportunities are available. Teachers, paraprofessionals, and other staff are available to assist students as mentors if the need arises.

Early Warning Systems

Describe the school's early warning system and provide a list of the early warning indicators used the system.

The dominant early warning indicators at OCPS are when a student falls in the Tier 3 level for behavior and is unable to move up from Bronze level and may even drop to a Red level, attendance below 85%, one or more suspensions from either the bus or school, for independent students, receiving a score of 1 on the statewide Florida State Assessment in English, Language Arts, or Math, receiving a 2 or below on the FAA for independent intellectually impaired students. PreK children scoring significantly below their chronological age on the COR Advantage: Infant Toddler Alignment and the Preschool Alignment (Aligns to the NAEYC-National Association for the Education of Young Children standards) and Kindergarten children scoring significantly below on the COR for

Kindergarten assessment. Children in grades 1 and 2 who score significantly below level on the FAIR would be identified in the warning system.

Provide the data related to the school's early warning system.

The number of students by category: PreK, Kindergarten, grades 1-2, grades 3-5 Florida State Assessment, grades 3-5 FAA, grades 6-8 Florida State Assessment, grades 6-8 FAA, and low incidence children grades 3-

Describe intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators

8 on the FAA. This section will be provided once the school is operational.

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system.

Our Positive Behavior Support System (PBS) is a proven system that reduces suspensions and expulsions. The system has had dramatic effects with Tier 3 students who have been expelled from the traditional public schools, have been referred for the Department of Juvenile Justice (DJJ), have come from the public schools alternative education programs after being turned away from their home schools and have come to our program where they have completed a year without suspension or expulsion. We have remediated students who have been Baker Acted multiple (up to 85 times) or have been placed in residential treatment programs and have successfully completed a full year of school without residential placement and where being Baker Acted was reduced 80%.

We offer free breakfast, lunch and snacks to our students and each teacher begins their day by making a loaf of home made bread to share with those who have increased hunger or who may need to take food

home. Healthy snacks such as fruit and vegetables are provided multiple times per week.

Bus transportation is provided on handicapped buses from distances as far away as 30 miles.

Specially designed schedules are a key strategy to improve performance. Middle school students all have 2 electives not including art, which is deemed therapeutic. The adolescent's day begins with an elective for the purpose of calming the adrenalin, and enhances the dopamine to prepare the brain for learning in core subjects. Students are engaged early in the day in fun, stimulating and active learning where adolescent moods, seen early in the day area minimized or eliminated. The adolescent's final class is always an elective to again attempt to stimulate dopamine prior to the travel on the bus home. The last 30-45 minutes of the middle school student's day is loaded with reinforcers they can select from, if they have earned their daily points. This too helps them to feel good about their success. The end of the day reinforcement is powerful as it helps the adolescent learn how to self regulate and learn how to manage self control so they can earn fun and enjoyable time with their peers.

Elementary K-5 students have a unique schedule in the mornings where each grade is divided in half during their reading language arts time. Half the class is then divided in half again into small reading groups where the teacher and either the SLT or a Para works with a group of 5 or less for 45 min. The half that is not in reading is in Art or movement. After 45 minutes the groups swap. In the afternoon, the 1-5 graders are scheduled for STEM 2-3 times per week. The teacher must attend the STEM room where the Labist functions like a Mr. Wizard and culminates the science lessons in an entertaining and experience where predicting, group learning, problem solving and reasoning occurs with laughs, surprises and gotchas. The days the students are not in STEM, the classroom teacher is working with the SLT to teach vocabulary using context based learning, compare and contrast, chunking into digestible units, reflecting on learning, practice and deepening knowledge, revising knowledge, and using homework. The classroom teacher may also address the new knowledge in fictional reading activities thus providing

numerous contexts to learn the new material and work on literacy skills. (Design Questions 2 and 3 Marzano) Once the students go to STEM, the curriculum has been unpacked, taught, reviewed and the student is prepared for more cognitively complex tasks, hypothesis generating and testing (Design question 4 Marzano). The Voyager Passport-Houghton Mifflin (Elementary) and the Voyager Journeys-Houghton Mifflin (Middle) will be used as a COR reading program as it was developed as a MTSS option for intervention with children reading below grade level. Thus being a good fit for our students. Caught Reading (Pearson) is used for the adolescents at the high intellectual impaired range since this program has reading for very low level readers but content that is appropriate to their age level. We will be exploring the I-Ready computer program as a supplement for our core reading and math instruction. Structure your Reading (Ehren) will be used as a systematic rubric for teaching reading

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

and writing to assist our adolescents in improving and developing strategies that will aid them in advancing on the statewide assessments.

Family and Community Involvement

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. 6314(b)(1)(F)

Will the school use its PIP to satisfy this question?

Yes.

All students who are served are disabled and have an IEP. Federal Law requires that the IEP be visited a minimum of once per year to review the students present level of performance which includes all testing and evaluation data, review the previous years goals and set new goals.

Therefore at a minimum of once per year, all children will have a sit down conference with their child's team of teachers, therapists, counselors, and

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

behavior analysts and receive a comprehensive update. At that meeting, the parents should provide input as to their goals for their child and any other issues they might like to discuss.

All members of the Collaborative Leadership Team (CLT) will participate in community outreach. Board members and PTO members will also be active participants in forging relationships with community businesses and civic organizations. Local restaurants, department stores, car dealers, sport teams, community theaters, museums, amusement parks, attorneys, and physicians, will be contacted and cultivated to be supporters of the school.

The IOCPS, will link with local churches to be included in an effort to support the efforts to help keep hunger from having an impact on learning at OCPS. The coordination this linkage with the churches will be coordinated by the Dir. Of Marketing and Grants but everyone is a member of this committee.

Effective Leadership

COLLABORATIVE LEADERSHIP TEAM

TITLE CONTACT	NAME	
Director of Curriculum/Instruction, Educator Evaluation Systems, and Student Formative Evaluations	OPEN	
Director of Positive Behavioral Support (PBS), Mental Health and Social Services	OPEN	
Resource for Physical Rehab-Consultant	Heike Reeves	Heike.reeves@ourchildrens.org
Resource for Low Incidence Populations Consultant	Geni Cablish	Genola.cablish@ourchildrens.org
Resource for Speech Language, Early Childhood, Augmentative Communication (PECS) Consultant	Cheryl Miller	Cheryl.miller@ourchildrens.org

Director of PD, Assessment, and Continuous Quality Monitoring & Improvement (CQMI)	OPEN	
Director of Admissions & IEP Compliance	OPEN	
Director of HR, Student Admissions, Marketing, Grants, Internal Audit/Student Finance,	OPEN	
Manager of Facilities, Buses, Safety Drills, and Food Service	OPEN	
Chief Executive Officer	Sharon Comkowycz	Sharon.mcmanus@ourchildrens.org

DUTIES

The Director of Curriculum and Instruction, Educator Evaluator, and Student Formative Evaluation Coordinator is an instructional leader who trains, coaches, and assists the educator staff. This leader oversees the synergy between OCRC and OCPS. Duties of this position are to ensure the fidelity of the use of our research-based curriculum, timely and quality formative assessments of our students to measure periodic progress, educate the teachers and staff on domain two planning of the Marzano System, and document the use of highly effective Marzano strategies used in the classroom. All lesson plans will be submitted to this Leader and reviewed weekly with special attention given to addressing the Next-Generation Sunshine State Standards (NGSSS) and evidence of transition to Florida Standards (FS). This leader will conduct weekly classroom walk-throughs and document educator's teaching performance and provide immediate feedback, in writing, as to their effectiveness. This Director reports directly to the Board and is evaluated by the Board.

The Director of Positive Behavioral Support (PBS), mental health, and social services is a collaborative leader who trains the entire staff on positive behavioral supports. This leader is responsible for the implementation of a school wide talk to behavioral support behavioral management system that is three-tiered. This Leader must monitor the fidelity of positive reinforcement, points awarded, reinforcements given, behavior management techniques, facilitating students to move up the multi tiered reinforcement levels, establishment of highly motivating reinforcement opportunities, and coordinating the I could get of weekly data to show individual students progress. For students with severe behavioral

issues, this leader will conduct functional behavioral assessments and or discrete trial behavior measurements to determine the most effective way to manage these difficult behaviors. More skilled behavioral specialist, Supervised by this leader, will implement specifically designed behavior management plans. Finally his leader is responsible for ensuring certification of all professional crisis management staff and ensuring the fidelity of the implementation of PCM procedures at the school. For students meeting mental health services this leader I'll we will I'll coordinate mental health services provided by our children's prep school or by a contract service within the community. If a family or student is in need of social services, this leader will be responsible for coordinating those services as well.

Consultant for physical rehabilitation services. Many of our low incidence students require intensive physical, occupational, and speech therapy services. Specialized programs such as hypnotherapy, sensory integration, the need for prosthetics and orthotics, wheelchair and brace assessments, communication with other medical professionals, this highly trained leader will manage these programs and services and act as a consultant to the educational team and provide input on the students' IEP.

Consultant for low incidence population. Multi handicapped children with disabilities require coronation of numerous services. They're functional and academic needs Center on activities of daily living, prevocational and vocational career paths, and social and interpersonal communication. Many of the students exhibit very mean types of sensory disorders requiring specialized diagnostic evaluations and individually up individualized program development. Fine motor skills, Body positioning, Visual tracking, I hand coronation, behavior management, are important factors to consider when designing an educational plan. Many educators our unfamiliar with the complex needs of the students the bus benefit greatly from having these specialists readily available in the classroom to help adapt and prepare the environment for optimum education. This leader will work to coordinate the intensive interventionists with the ESE teachers to develop individualized educational plans with in the classroom environment. The effectiveness of these plans will be documented with the help

of this consultant and recorded for communication with the parents and other medical and educational professionals.

Consultant for Speech, Language to Literacy, Augmentative Communication (PECS). This leader is unique in that they must be versed in both high and low incidence children.

High Incidence: They must possess the knowledge of reading, receptive language, expressive language, receptive reading, and written language, so they may consult with the ESE teachers who

teach reading, language arts, social studies, and science to our most independent children. This consultant works with the Director of Curriculum and Instruction on helping the ESE teachers and SLPS jointly plan to address the underpinnings of language and how language will affect the child's success in their classroom. The key to our unique model is the collaboration between the ESE classroom teacher and the speech and language therapist working in a co-teaching model where the teacher plans the lessons and the speech and language therapist unpacks the curriculum and prepares it for preview. This leader is responsible for facilitating our reading to literacy and science to literacy collaboration and measuring the efficacy by looking at the children's increases in their reading writing, skills both receptively and expressively as measured on formative and summative evaluation tools.

Low Incidence: This leader must also possess knowledge of research based Communication systems such as the picture exchange communication system (PECS) and current electronic resources that open Communication avenues for these severely communicatively challenged children. Professional development trainings for parents teachers and school staff Will be court needed by this leader to help advance the understanding and benefit of augmentative communication systems for these nonverbal and limited verbal children.

Director of Professional Development, Assessment, and Continuous Quality Monitoring & Improvement (CQMI): This Leader is responsible for designing measurement systems to look at the efficacy of our unique programs and our student's academic outcomes. Each year, our goal is for our students to make progress. The amount of progress will vary based on the severity of the

child's disability, the complexity of their disability, and the amount of educational time the child has been present at school. This Leader will be responsible for documenting our students aggregate performance in the various academic areas based on the goals set and the gain from the baseline measures. Rather than looking at an individual student's progress, this Leader will be looking at overall program effectiveness and maintaining the ongoing quality of our programs. Following each assessment or data collection period, this leader will analyze the information and determine the overall program success or decline. Action plans will be developed with the input of the entire Leadership Collaborative where changes and adjustments in program design or teaching and intensive intervention methods may be adjusted. The quality of the identified programs (i.e.: reading, math, STEM to Literacy, reading to Literacy, PBS, PECs,) will be continuously measured and revised to ensure program improvement. Based on the action plans and the needs of the staff, Professional Development (PD) modules will be planned or arranged by this Leader. The PD attendance, goals, and training outcomes will be documented and stored by this Leader with submission to the PCSD for CEUs for teacher certification renewal as well as training hours and certificates for professional license renewal of the therapists. Test securing, training, managing the test materials and being accountable for fidelity and security will be the responsibility of this Leader.

Director of Admissions & IEP Compliance: This Leader must have extensive knowledge of the IEP and staffing process including all Federal Regulations as it relates to parent and student rights, conformance requirements to keep the IEP compliant, notification rules, security and safety of the IEP records, legal knowledge of release of information, HIPPA regulations, and excellent communication skills to keep the IEP conferences on target, timely, and meeting the IEP committees needs. This Leader must coordinate all ESE teachers and therapists prior to the IEP meeting to be sure they have their students present levels of performance and coach those teachers and therapists to have some tentative goals ready for the IEP with the knowledge that the goals may be changed at the conference table. This Leader is responsible for loading IEP data and demographic data into the counties data system and is knowledgeable of the counties electronic IEP system. This Leader will coordinate with the Districts

LEA representative and schedule IEP initial staffings and 3 years annual reviews. During the Admissions Process, this Leader will ensure all necessary information is secured, IEP, academic, medical, mental health, attendance, family history, parent goals, previous school attendance and outcomes, family dynamics and be a key member of the student placement committee to provide input as to the best program placement with our school.

Director of HR, Student Admissions, Marketing, Grants, Internal Audit/Student Finance: This leader is responsible for the HR functions of writing job descriptions with the input of the other Leaders, posting the positions, working with Career Source on any available grants, checking references for new hires, reviewing and updating the policy and procedure employee handbook with the help of the other Leaders, reviewing the policies with all new hires and conducting quarterly meetings for anyone hired after the first of the year to review policies, planning PD on mandatory reporting of child abuse, reporting of inappropriate actions of employees in the work environment, dangers and consequences of abusing Face Book or other social media, training on sexual harassment in the workplace, assisting the Manager of Safety with planning PD for fire and other drills, assisting the Director of Admissions with processing student admissions into the school, maintaining the employee files, ensuring compliance with the Jessica Lunsford act, facilitating disgruntled parents up the chain of command and then onto the designated Board liaison should resolution not occur, ensuring the posting and noticing of all board meetings, ensuring the sharing with the board financials on a monthly basis along with the annual 990 and audit, writing and monitoring grant opportunities with the help of the entire Leadership Team, works with the Office Manager on ensuring the Internal Accounts and audited and properly accounted for when reviewed by the external auditor, assist the CEO in the selection of the external auditor and help to prepare for the annual audit. This Leader will work with the CEO to directly supervise the custodian and maintenance staff, bus drivers, and cafeteria staff (if any) or any contracted services. This Leader will also work with the CEO and administrative clerical staff on marketing and helping to make the public aware of the services and programs of Our Children's Prep School.

Manager of Facilities, Buses, Safety Drills, and Food Service: This Leader is the chief Custodian and Maintenance person of the facility and is responsible for maintaining the property including utilities. This means this Leader will not evaluate or directly supervise the custodians but rather will provide input to the Director of HR and the CEO who will evaluate and directly supervise the facilities staff, bus drivers, and food service contractors or staff. This Leader will Chair the Safety committee and conduct monthly drills with fire being conducted twice per year. Professional development will precede each drill and a written evaluation and action plan will follow each drill and be stored both electronically and hard copy. The office secretary at the school will assist this leader in managing those files. Other drills are: intruder X 2 with lockdown, tomado, disaster preparedness, bomb threat, medical code blue, and power outage. This Leader will ensure evacuation to an off-site location is feasible over time and this leader will alert authorities that this is a school for children with special needs and must be put on the school notification list for emergency preparedness warnings. This Leader will work with the school nurse, and consultant for physical rehabilitation on infection control measures and ensure regular cleaning of the floors, carpets, buses and disinfect the surfaces on a regular basis. This leader will be responsible for and work with the CEO on having adequate bus coverage for drivers and attendants. This leader will work with the designated bus maintenance coordinator to ensure all buses are inspected every 30 days, inspection reports are sent to Bartow, repairs are made in a timely manner, routine preventative maintenance of the buses occurs according to schedules, and that the drivers are current with their physicals, driving record checks, continuing ed., and dexterity tests.

CEO: This leader shares the reporting responsibility to the Board with the Director of Curriculum and Instruction. Primary duties lie in the administrative functions related to operations with specific responsibility to finance/budget, admissions, continuous quality improvement, behavior, safety, transportation, food service, custodial/maintenance,

Our Children's Prep School, Inc. Winter Haven, FL

SCHOOL IMPROVEMENT GOALS

Goals Summary

G1. Student achievement will increase with the implementation of research-based instructional best practices identified by the Our Children's Prep School Board adopted Marzano Framework.

G2. Student achievement will increase when MTSS is implemented with fidelity.

G3. Student achievement will increase when teachers apply rigorous standards-based, data driven instruction.

G4. Student achievement will increase when educators implement the PBS Program with fidelity.

Goals Detail

G1. Student achievement will increase with the implementation of research-based Instructional best practices identified by the OCPS Board Marzano Framework.

Targets Supported

Indicator	Annual Target
% Effective or Highly Effective Teachers/Educators	70%

Resources available to Support the Goal

- Marzano Instructional Framework, Becoming a Reflective Teacher, iObservation, and Instructional Management System.

Targeted Barriers to Achieving the Goal

- Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies from Marzano's Domain 1 in the Instructional Framework.

G2. Student achievement will increase when MTSS is implemented with fidelity.

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs, informal and formal observations using the Marzano's protocols will provide data for progress monitoring each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement. Teacher's Deliberate Practice Plan will show growth on the use of specific elements in relation to reaching the desired effect of the element to increase student achievement. (Initial Deliberate Practice Plan to include PBS Questions 5, 7, & 8 to address Behavior and Questions 2 and 3 to address acquiring new knowledge and practice and deepen understanding of new knowledge).

Person (s) Responsible	Director of Curriculum and Instruction, Director of HR and Marzano, and Director of CQMI, PD and Testing.
Schedule	BI-Weekly, from September 1 to May 29
Evidence of Completion	iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data that will display evidences of both staff and student growth.

Targets Supported

Indicators

Annual Target

AMO Targets Reading – All Students

40%

Resources Available to Support the Goal

- PreK: High Scope, COR Advantage Assessment and (new) COR Kindergarten Assessment, Progress Monitoring Graphs, Collaborative Leadership Team (CLT for Intensive Intervention)
- K-2: Formative Assessments available within the Core Curriculum of: Read Well (Ambien), Voyager Passport (Houghton Mifflin), Touch Math, Go Math, iReady (Curriculum Associates), digital data notebooks, MTSS individualized planning, CLT, Brigance Comprehensive Inventory of Basic Skills (both criterion and standardized assessment), Degrees of Reading Power (DRP) test, to ID a students strengths and weaknesses administered in a classroom setting in group or individual, to assess reading decoding, reading comprehension, writing, listening comprehension and math and the Florida Assessments for Instruction in Reading (FAIR) assessment as an annual monitoring tool for reading.
- 3-5: Formative Assessments available within the Core Curriculum of: Voyager Passport, Go Math, Brigance, DRP, and FAIR, iReady, digital data notebooks, MTSS individualized planning, Collaborative Leadership Team.
- 6-8" Formative Assessments available within the Core Curriculum of: Voyager Passport and Journey's, Structure Your Reading, Go Math, Degrees of Reading Power, Brisance, and FAIR and middle school math curriculum for pre-algebra, algebra, ready, digital data notebooks, MTSS individualized planning, Collaborative Leadership Team,

Targeted Barriers to Achieving the Goal

- There is a need for a school-wide understanding of progress monitoring, analyzing, and disaggregating data to drive instruction.

Plan to Monitor Progress Toward the Goal

Analyze progress monitoring data at bi-weekly or monthly data chat meetings and through the digital data notebooks using Google to determine if teacher implementation of formative assessments of reading gains using developmental checklists that align with the High Scope Curriculum, or formative assessments contained in the core curriculum of Read Well, Voyager Passport, Touch Math, Go Math and Voyager Journeys as these curriculum have research to show increased Tier II and Tier III student achievement, and other criterion based assesments such as DRP, FAIR, and Brigance.

**Person(s)
Responsible
Schedule**

**Director of Curriculum and Instruction, Director of SL to
Literacy, Director of CQMI, and Testing
Bi-Weekly – Monthly, from Oct. 1 to May 29**

Evidence of Completion Bi-Weekly – Monthly data chat meetings, reviewing data notebooks with special focus on Tier II and III students. iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data that will display evidences of both staff and student growth will also be considered.

G3. Student achievement will increase when teachers apply rigorous standards-based, data-driven instruction.

Targets Supported

Indicator
Annual Target

AMO Targets Reading or Language Development (pre-read) – All Students
40%

Resources Available to Support the Goal

- Language Development (NAEYC Standards), Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, Next Generation Sunshine State Social Studies Standards, FSA Test Items Specifications, Florida Alternate Achievement, Marzano Instructional Framework, Progress Monitoring Assessments, MTSS, and IEP.

Targeted Barriers to Achieving the Goal

- Teachers' lack of understanding on how to effectively applies relevant student data to their instruction.

Plan to Monitor Progress Toward the Goal

Observation Data, lesson plans, digital data notebooks, and progress reports/report cards.

Person(s) Responsible Director of Curriculum and Instruction, Director of SL to Literacy, Director of CQMI, PD and Testing, and Director of HR and Marzano.

Schedule Bi-Weekly, from August 25 to June 3
Evidence of Completion Weekly Professional Learning Communities (PLC)/common planning meetings, biweekly-monthly data chat meetings, iObservation data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G4. Student achievement will increase when educators implement the PBS Program with fidelity.

Targets Supported

Indicator
Annual Target
AMO Targets Reading and Language Development (pre-read) – All students
40%

Resources Available to Support the Goal

- Our Children's School-wide Positive Behavioral Support (PBS) WORK-ER program, Marzano Instructional Framework, PBS data collection and aggregate data, Language Development (NAEYC Standards), Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, Next Generation Sunshine State Social Studies Standards, FSA Test Items Specifications, Florida Alternate Achievement, Functional Behavior Assessment, Functional Behavior Plan, Progress Monitoring Assessments, MTSS, and IEP.

Targeted Barriers to Achieving the Goal

- Teachers and Educators lack of understanding on how to effectively implement positive behavior intervention strategies and properly implement the school-wide PBS program and apply relevant behavior strategies to regulate and "ready" students for learning.

Plan to Monitor Progress Toward the Goal

Behavior outcome data, educator implementation data, and progress reports/report cards.

Person(s) Responsible	Director of PBS, Director of CQMI, PD and Testing, and Director of HR and Marzano.
Schedule	Bi-Weekly, from August 25 to June 3
Evidence of Completion	Bi-Weekly Professional Learning Communities (PLC)/common planning meetings, biweekly-monthly data chat meetings, behavior outcome chart summaries, iObservation data, coaching walk throughs, CQMI – PCM observation forms, incident reports, lesson plan documentation, and digital data notebooks, will display evidences of both staff and student growth.

Action Plan for Improvement of School Improvement Goals

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase with the implementation of research-based instructional best practices identified by the OCPS Board adopted Marzano Framework.

G1.B1 Teachers lack the understanding of how to strategically plan and implement research-based instruction strategies from Marzano's Domain 1 in the instructional framework.

G1.B1.S1. Professional Development will be provided on Domain 1 of the Marzano Framework.

Strategy Rationale

Educators will understand each element and how to use strategies to teach the desired effect of each element to increase student achievement. Special emphasis will be placed on Lesson Segment Addressing Content (Design Questions 2 & 3)

Action Step 1

The Collaborative Leadership Team (CLT) will coordinate a professional development calendar to include professional development on implementation for Domain 1 of the Marzano Instructional Framework and Deliberate Practice.

Person(s) Responsible	Director of CQMI, PD and Testing, and Director of HR and Marzano, Director of Curriculum and Instruction and Marzano
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Action Step 2

The Collaborative Leadership Team (CLT) will provide opportunities to coach, model, and give feedback to all instructional staff using the Marzano Framework of research-based best instructional practices.

Person(s) Responsible	Director of CQMI, PD and Testing, and Director of HR and Marzano, Director of Curriculum and Instruction and Marzano
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Bi-weekly walk through observations, informal observations, and formal observations using the protocols from Marzano's Instructional Framework will be scheduled.

Person(s) Responsible	Director of CQMI, PD and Testing, and Director of HR and Marzano, Director of Curriculum and Instruction and Marzano
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1

The Collaborative Leadership Team (CLT) will use classroom observation data to determine which elements from Design Questions 2 and 3 need the most support for additional professional development. Deliberate Practice plans will provide a focus for professional development (PD) on particular elements for the High Incidence student population and PD on the Deliberate Practice for the Low Incidence student population of PECs.

Person Responsible	Director of CQMI, PD and Testing, and Director of HR and Marzano, Director of Curriculum and Instruction, Consultant of Augmentative Communication, Consultant for Low Incidence
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G1.B1.S1. Leadership Team members will provide grade level support for high incidence and low incidence level support during PLC and common planning for teachers to strategically plan for using the research-based instructional strategies.

Strategy Rationale

Educators will understand the importance and process of planning to use research-based instructional strategies to increase student achievement.

Action Step 1

The Collaborative Leadership Team (CLT) will attend PLC and common planning meetings to ensure educators are strategically and appropriately planning strategies from the Marzano Instructional Framework.

Person(s) Responsible	Director of Curriculum and Instruction and Marzano, Consultant for Low Incidence, Consultant for Speech/Lang & Augmentative,
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

CLT members will attend PLC and common planning meetings to ensure teacher are planning with the Marzano strategies. The CLT will schedule meetings to discuss the fidelity of implementation on each grade level for High Incidence and functioning level for Low Incidence Students. CLT members will rotate biweekly walk-throughs to monitor instruction and lesson plans.

Person(s) Responsible	Director of Curriculum and Instruction and Marzano, Consultant for Low Incidence, Consultant for Speech/Lang and Augmentative
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	Teacher lesson plans and instruction will show appropriate and strategic planning for the use of the Marzano elements and strategies for both high and low incidence pops

Plan to Monitor Effectiveness of Implementation of G1.B1.S2

Walk through observations, informal observations, and formal observations will be scheduled.

Person(s) Responsible	Director of Curriculum and Instruction and Marzano
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	iObservation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G2. Student achievement will increase when MTSS is implemented with fidelity.

G2.B2.S1. There is need for a school-wide understanding of progress monitoring, analyzing and disaggregating data to drive instruction.

G2.B1.S1. Professional development on progress monitoring, analyzing, and disaggregating data to drive instruction.

Strategic Rationale

When educators have the knowledge on how to use data for instructional decisions, their students' instruction will be centered on database needs.

Action Step 1

The Collaborative Leadership Team (CLT) will attend PLC and common planning meetings to ensure educators are strategically and appropriately planning strategies from the Marzano Instructional Framework.

Person(s) Responsible	Office Manager to schedule and maintain records
Schedule	Monthly, from August 27 to May 27
Evidence of Completion	Monthly data meetings, iObservation data from coaching walk throughs, informal and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monthly data chat meetings, discussions, and databased decisions will be observed for Educators ability to analyze data.

Person(s) Responsible	Director of Curriculum and Instruction and Marzano
Schedule	Monthly, from Sept.15 to May 27
Evidence of Completion	Monthly data chat meetings, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1

Walk through observations, informal observations, and formal observations will be scheduled.

Person(s) Responsible	Director of Curriculum and Instruction and Marzano
Schedule	Weekly, from August 27 to May 27
Evidence of Completion	Biweekly data chat meetings, iObservation data from coaching walk throughs, informal and formal observations; lesson plans, and digital notebooks will display evidences of both staff and student growth.

G3. Student achievement will increase when teachers apply rigorous standards-based, data driven instruction.

G3.B1. Educator's lack of understanding on how to effectively apply relevant student data to their instruction.

G3.B1.S1. The CLT representative and coaches will meet weekly with PLC/common planning teams to support the teams in developing rigorous instructional plans based on standards and current student data.

Strategy Rationale

With the guidance and support of the coaches and administration, teams will learn how to develop rigorous standards-based and data –driven instruction.

Action Step 1

PLC/common planning meetings will be held weekly, on Tuesdays, with an assigned leadership team representative.

Person(s) Responsible	Office Manager to schedule and maintain records, Director of Curriculum and Instruction
Schedule	Weekly, from August 27 to May 27
Evidence of Completion	Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.

Action Step 2

Data chat meetings will be held bi-weekly/monthly, on Thursdays, with the leadership team to review student data.

Person(s) Responsible	Office Manager to schedule and maintain records and Director of Curriculum and Instruction
Schedule	Bi-Weekly/Monthly from Sept. 16 to May 26
Evidence of Completion	Monthly data chat discussions, iObservation data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth

Plan to Monitor Fidelity of Implementation of G3.B1.S1

iObservation data, lesson plans, digital data notebooks, and progress reports/report cards

Person(s) Responsible Schedule Evidence of Completion	Office Manager to schedule and maintain records and Director of Curriculum and Instruction Weekly from August 27 to June 3 Weekly PLC/common planning meetings, biweekly/monthly data chats, iObservation data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.
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Plan to Monitor Effectiveness of Implementation of G3.B1.S1

iObservation data, lesson plans, digital data notebooks, and progress reports/report cards

Person(s) Responsible Schedule Evidence of Completion	Office Manager to schedule and maintain records and Director of Curriculum and Instruction Weekly from August 27 to June 3 Weekly PLC/common planning meetings, weekly data chats, iObservation data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.
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G4. Student achievement will increase when educators implement the Positive Behavior Support (PBS) Program with fidelity.

G4.B1. Educator's lack of understanding on how to implement Applied Behavioral Analysis strategies effectively and to collect and analyze student behavioral data to improve their classroom climate and improve student instructional learning.

G4.B1.S1. The Director of Positive Behavior Supports will provide PD on the school-wide PBS WORK-ER program, the importance of powerful reinforcers, how to progress monitor by analyzing and disaggregating data to drive behavior management in the classroom.

G4.B1.S2. The Director of PBS and other certified Professional Crisis Management trainers, will ensure that all PCM certified staff will have the required PD to re-certify and all new staff identified as being a good candidate for PCM training will receive the required PD to become PCM certified.

Strategy Rationale

When educators and school-wide staff have the knowledge of how to implement the PBS program, provide intrinsic and extrinsic motivators that are individualized for the student, create a classroom climate that is safe, fun, and respectful, while setting clearly defined limits thus giving the student clear direction on how to move up within the

PBS program so "good things come their way", students are regulated and ready to learn.

Action Step 1

The Positive Behavior Support Team will coordinate professional development on the school-wide PBS WORK-ER program. The importance of powerful reinforcers, how to progress monitor by analyzing and disaggregating data to drive behavior management in the classroom will be the focus.

Person(s) Responsible	Director of Positive Behavior Support Program
Schedule	30 hours of training in Aug and monthly refreshers or specific targets
Evidence of Completion	Agendas, attendance records, conformance with submission of daily data collection sheets, individual student reinforcement assessment, evidence of staff and student growth and behavior improvement.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Collect daily WORK behavior sheets and aggregate the data to track and trend students behavior with special attention on Tier III and some Tier II students or students who have shown recent movement downward on their Levels.

Person(s) Responsible	Director of PSB and the Behavior team
Schedule	Daily collection/weekly aggregate, from August to June
Evidence of Completion	Daily behavior sheets, biweekly/monthly graphs showing trends in behavior of Tier II and III students, and analyze the emotional regulation (or lack thereof) provided by their educator teams.

Compare the student's behavior by the iObservation walk through data for Design Questions 5. 6. & 7.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1

The Professional Behavior Support (PBS) program will use classroom observation data to determine which elements from Design Questions 5, 6, and 7 at what elements need the most support for additional professional development. Deliberate Practice will be centered on PBS and Marzano. Plans will provide a focus for professional development on

particular elements for the High Incidence student population and PD on the Deliberate Practice for the Low Incidence student population where visual supports such as PECs, visual schedules, etc., become priority with those children.

Person(s) Responsible Schedule Evidence of Completion	Director PBS, behavior team, and all Marzano classroom observers Weekly/Biweekly , from August 27 to May 27 iObservation data from coaching walk throughs, informal and formal observations; lesson plans, and digital notebooks will display evidences of both staff and student growth.
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Plan to Monitor Fidelity of Implementation of G4.B1.S2

The PBS team will conduct quality control observations of the implementation of Professional Crisis Management (PCM) is necessary to maintain the safety and protection of the student and other staff while ensuring the effectiveness of the PCM program.

Person(s) Responsible Schedule Evidence of Completion	Director of PSB and the Behavior team Random sampling of a CQMI observation of PCM implementation, using established quality criteria, to ensure all participants are properly implementing PCM using the proper techniques, holds and procedures. Record of CQMI - PCM sheets documenting the conformance to the procedure regiment and documented PD on proper PCM techniques if deemed necessary based on CQI observation.
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Plan to Monitor Effectiveness of Implementation of G4.B1.S2

The Professional Behavior Support (PBS) program will use classroom observation data to determine which elements from Design Questions 5, 6, and 7 at what elements need the most support for additional professional development. Deliberate Practice will be centered on PBS and Marzano. Plans will provide a focus for professional development on particular elements for the High Incidence student population and PD on the Deliberate Practice for the Low Incidence student population where visual supports such as PECs, visual schedules, and other visual supports become priority with children.

Person(s) Responsible Schedule Evidence of Completion	Director PBS, behavior team, and all Marzano classroom observers Weekly/Biweekly , from August 27 to May 27 iObservation data from coaching walk throughs, informal and formal observations; lesson plans, and digital
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notebooks will display evidences of both staff and student growth.

Professional Development

Professional Development activities identified in the strategy sections to reduce barriers to a goal will be provided.

Professional Development Table will be outlined in the future.

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal provide the following information:

Technical Assistance Table coming after Strategic Planning.

Budget Rollup

Budget summary data is evident in the presented 5-year projection budget.

Specific Budget Rollup Table will follow Strategic planning.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

The list from which we are to select the level of service we plan to provide is NA. This entire document speaks to the fact that our School will provide services to all levels of ESE students as young as 12 months of age and as old as 8th grade. All children must have an IEP or FSP (younger than 3 years of age). PreK students will typically have a diagnosis of developmentally delayed. There is no minimum matrix level that would exclude a child from admission to the school as this is a school of choice. Frequently a child may have a low matrix but have severe problems that were not identified due to bogged down RTI processes or because the children are so withdrawn or overly verbose thus giving teachers a misconception of their abilities.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

Our Children's Prep School, Inc., will serve 100% children and adolescents with disabilities.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The School will conduct all transitional/transfer with a staffing specialist employed by and trained by the District. This staffing specialist will ensure that not only are our students properly placed, that person will ensure that we conform to all the rules and regulations set forth by the federal government and state of Florida as it relates to assigning the proper matrix, conducting timely annual reviews, and re-evaluations while conforming to the parent/guardian and child rights. Since

OCPS will not be involved in the initial placement which requires following the sometimes arduous RTI process, staff at OCPS will be involved in re-evaluations, and addition of programs such as speech or occupational therapy for children who needed those services but they were not available at their home school.

OCPS would lend their expertise and availability to the sponsor should they wish to utilize their skills with any students within the school district.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of the exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The actual facility we plan to use is ADA accessible and needs no adaptation. Classroom sizes are large and hallways wide to allow for specialized equipment to be used. Our staffing of paraprofessionals is comprehensive with a 3 to 1 ratio for our 254 and 255 students. At OCPS, we do not typically staff for one-on-one paras. At times a child may need one-on-one supervision or attention but we quickly fade that amount of dependence to avoid the child being reinforced and becoming prompt dependent. Adaptive equipment is used on a regular basis to assist our students when needed.

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

Detail plan in Section 5: School Improvement Plan

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

All students who enter the school will be exceptional students and because of that fact, the curriculum selected for PreK, Elementary, Middle, high incidence and low incidence students was selected based on what was designed for children with special needs. Baseline assessments will determine their initial level of performance with quarterly developmental (low incidence) criterion

referenced and standardized (high incidence) assessments administered to track progress on individual students and in the aggregate. Frequent Formative Assessments will be administered to determine achievement of the Florida State Standards (FSS).

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

Since the entire school is 100% ESE, the answer to this query can be found in Section 2 and throughout this application. OCPS serves a broad and wide range of disabilities stretching from low incidence to high incidence students, thus the reason for the highly trained staff. We have students taking the FSA and the FAA. We have ambulatory and non-ambulatory students.

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

See section 10: Management for the staffing plan. See the budget and staff rollout for the number of teachers and paraprofessionals planned to work with the children enrolled. Low incidence students staffed at a ratio of 3 students to 1 adult and high incidence students at 6-7 students to 1 adult in the Elementary and 8-10 students to 1 adult for the middle and high school students.

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

The school does not intend to work with any gifted or talented students.

Section 7: English Language Learners

- A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.**

All students who attend the school for the first time will be given a home language survey at the time of registration and assisted with completing that survey by school personnel. As part of the initial registration packet, each student receives a Home Language Survey form. This form is written in three languages (English, Spanish, and Haitian Creole) and is available in 8 languages through on line translation software.

The survey is collected by the Admissions Department at the school and reviewed. Any student with a "yes" response to one or more questions on the HLS will be assessed for ESOL program eligibility within 20 school days or 30 calendar days. Since our school will be a school for children with special needs and 98 % of our students are expected to have language deficits related to a disability in their native language as well as English, they will need to be assessed in Spanish (or their native language using a translator) as well to determine their degree of language competency in their native language. Once a parent/guardian answers "yes" to any of the survey questions, the ESOL contact at the school site is responsible to provide the parents with information regarding the ESOL program as well as the language impaired program and the parent will be asked to complete a questionnaire regarding their child's communication skills in their native language. If the parent documents that the child's communication skills are significantly delayed in their native language and they have significant difficulty understanding, speaking, and writing in their native language, the PCSB district will be notified that our school has a child whose parents completed the HLS with an answer of a "yes" but that the child has significant disabilities that have resulted in language deficits in both his native language and English.

Rather than test the child in English where his competency would be such that we would get little information, we would work with the District to plan an individualized approach for determining the child's eligibility for ESOL or Language Impaired program. The intervention for the Language Impaired program could be similar to ESOL but with more in-depth attention given to language and communication skills needed to rehabilitate the disability and thus enhance the child's comprehension of English in the process.

If the District decides that the child's disability is not served enough to warrant a language assessment in the child's native language only and wishes to have the child assessed in English, the ESOL protocol would be to administer the IDEA Oral Language Proficiency (IPT) Oral Test. If a child in grades 3-12 tests fluent on this test, they must be given the IPT Reading/Writing Test within the next 20 school days.

Students with "No" answers to ALL questions on the HLS are immediately not admitted into the ESOL program and the HLS is filed in the student's cumulative record file.

When information has been collected, the school terminal operator enters all information into the student information services database.

Because of the complexity of our students and the interplay between a child's English as a Second Language issues vs. Language Impaired or Language Disabled status, the school would call the ESOL District experts to work with our speech and language professionals to collaborate and engage in a differential diagnosis on a case by case basis when the presence or not of ESOL eligibility exists.

To ensure conformance with the implementation of the federal and state law as it relates to the ESOL program, the school will administer the HLS for all students enrolled if they have not previously completed the survey at a previous school and we do not have a copy. Once the survey is complete, that information will be

entered into the District's database so tracking of the next phase of assessment can be done by the ESOL department at the District.

Our school's English Language Learner (ELL) Committee will be the IEP staffing committee through the Admissions and IEP compliance Director's office. An ESOL speech and language therapist, and an ESOL paraprofessional will be standing members of this committee along with the child's teacher and other professionals serving the child.

Parents will receive all program forms in their native language when feasible.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

OCPS would be a separate Day School where the students are served in the same manner throughout the day. They receive their language arts curriculum specially designed very much like an ESOL child's program design because 98 % of our students are language impaired in English, their native language. Therefore all the strategies teachers learn to use with non English learners are incorporated already into the school's curriculum such as cooperative learning, flexible scheduling, cross-age tutoring, interest centers, use of manipulatives and visual supports, direct instruction in reading, small group instruction, developmental writing, gesturing, additional non verbal cues, talking in shorter sentences and at a slower more deliberate pace, over articulating to be sure the clarity of the sounds can be discriminated for the child, and other research based best practices. Both ELL and non-ELL students would be served together. All instruction is aligned to the NG Florida SSS, Course Descriptions, Curriculum Framework, and Core Curriculum.

Teachers are required to obtain the ESOL endorsement, and are considered out of field if they are working with an ELL student. The fact is that the ELL children will receive the services and accommodations they need from their IEP. The funding from the FEFP for their program needs will come from their IEP. If they are a child who is raised in a home where English is not the primary language,

and they have a disability thus warranting their attendance at Our Children's, their ESOL needs will be met and if they need to be labeled ELL for federal compliance, we will do so and have people on staff with the ESOL certification to meet the federal ESOL requirements. The school will also adopt and follow the District's ELL Plan to ensure compliance with Federal and State ELL laws.

C. Explain how ELL who enters the school below grade level will be engaged in and benefit from the curriculum.

The ELL child who would be an ESE child will be evaluated to determine their academic level of functioning in reading and math in their native language, if Spanish by a Spanish evaluator, and if in another language through an interpreter. These assessments, (SEE OUR SIP PLAN) are conducted three times per year beginning with baseline assessments. The educators will plan lessons based on the students' level of performance and learning styles, and consideration is given to their other interfering behaviors. Student progress is monitored, documented, reported, celebrated, and shared with the parent(s).

Section 8: School Climate and Discipline

**Our Children's Prep School
Positive Behavior Support Program (PBS)**

The aim of Our Children's is to build therapeutic environments in which positive behavior is recognized, encouraged, and attended to far more frequently than unwanted behavior is provided attention. The Leadership team recognizes that research based forms of positive reinforcement supports learning and builds stronger, positive relationships between staff and students. This ultimately leads to greater potential for learning and greater academic and therapeutic progress.

The complex nature and diverse exceptionalities that our students present require that they be provided with an individual track upon which that student's goals should be developed and assessed. Students are typically grouped together with others that demonstrate similar developmental levels, similar abilities, and are within an acceptable social range of chronological age. However, the complex inter-dynamics between social relationships and our students' exceptionalities create a relationship that significantly affects the working attitude of the student. Thus, it is important to invest a holistic and therapeutic approach to the behavior of the student in order to maximize learning opportunities while minimizing attention to unwanted behavior and reducing utilization of traditional punitive measures typically employed by school systems.

The Director of Positive Behavior Supports (PBS), typically served by a Board Certified Behavior Analyst (BCBA) or Behavior Specialist, will lead the Behavior Department at Our Children's. The Director of PBS oversees all programming, supervises all department members, and handles the administrative functions of the legal, ethical, and fiscal responsibilities of the behavior analyst according to the Behavior Analysis Certification Board and the mission of Our Children's Prep School. The Director is assisted by the Board Certified assistant Behavior Analyst (BCaBA), who is responsible for program writing, implementation, and

evaluation of staff with respect to student behavior. In addition, Registered Behavior Technicians (RBT) will be responsible for overseeing daily data collection in the classrooms. RBT(s) will also be responsible for program implementation, assessment and evaluation of program data, communication and collaboration between classroom staff and behavior staff, and for ongoing modeling and evaluation of the proactive strategies used to prevent problem behavior in the classroom.

Our Children's Classroom model of Behavior management has been developed to include: motivational strategies providing differential reinforcement of desired replacement skills, including academic, social, interpersonal, and stress management coping skills; crisis prevention strategies, crisis intervention strategies, crisis de-escalation strategies and post crises strategies. These components, in addition to the extensive staff training that is provided to employees, together form a comprehensive, well-rounded approach towards management of classroom behavior.

A. Describe the school's planned approach to classroom management and student discipline.

There are many tiers of the school-wide behavior program. The components are listed as follows:

1. Positive Reinforcement systems (point system, School Store, Level system, classroom systems, middle school social rewards)
2. Staff Training (PCM, Mini Behavior Training)
3. Professional Crisis Management
4. Applied Behavior Analysis Therapy

Positive Reinforcement Systems

Point System

In order to foster positive behavior change, Our Children's will use a point system to provide differential reinforcement of desired behavior. This point system is based on a fixed-interval schedule of 30-minute segments. At the start of the school day, students are each provided with a data sheet that contains a grid with spaces where students can score their own progress using either a (+5), (0), or (-10). Students who remain on task and meet the expectations earn (+5) points, students who do not perform the required expectation are awarded no (0) points, and students who have engaged in dangerous or significant behavioral issues earn (-10) points for each instance. Each column represents a 30-minute segment, and in each column the four areas of the "W.O.R.K" acronym are evaluated to decide which of the above scores the student has earned. Students have the opportunity to earn up to 20 points total per 30-minute segment. The Acronym "W.O.R.K." is used to help students remember what the expectations of their behavior are. "W" stands for "Watch", which denotes that a student has been observing the instruction being provided in the classroom; "On-Task" (O) indicates that a student has remained in the classroom and has completed the assignment, "Respect" (R) which requires that a student refrains from dangerous behavior and maintains respectful behavior towards equipment and materials within the classroom, and "Kind Words" (K), which indicates that a student used kind words and appropriate language to communicate with staff and peers. Scores are provided solely on the observable performance of the student. Elementary school students can earn up to 260 pts. daily. Middle and High school students can earn up to 220 pts. daily.

Types of Reinforcement Available

MONTHLY

Once a month, students who demonstrate positive behavior are invited to participate in a field trip. Field trips may include educational activities, occupation activities, and recreational activities. Students are invited to participate heavily on their behavior. If a student is able to demonstrate safe behavior, there is a much greater opportunity for participation.

WEEKLY

School Store

At the end of the week, students' daily point sheets are entered into the computer. The total amount is computed weekly and students can then be used to purchase items of choice at the school store. Items such as snacks, toys, school supplies, gift cards, and electronic accessories are available at the school store. Store items are priced based so that there is a greater effort and amount of points required for the most highly preferred items and most expensive items. Each student leaves the store with some type of reward.

Special Activities

On Wednesdays or Thursdays, students are invited to participate in special activities, often sponsored by organizations within the community. Youth groups, the YMCA, Boys and Girls Club, as well as local businesses are contacted to arrange activities on the school campus. Students are permitted to participate based upon behavior and ability to refrain from dangerous behavior.

DAILY

In addition to weekly events and school store events, teachers are still required to have a proactive behavior management system within the classroom. Some of the expectations of staff members involve the following concepts of intervention:

1. Visual supports: calendars, rules, picture schedules, posted expectations, token boards

2. Point sheets
3. Setting consequential expectations for students
4. Positive interactions: praise statements and ignoring "inconsequential assault"
5. Promoting coping skills

GRADES PK-2

Student data that is collected entails semi-hourly assessment of behavior through the W.O.R.K. mnemonic, which is then totaled and compared to the required percentage in order to achieve the opportunity to select a social outing of their choice.

In the young elementary classrooms, a daily treasure box is used to motivate the students to achieve success. Students are provided with a "token" that serves as a visual display for their daily progress. As students move closer to their goal, their visual token moves toward the prize. At the end of the school day, students who have reached the overall goal of 80% of the total points earn the opportunity to select a prize from the treasure box. The treasure box contains toys, edible snacks, and school supplies.

GRADES 3-5

In the middle and upper elementary classes, students are permitted to earn special rewards during an allotted free period at the end of the school day. Based upon the number of points students' have earned throughout the day, students who have earned the greatest number of points are given priority selection. At the end of the day, students' points are totaled and these points can then be used for access to clubs and special activities. Students must achieve a minimum of 180 points in order to earn the selection of their choice. Students that earn less than 180 pts. are required to attend a study hall.

GRADES 6-8

Middle school students are required to earn a minimum of 180 pts. before they can earn access to a reward activity. Events and social clubs are available to students during the last 45 minutes of the school day, in order to provide additional sources for motivation to middle and high school students. Research supports that the social reinforcement tends to become more effective as a reinforcer as age increases with respect to motivational supports for adolescents. Thus, the material and edibles of the school store may not be sufficient to sustain the motivation and participation of adolescent students, but with the addition of social activities, there is a maximized potential for success. Examples of rewards activities include social clubs such as football club, the dance club, the choir, and the art club. These activities are led by staff members and include less structured activities that promote social involvement between students. In this way, student rewards become opportunities to practice interpersonal social skills, including social pragmatics, coping skills, and cooperative group play.

Staff Training

The inverse relationship between academics and behavior requires that the staff of Our Children's be extensively trained with therapeutic methods and terms to manage unwanted behavior in order to optimize students' academic achievement. In addition to the behavior department, all staff members are offered the opportunity to obtain several different types of training. All employees are recommended to pursue certification as a Practitioner in Professional Crisis Management training. Picture Exchange Communication System (PECS) training is offered to help manage effective communication with students that have limited verbal abilities. Basic behavior trainings are also provided to staff and include, but are not limited to some of the following basic behavior concepts within the classroom such as: arrangement of physical setting, utilization of supports (i.e. token boards, classroom rules, picture schedules) and clear division of classroom areas; using positive interaction between staff and student by utilizing positive, descriptive praise statements, minimizing attention to insignificant, unwanted behavior, and keeping activities, short, simple, and interactive; using engaging materials and curriculum, setting expectations and providing consequential rewards of such behavior; redirection of problem behavior, and positive

reinforcement of replacement skills. These skills also fall in line with the guidelines of the Marzano methodology of curriculum, instruction, and classroom behavior management.

With proper training and support from the behavior analyst, teachers are required to implement and monitor classroom behavior management systems, develop intensive plans of action, plan and organize activities, and collect data regarding student's behavioral progress. The role of the paraprofessional is to provide reinforcement during large group academic and therapeutic activities, assist with data collection, facilitate small group activities, and assist with planning special rewards and events for students who have demonstrated positive behavior. The roles of both the classroom teacher and the paraprofessional serve as a unit. Together with the co-instruction of the speech therapist, the likelihood for crisis behavior is minimized, and the potential for success maximized.

Professional Crisis Management

When students engage in dangerous behavior in the classroom, such as physical aggression, property destruction, elopement, verbal assault, and other aggressive activity, staff members first indicate that there is an issue by restating an expectation to the student via verbal prompting. Next, if the student continues to persist with unwanted behavior, the infraction should be indicated on the point sheet. If the behavior continues to escalate, the paraprofessional in the classroom should then consult with the behavior specialist to determine if different crises prevention measures should be employed. If all efforts to de-escalate the potential crisis have been attempted with no success, then crisis management procedures should be utilized. Restraint should only follow instances of continuous aggression, high magnitude disruption, continuous destruction of property, and continuous self-injurious behavior. If restraint is unsuccessful and the behavior is unable to be managed within the crisis management system, then law enforcement must be notified. In essence, significant and challenging behavior is managed within the school day and the student is permitted to return to class without punitive consequences, unless

the behavior is intense, deemed as an infraction according to the PCSB policies and procedures, since it is related to illegal activity.

Applied Behavior Analysis Therapies

Schoolwide Positive Behavior Support

The school wide behavior system is built into each classroom environment. All staff is trained to implement basic behavior tools. In addition, 80% of the staff obtain and maintain certification as a Level 2 Practitioner of Professional Crisis Management. Training is completed with the passing of a written and practical exam.

The school-wide behavior point system training is conducted in the start of the school year. Staff is required to learn the tiers of the point system, and to provide students with points based upon their performance. Upon completion of this training, teachers and paraprofessionals are expected to administer, monitor, and record behavioral progress. Data collection will occur in 30-minute intervals. Several types of data will be recorded. First, the point sheet will contain numerals representing the student's behavioral progress throughout the day. The number of (-10) indications represents the number of major violations that have occurred within the school day. The total number of points reflects the amount of work that is being completed by students, and whether or not they have been meeting the requirements of the W.O.R.K. acronym. Next, the number of point earned over a week's time is entered into a spreadsheet, which develops a graphical display of major behavior violations vs. date and number of points earned vs. date. Other data measures include the number of physical restraints provided to students over time, as measured by the number of manual restraint forms that have been completed.

For students that do not respond consistently towards the school wide positive behavior system, a more intensive intervention may be needed. Students who have engaged in intense, repetitive, or aggressive and "at risk" behavior, the leadership team may require that a conference be scheduled and a plan of action be established. The Behavior Analyst will then develop a behavior contract between students' and their parents, therapists, teachers, support staff, and any

other individuals that contribute to the student's learning environment. In the event that this occurs, specific guidelines must be developed related to the student's behavior, as well as consequences for each of the potential options.

If the behavior continues to persist, over time, and the student is still not making progress towards the desired outcomes, as stated by the behavior contract, the PCSB website should be referenced to determine if suspension or expulsion may be deemed necessary. If the Collaborative Leadership Partnership, the administrative decision maker at the school decide that a student should be expelled, the Director of PBS will contact the PCSB and parents to discuss the case, determine an action plan to best manage the student and their behavior demands.

Discrete Trial Teaching

For students that require a more intensive academic intervention related to behavior, discrete trial teaching is a type of behavior intervention. It is the method by which skills are taught to an individual using a very consistent, systematic sequence of events in order to enhance the likelihood that the learner will be successful in responding. Discrete trial teaching, or DTT, can be useful when teaching academic skills, daily living skills, social skills, and many other concepts. The consistency, the sequence, and the simplicity all facilitate for great success in the learner. Students that have limited verbal abilities often benefit from DTT in order to gain the prerequisite skills necessary to be successful in the group setting.

The discrete trial is made up of four basic components, as listed:

- 1.) The instruction
- 2.) The child's response
- 3.) The consequence
- 4.) The reinforcer

Our Children's Prep School
Classroom Behavior Management
Ecological Pre-Assessment

Conducted By: _____

Classroom Name: _____

Physical Setting

- _____ 1. Arrangement of classroom promotes easy movement
- _____ 2. Clear separation of areas and centers
- _____ 3. Designated break or "cool down" area
- _____ 4. Classroom facilitates support
 - _____ A. Visual Schedule Posted
 - _____ B. Expectations Posted
 - _____ C. PECS or Visual Supports
 - _____ D. Timer or clock present
- _____ 5. Classroom is visually stimulating and pleasant

Social Setting

- _____ 1. Teacher and Paraprofessional move about the classroom
- _____ 2. Staff works to develop & maintain a positive relationship with students
 - _____ A. Utilizes positive, descriptive praise statements
 - _____ B. Enthusiastic and genuine about students' achievements
 - _____ C. Avoids coercion
 - _____ i. Arguing
 - _____ ii. Bargaining
 - _____ iii. Logic
 - _____ iv. Criticism
- _____ 3. Staff minimizes attention to "junk" behavior
- _____ 4. Number of students in this setting appropriate for its physical size

Curriculum Instruction and Activities

- _____ 1. There are appropriate materials and books for the students
- _____ 2. Instruction is provided in small group and individual setting
- _____ 3. Social skills and daily living skills are incorporated into teaching

Routine and Schedule

- _____ 1. Classroom routines, schedules, and behavioral expectations posted in an area that can be accessible and easily manipulated by students
- _____ 2. Students are provided with expectations prior to transitions between tasks and places
- _____ 3. Behavioral expectations are simple and clear
- _____ 4. Staff provides appropriate consequences following student behavior

**Our Children's Prep School
Student Personal Electronic Device Policy**

Disclaimer: Our Children's, its staff members or other representatives will not be held responsible for the loss, damage, or theft of a student's personal electronic device. Our Children's will not be held responsible for determining the ownership of an electronic device that is on loan from student to student. The leadership team reserves the right to alter this policy to accommodate a student's specific disability.

Dear Parents and Teachers,

Students may earn the privilege to keep electronic devices in their possession during the regular school day. In order to earn access to electronics, students must maintain the behavioral expectations and refrain from dangerous behavior. Electronic devices include phones, iPads, iPods, blackberries, music players and other similar equipment. The student behavioral expectations of students for Our Children's Prep School are as follows:

1. My job is to learn. I will be on time for class and complete all assignments.
2. I will remain safe to others and myself. I will refrain from aggression and dangerous behavior.
3. I will respectfully seek adult assistance when I need help.
4. If I am upset, I will use my coping skills. Staff will remind me what I should do if I need help.

Major Violations:

Physical Aggression: behavior that is intended to cause injury or harm to another individual

Property Destruction: damage to the physical environment (Over \$50)

Self-Injurious Behavior: behavior that may cause injury to self, including misuse of substances and objects

High-Magnitude Continuous Disruption: behavior that is disruptive to the learning environment of the student himself and others

Elopement from the School Building

Theft

***Law enforcement will be notified if the following events occur: student brings a weapon, uses an item as a weapon or illegal drugs to school.

Minor Violations:

Verbal Aggression (2 warnings given): Making threats to staff or peers to do harm or threaten a person's safety. This also includes but is not limited to excessive profanity and "ripping" other students self esteem down.

Elopement from Classroom (right outside classroom): student must be within eyesight of the front door

Sleeping in Class

Refusing to Complete Assignments

Property destruction: damage to the environment that is less than \$50 in value (i.e., swiping desks and chairs, kicking furniture)

Disrespectful to Staff (2 warnings given): talking back and arguing with staff after being redirected

Electronics Use:

1. Students must earn access to electronic privileges by maintaining positive behavior and refraining from dangerous behavior. Please refer to the above listed expectations. Students must achieve level Silver in order to access electronics at 2:30 p.m. and on Level Gold have earned the privilege to keep electronics on them throughout the day
2. The devices must remain out of sight during instructional time AND be turned off OR on a silent mode. Students may NOT access the device through the use of earphones during instructional time.
3. Students may use personal electronic devices during free time as **specifically identified** by the teacher (i.e. lunch, after work is satisfactorily completed, during earned breaks) or for educational purposes **specified** by the teacher (i.e. to complete educational research or activities). **Students may not determine on their own if it is an appropriate time to use their devices.** Students found to be in violation of appropriate use of electronic device as defined below will be sent to the office to turn their device in for the day.
4. Inappropriate use of the electronic device includes but is not limited to: accessing inappropriate websites as determined by school staff, playing music or sounds loud enough to disturb others, failure to comply to requests concerning the device, taking pictures of other students, video recording during the school day without express staff permission, playing games that are deemed inappropriate by school staff, and causing a disruption to the education process with the device.

Consequences:

Our Children's Prep School will institute the following discipline schedule for violation of the electronics policy:

1st Offense: The student will receive a verbal warning to put the electronic device away

2nd Offense: If the student fails to respond to the verbal warning or uses the electronic device again during the class period, the student will be given a (-10) designation on their point card under the "On Task" area (In addition to the major violation) and a note will be made on the point card.

3rd Offense: The third time during the class period that the student violates the electronic policy; the student will be sent to the front office to turn in the device. An incident report will be completed to document the failure to comply with policy. The student's parent/guardian will be notified of the student's failure to comply with the electronic policy. The device will need to be picked up by the child's parent/guardian. The leadership staff can make the decision to return the device at the end of the day when special safety circumstances exist. The device will be placed in a locked cabinet, labeled with the student's name.

Students who DO NOT comply with the request to turn in their electronic device to the office will lose their privilege of having an electronic device on campus for 30 calendar days and will need to be picked up by parent/guardian. The second time a student is requested to turn in an electronic device for misuse, a parent/teacher/administrator conference will be scheduled to discuss the student's non-compliance with this policy.

Student who receives a (-10) designation on their point card (PA, PD, E, or PA) will lose the opportunity to access their personal device for the remainder of the school day. Students who engage in multiple events will lose access for longer periods of time.

Students who are under 30-day-privilege revocation who bring an electronic device to school will have their privilege of electronics revoked for the remainder of the school year.

EXCEPTIONS to this electronic policy include those students who rely on personal electronic devices for communication or for instructional/therapeutic use throughout the school day. These student's devices should not be shared or loaned to others.

Our Children's Prep School requests that parent/guardians work together with the staff in implementing this policy so that the students will not be distracted from learning and engaging in the classroom. Parent/guardians are encouraged to have students leave expensive, fragile, and important electronic devices at home for safekeeping.

I understand this policy and agree to follow it

Student signature

Date

I understand this policy and will partner with the school in helping my student follow it.

Parent/Guardian Signature

Date

Our Children's Prep School

School Store List

General Items & Prices

Students may earn up to 220 pts. daily.

Students may earn up to 1100 pts. weekly.

500 pts.	Chips, Candy bars, Gummies
800 pts.	Big bag chips, snack cakes
2000 pts.	Small (\$1) toys, art supplies, toiletries
5000 pts.	Small Fast food meal (McDonald's, BK, Wendy's) Big Toys, Dolls, Monster Trucks Field Trip Assistant for one day
9000 pts.	Medium Pizza or fast food lunch with a friend Movie theatre tickets Bowling tickets Visit to arcade with a friend
15000 pts.	Pizza party for the classroom (Students must bank points together)

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

The school will follow the basic Polk County Code of Conduct and the student's IEP.

II. ORGANIZATIONAL PLAN

Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

The school will be operated by a Florida nonprofit corporation (Our Children's Prep School, Inc.), which has already been incorporated. It will apply for Federal tax exemption pursuant to Section 501(c)(3) of the Internal Revenue Code upon approval of its Charter Application.

The School will be governed by a Board of Trustees or Governing Board ("Board"). The Board shall ensure that the school adheres to Florida charter school law and other applicable legislation. The Board shall adhere to Florida's Sunshine, Open Records and Ethics laws applicable to charter schools in the State of Florida. The Board shall be responsible for the hiring/firing of the CEO of the school (who will serve as the primary School leader) and shall set policy for the School. The Board's bylaws define Board responsibilities and delineate policies and procedures for the School. All financial transactions and expenditures will be subject to board scrutiny and large expenditures will require board approval. Procurement policies shall be set by the Board, which shall be no less, stringent than as set forth in Chapter 287, Florida Statutes.

The daily operations of the School will be the responsibility of the CEO, who shall report directly to the Board.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting

structure to the governing board and the relationship of the board to the school's leader and administration.

See Appendix A for the Organizational Chart at the end of the document

The Board is the ultimate authority in decision-making for the School. The CEO is accountable to the Board. The CEO will be the primary School leader, shall attend all board meetings and shall take part in discussions and make recommendations to the Board. The CEO will not be a member of the Board and will not vote. The CEO shall keep the Board apprised of issues affecting the School and shall be charged with carrying out policies set by the Board. The Board will oversee the CEO and the major expenditures of the School. The CEO will be in charge of the day-to-day operations of the School and will oversee teachers and curriculum. The Board shall be accessible to parents and community members to consider matters involving the School.

See Organizational Chart in Appendix A

C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

The Board shall have jurisdiction over the affairs of the corporation, subject to its Articles of Incorporation and Bylaws. The Board may appoint officers and create committees in accordance with the Bylaws. Such officers and committees shall be responsible for such tasks as determined by the Board from time to time. The Board will annually perform an evaluation of the job performance of the CEO using Florida's approved Marzano's Leadership Evaluation tool.

The Board will select a parent representative as required by Section 1002.33(7)(d), Florida Statutes, who will be required to attend all Board meetings in person along with the CEO. The Board will hold the number of meetings each year required by law and its Charter Contract. Board
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meetings and Board committees, as applicable, will comply with Florida's Sunshine Law.

The Board shall be an active, policy-making body, which is responsible for financial oversight as well as managing the CEO. Board members will receive no compensation. The Board will have the following primary responsibilities and obligations:

Governing Board Responsibilities and Obligations:

- Employ and evaluate the CEO
- Set operational policies for the school.
- Oversee the use of funds, including establishing procurement policies and annual budget
- Ensure the mission and guiding principles of the School are upheld
- Safeguard the integrity of the school therapeutic - academic model
- Ensure assessment standards are being met
- Form committees to address concerns or problems
- Fill Board vacancies as needed
- Attend all Board meetings
- Attend governing board training as required by law
- Submit to background check and screening as required by law
- Perform all other duties required by law to be performed by charter school governing boards
- Oversee compliance with laws pertaining to Florida charter schools

D. Proposed Policies and Procedures of the Governing Board:

Proposed Bylaws

- Bylaws
- Code of Ethics for Board
- Confidentiality Agreement
- Conflict of Interest

E. Explain how the Founding Board for the School intends to transition upon Charter approval

The Founding Board is the initial Board of Our Children's Prep School, Inc. It is comprised of three members who are uniquely talented and capable of accomplishing the important task of serving as the School's governing Board. The Founding Board is comprised of a CPA, a corporate business president, and a community activist/leader from Winter Haven Florida. The Founding Board is in the process of vetting and recruiting additional Board members so that the Board will be 5-7 members by the time the Charter School is operational. The Founding Board is committed to making Board selections that will preserve the integrity of the School's academic and intensive services model.

Transition/Staggering of Initial Terms: The Board will establish staggered terms once the Charter is approved to provide for long-term Board leadership continuity. The Board shall consist of no fewer than 5 and no more than 7 members. If the Board is 7 members, Board seats shall be numbered 1 through 7. Upon Charter approval, Seats 1, 4, and 7 shall serve an initial term of 1 year; Seats 2 and 5 shall serve an initial term of 2 years; Seats 3 and 6 shall serve an initial term of 3 years. Thereafter, Board members shall serve 3-year terms. Upon expiration of a member(s) term, or vacancy for any other reason, the remaining Board shall appoint a qualified member fill the vacant seat for a new term or for the remainder of a term, as the case may be.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Board members will be recruited based upon the current experiential needs of the Board in conjunction with the desire to maintain an effective and balanced Board that is reflective of the community. The School requires a Board diverse in background and talent and representative of

the needs of the School. Potential board members may be recruited through the Chamber of Commerce and other professional or community networks and will be invited to tour the school, meet with the CEO, Leadership Team, and meet with Founding Board members for an explanation of the program, philosophy, mission, vision, board member expectations and Board member requirements. Board members may also be recruited from parents of students. Board members will be oriented to the School by being invited to attend and participate in any events held by the School.

All Board members will comply with the requirements for board training pursuant to Florida Statute 1002.33 and FAC Rule 6A-6.0784 and for background screening. All Board members will complete an in person, in-depth, state-approved charter school governing board training within 30 days of being selected and approved as a Board member. The CEO, organizational leadership team, school staff and other members of the Board will conduct a new member's orientation. Board members will also complete refresher governance training courses as required by law. Board members may continue their training throughout their term(s) in a variety of ways. Free resources include the online webinars through the Florida Charter Support Unit. Board members may also volunteer and fund themselves to attend the Florida Charter School Conference, sponsored annually by the Florida Department of Education.

- G. List each of the proposed members of the school's Founding Board, indicating any ex-officio members and vacant seats to be filled.** For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

Dominic Nicosia: Contractor and President of NCI, LLC. Mr. Nicosia has a child with ADHD and he has been a community supporter of OCPS as he has helped the organization by pledging an interest free loan for start

up funds, and has attended fundraisers for OCRC. Mr. Nicosia is an expert in the construction business and will be helpful with his extensive knowledge of construction, commercial real estate, business, and finance.

Brian Sherwin: Certified Public Accountant and Principal Owner of Fox Sherwin and Company PA. Mr. Sherwin has experience working with non-profit corporations and has been appointed by the Courts to investigate potential fraud and abuse situations within national and international non profit organizations. Mr. Sherwin will play a role in the initial establishment of the organization and plans to transition off once the charter application has been accepted as he will then become the accountant for the organization.

Marcia Strang: Community Leader and Vocational Evaluator at Winter Haven Hospitals' out patient Brain Injury Program ESTEEM. Marcia and her husband Shorter have been long time residents of Winter Haven and represent the community. Marcia, as an employee of Winter Haven Hospital works with adults with disabilities and has a "heart" for the types of children we serve.

The Founding Board is beginning the process to recruit an additional 2-4 Board members in accordance with the procedure outlined in 9(E) and 9(F). New Board member information will be provided when appointed and upon request. Recruitment efforts will consider individuals who have a genuine interest in supporting the Our Children's Prep School's Mission and Vision while reflecting a representation of professions within the community such as but not limited to: public relations, media and marketing; government leaders, legal experts (attorneys), finance consultants, bankers, insurance agents, education, and other community leaders.

H. Outline the methods to be used for resolving disputes between a parent and the school.

The Board will appoint a parent representative, in compliance with Section 1002.33(7)(d), Florida Statutes. The parent representative will be a Board member, with assistance from a department head, or a member of the organizational leadership team. The name and contact information for the parent representative shall be posted on the school's website and provided annually to parents, and the parent representative will address parents during the School's parent orientation.

The Due Process method for resolving a conflict with a parent will be for the parent to attempt to work out the conflict with the particular staff member at the School. If not resolved, a member of the leadership team will be contacted to mediate a resolution with the parent/guardian. If the problem persists, the complaint will be brought to the Director of Curriculum and Instruction for a conference to resolve the complainant's issue. If the parent/guardian remains dissatisfied, they will be directed to the parent representative, who will work with all parties to come to terms. If the problem is not resolved, the issue will be brought to the Board for discussion and final decision as to how the issue will be resolved. The Board of Trustees decision will be final. The complainant would then have a choice to continue the process outside the Our Children's Prep School organization, if applicable, or withdraw their child from the School.

**OUR CHILDREN'S PREP SCHOOL, INC.
DRAFT BYLAWS**

ARTICLE 1 – DEFINITIONS

When used in these Bylaws the terms set forth in this Article shall have the following meaning:

1. Corporation shall mean Our Children's Prep School, Inc., a Florida corporation not for profit.
2. Board shall mean the Board of Directors of the Corporation.
3. Chairperson shall mean the Chairperson of the Board of Directors.

ARTICLE II – CORPORATION

Section A – Purpose

This corporation is organized and is to operate exclusively not for profit as a start up

Charter School to provide an education to individuals without regard to sex, race, color, creed or ethnic and national origin and such other purposes as the Directors shall deem appropriate and which is lawful under the Florida Not for Profit Corporation Act.

Section B – Membership in Corporation

1. **Members:** Membership in the Corporation shall consist solely of members of the Corporation Board of Directors. Members of the Board of Directors shall not have an ownership interest in the corporation.
2. **Procedure of Membership:** Election of any person to the Corporation Board at any regular or special meeting of the Corporation Board shall automatically qualify such person to membership in the Corporation.

3. Termination of Membership: Termination of membership on the Corporation Board either through resignation or by action of the Corporation Board will terminate membership in the Corporation.

Section C – Rights and Duties of Membership

1. Voting: Each Member will be entitled to one vote on all matters brought before any meeting of the members of the Corporation. Such votes shall be given in person only.
2. Information: All members of the Corporation shall have the right to obtain information concerning the Corporation's operations upon request to the Corporation Board at regularly convened meeting or upon request to an executive of the Corporation.

ARTICLE III – BOARD OF DIRECTORS

Section A – Composition

The Governing Board of the Corporation shall be known as the Corporation Board of Directors and shall consist of seven (7) voting Directors

The Board shall consist of not less than five (5) and no more than seven (7) Directors. The number of Directors may be increased from time to time by amendment to the Bylaws of the Corporation. No member of the Board of Directors may be an employee of Our Children's Prep School, Inc., or receive direct or indirect compensation from the Corporation.

Board seats shall be numbered 1 through 7. Upon Charter approval, Seats 1, 4, and 7 shall serve an initial term of 1 year; Seats 2 and 5 shall serve an initial term of 2 years; Seats 3 and 6 shall serve an initial term of 3 years. Thereafter, Board members shall serve 3-year terms.

Upon expiration of a member(s) term, or vacancy for any other reason,

the remaining Board shall appoint a qualified member to fill the vacant seat until such time as the procedures in in number (1) above are implemented for a period not to exceed ninety (90) days.

Section B – Membership

1. Selection/Election of Board: As Board members leave their position on the Organization Board of Directors; representatives of the key stakeholders in the Organization will submit names to the CEO. The CEO will select up to three (3) names, but not less than two (2), for each vacancy, which they will recommend to the remaining Board of Directors for approval. The Board of Directors will, by majority vote, select the new Board member(s).
2. The nomination and election of officers shall be at the last scheduled meeting in June and officers shall assume such responsibilities at the first schedule meeting in August of each year and shall serve in such capacity for a one year term.
3. Vacancy/Appointment: Upon expiration of a member(s) term, or vacancy for any other reason, the remaining Board shall appoint a qualified member to fill the vacant seat until such time as the procedures in in number (1) above are implemented for a period not to exceed ninety (90) days.

Section C – Meetings

1. Place of Meetings: Meetings of the members of the Corporation shall be held at the School Office Conference Room or other publicized location.
1. Time of Meeting: Meetings will be as scheduled and publicized to be held in the following months: August, October, January April and June.
2. Agenda: A formal agenda shall be mailed/e-mailed to all Members at least five (5) days prior to meeting.
3. Quorum: The quorum necessary for the legal transaction of business at any meeting of the Corporation shall consist of a majority (1 more than 1/2) of the duly constituted voting members.

4. Special Meetings: Special Meetings of the Corporation Board may be called at any time by:
 - a. The Chairperson or CEO.
 - b. The Secretary (elected board or staff appointed) shall give Seven (7) days written notice in advance of any Special Meeting to all members.
5. Attendance: Attendance at Board of Directors' meetings is extremely important for the success of the Organization. While understanding that emergencies and job responsibilities may interfere with attendance, each Director should evaluate his/her commitment to his/her role at the Organization. With this in mind, the Board of Directors may vote to replace any Board member who misses three (3) meetings during the school year. The procedure for replacing a Board member under this provision will follow the vacancy policy.

Section D – Finances

1. The Corporation Board shall keep an accurate and careful account of all investments.
2. The Board shall approve and monitor the annual budget, which includes the Operating Budget, Federal Funds, and Unencumbered Funds.
3. The CEO will submit for approval the annual budget. Subsequent budget reports will be submitted at the next scheduled Board meeting.
4. The CEO must approve all purchase expenditures. The CEO will develop procedures for the ordering of materials and supplies.
5. The CEO must submit for Board approval any single item that exceeds \$10,000.00.
6. The CEO may adjust the Operating Budget accounts without Board approval. However, the Board must approve any adjustment to the unencumbered funds.
7. The CEO shall not approve any expenditure that places an account in a deficit balance.
8. All Federal Accounts must follow Federal Guidelines for expenditures.

9. All Internal Account expenditures must be approved by the CEO and follow the same procedures as the Operating Budget account.
10. The Corporation Board shall participate in the raising of new or additional funds as may be necessary.
11. The Corporation Board shall determine fiscal policy, including depreciation and other reserves.
12. The Corporation Board shall determine investment of funds received by bequest or gift.
13. The Corporation Board shall review the insurance portfolio pertaining to insurance of any type.
14. The Corporation Boards shall review the financial statements monthly. The financial statements shall be prepared by a CPA and submitted to the Sponsor monthly.
15. An external Audit shall be conducted annually. The results of the Audit and 990 Federal tax return will be shared with the Corporation Board.
16. The Annual Audit and 990 Federal Tax Return shall be posted annually on the website for public access and review.

ARTICLE IV – OFFICERS

Section A – Officers

1. The officers of the Corporation shall be a Chair, CEO (not a voting officer), and Secretary.
2. Any member of the Corporation Board shall be eligible for an office; however, the Secretary need not be a Corporation/Board member. The CEO will not be a member of the Board or have any voting rights.
3. The Board may elect other officers as necessary and as required by law.

Section B – Nomination and Election Procedure

1. The nomination of officers shall be the second to the last meeting in April and the election of officers shall be at the last scheduled meeting in June and officers shall assume such responsibilities at the first scheduled

meeting in August of each year and shall serve in such capacity for a one year term.

2. The Secretary shall conduct the election and each voting Corporation Board member shall be entitled to one vote, but a nominee must get a majority of the total votes cast to be elected.

Section C – Chair

The Chair of the Corporation Board shall preside at meetings of the Corporation Board and shall consult with the CEO concerning the operations, business and affairs of the Corporation.

Section D – CEO

1. The CEO shall be the chief executive officer of the Corporation and shall serve as the primary charter school leader.
2. The CEO shall attend all Corporation Board meetings as required by law for Florida charter school leaders.

Section E – Secretary

1. The Secretary shall act as Secretary of the Corporation Board. He/ She shall keep minutes of all meetings of the Corporation Board, and shall act as custodian of all records and reports of the Corporation Board.
2. The Secretary shall attend to the giving and serving of all notices in accordance with the Bylaws and Florida law and shall keep a register showing the names and addresses of the members of the Corporation Board.

ARTICLE V – INDEMNIFICATION

1. The members of the Board and officers of the Corporation shall be indemnified by the Corporation against all liability and expenses not otherwise compensable by the insurance maintained by such person of the Corporation relating to an action if (a) there is a final judgment in the

action that there was no negligence or misconduct on his/her part (b) the Corporation received a written opinion of independent counsel that (1) the conduct of the person was in good faith for a purpose which he/she reasonably believed to be in the best interest of the Corporation and, in any criminal action, that the person has no reasonable cause to believe that his/her conduct was unlawful and (2) indemnification hereunder may be legally and validly made.

2. The termination of an action by judgment, settlement (with or without court approval), or conviction upon a plea of guilty or of nolo contendere or its equivalent shall not be deemed a determination that a person has not met the standards of conduct stated in (b)(1) of this section.
3. The Corporation before final disposition may advance expenses incurred by a person in any action thereof if the person agrees in writing to repay such amount unless he/she is entitled to indemnification under this section. The Corporation shall pay the fees and expenses.
4. The rights of indemnification in this section shall be in addition to any rights to which a person may otherwise be entitled by contract or law.

ARTICLE VI – FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of July of each year and shall close with the last day of June of each year.

ARTICLE VII – AUDIT

The Corporation shall select an independent firm of certified public accountants to audit the books and accounts of the Corporation for each fiscal year in accordance with the procedures and requirements set forth in Florida law.

ARTICLE VIII – AMENDMENTS

Except as otherwise provided herein, power to amend the Bylaws shall be vested in the Corporation Board by a majority (1 more than 1/2) of the voting members thereof at a regular or special meeting called for that purpose providing notice be given at least two (2) weeks in advance and said notice shall contain a copy of the proposed amendments

ARTICLE IX – ADOPTION

These Bylaws shall be adopted at a regular meeting of the Corporation Board and shall become effective upon adoption.

DATED: _____

Secretary

Chair

DRAFT
OUR CHILDREN'S PREP SCHOOL
ADMINISTRATIVE PROCEDURE MANUAL

POLICY: Conflict of Interest

INITIAL DATE:

REVISED:

PAGE 1 OF 1

PURPOSE:

To avoid a voting conflict of interest with any Director, Officer, or Key Employee. To ensure compliance by Directors with Florida's Ethics laws pertaining to charter school governing boards.

PROCEDURE:

Any Director, Officer, Trustee, or Key Employee who has an interest in a contract or other transaction presented the Board or a committee thereof for authorization, approval, or ratification shall make a prompt and full disclosure of his/her interest to the Board of committee prior to its acting on such contract or transaction.

Annually, any Director, Officer, Trustee, or Key Employee must restate, in writing, for the purpose of full and documented disclosure of his/her interest to the Board of any conflict or potential conflict, even if advantageous to the organization.

Such disclosure shall include any relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse or advantageous to the corporation's interest.

The body to which such disclosure is made shall thereupon determine by a vote of seventy-five (75%) of the votes entitled to vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist pursuant to applicable Florida law. If a conflict is deemed to exist, such person shall not vote on, nor use his/her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussions or deliberations with respect to such contract or transaction. Such person may be counted in determining whether a quorum is present but may not be counted when the Board of Trustees or committee of the Board takes action on the transaction. The minutes or the meeting shall reflect the disclosure made, the vote thereon, the abstention from voting and participation, and whether a quorum is present.

In addition to the foregoing pertaining to voting conflicts of interest, all Directors must comply with ethics laws pertaining to governing board members of charter schools.

REFERENCE STANDARD:

OCPS Administrative Procedure Manual
OCPS Employee Handbook
Sections 112.313(2), (3), (7) and (12) and 112.3143(3), 1002.33(24) & (26)
Florida Statutes.

ACCOUNTABILITY:

Our Children's Prep School Board of Trustees and Key Employees

DRAFT		
OUR CHILDREN'S PREP SCHOOL, INC		
ADMINISTRATIVE PROCEDURE MANUAL		
POLICY: Code of Ethics		
INITIAL DATE:	REVISED:	PAGE 1 OF 1

PROCEDURE:

Board members of Our Children's Prep School will at all times conduct themselves in a manner that:

- Supports the objectives of the Corporation
- Serves the overall best interests of the Corporation rather than any particular constituency
- Brings credibility and good will to the Corporation
- Respects principles of fair play and due process
- Demonstrates respect for individuals in all manifestations of their cultural and linguistic diversity and life circumstance
- Respects and gives fair consideration to diverse and opposing viewpoints
- Demonstrates due diligence and dedication in preparations for and attendance at meetings, special events and all other activities on behalf of the Corporation
- Demonstrates good faith, prudent judgment, honesty, transparency and openness in their activities on behalf of the Corporation
- Ensures that the financial affairs of the Corporation are conducted in a responsible and transparent manner with due regard for their fiduciary responsibilities and public trusteeship
- Avoids real or perceived conflicts of interest
- Conforms with the Bylaws and policies approved by the Board, in particular this Code of Ethics, the Confidentiality Agreement, Conflict of Interest policies and conflict of interest laws pertaining to charter school governing boards
- Publicly demonstrates acceptance, respect and support for decisions legitimately taken in transaction of the Corporation's business

**DRAFT
OUR CHILDREN'S PREP SCHOOL, INC
ADMINISTRATIVE PROCEDURE MANUAL**

POLICY: Board Confidentiality Agreement

INITIAL DATE:

REVISED:

PAGE 1 OF 1

PROCEDURE:

I, _____, a director of Our Children's Prep School, Inc., declare that, in carrying out my duties as a director, I will:

1. Exercise the powers of my office and fulfill my responsibilities in good faith and in the best interests of the Corporation.
2. Exercise these responsibilities, at all times, with due diligence, care and skill in a reasonable and prudent manner.
3. Respect and support the Corporation's Bylaws, policies, Code of Ethics, and decisions of the Board.
4. Keep confidential all information that I learn about clients, personnel, and any other matters specifically determined by board motion to all matters of confidence, as allowed and/or required by Florida law.
5. Conduct myself in a spirit of collegiality and respect for the collective decisions of the Board and subordinate my personal interests to the best interests of the Corporation.
6. Immediately declare any personal conflict of interest that may come to my attention.
7. Immediately resign my position as a director of the Corporation in the event that I, or my colleagues on the Board, have concluded that I have breached my "Oath of Office".

Signature

Date

Section 10: Management

- A. **Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.**

Management Team

Due to the complexity of our students, the variety of diagnoses, disabilities, levels of intellectual ability, medical stability, academic readiness, behavior and mental health challenges, no "one person" who can handle day to day issues at the school. Instead, we utilize a "team" of professionals with expertise in the core program areas, stated in the list of Directors below. When calling the school, the individual will be directed to the professional that oversees that area. This Management Model provides back up and redundancy for managing administrative functions more so that those seen in the traditional public schools.

There are two management positions that report directly to the Board: The CEO and the Director of Curriculum and Instruction. The CEO reports on the business functions such as finance, safety, facilities, budgets, transportation, food service, community outreach, and other administrative functions where the Director of Curriculum and Instruction reports on program quality, the interface of therapy services with the educational process, HR, teacher certification, hiring and releasing of teacher, para, and non instructional staff, school improvement, Title I and II, professional development and any other responsibilities associated with instruction and collaborating with the therapy service provider.

Our Management Model is unique and far more effective than the traditional Principal/AP paradigm for our complex population. A well-represented Leadership Team of Professionals each conducts administrative oversight in their area of specialty. We call this a "Collaborative Leadership Team" (CLT) where like our students; the leadership must work together and cross-train for optimal management of all operational aspects for the betterment of the organization. Comprising the Leadership Team is:

- CEO responsible for administrative functions
- Director of Curriculum/Instruction, Marzano, Educator quality Development and Student Formative Evaluations
- Director of Positive Behavioral Support (PBS), Mental Health and Social Services
- Consultant of Physical Rehab Services
- Consultant of Low Incidence Populations
- Consultant of Speech, Language to Literacy, Augmentative Communication (PECS)
- Director of Continuous Quality Monitoring and Improvement (CQMI), PD and Testing
- Director of Admissions and IEP Compliance
- Director of HR, Marzano scheduling and implementation, Student Admissions, Marketing, Internal Audit/Student Finance
- Manager of Facilities, Buses, Safety Drills, and Food Service

Parents, Community, and Staff needs are met timely with this management design as each leadership member is empowered to meet the needs of the stakeholders.

This highly skilled management team is lead by the Chief Executive Officer and the Director of Curriculum and Instruction.

See Appendix A for the Organizational Chart

The following are descriptions and general duties of each of the nine (9) Leadership positions.

DUTIES

The Director of Curriculum and Instruction, Educator Quality Development, and Student Formative Evaluation Coordinator is an instructional leader who trains, coaches, and assists the educator staff. Duties of this position are to ensure the fidelity of the use of our research-based curriculum, to administer timely and quality formative assessments of our students to measure periodic

progress, educate the teachers and staff on domain two planning of the Marzano System, and document the use of highly effective Marzano strategies used in the classroom. All lesson plans will be submitted to this Leader and reviewed weekly with special attention given to addressing the Next-Generation Sunshine State Standards (NGSSS) and evidence of transition to Florida Standards (FS). This leader will conduct weekly classroom walk-throughs and document educator's teaching performance and provide immediate feedback, in writing, as to their effectiveness.

The Director of Positive Behavioral Support (PBS) mental health, and Social Services is a collaborative leader who trains the entire staff on positive behavioral supports. This leader is responsible for the implementation of a school wide behavioral management system that is three-tiered. This Leader must monitor the fidelity of positive reinforcement, points awarded, reinforcements given, behavior management techniques, facilitating students to move up the multi tiered reinforcement levels, establishment of highly motivating reinforcement opportunities, and coordinating weekly data to show individual students progress. For students with severe behavioral issues, this leader will conduct functional behavioral assessments and/or discrete trial behavior measurements to determine the most effective way to manage these difficult behaviors. Skilled behavioral specialists, supervised by this leader, will implement specifically designed behavior management plans. Finally his leader is responsible for ensuring certification of all professional crisis management staff and ensuring the fidelity of the implementation of Professional Crisis Management procedures at the school. For students needing mental health services this Leader will coordinate these services provided by Our Children's Prep School or by a contract service within the community. If a family or student is in need of social services, this leader will be responsible for coordinating those services as well.

Consultant for Physical Rehabilitation Services. Many of our low incidence students require intensive physical, occupational, and speech therapy services. This highly trained Leader will manage the specialized programs and services such as Hippotherapy and Sensory Integration, the need for prosthetics and

orthotics, and wheelchair and brace assessments, as well as communication with other medical professionals. They will also act as a consultant to the educational team and provide input on the students' IEP.

Consultant for Low Incidence Population. Multi handicapped children with disabilities require coordination of numerous services. Their functional and academic needs center on activities of daily living, pre-vocational and vocational career paths, and social and interpersonal communication. Many of the students exhibit varying types of sensory disorders requiring specialized diagnostic evaluations and individually up individualized program development. Fine motor skills, body positioning, visual tracking, eye-hand coordination, and behavior management, are important factors to consider when designing an educational plan. Many educators are unfamiliar with the complex needs of this population. These students benefit greatly from having these specialists readily available in the classroom to help adapt and prepare the environment for optimum education. This leader will work to coordinate the intensive interventionists with the ESE teachers to develop individualized educational plans within the classroom environment. The effectiveness of these plans will be documented with the help of this consultant and recorded for communication with the parents and other medical and educational professionals.

Consultant for Speech, Language to Literacy, Augmentative Communication (PECS). This leader is unique in that they must be versed in both high and low incidence children.

High Incidence: They must possess the knowledge of reading, receptive language, expressive language, receptive reading, and written language, so they may consult with the ESE teachers who teach reading, language arts, social studies, and science to our most independent children. This consultant works with the Director of Curriculum and Instruction on helping the ESE teachers and speech service providers jointly plan to address the underpinnings of language and how language will affect the child's success in their classroom. The key to our unique model is the collaboration between the ESE classroom teacher and the speech and language therapist working in a co-teaching model where the teacher plans the lessons and the speech and language therapist unpacks the

curriculum and prepares it for preview. This leader is responsible for facilitating our reading to literacy and science to literacy collaboration and measuring the efficacy by looking at the children's increases in their reading and writing, skills, both receptively and expressively, as measured on formative and summative evaluation tools.

Low Incidence: This leader must also possess knowledge of research-based Communication Systems such as the Picture Exchange Communication System (PECS) and current electronic resources that open communication avenues for these severely communicatively challenged children. This leader to help advance the understanding and benefit of augmentative communication systems will coordinate professional development trainings for parents, teachers, and school staff for these nonverbal and limited verbal children.

Director of Professional Development, Assessment, and Continuous Quality Monitoring & Improvement (CQMI): This Leader is responsible for designing measurement systems to look at the efficacy of our unique programs and our student's academic outcomes. Each year, our goal is for our students to make progress. The amount of progress will vary based on the severity of the child's disability, the complexity of their disability, and the amount of educational time the child has been present at school. This Leader will be responsible for documenting our students aggregate performance in the various academic areas based on the goals set and the gain from the baseline measures. Rather than looking at an individual student's progress, this Leader will be looking at overall program effectiveness and maintaining the ongoing quality of our programs. Following each assessment or data collection period, this leader will analyze the information and determine the overall program success or decline. Action plans will be developed with the input of the entire Leadership collaborative, where changes and adjustments in program design or teaching and intensive intervention methods may be adjusted. The quality of the identified programs (i.e.: reading, math, STEM to Literacy, reading to Literacy, PBS, PECs,) will be continuously measured and revised to ensure program improvement. Based on the action plans and the needs of the staff, Professional Development (PD) modules will be planned or arranged by this Leader. The PD attendance, goals, and training outcomes will be documented and stored by this Leader with

submission to the PCSD for CEUs for teacher certification renewal as well as training hours and certificates for professional license renewal of the therapists. Test securing, training, managing the test materials and being accountable for fidelity and security will be the responsibility of this Leader.

Director of Admissions & IEP Compliance: This Leader must have extensive knowledge of the IEP and staffing process including all Federal Regulations as it relates to parent and student rights, conformance requirements to keep the IEP compliant, notification rules, security and safety of the IEP records, legal knowledge of release of information, HIPPA regulations, and excellent communication skills to keep the IEP conferences on target, timely, and meeting the IEP committees needs. This Leader must coordinate all ESE teachers and therapists prior to the IEP meeting to be sure they have their students present levels of performance and coach those teachers and therapists to have some tentative goals ready for the IEP with the knowledge that the goals may be changed at the conference table. This Leader is responsible for loading IEP data and demographic data into the counties data system and is knowledgeable of the counties electronic IEP system. This Leader will coordinate with the Districts LEA representative and schedule IEP meetings and 3 years annual reviews. During the Admissions Process, this Leader will ensure all necessary information is secured, IEP, academic, medical, mental health, attendance, family history, parent goals, previous school attendance and outcomes, family dynamics and be a key member of the student placement committee to provide input as to the best program placement with our school.

Director of HR, Marzano Scheduling & Implementation, Student Admissions, Marketing, Grants, Internal Audit/Student Finance: This Leader is responsible for the HR functions of writing job descriptions with the input of the other Leaders, posting the positions, working with Career Source on any available grants, checking references for new hires, reviewing and updating the policy and procedure employee handbook with the help of the other Leaders, reviewing the policies with all new hires and conducting quarterly meetings for anyone hired after the first of the year to review policies, planning PD on mandatory reporting of child abuse, reporting of inappropriate actions of

employees in the work environment, dangers and consequences of abusing Facebook or other social media, training on sexual harassment in the workplace, assisting the Manager of Safety with planning PD for fire and other drills, assisting the Director of Admissions with processing student admissions into the school, maintaining the employee files, ensuring compliance with the Jessica Lunsford act, facilitating disgruntled parents up the chain of command and then onto the designated Board liaison should resolution not occur, ensuring the posting and noticing of all board meetings, ensuring the sharing with the board financials on a monthly basis along with the annual 990 and audit, writing and monitoring grant opportunities with the help of the entire Leadership Team, works with the Office Manager on ensuring the Internal Accounts and audited and properly accounted for when reviewed by the external auditor, assist the CEO in the selection of the external auditor and help to prepare for the annual audit. This Leader will work with the CEO to directly supervise the custodian and maintenance staff, bus drivers, and cafeteria staff (if any) or any contracted services. This Leader will also work with the CEO and administrative clerical staff on marketing and helping to make the public aware of the services and programs of Our Children's Prep School.

Manager of Facilities, Buses, Safety Drills, and Food Service: This Leader is the chief Custodian and Maintenance person of the facility and is responsible for maintaining the property including utilities. This means this Leader will not evaluate or directly supervise the custodians but rather will provide input to the Director of HR and the CEO who will evaluate and directly supervise the facilities staff, bus drivers, and food service contractors or staff. This Leader will Chair the Safety committee and conduct monthly drills with fire being conducted twice per year. Professional development will precede each drill and a written evaluation and action plan will follow each drill and be stored both electronically and hard copy. The office secretary at the school will assist this leader in managing those files. Other drills are: intruder X 2 with lockdown, tornado, disaster preparedness, bomb threat, medical code blue, and power outage. This Leader will ensure evacuation to an off-site location is feasible over time and this leader will alert authorities that this is a school for children with special needs and must be put on the school notification list for emergency preparedness warnings. This

Leader will work with the school nurse, and consultant for physical rehabilitation on infection control measures and ensure regular cleaning of the floors, carpets, buses and disinfect the surfaces on a regular basis. This leader will be responsible for and work with the CEO on having adequate bus coverage for drivers and attendants. This leader will work with the designated bus maintenance coordinator to ensure all buses are inspected every 30 days, inspection reports are sent to Bartow, repairs are made in a timely manner, routine preventative maintenance of the buses occurs according to schedules, and that the drivers are current with their physicals, driving record checks, continuing ed., and dexterity tests.

Accountability: Each member of the Collaborative Leadership Team reports to the CEO who reports to the Board. The Director of Curriculum and Instruction also reports directly to the Board and the Board has full authority to hire and fire for these two positions. Specific routine accountability assignments are clearly and definitively outlined in the School Improvement Program (SIP) located in Section 5.

The organizational chart outlines the reporting relationship of staff to supervisors with the Director of Curriculum and Instruction being responsible for the supervision of all teachers and paraprofessionals. Supervisory responsibility for teachers in the PreK program coached and supported by the Consultant for Early Childhood will provide input from iObservations to the Director of C & I for the official final evaluation. This same supervisor process will occur with the teachers for the supportive and participatory children, as the Consultant for Low Incidence will complete their iObservations.

All teachers must be certified and in compliance with Florida Statute as it relates to Florida teaching certificate. Additionally, all teachers must be ESE certified and working to acquire the ESOL endorsement. Having a reading endorsement on their certificate will be highly encouraged.

Teachers will gain knowledge of the Structure Your Reading Program, (Ehren 2010) and the SIM™ research documented Learning Strategies Training.

Teachers must be knowledgeable of the Marzano Framework Model™. They must be aware of Domain 1 and recognize that if they work towards developing competency in a selection of the research validated 41 elements they will achieve the level of being an efficient to an exemplary educator. They must know how to plan and teach new material by identifying the key Essential Design question and prepare the lesson in accordance with the research based Marzano Design Question.

The teachers must prepare rigorous lessons that teach to the Florida Sunshine State Standards and Next Generation SSS. Although Common Core Standards were not adopted by Florida at this time, having knowledge of Common Core and when appropriate, teaching higher order thinking skills. The teacher must know the importance of determining and then utilizing each student's baseline data obtained from a standardized assessment and to report those results in a format to allow tracking and trending. Teachers must also look to regular formative assessments to determine a child's understanding of knowledge taught.

An important skill educators at OCPS must have is the ability to work in a team and plan collaboratively. The school model is based on teachers planning with the speech language therapists (SLTs) for reading. Speech and language therapists will also provide support in the planning of all other core subjects of math, science. Teacher's plans, SLTs recognize the language underpinnings to amplify or "zoom in" to enhance comprehension. The SLT will enhance the lesson by addressing syntax, morphemes, compare and contrasts, inferences, and "wh" questions. SLTs do not act as the teachers but rather the language experts who add an enhanced dimension to the classroom and a valuable resource to the teachers and students. The teachers must also direct the paraprofessionals and take responsibility for their behavior, as the paras are extenders of the teachers at OCPS.

Early childhood teachers have the challenge of learning about the importance of language development and why research has identified that you cannot skip language development and just begin teaching formal academics. There is no

foundation to build academics. After extensive review of compendiums of research, the High Scope Curriculum, documented efficacy with 40 years of undisputable research, was chosen as the curriculum of choice for PreK. The difficulty for trained teachers is that they are programmed to "teach" in a formal way, at a desk or table with a structured activity. High Scope learning is embedded in play. Play is the vehicle for developing pre-literacy. The key is that the educator (notice I've changed the semantics to "educator") must know the language stimulation techniques of self talk, parallel talk, expansion, extension and must recognize that their job is to be engaged with the children during developmental play activities outlined in High Scope and direct the paras to do the same. Time must not be idol but rather completely engaged, interactive, and reinforcing.

Supportive and Participatory student's curriculum must be individually designed and have functional relevance. For every child, the goals of communication and social interaction are a priority. Therefore activities that facilitate communication (verbal or nonverbal) that have social relevance (this is key) are academically strong goals. Planning must address the Florida NG SSS but the activities planned to teach and address learning related to those standards must always ask the question: "what is the ultimate goal for these children? Are these activities moving this student towards independence and potential career preparation that meets their highest potential? Are these activities motivating and consider the students interests and motivators thus reducing behavior disregulation?" Teachers who ask these questions, plan to address NG SSS while considering those questions, and make the activities fun and reinforcing is a teacher who possesses the skills needed to teach at OCPS.

Retention is important for a school like OCPS. Given the complex needs of its students, extensive PD is necessary and costly. Providing quality staff with incentives such as merit pay, bonuses, earned special privileges, and frequent positive reinforcement (like that given to children) become a part of the school culture. Opportunities to advance are also motivating for staff. Paraprofessional "ladder" will be considered in the future to provide incentive for higher trained and

higher performing paras as the paras are a significantly large part of our education team.

Planning time to implement data chats, collaborative lesson planning, formative analysis, is helpful for the teachers and educators. Having "early release" every week to allow for these necessary activities to ensure quality intervention helps keep staff on target, happy, and feeling a sense of accomplishment. This time also allows for group PD.

Providing a schedule that allows for small group teaching for reading in collaboration with SLT allows for the optimum teaching model be a reality without frustration as the unique and quality model also provides a structure to implement without impacting the teacher and other educators to design the structure. Staff feel triumphant with their success, thus retention is enhanced.

B. Outline the criteria and process that will be used to select the school's leader.

The members of the leadership team will be advertised on the school website and through Career Source. Interviews with the CEO and other CLT members will be scheduled with questions prepared in advance and questions asked on site. Each interviewee will be scored, references checked, possible writing activity requested, and a decision made. The Board would be notified of the decision.

School leadership at OCPS for day-to-day operation, student learning, safety and security, is provided by the CLT. These CLTs are specially designed and trained to best meet the needs of the students, adolescents, and parents. The CEO is not the immediate "go to person" for regular or traditional school issues. The Director of Curriculum and Instruction and the CEO divide the school responsibility based upon their job descriptions as stated above. The CLTs function as a Principal and Assistant Principal and are far more efficient given the complex needs of the children and adolescents at our school. This management design is similar to the management design found in hospitals. The Board is

responsible for evaluating the CEO and the Director of Curriculum and Instruction.

In the event that the CEO or Director of Curriculum and Instruction position is open, the Board would create a committee to recruit for these positions. The job description and minimum requirements would be established and the position would be advertised through Career Source, on the website, through the National and State Charter School Organizations, and through professional organizations of school administrators and other appropriate trade journals. The CEO and Director of Curriculum and Instruction function as an extensions of the Board whose jobs are analogous to the organization's leadership position. The Board would designate a "search committee" consisting of Board member (s), school staff, parents, and other community leaders, who would interview, check references, score each from a pre-established rubric, and collaboratively rank their recommendations for hire to the OCPS Board of Trustees. The final decision for the selection of the new leader will be the Board.

The Board may decide to purchase "key person" insurance plan with the beneficiary being the OCPS organization. Should the Organizational Leader pass away, the money from the life insurance policy would be used to pay for an interim replacement as well as pay for the cost for the "search process".

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students: 305	Students 320	Students 335	Students 351	Students 351
PreK teachers: 3	PreK teachers: 3	PreK teachers: 3	PreK teachers: 3	PreK teachers: 3
Elem teachers: 8	Elem teachers: 8	Elem teacher: 8	Elem teacher: 8.5	Elem teacher: 8.5
Middle teacher: 6	Middle teacher: 6	Middle teacher: 7	Middle teacher: 7.5	Middle teacher: 7.5
Resource teach: 1	Resource teach: 1	Resource teach: 1	Resource teach: 1	Resource teach: 1
Paras: 27	Paras: 30	Paras: 35	Paras: 36	Paras: 36
Behavior Assist: 1	Behavior Assist: 1	Behavior Assist: 1	Behavior Assist: 1	Behavior Assist: 1
Behavior Spec: 2	Behavior Spec: 2	Behavior Spec: 3	Behavior Spec: 3	Behavior Spec: 3
LPN: 1	LPN: 1	LPN: 1	LPN: 1	LPN: 1

D. Explain the school's plan for recruitment, selection, and development.

The school plans to recruit teachers from the fine universities in the area: University of South Florida, University of Central Florida, Florida Southern College, Southeastern University, Warner University, as well as other fine education and special education programs in the State of Florida. We plan to attend the Florida Teach In, and advertise on Career Source website. Teaching positions will also be posted on our website and linked to the Polk County's website. Educators must meet the requirements as documented in a letter of eligibility, to acquire a temporary teaching certificate, or permanent professional teaching certificate. They must conform to the teacher certification requirements set forth by the State of Florida.

Paraprofessionals with post secondary education are the most desirable, as it is advantageous to mentor paraprofessionals into becoming teachers, therapists, or behavior analysts. Advertising for paraprofessionals at the community colleges in Polk, Orange, and Hillsborough counties will hopefully bring a higher level of paraprofessional applicant. Our standard is to have all paras be highly qualified and receive extensive training to be best prepared to give the highest quality of service to our children and adolescents.

Professional staff such as Behavior Analysts or therapists if hiring from within will be recruited from professional trade journals and professional associations. All

positions will be advertised through Career Source. Behavior technicians must complete the required 300-hour on line courses.

Once resumes are received, they will be date stamped by the HR department and disseminated to the respective Leadership Team member(s). Resumes will be reviewed and those who the Leadership Team selects will be scheduled for interview. Once interviewed, a potential employee will be selected. They are told their hire is contingent upon a clear background check and reference check. The school does not require a drug screen for hire at this time but reserves the right to random screen for drugs at any time for any reason.

The candidate is also asked to make a commitment to stay the entire year, as much effort will go into training them. They will also be informed that they are on a 90-day probationary status and should they not be a "right fit" for this organization, they will be notified within the first 90 working days.

Working at OCPS is hard work but highly rewarding. The setting is unique with the design being a cadre' of professionals immediately at hand to meet the needs of the students. For many educators, this environment is something they have been looking for and not able to find. The program design is an immediate draw for many to work at OCPS. Further enticements are the fact that the positions are public and OCPS pays into the FSRs. OCPS follows the PCSB hiring guidelines as well. The staff are provided extensive ongoing training and professional development, which many find highly attractive. This training serves to retain many employees because they feel highly competent in their jobs. The fact that there are so many specialized professionals available for advising them on students, increases the quality of the educational environment thus promoting a higher degree of retention.

Therapists (speech language, occupational, and physical therapists), whether contracted or directly hired, must meet all requirements for the Florida State Licensure through the Department of Health and maintain their license by completing the required continuing education credits

Section 11: Education Service Providers

This section does not apply, as Our Children's Prep School, Inc. will not be using an Education Service Provider (ESP)

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

All employees will be Public Employees and eligible to participate in the Florida State Retirement System. Additionally, Employees will be offered the services of a financial planner from Morgan Stanley to help them plan for their retirement, children's college fund, or other personal financial matters.

When hired, the employee's starting salary will be determined in accordance to the District's salary schedule. The number of days worked per year will be 201 and the workday for teachers will be 8 hours and paraprofessionals will be 7.5 hours/day.

Pay increases will then be determined on a merit basis rather than following the District's salary schedule and will be awarded in accordance with the requirements of the Florida Student Success Act. Teacher's merit pay will be based on their student's outcome, their teaching competency as measured by the iObservation using the Marzano Framework, and their implementation of selected Deliberate Practice program components. At our school, all educators' Deliberate Practice will be the school-wide Positive Behavior Support (PBS) program. Each educator will have two Deliberate Practice items with one being the PBS. For the educators working with the Low Incidence students, theirs will be the Picture Exchange Communication System. The educators working with the High Incidence students, theirs will be the Design Questions from Marzano, Questions 2 and 3.

Paraprofessionals' performance appraisal will be formulated from their job description. Each job function will have performance items that are broken down into a percent of the job function. A score from 0 to 3 will be given and that score will be indexed based on the items weight. The total % of the weighting will total 100. The maximum merit increase will be 3% with the lowest being 0.

All employees will be given an annual improvement plan where they will have input into the skills and areas they would like to improve. The supervisor will also provide input and work with the employee on establishing the annual goals and objectives for improvement.

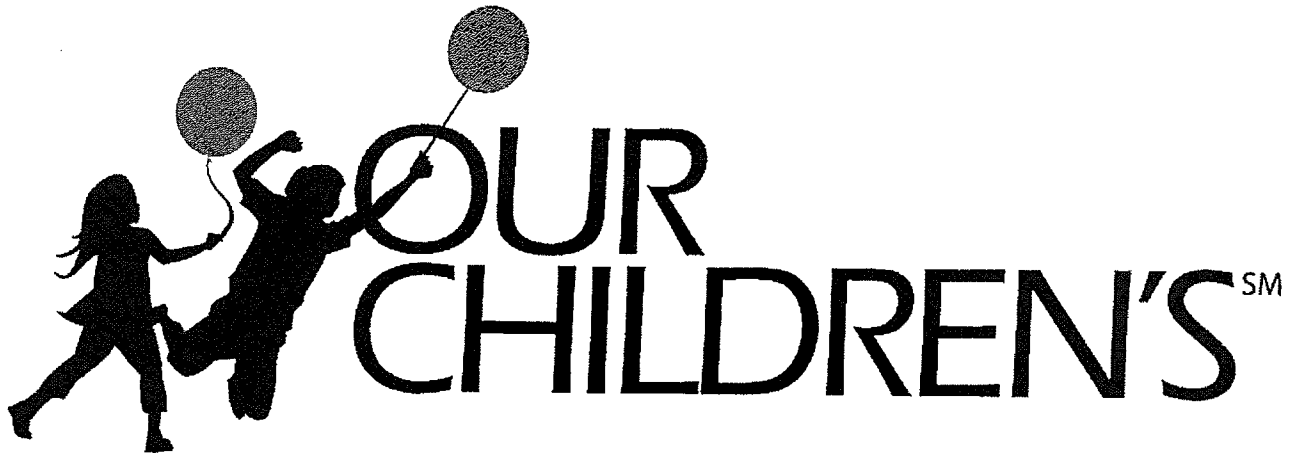
- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed, provide a clear plan, including timeline, for the development and approval by the governing board.**

Professional Development

Every employee will be asked to complete a PD survey to determine what areas they feel they need additional training. The Collaborative Leadership Team will review the survey results and prioritize the top three areas that staff has expressed the need for training. Leadership will also list the PD needs based on the program design, the results of the iObservations, data collection information, student outcomes, and behavior data reports. An annual PD calendar and plan will be created during strategic planning with the majority of PD done at the beginning of the year, on staff training days, and short refreshers during the year on Thursday early release.

Personnel Policy and Procedures

See attached the School's draft of employee policy and procedures. These will be reviewed and revised prior to the opening of the charter school and approved by the Board. If needed, additional policies will be developed.



PREP SCHOOL

Employee Handbook
&
Benefit Information

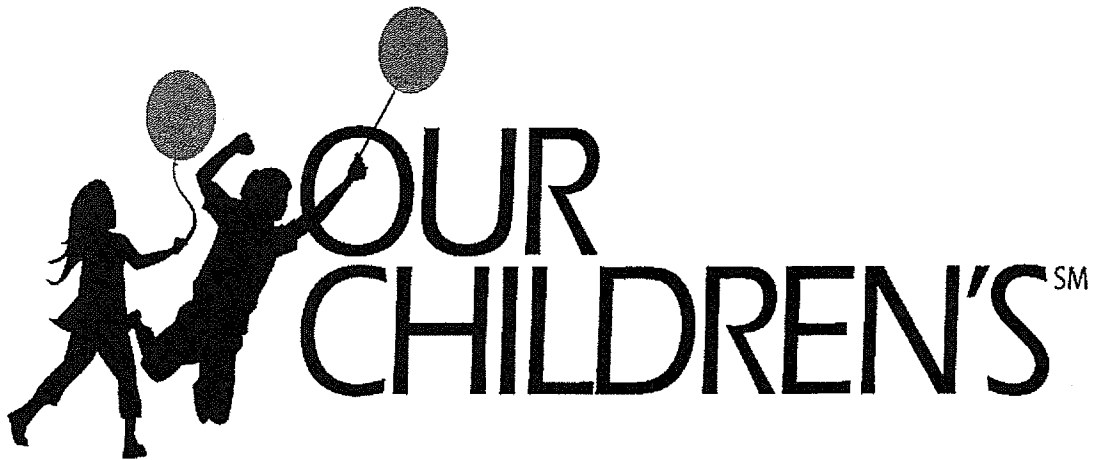
2016 – 2017

The information provided in this handbook is intended to advise employees of Our Children's of the various policies, procedures, benefits, and services available to them. It is not an employment contract. This handbook will be revised as needed.

**Our Children's Prep School
Employee Handbook & Benefit Information
2014-2015
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Welcome 2016 - 2017

Welcome to Our Children's Prep School

We are looking forward to a great year and are so pleased you have decided to join our team.

This handbook is intended to advise employees of Our Children's of the various policies, procedures, benefits, and services available to them. Please read through the material and feel free to approach your Leadership Team, Supervisor, Office Manager, Team Leader, or myself if you have any questions or concerns.

Once again, WELCOME!

Sincerely,

Sharon McManus Comkowycz, M.S. CCC-SLP
CEO, Founder

Our Children's Employee Classifications

Employee Definitions

1. **Administrative:** Includes personnel who perform management activities such as developing broad policies for the Our Children's Organizations and executing those policies at all levels within the Our Children's. Administrative personnel are generally senior level professionals who have been assigned the responsibilities of system-wide functions. Examples of administrative employees include: Executive Director/superintendent; leadership director; technical center directors; and others who perform management activities.
2. **Classified:** Includes educational support employees whose job functions are neither administrative nor instructional, yet whose work supports the educational process. Some examples are: paraprofessionals; technicians; clerical/secretarial workers; skilled crafts workers; service workers; bus drivers; custodians; food service workers; and aides.
3. **Instructional:** Includes employees whose positions require certification including, but not limited to: Department Chairpersons; Grade Level Chairpersons; Behavioral Analyst/Licensed Mental health Counselors; Social Workers; Classroom Teachers; Visiting Teachers; Homebound Teachers; Librarians; Psychologists; Physical, Occupational, and Speech Language Therapist; all Instructional Specialists; Summer School Teachers; Itinerant Personnel; Experts-in-Field; and Adult and Community Education Teachers.
4. **Confidential:** The confidential positions are:
 - Secretaries and Administrative Assistants to the Executive Director/Superintendent and the Directors of the Leadership Team.
 - Human Resources Department Secretaries, Administrative Assistants, and Human Resources Specialists.

Work Schedules

Employees are hired for various work schedules. Some employees work 170 or 180 days each year; some work 196 or 201 days, while others work 220, 240, or 260 days. Check with your direct supervisor to determine your specific schedule.

1.2 Education Standards

The Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct of the Education Profession in Florida Chapter 6B-1 Florida State Board of Education Academic Rules Adopted: June 15, 1982 Amended: November 24, 1998

6B-1.001 Code of Ethics of the Education Profession in Florida

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all;
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity;
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct;
4. Physical, Occupational, and Speech/Language Therapists will abide by their respective code of ethics.

6B-1.006 Principles of Professional Conduct for the Educational and Therapeutic Professionals in Florida

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida;
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law;
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view;
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program;
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement;
 - f. Shall not intentionally violate or deny a student's legal rights;
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination;
 - h. Shall not exploit a relationship with a student for personal gain or advantage;
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;
 - c. Shall not use institutional privileges for personal gain or advantage;
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment;
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.

5. Obligation to the profession of education requires that the individual:
 - a. Shall maintain honesty in all professional dealings;
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicap condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities;
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination;
 - e. Shall not make malicious or intentionally false statements about a colleague;
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues;
 - g. Shall not misrepresent one's own professional qualifications;
 - h. Shall not submit fraudulent information on any document in connection with professional activities;
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another application for a professional position;
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
 - k. Shall provide upon the request of the certified individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;

- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules
- m. Shall self-report within forty-eight (48) hours to appropriate authorities as determined by organization any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes;
- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes;
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes;
- p. Shall comply with the conditions of an order of the Education Practices commission;
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

1.3 Discrimination Policy Statement

Discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee in the state system of public Pre-K, K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any public Pre-K, K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

1.4 Unlawful Employment Practices

- 1. It is an unlawful employment practice for an employer:
 - a. To discharge or to fail or refuse to hire any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color,

- religion, sex, national origin, age, handicap, or marital status;
- b. To limit, segregate, or classify employees or applicants for employment in any way, which would deprive or tend to deprive any individual of employment opportunities, or adversely affect any individual's status as an employee, because of such individual's race, color, religion, sex, national origin, age, handicap, or marital status.
 2. It is an unlawful employment practice for any employer controlling apprenticeship or other training or retraining, including on-the-job training programs, to discriminate against any individual because of race, color, religion, sex, national origin, age, handicap, or marital status in admission to, or employment in, any program established to provide apprenticeship or other training.
 3. Whenever, in order to engage in a profession, occupation, or trade, it is required that a person receive a license, certification, or other credential, become a member or an associate of any club, association, or other organization, or pass any examination, it is an unlawful employment practice for any person to discriminate against any other person seeking such license, certification, or other credential, seeking to become a member or associate of such club, association, or other organization, or seeking to take or pass such examination, because of such other person's race, color, religion, sex, national origin, age, handicap, or marital status.
 4. It is an unlawful employment practice for an employer to print, or cause to be printed or published, any notice or advertisement relating to employment, membership, classification, referral for employment, or apprenticeship or other training, indicating any preference, limitation, specification, or discrimination, based on race, color, religion, sex, national origin, age, absence of handicap, or marital status.
 5. It is an unlawful employment practice for an employer to discriminate against any person because that person has opposed any practice which is an unlawful employment practice under this section, or because that person has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this section.

Florida Statutes: Chapter 760.10

1.5 Prohibition of Sexual / Racial Harassment

Our Children's forbids discrimination against any employee, applicant for employment, or student on the basis of sex or race. Our Children's and OCRC will not tolerate sexual/racial harassment activity by any of its employees. This policy also applies to non-employee volunteers who work subject to the control of school authorities.

Sexual harassment consists of un-welcomed sexual advances, request for sexual favors, and other inappropriate verbal, nonverbal, graphic, written, or physical conduct of a sexual nature when:

- Submission to such conduct is made, either explicitly or implicitly, as a term or condition of employment or of an

individual's education.

- Submission to or rejection of such conduct by an individual is used as the basis for an employment or academic decision affecting that individual; or
- Such conduct substantially interferes with an employee's work performance or student's academic performance, or creates an intimidating, hostile, or offensive work or school environment.

Sexual harassment, as defined above, may include but is not limited to the following:

- Verbal, non-verbal, graphic, and written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications;
- Unwelcome or inappropriate touching;
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's employment.

Racial harassment consists of verbal, non-verbal, graphic, written, or physical conduct that denigrates or shows hostility or aversion toward any employee based upon race when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive work environment; or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or employment opportunities.

Racial harassment as defined above may include but is not limited to the following conduct which is based upon race:

- Epithets and slurs;
- Written or graphic material that shows hostility or aversion toward an individual or group;
- Negative stereotyping;
- Threatening, intimidating or hostile acts.

Disability Harassment is oral, written, graphic or physical conduct or any act as relating to an individual's disability that is sufficiently severe, pervasive or persistent so as to limit or interfere with the ability of the individual to participate in or benefit from district programs or activities; harassment that has the effect of unreasonably interfering with an employee's performance or creating an intimidating, hostile or offensive working or school environment.

Disability harassment as defined above may include but are not limited to conduct directed at the characteristics of a person's disabling condition such as:

- Imitating manner of speech;
- Interfering with necessary equipment;
- Negative stereotyping;
- Threatening, intimidating or hostile acts;

- Written or graphic material that shows an aversion or hostility towards an individual or group with disabling attributes.

Specific Prohibitions

It is sexual harassment for an employee or non-employee volunteer to use his or her authority to solicit sexual favors or attention from subordinates or students, including but not limited to incidents when the subordinates or students failure to submit will result in adverse treatment, or when the subordinate's or student's acquiescence will result in preferential treatment. It is racial harassment for an employee or non-employee volunteer to create or be responsible for a racially hostile environment i.e., harassing conduct that is sufficiently severe, pervasive, or persistent so far as to interfere with or limit the ability of an employee or student to participate in or benefit from services, activities, or privileges provided by the school.

Procedures

Any person who alleges sexual/racial harassment by any staff member may complain directly to his/her supervisor. If the direct administrator or supervisor is the offending person, the report should be made to the next higher level of administration or supervision. Filing of a complaint, or otherwise reporting sexual/racial harassment, will not affect the individual's status, future employment, future promotion, extracurricular activities or work assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the board's legal obligations, and with the necessity to investigate the allegation of misconduct and take corrective action when this conduct has occurred.

In determining whether alleged conduct constitutes sexual/racial harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The Direct Supervisor, or designee, has the responsibility of investigating and resolving complaints of sexual/racial harassment.

A substantiated charge against an employee shall subject such employee to disciplinary action, including but not limited to warning, suspension, or termination, subject to applicable procedural requirements.

Any employee, applicant for employment, student, or applicant for admission who believes he/she has been discriminated against or harassed is encouraged to follow the established complaint procedures or directly contact his/her supervisor.

1.6 Drug Free Workplace

In compliance with the Drug-Free Workplace Act of 1988, Sections 112.0455, 440.101, and 440.102, Florida Statutes, State of Florida Department of Labor and Employment Security, the organization will publish an annual statement notifying employees that unlawful possession, use, or distribution of illicit drugs and alcohol by employees on the Our Children's premises is prohibited. This includes illicit drug use or possession at any school-related activities away from or on the organization's premises.

Definition:

- a. "Controlled Substance" or "substance" means controlled substance as defined by Title 41, U.S. Code Section 706 or as defined by Section 893.02 Florida Statutes.
- b. "Drug Free Workplace" means any property, building, facility, site, location or place wherein employees engage in school-related activities or otherwise act within the scope of their employment.

The Direct Supervisor shall immediately suspend any employee violating the policy, and the Direct Supervisor is hereby directed to report any violation to the Executive Director who will communicate to the Board of Trustees for further action, which could result in termination of employment.

Failure by an employee to report a known violation of this policy will constitute an act of insubordination and willful neglect of duty. Employees need to be aware that compliance with this policy is mandatory and violators will be referred for prosecution.

Substance Testing: Drug testing will be conducted for active employees in the following instances:

- a. Reasonable cause to believe an employee is involved in substance abuse;
- b. Upon return from a substance abuse rehab program;
- c. As part of a random selection process for employees in predetermined departments and/or high-risk positions.

1.7 Emergency School Closings

In case of an emergency, the Superintendent/designee is authorized to close any school or all schools and to dismiss a school(s) prior to the regular daily dismissal hour. The may dismiss the school when the Superintendent or designee cannot be contacted, and an extreme emergency exists endangering the health, safety, or welfare of students. In a declared state of emergency, school personnel shall maintain control of students until these students are released from school or in the case of transported students, until they depart from the school bus.

The directors shall cooperate with emergency preparedness authorities during a natural or man-made disaster. If a civil disturbance or similar situation occurs, the Direct Supervisor shall cooperate with the law enforcement authorities.

Section 2 Administrative Policies and Procedures

2.1 Attendance and Promptness

Absenteeism

If you must be absent, it is your responsibility to notify the Direct Supervisor at once. Call your supervisor as early as possible at their home or on their cell. If they do not answer, call the school at once to

report your absence until you speak to someone, do not leave a message. Excessive absenteeism, tardiness or leaving early may be grounds for disciplinary action or dismissal. Have a plan in place whenever possible to have your absences covered by appropriate staff prior to being absent.

Reporting Absences

Employees who will be away from their normal place of work during normal duty hours are expected to report their absences or duty reassignment to their immediate supervisor. Except in cases of emergency or illness, absences should be arranged in advance and requested/approved on the appropriate Our Children's forms.

Tardiness

Our Children's expects all employees to be present and ready to perform their duties at the start of their duty day and to remain present for their entire duty day, unless they have the prior approval of their supervisor. Employees, who exhibit chronic tardiness, or those who do not call their supervisor or designated representative prior to being tardy, may be subject to progressive discipline.

All classified and instructional employees, including exempt (salaried) must "clock-in" documenting their arrival and departure time. All classified and instructional employees must clock in and out. Excessive absences would require documentation in order to prevent any disciplinary action. Disciplinary actions could occur when an employee no longer has PTO available or documentation for the excessive absences.

2.2 Arrests

Any employee, who is arrested or charged with any crime, including driving under the influence of alcohol or controlled substances, must notify the Direct Supervisor or designee of the alleged charges/allegations. Instructional personnel must self-report within 48 hours to appropriate authorities any arrest/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Failure to self-report will result in disciplinary action. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, self-reporting shall also be required for any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of _____ hours after the final judgment. (A minor traffic violation could be parking or speeding ticket; however, a DUI is not considered minor.)

When reporting to your supervisor your arrest or charge, obtain documentation that you made this report within 48 hours to your supervisor. It is your responsibility to obtain written documentation such as an email showing to whom and when you reported your arrest with a c/c to the Executive Director/Superintendent.

2.3 Teacher Certification

The Certification Office in the Human Resource Services Division at the School Board Offices will assist with issuance of certificates and determination of highly qualified teachers. Florida law requires all teachers to hold a valid Florida Educator's Certificate. The staff will be happy to assist you with the approval of appropriate course-work for renewal or addition of a subject to your certificate. If you are not sure, it is always better to ask but it is your responsibility.

Securing and updating a certificate is the responsibility of the teacher. Our staff is here to provide you with guidance, but you must fulfill the requirements and complete all procedures.

For teachers with a temporary certificate, it is extremely important that you follow the requirements listed in your Official Statement of Eligibility issued by the Florida Department of Education. If you have specific testing requirements to meet you will need to contact the state for registration and test information. **DO NOT WAIT UNTIL THE LAST MINUTE TO TAKE THESE TESTS.** (Completion of certification requirements has major impact on your reappointment eligibility.) Teachers must pass the general knowledge test by June 30 of the year the temporary certificate was issued.

Should your name change after your certificate has been issued, you can apply to change your name on your certificate; however, there is a fee. If you wish, you can wait until the next renewal date of your certificate and change your name at NO additional charge. You should also change your name on your social security records. When you provide the Direct Supervisor with this information, all records, including payroll records, will be changed accordingly.

If you have earned a higher degree from an accredited institution, it could affect your pay status. You must submit an official transcript with the higher degree conferred to your Direct Supervisor for evaluation.

Teachers and administrative staff must now provide their Direct Supervisor/supervisor with a copy of their transcripts and valid teaching certificate. The Florida Department of Education no longer provides these copies to the employer. New teachers must also provide their Direct Supervisor with a copy of their Statement of Eligibility. Direct Supervisors are responsible to pass this information on to the Office Manager at the Central Office. If you have previous fulltime experience, teachers and therapists must obtain written verification of fulltime employment from their previous employer to get credit for work experience.

2.4 Therapist, Nursing and Behavior Analyst or any Employee that holds a Certification in a Therapeutic Field

Therapists are employed by Our Children's Rehab Center, Inc. and licensure/certification is the responsibility of each therapist. Nurses, Mental Health Counselors, and Behavior Analysts may be employed by the school and licensure is the responsibility of each individual. Some continuing education will be provided by the organization, but is up to

each therapist to complete all continuing education required for their license. Each therapist must keep track of their continuing education and provide the organization with verification of each continuing education hour earned. The therapist will complete licensure/certification renewal paperwork in a timely manner to avoid any lapse in licensure. The licensure renewal paperwork with continuing education documentation must be submitted to the administrative office if you wish the organization to consider the payment of fees. Failure to renew your license/certificate in a timely manner will result in suspension or termination of employment.

2.5 Change of Address and Phone Numbers (Cell & Home)

All changes in address or phone numbers, including cell phone numbers, must be updated in writing on an Employee Contact Form/Employee Medical Form, which can be acquired from the office manager. Name changes should be reflected on your Social Security Card, and a copy of your new card should be turned in along with the Employee Contact Form.

2.6 Conflict of Interest & Solicitation of Employees

No employee may work for an organization doing business with Our Children's while employed with the Our Children's Organization. Any employee working another job anywhere must reveal such a contractual agreement, in writing, to the Direct Supervisor/Executive Director. The Direct Supervisor/Executive Director may approve such an arrangement; however, if the Executive Director determines the relationship to be a conflict of interest, he/she will request that the employee terminate his/her employment with either the organization of Our Children's, or the conflicting employer.

As an employee, you may not perform any duties related to an outside job during regular working hours or during the additional time that is needed to fulfill the responsibilities of the position. Similarly, you may not use the organizations facilities, equipment, or materials in performing outside work. You may not solicit the sale of or sell services or goods to Our Children's during work hours or by using Our Children's email for personal profit or gain. Your supervisor must approve soliciting the sale of goods for nonprofit organizations in advance.

2.6 A. Nepotism

Nepotism is defined as showing favoritism or patronage to relatives. During the formal screening process, an applicant, who would be supervised by a close relative, must be eliminated from consideration. An employee may not transfer to a cost center if he/she may supervise or be supervised by a close relative. A close relative is defined as a spouse, ex-spouse, partner, siblings, parent, grandparent, aunt, uncle, grandchild, cousin, including all step and/or half relatives.

2.7 Dress Code

All employees are models for the students and should reflect this in their dress and appearance. Neatness and cleanliness are important for all employees. Each staff member should maintain a neat, professional appearance appropriate for his/her specific assignment. Each staff member will wear a logo-shirt and appropriate bottoms. Appropriate bottoms are loose fitting neutral or dark pants/skirts at the knee or longer. Bottoms must be without tears, rips or holes. Skirts, shorts, dresses, pants, should not be form fitting either by fabric, cut or design. Athletic wear, spandex, basketball shorts, scrubs, sweat pants or pajama bottoms are not appropriate for the work place. All staff members must wear closed-toed shoes; flip-flops or open-toed shoes are not appropriate at any time. Appropriate undergarments (i.e., bras and underwear) are expected to be worn by all employees. Undergarments and private body areas must not be evident or visible through clothing. If midriffs, underwear or other body parts are exposed, the employee will be sent home to correct their dress. Staff members sent home must return to complete the workday in appropriate dress. Payment is not available for time spent correcting dress. If an employee abuses the dress code consistently, it will result in disciplinary action or possible termination. Hospital and medical staff must follow the dress code of the facility at which they are working.

Tattoos/Piercing:

The ultimate goal of this policy is to ensure a workforce that presents a sharp, professional appearance to the public and the children we serve, while allowing individual expression through authorized body art. Tattoos on the face, neck, hands, or uncovered arms and legs may not be visible during work hours and school sanctioned events unless it is smaller than an inch and not offensive in nature. If there is a hand or wrist tattoo larger than one inch, or hand tattoos which are offensive in nature, then they need to be covered up. Any exceptions need to be brought to the administrator.

Visible piercings must follow these criteria: earrings may hang no longer than one inch below the ear lobe and all other facial piercings must be removed or covered up during school hours. Extra attention should not be brought to tongue or belly button piercings; a clear retainer or barbell can be used as an option. No gauge plugs in ears are permitted.

2.8 Electronic Mail

Email accounts shall be used to enhance communication for work-related duties. The use of e-mail accounts must be in support of education and/or research that are consistent with the educational goals and policies of Our Children's. The employee in whose name the account is issued is responsible at all times for its proper use. Behavior that is inconsistent with this policy may result in disciplinary action which may include possible termination or legal action.

Policies:

- a. Unauthorized use includes, but is not limited to:
 - The creation and exchange of messages that is offensive,
 - harassing, obscene, or threatening;
 - The exchange of privileged, confidential, or sensitive

- information outside of the organization or outside the defined privileged group;
 - The creation and exchange of advertisements, solicitations, chain letters, and other unsolicited e-mail;
 - The creation, storage, or exchange of information in violation of copyright laws;
 - Reading or sending messages from another user's account, except under proper delegated arrangements;
 - Altering or copying a message or attachment belonging to another user without the permission of the originator;
 - The installation and use of unapproved applications and downloads are prohibited;
 - Using email in ways that violate Our Children's policies and procedures;
 - Unnecessary activities which cause congestion of the network or otherwise interfere with the work of others;
 - Representing personal views as those of Our Children's.
- b. The Direct Supervisor must be notified immediately of any unauthorized use of your account or any other breach of security. Our Children's is not liable for any loss you may incur as a result of someone else using your password or account, either with or without your knowledge;
 - c. Users must not compromise the privacy of their password by giving it to others or exposing it to public services. Passwords should be changed at least every 90 days;
 - d. Employees must not open e-mails or attachments from unknown senders to avoid viruses;
 - e. Employees must not use the Internet for personal use.

2.9 Networks and Internet Use Policy

Our Children's offers access to network resources and the Internet to our schools. Usage is a privilege granted to employees and students. The use of the network and the Internet must be in support of educational and professional activities that are consistent with the educational goals and policies of the school. The user is responsible at all times for its proper use. Behavior that is inconsistent with these policies and guidelines may result in disciplinary action and/or legal action.

General Network Use

The network includes all computers and other peripheral devices on property that are interconnected to the local/wide area network. It is provided for users to conduct research, complete assignments, and print assignments, use instructional programs, and use media center electronic catalog.

Internet Access

The Internet encompasses a multitude of libraries, databases, social networking and resources beyond the local/wide area network. It is provided for users to access educational resources to conduct research, complete assignments, use instructional programs and use media center on-line catalogs.

General Network and Internet Access Policies

Unauthorized use includes, but is not limited to:

- Violations of laws and regulations regarding:
 - Copyrighted and trademark material;
 - Threatening, obscene or profane material;
 - Licensing agreements;
 - Plagiarism.
- Vandalism, which is defined as malicious attempt to harm or destroy network resources, data of other users, the Internet or other networks. This includes the creation of, or uploading of, computer viruses on the Internet or host site;
- Use of the Internet or network for financial gain or illegal activity;
- Use of another individual's network access including use of another individual's network username and password;
- Congestion of network by consuming large amounts of bandwidth, including but not limited to:
 - Network/Internet games
 - Streaming video and audio
 - Teleconferencing
 - Downloading very large files without prior approval of technology staff;
 - Hacking or any attempt to gain access to networks;
 - Browsing networks to obtain IP addresses and other network information;
 - Accessing the networks without prior authorization;
 - Use network resources or other resources with the intent of preventing or interfering with the transmission of voice, data, pictures, or anything that can be transmitted over the network;
 - Trespass on other's work, files or folders, and attempt to, or take action to, access, modify, harm or destroy data of another user;
 - Circumventing proxy servers, firewalls or other filtering software;
 - Using unauthorized telephone services, including long distance calls.

For consequences please see 2.19

Social Networking

Our Children's respects the rights of employees to utilize social media, such as Facebook, Twitter, or other electronic communications; however, activities in or outside of work that affect an employee's job performance, the performance of other employees, or activities that might affect the image and reputation of Our Children's and/or are an area of interest for Our Children's as an employer. Our Children's takes these interests very seriously. Employees should be mindful of these interests, should not use social media when on duty, and should be mindful of these considerations when using such media on personal time. Protect your Facebook by adjusting your settings to being tagged.

Beware! Being "Tagged" on Facebook could result in offensive photos.

See the below Policy and Procedure detailed guidelines.

Definitions:

Blog: is an online type of journal or newsletter that is readily accessible to the general public on a website. Blogs are typically used by individuals to share personal thoughts, ideas, opinions, videos, pictures, etc.

Electronic Communications: is a system of worldwide electronic communication in which a user can compose a message on a computer, cell phone, or other electronic devices that allows the user to send a written message to one or more persons.

Profile: is an individual account posted on social media websites that may include personal information, viewpoints/opinions and/or communications with others.

Social Media: is a term that defines the various activities that integrate on-line technologies and practices that people use to share opinions, insights, experiences, and perspectives.

Social Networking: is the practice of expanding the number of one's business and/or social contacts by making connection through on-line technologies or electronic devices.

Policy:

1. Employees are prohibited from posting photos of Our Children on personal Facebook accounts, newsfeeds, etc.
2. Employees are expected to follow the guidelines outlined in this policy and provide a clear distinction between their views as individuals and their Our Children's employment.
3. When using social media, employees should have no expectation of privacy and must apply good judgment for every activity related to Our Children's;
4. If information is posted in the public domain, Our Children's reserves the right to monitor compliance with this and other Our Children's policies. Any public information employees create, transmit, download, exchange or discuss on any social media may be accessed at any time without prior notice;
5. Employees who participate in social networking or electronic communications deemed not to be in the best interest of Our Children's will be subject to corrective action up to and including termination;
6. It is the right and duty of Our Children's to protect itself, its students and employees from unauthorized disclosure of proprietary and/or confidential information and the discussion, commentary or other dissemination of potentially untrue, inflammatory, derogatory, defaming, and/or otherwise unlawful or inappropriate commentary concerning Our Children's;
7. In public settings, employees must remain respectful of Our Children's business operations, co-workers, students, etc. Anything obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful, or embarrassing to a fellow employee, student or business partner is prohibited;
8. Activities in or outside of work that affect an employee's job performance, the performance of others, or the image and reputation of Our Children's are a proper focus for Our Children's policy;
9. Employees are prohibited from listing their email address unless the social networking site is used purely for business or

professional purposes, including Facebook. If you list your work affiliation on a social network, then you should regard all communication on that network as you would in a professional network.

Guidelines for Employees:

1. You are personally responsible for the content you publish on profiles, blogs, or any other form of user-generated social media or electronic communications.
2. Seek input from your immediate supervisor or administration prior to publishing anything questionable or that you wouldn't say in person to avoid potential violation of this policy;
3. Be thoughtful and respectful about what you say or publish. When participating in social networking, you should always protect your privacy and the privacy of others;
4. Social media is not the appropriate place for addressing work-related concerns or business matters and accordingly you should refer these types of employment-related concerns to your immediate supervisor or administration;
5. Use good judgment when participating in social networking activities. Do not use ethnic slurs, personal insults, obscenity, reveal confidential or private information, defame or disparage students or co-workers or engage in any conduct that would not be acceptable in the workplace;
6. If you list Our Children's as your place of employment or publish content to any website outside of Our Children's and it has something to do with work you do or information associated with Our Children's, use a disclaimer such as this: "The information or postings on this site are my own and do not necessarily represent the views and opinions of Our Children's;"
7. For your protection as well as Our Children's do not post any privileged, confidential, copyrighted information or Our Children's issued documents;
8. Before you engage in any social networking or electronic communications, remember that you should have no expectation of privacy and when you compose a message, read it over before sending it and ask yourself if the content is appropriate based on the guidelines in this policy.

For consequences please see 2.19

2.10 Performance Evaluation

Each member of the instructional, administrative, and classified staff shall receive an annual evaluation by his/her immediate administrative supervisor. The purpose of the evaluation shall be for the improvement of all personnel. The administrative supervisors shall use the evaluation form provided by the Executive Director/Superintendent. A copy of each employee's evaluation report shall be filed in the employee's personnel file maintained in the Administrative office. Our Children's expects high performance of all its employees. Evaluations and goal setting help employees identify their strengths and weaknesses, as well as opportunities for professional growth and development.

Approved Educator/Leader or Non-instructional Personnel Evaluation Tool

Your administrator/evaluator will provide the assessment forms and procedures at the beginning of the school year. The evaluator will be your immediate direct supervisor.

2.10. A. Hours Worked

Educators: Each school or work site may establish its own teacher duty day schedule. A teacher's duty day will be the equivalent of instructional and non-instructional minutes per day in a particular school. Teachers agree to meet requests for assistance or conferences initiated by students or parents that require time outside the regularly scheduled duty day. The regular duty day can be extended for emergencies that threaten the health or safety of students. A supervisor may require attendance at faculty meetings, parent orientations, and open houses.

Classified employees: The regular workweek will be Monday thru Friday. No employee will be required to work through his or her lunch.

2.10. B. Professional Development

The organization is committed to the development of its people. Investments in people represent investments in our children and in our future. We believe the more you develop as a professional, the better our school will become. As a result, professional development opportunities abound. Below is a short list of some of the opportunities available to you:

Teachers

The Vision of the Our Children's states: "Staff Excels ~ Students Succeed." It's simple, clear, and focused. We believe if we have high quality teachers in every classroom, students will benefit, and student achievement will soar. Our job is to develop and to provide on-going support to teachers, administrators, and the schools in this endeavor. The organization accomplishes this work through two major avenues: Professional Development and Teacher Evaluation using the Marzano approach.

Professional Development that is designed to make the best even better leads to a high quality staff working with students. We help teachers write Individual Professional Development Plans based upon student data. The Department provides quality and results-oriented training so that teachers are equipped with strategies that engage students in rigorous curriculum. Teacher Evaluation is supported through the Marzano approach for first-year teachers as well as the coaching and mentoring afforded to teachers.

Instructional Aides

The federal *No Child Left Behind* legislation requires instructional aides who work in Title I school to have an associate's degree, 60 semester hours of college, or have passed a rigorous exam. This is

also a requirement for any aide at the Paraprofessional level. Our Children's offers several opportunities to help aides who aspire to be Paraprofessionals achieve this goal. Those interested in taking a test may do so through the Test Center Department at the sponsoring counties.

Classified

Most classified employees have training opportunities targeted at your functional area of expertise - that is, making you better at what you do. Please consult your Supervisor or Director to find out what opportunities may be available to you.

Outside Opportunities

Opportunities may arise to support and promote professional development. Often these resources are used to pay for substitutes for teachers to attend PD, but they may also be used to contract outside consultants and trainers or to send teachers to conferences. Again, if you are interested in these opportunities, consult your supervisor.

2.11 Injury and Illness in the Line of Duty

Employees injured while "on the job" will need to contact their direct supervisor immediately. All injuries must be documented on an incident report form with all witnesses listed. Leave for injury/illness in the Line of Duty is granted in accordance with Worker's Compensation Law when absence is the result of a personal injury or illness. In order to be eligible for this protection, the injury must be reported to the Worker's Compensation carrier. Treatment must be provided by an approved Worker's Compensation doctor. Flu shots and Hepatitis B series will be available at no cost to the employee. Given that our services are to children, obtaining a flu shot is highly recommended.

The Staff Incident/Accident Report Form must be filed within 24 hours. The employee must provide documentation from the Occupational Health Center physician.

2.12 Leave of Absence without Pay

Unless otherwise specified by law, leave is granted at the discretion of administration. Policies about leave are designed to protect facility operation from unnecessary interruption due to absences. When employees apply for leave, they must complete the appropriate form and include the reason for requesting the leave in writing. The Direct Supervisor may cancel the leave if it is used for a different purpose or cause. Leave is generally granted in advance, not retroactively. However, emergencies that cannot be anticipated are considered "granted" in advance if they are promptly reported. Except for military leave, leave cannot be granted beyond July 1 of the next fiscal year. However, a new application may be filed at the expiration of leave, with new leave granted at the discretion of the board. The person on leave is responsible for requesting a renewal; it is not automatic. If a renewal is not requested, employment will be terminated.

If you go on official unpaid leave and wish to continue your health and/or life insurance coverage, you will be responsible for paying the premiums under the COBRA program. Employees on leave are entitled to the same enrollment that active employees have.

Types of Leave

- Military Leave in accordance of applicable law
- Family/Medical Leave - case by case with documentation of the illness in question
- Maternity/Parental Leave – up to 6 weeks unpaid with continuation of health benefits
- Extended Personal Leave – case by case

Approved employee leave does not entitle the employee to paid time off, only a guarantee to return to employment. Employment may or may not be the exact position that was left.

When the need for leave is foreseeable, the staff member must provide at least thirty (30) days notice. When the need for leave is not foreseeable, the staff member must notify their supervisor as soon as possible. Leave decision for Medical/Family or extended personal will be made on a case by case basis. All leave requests must be made in writing. If leave is approved for a designated period of time and circumstances require extending or shortening the leave, the staff member must notify the administration immediately of the request to change. If the employee is on approved leave because of his/her personal illness, medical clearance must be provided prior to return to work.

Maternity leave- The instructional employee shall, in her written request for leave, notify the Executive that she will return to work either: as soon after the birth of her child as her physician certifies in writing that she is able to return, at which time the teacher shall be returned to her former position on the first day of the next school year following the termination of pregnancy, at which time the teacher shall be returned to her former position.

An employee's PTO must be used prior to any leave without pay is used. While an employee is on extended unpaid leave, (more than 3 weeks) they are not entitled to holiday pay.

2.13 Days off, Personal Time-Off (PTO) for Instructional and Classified Employees

Our Children's will follow the approved county calendar for students. Paras will follow the days off schedule for 10-month employees. Secretaries will follow either the 11-month employee or 12-month employee schedules set forth by the organization, not the district school board. Teachers will work 201 days and return to work 2 weeks prior to the start of school. During the training weeks, educators will receive training pay at a rate. Para's will work 180 - 196 days and be paid a training rate of \$50.00 per day for the week prior to school beginning.

Please be advised, employees schedules are subject to modifications based on the needs of the school.

Incentives

1. If an employee has no absences and no tardies (this includes sick, PTO, emergency) during each quarter, they may leave work early on Thursday's the following month after that quarter every week (2:15pm) unless a meeting is called such as monthly staff meeting.

Bus drivers and bus aides who cannot leave early will be given 4 hours additional PTO.

2.
 - a. If an employee has 50% or less of their PTO days remaining, they will be paid out at 50%;
 - b. If an employee has 51%-75% of their PTO days remaining, they will be paid out at 65%;
 - c. If an employee has 76%-80% of their PTO days remaining, they will be paid out at 90%;
 - d. If an employee has 81%-100% of their PTO days remaining, they will be paid out at 100%.

Each employee will earn sick/personal leave (PTO) days according to the contract period worked as follows:

10 month employees (180, 196, 201 days)	- 10 days per year
10 ½ month employees (220 days)	- 10 days per year
11 month employees (240 days)	- 11 days per year
12 month employees (260 days)	- 12 days per year

Employees cannot use PTO until after the 90 day probationary period; however it will continue to accumulate. PTO, when available, must be used at time of absence and cannot be saved for future planned time off.

Employees will earn one PTO day for each month worked until the full amount, based on your agreed upon days worked, has been reached. Returning employees will start the school year with 4 PTO days. Disciplinary action will be taken if you exceed your PTO. Employees cannot take time off without pay except in unusual circumstances and it must be approved. Taking time off without pay does not conform to this policy and may jeopardize your employment.

There will be no differentiation between "sick" and "personal" days.

DO NOT BOOK AIRLINE TICKETS WITHOUT APPROVED LEAVE, EXPECIALLY ON STORM MAKE-UP DAYS. YOU MAY LOSE YOUR MONEY.

Employees must advise administration of the need to take leave and complete a sick/personal leave form at least 30 days prior, when possible. Two days or 16 hours a year may be taken with no pre-authorization period.

Employees working at OCRC must request all but their 2 float PTO days during student vacation times unless previous arrangements have been made with administration. Instructional and classified employees may NOT take leave before or after school holidays or summer break. No PTO will be approved for hurricane or storm make-up days until it is certain that we will not be required to work on those days.

No leave accrues year to year. If the employee has unused leave at the end of their year, they may be paid in accordance with the payout schedule previously outlined. Staff will not be paid for days off due to hurricanes. PTO may be used for hurricane days off.

The following require prior approval from the Direct Supervisor:

- Partial day;
- Use of PTO prior to actual accrual.

The following does not require use of PTO days:

- Military Duty (up to 17 days leave with pay);
- Illness/injury in the line of duty (in accordance with Worker's Compensation Law);
- Leave of absence without pay for the following:
 - a. Family/Medical Leave - up to 12 weeks unpaid within a 12 month period for: * birth/care of a newborn; * placement of child for adoption or foster care; * to care for an immediate family member (spouse, child, parent) with serious health condition; * to take medical leave due to serious illness
 - b. Maternity/Parental Leave
 - c. Extended Personal Leave
 - d. Extended Military Duty Leave (beyond 17 paid days)
 - e. Jury Duty.

2.14 Personal Mail

Please have all personal mail delivered to your residence. Telephones in the schools and/or offices are for business only. Of course, it is understood that emergencies arise, and you must either call or be called while at work. Please make arrangements for emergency calls to go through the office and personal calls to go through your cell phone and check your messages during lunch or after work. However, for purely personal messages, please make other arrangements for calls during your work day. All cell phones must be turned off.

2.14. A. Telephone Calls

Audible cell phone use may result in disciplinary action. The cell phone should not be answered unless it is an emergency. If an employee is caught using their phone for personal reasons during work time, the employee will receive first a written-verbal warning and then a written warning. The first offense will require the phone be placed in the direct

Supervisor's desk or in the employee's car for 1 week. The second offense will require the phone to be placed in the employee's car for 1 month. The third offense will result in a permanent ban of the phone from the work place. Be prepared to show your supervisor what your phone is being used for when requested.

2.14. B. Personal Business on School Time

No employee of the Our Children's may conduct personal business (personal phone calls and text messages as well as the operation of any personal business) on work time except for emergencies approved by their Supervisor or the Executive Director/Superintendent. Our Children's equipment or supplies shall not be used to conduct personal business or any other activity not connected with the network. Violation of this rule shall be grounds for disciplinary action - up to and including termination.

2.15 Personnel Records

Personnel/employment records are processed and maintained in the central administrative office. All personnel files are public records and as such are available for public inspection. If you would like to review your personnel file, please feel free to contact the central administrative office.

The office manager should be notified in writing of any changes in personal status such as changes in name, address, marital status, beneficiary for life insurance purposes and/or number of dependents.

2.15. A. Probationary Period

All newly hired employees have a probationary period; the duration of that period is based upon classification (see page5 for an explanation of the categories). Employment during the probationary period must be continuous for probation to be successfully completed.

For classified employees, the probationary period begins on the first day of regular employment and continues for six (6) months.

For instructional employees, the first year contract is the probationary period. Administrators should review the contracts to determine the probationary period.

During the probationary period, the employee may be dismissed without cause or may resign from the contractual position without breach of contract. A probationary employee who is recommended for termination has no appeal rights, and no written explanation from the organization is required.

2.16 Reassignments

In the event that the administration determines that an involuntary transfer to another school or hiring IOCPStion must occur, the employee shall be notified of the decision in writing. This may result in a recalculation of pay.

2.17 Resignations

When an employee leaves a position, proper notice should be given. Teachers and therapists are expected to work the entire school year. In addition, teachers contract outline the provisions for terminating within the school year. If a professional plans to resign, they should complete the semester and give a 60 day notice to ensure you leave in good standing. A letter of resignation indicating the date you plan to leave and the reasons should be submitted to your supervisor. Paraprofessionals or office staff should give at least 4 weeks notice to ensure you leave in good standing. It is important that you leave the organization in good standing to protect your eligibility for rehiring. If you are absent from work without permission from your supervisor, this may be considered as your having resigned and could result in the forfeiting of all rights to reemployment. There will be an exit interview for teachers and therapists. PTO time may not be requested during the notice period. Accumulated PTO or vacation time will be paid out at the schedule outlined provided the employee leaves in "good standing." Good standing means with a 60 day notice at the end of a semester (teachers/therapists) and a 4 week notice for para's and office staff.

2.17. A. Exit Survey

At the end of your relationship with the Our Children's organization you will be asked to complete an Exit Survey. We use the information in the exit survey for a number of things. Most importantly, we use the information to understand why people leave our organization and, in return, review our programs and policies to encourage long-term retention. Most preventable losses to any organization occur because of a perception of some negative impact on overall quality of life. We are convinced the better we understand those issues, the better we can respond with programs that improve the quality of life of our people and, in turn, improve our overall retention and experience levels.

2.18 Retirement

Our Children's schools participate in the Florida State Retirement. The Florida Retirement System (FRS) is an employee-noncontributory system. This means that your employer makes the total contribution for you. 3% of your salary is deducted from your paycheck to pay for your retirement. The employer pays the balance owed to FRS. OCRC employees participate in a SEP (Simple Employee Pension) where OCRC contributes 3% of your salary toward retirement. The employer contributions are not refundable.

The Florida Retirement System now makes available two retirement plans, the Defined Benefit Plan and the Investment Plan. Under the **Defined Benefit Plan**, you are vested after you have completed six (6) years of creditable service. Vesting refers to your earned right to receive a retirement benefit when you reach normal or early retirement age, even though you may have terminated before that age. Normal retirement is 62 years of age OR 30 years of service regardless of age. If you have at

least six years of creditable service but have not reached your normal retirement age as described above, you can take early retirement. The amount of your benefit is reduced 5% for each year you are under age 62.

Under the **Investment Plan**, you are vested after you have completed one (1) year of creditable service. This benefit is based on return of investments or progress. It is more portable and is better for employees who are short term. If you are preparing to retire, certain steps should be taken to ensure that there would be no loss of benefits to you.

The following is a description of steps you may wish to follow:

PLAN AHEAD

Decide when you intend to retire. To be eligible for benefits, you must terminate all relationships with ALL FRS employers and not be reemployed by any FRS employer within the next calendar year following your initial retirement. There are exceptions to the reemployment law for retirees reemployed in certain positions with educational institutions.

REQUEST AN ESTIMATE

Within two years of your proposed termination date, you are encouraged to request an audit of your years of service, and you may request an estimate of benefits by obtaining Form FR 9 from the Human Resource Services Department. The Division of Retirement will send you the estimate of benefits. It will show the estimated retirement benefits to which you are entitled.

APPLY FOR RETIREMENT BENEFITS

Three to six months before your termination date, request a retirement application from the Human Resource Services Department

HEALTH INSURANCE AND LIFE INSURANCE

You may elect to retain the benefits that you are enrolled in at the time of retirement. You may decrease benefits at retirement, but you may not increase them.

DEFERRED RETIREMENT OPTION PROGRAM (DROP)

The Deferred Retirement Option Program (DROP) is a program, which became effective July 1, 1998, and allows you to retire and begin accumulating your retirement benefits without terminating employment for up to 60 months from the date you first reach normal retirement (age 62 or 30 years of service). While participating in DROP, your monthly retirement benefits remain in the FRS Trust Fund, earning tax-deferred interest, while you continue to work (but you do not earn additional service credit for retirement). When the DROP period ends, you must terminate all employment with FRS employers. At that time, you will receive payment of the accumulated DROP benefits and begin receiving your monthly retirement benefit (in the same amount as determined at retirement, plus annual cost-of-living increases).

OCRC employees are entitled to an optional 403b retirement where employee contributions reduce your taxable income. Employer will match 3% of annual income after 1 year of employment provided the employee contributes 3% or more of the annual income for these OCRC employees participating in the 403B plan.

2.19 Suspensions / Dismissals

Under certain conditions, a supervisor may recommend to the Executive Director/Superintendent the suspension or dismissal of an employee. Immediate dismissal can occur when an employee has violated the law or has committed a severe act of insubordination that could result in a compromise of the health and safety of a child or fellow employee. The disciplinary action is as follows:

- A letter of concern;
- Verbal warning with a written confirmation;
- Written warning related to the same or different offenses;
- Recommendation for dismissal or termination letter.

Lapse of licensure or certification may result in suspension or dismissal from employment. Teachers must have a temporary certificate and pass the general knowledge exam before June 30th of the year their temporary certification will expire. Failure to pass the general knowledge exam will result in the termination of their teaching position.

2.19. A. Grievances

A grievance is an allegation by the employee that she/he has been treated in an unfair and/or inequitable manner. Currently the Our Children's Organization employs a four-step grievance process. Additionally, reprisal or recrimination as a result of the filing of a grievance is strictly prohibited.

The following is the four-step grievance process.

1. The employee initiates a grievance allegation by completing an incident report and submitting the report to the supervisor of the employee in question and the grieving employee's supervisor.
2. The supervisor of the employee in question would investigate the allegation and schedule a conference.
3. If the grieving employee is not satisfied with the outcome, they may continue up the chain of command to the Executive Director/Superintendent and request a formal conference.
4. If satisfaction is not achieved at the Executive Director/Superintendent level, a written request accompanied by the Incident Report and the minutes of the formal conference would be sent to the Board Chair or their designee to request a hearing. The Board Chair would make a final recommendation and a written response would be documented to the grieving employee.

2.19. B. Reductions in Force and Reorganization

Should the Our Children's find it necessary to take action to reduce staff or reorganize work assignments based on the organizational needs, both classified and instructional staff could be subject to layoffs or reassignments based upon seniority and certification area or job classification. Seniority is based on the continuous length of service from an employee's effective date of hire. Reassignment of duties to a

different job may result in an adjustment of pay in accordance to the newly assigned position.

2.20 Temporary Duty Leave

Temporary duty leave is authorized for all employees who are assigned by the Direct Supervisor to be on duty at such a place or places removed from their regular place of duty. The Direct Supervisor is authorized under these policies to reassign employees to temporary duty as deemed necessary and to execute payment for reimbursement of expenses. With proper prior approval from the Direct Supervisor, overnight stays are permitted for out of county travel and will be reimbursed according to policy or circumstance. If temporary duty leave results in temporary duty reassignment, the employee's remuneration will be based on the Direct Supervisor's decision on the payment for job performed. For example, remuneration for employee training may be a daily rate less than the employees' normal rate of pay (\$100) per day - teachers and therapists; (\$50) per day - paraprofessionals.

2.21 Toxic Substances at Work

Employees have a right to know about exposures to toxic substances in the workplace. Under the Florida Right-to-Know Law, Chapter 442, Florida Statutes, employers must provide employees with information about the toxic substances with which they work and train employees in safe handling practices and emergency procedures. A list of toxic substances is listed at each facility or hiring location.

2.22 Transfers

Employees may request transfers based on vacancies. Employees who wish to transfer to a different work site during the school session shall submit a written request to their immediate supervisor for the specific vacancy being advertised. For a list of vacancies access the Our Children's website or contact the Direct Supervisor.

2.23 Vacancy Procedures

All vacancies will be posted on the Our Children's website and/or can be obtained by contacting the Direct Supervisor. This information is updated frequently. An employee seeking a new position within the system is encouraged to contact the Direct Supervisor. Current employees are given priority consideration for all vacancies.

2.24 Weapons / Firearms

It is the expressed policy of Our Children's that no weapons/firearms shall be taken on organization property, or property of contracted vendors, by anyone other than law enforcement personnel. All persons, including school personnel, violating the provisions of this policy while on Our Children's property or while providing services to contracted vendors wherever located, shall be immediately reported to the proper law enforcement authority. Employees violating the above provisions shall also be reported to the Board of Trustees and to the Professional Practice

Commission/Department of Health. The executive director shall make a recommendation for disciplinary action, which may include suspension or dismissal.

2.25 Worker's Compensation

If you are injured on the job, the Florida Worker's Compensation Law protects you. If you are hurt on the job, regardless of how slight an injury, report it to the administrator. You may think the injury insignificant at the time, but it could develop into something that requires medical care, and a staff incident report should be on file for you to receive treatment at a designated health office specializing in occupational health. Contact your supervisor for specifics.

This benefit is provided by state statute, and there are rules and procedures both you, as the employee, and your employer must follow. Further, there are stiff penalties for fraud.

Our Children's provide safety equipment that must be used when engaging in certain activities. Be sure to use this protection because you could be penalized if you are injured while not doing so. A good example is a care seat belt, gloves, etc. Using it only protects you against injury but protects your rights under Worker's Compensation and your ability to recover from the responsible party.

2.25. A. Safety

Our Children's has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve Our Children's equipment, employees must comply with the following requirements:

- Observe all safety rules
- Familiarize yourself with Our Children's critical incident plans/procedures and emergency preparedness protocols
- Keep work areas clean and orderly at all times
- Immediately report all accidents to their supervisor by completing the Incident Report Form.
- Operate only equipment or machines for which they have training and authorization
- All employees must wear their employee ID card while on Our Children's property.

Employees with questions or concerns relating to safety programs and issues should contact their immediate supervisor.

2.26 Classroom Security

When leaving the classroom or other work areas at the end of the day, teachers are expected to turn out the lights, adjust the thermostat to 85 degrees, secure all doors and windows and lock doors. Additionally, all trash must be removed from the classrooms at the end of the day.

All staff should refrain from keeping personal items of value in or about their desks. Purses should never be left unsecured. Students should be instructed to leave valuables at home. Our Children's will not be responsible for the loss of or damage to personal property due to such causes as fire, theft, accident or vandalism.

2.27 Staff/Student Relationships

Staff members shall maintain professional relationships with students at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each student as an individual and to accord each student the rights and respect that is due him or her.

Staff members shall promote a learning environment that encourages fulfillment of each student's potential in regard to his/her program, consistent with Our Children's goals and with optimal opportunities for students. This goal may be reached by adapting instruction to individual needs, by:

1. Insisting on reasonable standards of scholastic accomplishment for all students;
2. Creating a positive atmosphere in and out of the classroom;
3. Extending the same courtesy and respect that is expected of students;
4. Treating all students with consistent fairness.

Staff members shall use good judgment in their relationships with students beyond their work responsibilities and/or outside the school setting and shall avoid excessive informal and social involvement with individual students and parents. No employee may accept a gift of more than \$50.00. If a parent gives a gift in excess of \$50.00, please return it or donate the gift back to Our Children's. Accepting the money will be grounds for dismissal. Any appearance of impropriety shall be avoided. Inappropriate relationships between employees and students shall be prohibited and will be grounds for immediate dismissal.

2.28 Tobacco-Free Environment

Our Children's properties are smoke-free environments and do not allow the use of tobacco on any campuses. Compliance is expected and required. Violations of this policy will result in appropriate action being taken, the same as a violation of any other Our Children's policy.

Tobacco use is defined as the carrying or smoking of any kind of lighted pipe, cigar, cigarette, or any other smoking equipment or material or the chewing or sniffing of a tobacco product.

2.29 Use of Our Children's Property

Our Children's provides you with necessary equipment, and materials to carry out the job assigned to you. If you are assigned any equipment or materials, it becomes your responsibility to exercise care in its operation. Personal use of materials, supplies, tools, or other equipment is not permitted. Violation could result in disciplinary action up to dismissal, criminal prosecution, or both.

2.30 *Visitors in the Workplace*

All visitors are required to enter any facility through the main entrance. School visitors must show proper identification and be screened through the schools visitor management system, receiving a temporary ID badge, which must be worn while on campus. Contractors and vendors on campus must display valid identification issued by the organization at all times while on campus. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

2.31 *Gifts and Solicitation*

The Our Children's employees, volunteers or agents shall not accept, directly or indirectly, gifts or gratuities valued at more than \$50.00 from vendors or potential vendors which might influence or appear to influence purchasing decisions.

2.32 *Political Activities*

Florida Statute 104.31 and Our Children's policy governs political activities of school public employees. Some things to remember are:

- (1) Political posters shall not be displayed in schools
- (2) Political literature shall not be distributed in schools or on school property
- (3) Solicitations for votes or contributions shall not be conducted in schools or on school property
- (4) Students shall not be required to distribute campaign literature
- (5) Employees shall refrain from participation in partisan politics on Our Children's property during the work hours. Our Children's employees shall not solicit support of any political candidate, partisan or non-partisan, during regular work hours. An Our Children's employee who offers him/herself as a candidate for public office shall notify the Executive Director/Superintendent immediately upon qualifying for election. He/she shall conduct his/her campaign so as not to interfere with his/her responsibilities. Personal leave without pay may be taken during the campaign period with approval from their Supervisor.

2.33 HIPAA Policy

We are not required to agree to a restriction that you may request. We will review your request, and if we agree, we will comply with the restriction unless your information is needed for emergency treatment. We cannot agree to restrict disclosures that are required by law. We encourage you to discuss requests for restrictions with your doctor. You may request a "Health Information Restriction Request Form" from our privacy officer. You must complete, sign, and date the form. Your request must state to whom the restriction will apply, and it must specify the restriction requested.

You can ask us to communicate with you by an alternate means or at an alternate location if the communication could endanger you. We will agree to all reasonable requests. We may evaluate the reasonableness of your request by asking you for information about payments, alternative addresses, or other methods of contacting you. We may condition your request. Please make this request in writing to our privacy officer at the address on the back of this notice.

You have the right to request that your doctor amend your health information. You may request an amendment of your health information in a designated record set if you believe it is incorrect or incomplete. All requests must be in writing. In certain cases, we may deny your request for an amendment. For example, we may deny your request if we did not create the information, if the information is something you would not be permitted to inspect or copy, or if it is complete and accurate. If we deny your request, you have the right to file a statement of disagreement with us. We may prepare a rebuttal to your statement. Please contact the privacy officer if you have any questions about amending your information.

You have the right to receive an accounting or list of certain disclosures we have made. This right applies to disclosures for purposes other than treatment, payment, and healthcare operations as described in this notice. It also excludes: (i) disclosures that you have authorized; (ii) disclosures made directly to you; (iii) disclosures to family members or friends involved in your care; (iv) disclosures for national security or intelligence purposes; and (v) disclosures to law enforcement officials.

You have the right to receive information about disclosures that occurred after April 14, 2003. You must request this information in writing. Your request should state a timeframe for the disclosures. Your right to receive this information may be subject to certain exceptions, restrictions, and limitations.

You have the right to obtain a paper copy of this notice. Upon request we will send you a paper copy of this notice, even if you have agreed to accept this notice electronically.

HIPAA Notice of Privacy Practices

If you have any questions about this notice, please contact our privacy officer at (863) 294-1429 or (863) 679-3338

HOW TO COMPLAIN IF YOU BELIEVE YOUR RIGHTS HAVE BEEN VIOLATED

We encourage you to send any complaints about our privacy practices to our Privacy Officer. To submit a complaint or for further information about the complaint process, contact the Privacy Officer, using the information found below. **We will not retaliate against you for filing a complaint.** You may also complain to the Secretary of the Department of Health and Human Services if you believe your privacy rights have been violated.

This notice explains our privacy practices. It describes how Our Children's may use and disclose your health information. It will explain:

- **How your health information will be used and disclosed;**
- **Your rights related to your health information; and**
- **How to complain if you believe your rights have been**

violated.

In this notice, Our Children's, may be referred to as "we," "our," or "us." We will protect your health information. Health information is information about you that may identify you and medical information, such as your symptoms, test results, diagnoses, treatments, and plans of care. We are required to abide by the terms of this notice. However, we may change our notice at any time. Any new notice will be effective for all health information maintained at the time of the change. Upon your request, we will provide you with a copy of any new notice. The new notice will also be posted at our business location.

USES AND DISCLOSURES OF HEALTH INFORMATION

Your health information may be used and disclosed by your doctor, our support staff, and others who are involved in your care. Your health information may be used and disclosed for a number of reasons. This notice explains those reasons and gives some examples of the types of uses and disclosures. The examples are not meant as a total list, and they do not explain all of the ways we might use and/or disclose information.

Treatment: We will use and disclose your health information to provide and coordinate your healthcare and any related services you may require. This includes the coordination and management of your care with a third party, such as a hospital or home health agency. We will also disclose health information to other doctors and their staff who may be caring for you. We may disclose your health information to a referring doctor or laboratory that may be involved in your care to assist your doctor with your diagnosis or treatment.

Payment: Your health information will be used, as needed, to obtain payment for the healthcare services you receive. This may include certain activities that your health insurance plan requires before it will approve or pay for services that we recommend, such as approving a hospital admission or approving certain medical equipment, like a wheelchair.

Healthcare Operations: We may use or disclose health information, as needed, to support our business activities as they relate to your health care. These activities may include, but are not limited to, quality assessment, employee and physician review, training students, and limited marketing.

For example, we may disclose your health information to healthcare students working with patients within our offices. We may use a sign-in sheet at the registration desk, asking you to provide us with your name and the name of the doctor. We may call you by name when your doctor is ready to see you. We may also use or disclose your health information to remind you of an upcoming appointment.

We may share your health information with third parties who provide services or functions that are essential to their business. These third parties are called "business associates," and include billing agents or transcription services. We will make sure that all business associates have signed a written contract that will protect the privacy of your health information. We may use or disclose your health information, as necessary, to provide you with information about treatment alternatives or other benefits that may be of interest to you. We may disclose your health information for some marketing activities. For example, your name and address may be used to send you a newsletter about special healthcare services that we offer. We may send you information about products or services that we believe may be beneficial to you. You may request that these materials not be sent to you by writing to our Privacy Officer at the address on the back.

Others Involved in Your Healthcare: We may disclose your information to a family member, a close friend, or any other person you identify. This may include telling a family member about your location, general condition, or death. In the event of a disaster, we may provide information about you to a disaster relief organization so they can notify your family of your condition and location. If you are not present or able to object, then your doctor may use his or her professional judgment to decide whether the disclosure is in your best interest.

Emergencies: We may use or disclose your health information in an emergency situation. If this happens, your doctor will try to obtain your consent as soon as reasonably possible after the delivery of treatment. If your doctor or another doctor is required by law to treat you and the doctor was unable to get your consent, he or she may still use or disclose your health information to treat you.

Communication Barriers: We may use and disclose your health information if we attempt to obtain your consent, but we are unable to do so because of a substantial communication barrier. In this case your doctor will use professional judgment to decide whether you would consent.

Required by Law: We may use or disclose your health information but to the extent that the disclosure is required by law. The use or disclosure will be made and limited in accordance with the law.

Coroners, Funeral Directors, and Organ Donation: We may disclose health information to a coroner or medical examiner for identification purposes or other duties as required by law. Health information may also be used and disclosed for organ, eye, or tissue donation purposes.

Research: We may disclose your health information to researchers. Federal rules govern these disclosures and require your authorization or the approval by an appropriate board that has reviewed the research and documents. We will act in accordance with federal rules related to disclosing information for research purposes.

Military and National Security: We may disclose the health information of armed forces personnel if authorized by military command authorities. We may also disclose your health information to authorized federal officers for conducting national security and intelligence activities.

Workers' Compensation: We may disclose your health information to comply with Workers' Compensation laws and other similar worksite programs.

Uses and Disclosures Based Upon Your Written Authorization Other uses and disclosures of your health information will be made only with your written authorization. You may give, amend, or revoke your authorization at any time, in writing. You may not revoke to the extent that your doctor has already taken action in reliance on it. For more information about authorizations, please talk to your doctor or contact the privacy officer.

YOUR RIGHTS

Below are a statement of your rights with respect to your health information and a description of how you may exercise these rights.

You have the right to inspect and copy your health information. This means that you may inspect or copy part or all of your health information that is contained in a designated record set for as long as we maintain that information. A "designated record set" contains medical and billing records.

Under federal law, you may not inspect or copy the following records: (i) psychotherapy notes; (ii) information compiled for use in a civil, criminal, or administrative action or proceeding; and (iii) health information that is restricted by another law.

You may submit your request to inspect and copy particular information to our privacy officer at (863) 294-1429 or (863) 679-3338. You may also request a summary of your information.

If your request is accepted, you may be charged a reasonable, cost-based fee. If your request is denied, you have a right to have this decision reviewed. Please contact our Privacy Officer if you have questions about any request that may be denied.

You have the right to request a restriction on the release of your health information. You may ask us not to disclose part of your health information for the purposes of treatment, payment, or healthcare operations. You may also ask us not to disclose at any part of your health information to family members or friends who may be involved in your care and who may ask for the information for notification purposes.

Section 3 Payroll Information

3.1 Additional Work

Will I be paid for additional work and overtime?

It depends on whether or not the additional work is related to your regular

job function and whether you have your supervisor's approval prior to working any additional hours. Also, whether or not you receive additional compensation depends on whether or not you are classified as "Overtime Exempt" or "Overtime Non-Exempt" under Wage and Hour Law. If you are Exempt, you will not receive additional compensation for work related to your regular job functions.

Exempt Positions

Directors
Teachers
Fully Licensed Therapists
Mental Health Counselors
Office Managers

Marketing/Public Relations/
Grant
Behavior Analysts
Admissions/Case Manager
Registered Nurses

Non Exempt Positions

Paraprofessionals
Facilities/Maintenance Workers
Administrative Assistants

LPN
Food Service
Secretaries

If you are Non-Exempt, you must have prior approval of your immediate supervisor before you actually work outside of your normal planned working time. If the additional work is outside of the realm of your regular job, and you have received proper approval in advance, you will be compensated for the work at the rate of pay associated with the job you are performing. As an example, a teacher/therapist may work at night in a therapy position and be compensated at a set hourly rate different from her normal hourly rate assigned to her daytime job or paraprofessionals, secretaries, therapists and teachers may be involved in weekend inservice training and be compensated at an inservice rate. This rate may be less than the employees' regular rate. Professional therapists and teachers may attend inservice training and seminars on the weekend, but will not receive salary compensation.

How will I be paid for my additional work?

An employee's normal daily working hours on scheduled workdays is referred to as Planned Working Time. Employees who fall under the Overtime Non-Exempt category (employees who are covered by Wage and Hour Law) will be compensated for time worked outside of their planned working time. Hours worked at the employee's regular job and outside of Planned Working Time will be paid as **Additional Time** at the employee's regular hourly rate of pay. Hours worked at the regular job in excess of 40 hours in a work week, will be paid as **Overtime .5x**, at one and one-half the employee's regular hourly rate of pay. (The work week begins Monday at 12:00 am (Midnight) and ends Sunday at 11:59 pm.) For example, a paraprofessional works 42 hours will receive regular compensation equal to 40 hours (Base Rate) at her straight time hourly rate, plus 2.0 hours (Overtime 1.5x) at one and a half her hourly rate.

Hours worked at a job, which is not related to the employee's regular job, may be compensated at a special hourly rate of pay and employee is compensated at a special rate of pay which may be less than the employee's regular rate of pay. Those employees in exempt positions are not required to be compensated as they are salary employees and it is considered as part of their job.

If an employee (such as a therapist) works on the weekend or during the week at a location that is not their regular employment and they have or will work their 40 hours, they may be compensated as an independent contractor and paid a flat hourly rate or at a rate per 15 minute unit when direct services are provided.

Volunteer Hour Request

The Our Children's consists of private non-profit organizations. The Administration and Board of Trustees gives every employee the opportunity to volunteer at various events. It is suggested that all employees volunteer a minimum of 25 hours per year to help with fundraising events. Christmas families, public relation gatherings, school work days, etc. Every teacher/therapist must attend every parent teacher meeting, other employees are encouraged to sign up for specific events. (See attached Volunteer Sheet). Volunteer hours are aggregated and become very important when applying for grants and when raising money for specialized programs that benefit our children. The board and administration are very grateful and appreciate the time staff helps with our events.

3.2 Payment Schedule

Checks are distributed on Friday, every other week. Pay periods have designated start and end dates. Employees should check with the HR/Payroll Manager to determine when they will receive their first check and the amount of time they worked in the pay period.

Paychecks for employees are subject to mandatory payroll deductions for social security tax, Medicare tax and federal withholding tax, based on Forms W-4 and the tax tables furnished by the Internal Revenue Service.

Work Hours

An employee's work hours will be determined by the supervisor in order to properly meet the needs of the school. Be sure to discuss work hours with your supervisor before you begin work.

Breaks*

Supervisors permit breaks during the normal workday. Every employee is provided 25-30 minutes for lunch and must take that time each day. Employees' lunch periods should be scheduled so that there is always adequate coverage in the classroom. Thirty minutes for lunch will be deducted daily for non-exempt employees.

Holdback

What is holdback?

Holdback is for employees who work less than twelve (12) months. The overall intent is to give employees as close to twenty-six equal payments as possible.

For most pay periods, employees will earn more than they will be paid. The difference between what is earned and what is paid is referred to as "holdback". When holdback is deducted from earnings, it is added to a "holdback balance" which is calculated by the Payroll Manager. The holdback balance accumulates throughout the school year so that it can be drawn upon in Thanksgiving, Winter Holidays, Spring Break and summer.

3.3 Payment of Unused Leave of Termination / Retirement

If your employment is terminated prior to the end of the school year, your PTO balance will be adjusted to the amount you have actually earned. Professional staff should give 60 + day notice and clerical staff are encouraged to give a 30 + day notice, but are required to give a minimum of 2 weeks. Accrued PTO time will be paid per the payout schedule previously outlined provided proper notice in accordance with this policy was given in writing. You do not accrue PTO during your notice period and you may not use PTO time during your notice period.

3.4 Payroll Deductions

Deductions can be taken from employees' paychecks to cover items such as health and life benefits, supplemental insurance coverage provided by outside carriers, charitable contributions to the Our Children's, court ordered garnishments, and Tax Sheltered Annuities, fines/penalties for late submission of reports, or to replace curriculum and/or tests checked out to staff. Board sponsored health and life coverage will be provided to employees upon employment and again each year during the open enrollment process. Other deductions are arranged between the employee and the company providing the insurance coverage or services.

A Payroll Deduction Authorization Form should be given to the payroll secretary at the school indicating the amount of the monthly deduction with the employees' signature evidencing authorization of the deduction.

When deductions start is subject to the payroll deadline each payroll period.

Benefits are available to employees who work more than 30 hours per week.

Section 4 Benefit Information

4.1 Health Insurance

Our Children's will be providing health insurance coverage for all eligible/interested employees. You may purchase coverage for your spouse/domestic partner (this person must have lived with employee for 12 months) for children, and civil partner (documentation of living together 12 months or more).

4.2 Life Insurance

Our Children's will be providing term life insurance coverage for all employees.

4.3 Supplemental Benefits

We also have information available for supplemental benefits (cancer, long-term care, hospitalization, accident, dental, etc.) that you may wish to purchase. For additional information, please contact the Office Manager.

Section 5 Employee Policies & Procedures for Students

5.1 Bullying

Our Children's is committed to creating a healthy and safe learning environment for all students that is free from bullying and harassment. All employees are expected to model and support a school culture that promotes positive interactions and respect for others. Bullying is more specifically addressed in the Code of Student Conduct, Section 6.07

Bullying:

- Is aggressive behavior or intentional harm;
- Can be physical, verbal, emotional, or sexual;
- Is carried out repeatedly over time;
- Occurs within an interpersonal relationship characterized by an imbalance of power.

Staff members who witness or become aware of bullying will immediately intervene in the following manner:

- Establish the safety of the victim of bullying;
- Complete an Incident Report
- Report to administration

5.2 Child Abuse Reporting

When school personnel suspect child abuse and/or neglect, the law requires the following:

The suspected child abuse and/or neglect will be reported immediately to the Florida Abuse Registry, 1-800-962-2873.

Return the "Notice of Referral to Child Abuse" anonymously to your school administrator immediately before or after calling the Child Abuse Registry at 1-800-962-2873. The forms are located with administration or designee.

5.3 Code of Student Conduct

Our Children's Code of Student Conduct revolves around a Positive Behavior Management System. Under the supervision of a Behavior Analyst, students needing behavior plans are monitored continuously, and data collection is in order to update and tweak student behavior by

certified Behavioral Analysts to reflect students' next steps in their chain of progress.

5.4 Compulsory School Attendance

Florida statute requires all students, ages 6-16, to attend school. Students are considered truant if they have 5 unexcused absences within a 30-day calendar period or 10 unexcused absences within a 90-day calendar period. Truancy should be reported to the Direct Supervisor of your school.

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

When a student is continually sick and repeatedly absent from school, the student must be under the supervision of a doctor in order to receive an excuse. The doctor's statement should confirm that the student's condition requires absence for more than the number of days permitted by the district school board policy.

5.5 Critical Issues

Our Children's recognizes that a student in or out of the classroom may raise questions concerning various critical issues. It is important that personal values and opinions not be shared with students. The primary goal is to teach students traditional values such as respect, trust, honesty and kindness. Students need to understand and decide the best healthy behavior for one's mind body and soul. The Florida Legislature as the expected standard advocates abstinence for all school-aged children and youth (Division of Statutory Revision, 1996). **Students should always be encouraged to discuss critical issues with their parents or guardians, especially in the areas of personal/family values and morals.**

5.6 Ethics in Education Act

Senate Bill 1712 titled "Ethics in Education Act" was created and signed by Florida Governor Crist on July 1, 2008. Florida Statutes, Section 112.2173 is amended to allow the forfeiture of retirement benefits for the conviction of a felony as defined in Section 800.04 of the Florida Statutes (lewd and lascivious offenses committed upon or in the presence of persons under 16), or Chapter 794 of the Florida Statutes (unlawful sexual activity with certain minors.)

Any employee found to be guilty of such crimes will be terminated immediately and the proper procedures for forfeiture of teaching credentials will be initiated by school administration with the Florida Department of Education.

Any staff member or administrator who is aware of such actions by another Our Children's employee and does not inform his or her immediate supervisor/Direct Supervisor will be immediately terminated.

5.7 Medication Administration

Our Children's will follow the guidelines of medication administration, which can be found in the Student Code of Conduct. Employees who bring prescription medicine with them to work must keep them out of reach of the students. Preferably, staff should lock these items in a secured location. If an employee has a student attending the school, he or she should follow the procedures outlined in the Student Code of Conduct.

5.8 Student Threats of Harm to Others

Report immediately any threats of harm to others, including employee threats to other employees and the school, or threatened violent acts to the Direct Supervisor or executive director.

5.9 Parents Working for Organization After the Student Enrolls

Once a student is enrolled, the parent may not be hired for a position at the school their child attends. The parent or guardian of that student may be hired to work at an alternate campus or to drive a bus.

Section 13: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.**

The recruiting plan for the school must consider the various age groups served by the school, types of disabilities, geographic outreach, socio-economic and cultural interests of the families, and the methods by which families would receive information. Many of our families do not have computers and do not subscribe to newspapers. They move frequently thus has ever changing mailing addresses. All these factors should be considered before embarking on a marketing plan that would include print ads and targeted mailings.

With a limited budget the following are some of the most effective ways to market the school:

- Open houses inviting the public through your churches, support groups for various disabilities groups, local schools, Early Steps, Child Find, the Health Dept. and any other place where children are being served are cared for.
- Place small yard signs everywhere in neighborhoods, at intersections, near places where people shop and frequent. The signs will be simple, "Enrolling Now-ESE Children Call: 863-294-1429"
- Advertise with large banner outside the school that we are "Now Enrolling".
- Encourage other parents to spread the word and invite others to come to the open house.
- Visit preschool programs and pass out brochures that can go home with the students who the staff has identified as needing services.]
- Visit the lunch staff meetings for behavior health case managers and bring them lunch or dessert with brochures and applications to give to parents.
- Schedule to meet before the office opens or at lunch with the pediatricians. We will offer to pay them to send a mail out using their database to inform parents of this new school opening in their community.

With a little larger budget, a broader market can be reached by:

- using radio. In Polk County, country radio is culturally a draw with a large listening audience. We plan to purchase air time on WGTO Lakeland.
- Culturally, Latino population is growing. Although it is expensive, Spanish radio out of Orlando reaches a very large market.
- Christian Radio will allow 30 second spots for free on 88.7 out of Orlando for a limited time but the listener audience is quit large.

Face Book has become an avenue to reach families that crosses all socioeconomic levels, all cultural levels, and all ages.

- Advertise on FB in targeted markets

Targeted Mailings: Mailings to households can be targeted by zip codes and by age groups. This is an effective way and not overly expensive to send mailings developed to target a particular age group.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

Our Children's Prep School, Inc. to make every effort to achieve a racial/ethnic balance that is comparable with other schools within ESE-only populations within the District. It will do this throughout marketing and recruiting students in diverse communities. Eligibility determination will be conducted without discrimination or bias.

C. Describe the school's proposed enrollment policies and procedures, including an explanation for the enrollment timeline, criteria and /or any preferences for enrollment, and lottery process.

Our Children's Prep School Inc. Enrollment Policy

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a),

and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1002.33(10)(b)

Eligible Students, the charter school shall enroll an eligible student who:

- submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building, and
- has an IEP
- meets the age and grade requirements of the school.

Such cases shall have an equal chance of being admitted through a random selection process. In accordance with 1002.33(10)(d), a charter school may give enrollment preference to populations denoted in its rules and procedures.

Applications will be accepted each year during an open enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of students who recommit minus the capacity will determine the number of seats available. This is in compliance with 1002.33(10)(b). The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery will be system generated. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the school in writing of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list. Florida Statutes that forbid discrimination on the basis of race, national origin, sex, marital status, or handicap.

- D. Explain any student and/or family contract that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Parents who do not comply with the contract will be counseled by administration and their contract reviewed. Conformance to the contract will be emphasized. If the parent continues to violate terms of the contract that are deemed to be safety risks for students at the school or their own child, mandatory reporting to authorities will occur if/when appropriate and/or the parents may be asked to withdraw their child from the school. Repeated disruption of school operation either on campus, at bus stops, on social media may also result in conferences to rectify the various situations.

If parents are having difficulty conforming to the contract because of personal hardships, financial constraints, social and family issues, efforts will be made to assist the families with obtaining the needed resources to meet the needs of their child.

Full Due Process procedures will be followed should administration and the board determine that a child should be removed from the school. This process is outlined in the governance section of this application.

See contract next page.

DRAFT
Our Children's Prep School Parent Contract

School Year 2016 – 2017

You must sign the contract for your child to be eligible for enrollment.

I, _____, the parent / guardian of _____, and Our Children's Prep School (OCPS) enter into this agreement for the school year 2016-2017 I understand that sending my child to OCPS is my choice. In choosing to enroll my child, I understand that there will be certain requirements for myself as a parent / guardian. I understand that my involvement is a necessity in my child's development and academic growth. As the most important member of my child's team, I hereby, make a commitment to the education of my child, to support the staff and school and be an active participant in the following areas:

- I will support the school's mission and philosophy with our students and the public.
- I will support the policies and procedures of the school.
- I have received, understood, and agree with the school's mission, philosophy, and policies & procedures.
- If I fail to support the mission, philosophy, and/or policies of the school to the degree that I, family members, or my child's behavior becomes disruptive, violent, cursing and/or abusive, and no improvement occurs during probationary trials, I agree to withdraw my child, or expect that my child will be involuntarily removed. Removed means your child will no longer be enrolled at OCPS. Polk County School Board (PCSB) will be notified that your child is no longer enrolled at OCPS and the PCSB will become responsible for the appropriate ESE placement of your child within the PCSB system.
- I will drive using EXTREME CAUTION when entering and exiting the parking lot.
- I will send start up school supplies, pull-ups, and a change of clothes.
- I will send my child to school regularly, on time, and on each day an event is scheduled if my child is attending.
- I will follow the drop-off and pick-up policies of the school.
- I will bring my child to school on time. I understand my child will not be allowed to attend school after 9:30 a.m., unless a letter from a physician accompanies my child, or an uncommon emergency occurred.
- I will follow the tardy policy if my child arrives late, but before 9:30 a.m.
- I will go to the office when picking up my child early, or dropping off late to avoid classroom disruption.
- I will attend and/or provide input to my child's Individual Education Planning Meeting (IEP).
- I will become a member of the PTO and volunteer for at least one of OCPS Parent Teacher Organizational committees. If I cannot afford the dues, accommodations will be made.
- I will ensure that my child arrives at school well rested, well fed, well cared for, healthy, ready to learn and accompanied by any adaptive equipment that will assist them in their positioning, mobility, health and communication.
- I will check school correspondence daily and maintain correspondence between the school and home.
- I will maintain open communication with the school at all times.
- I will attend meetings and follow through with staff requests to the best of my abilities.
- I will notify the school immediately when we have a change of phone number or address.
- I will not smoke and/or swear on the campus or near an OCPS school bus.
- I will designate in writing if my child is a car or bus rider for both the morning and afternoon.
- I will notify a person at the school in writing if my child's transportation status changes either temporarily, or permanently.
- I will commit to working 25 hours per year of volunteer / parent involvement time.
 - Working with my child on any home programs assigned.
 - Volunteering at the school.
 - volunteering my time at home for the school.
 - Attending information meetings at the school.
 - Attend at least one field trip per year.
 - Provide monthly personal care supplies.

In return, Our Children's Prep School agrees to:

Provide a safe, stimulating, and appropriate learning environment for your child. Collaborate with you during the assessment of your child's skills and the development of goals, and interventions. Educate your child by encouraging the acquisition of skills that are meaningful to your child's progress, both now and in the future. Keep you informed about your child's progress through both formal and informal meetings, and written communication. Be supportive of you as you advocate for the needs of your child. Serve as a resource for information and assistance to you and your family.

Parent / Guardian Signature

Date

Our Children's Academy Representative

Date

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.

The facility that OCPS will occupy will be leased from another non profit. It is currently under contract and the closing is contingent upon securing a charter contract. The lease agreement will be the cost the non profit will incur to purchase the property based on the terms. In the budget, the lease amount of \$108,000.00 reflects the expected payments OCPS will make once the building is secured.

The property also has adjacent land that will be used to temporary portables as OCPS expands. The budget further reflects an amount of \$30,000.00 to rent portables at a rate of \$250.00-\$300.00/mo.

The facility is the previous Grace Lutheran Early Childhood School located at
330 Ave. C SE
Winter Haven, FL 33880

This 30,000 sq. foot building was built in 2000 and was built in compliance with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities.

The facility complies with the Florida Fire Prevention Code, pursuant to s. 633.208, as adopted by the authority in Winter Haven, Florida.

Since the facility was originally designed, constructed and operated as a school, it meets all the ADA requirements, and needs little remodeling or retrofitting to operate as a school.

The facility has 10 oversized classrooms and 1 smaller size classroom. Nine of the oversized classrooms have accessible bathrooms within the classroom with 8 of the classrooms having two-2 bathrooms in each classroom.

Eight of the classrooms have a teacher planning room/conference room between two of the classrooms where individual testing, therapy, small group instruction, counseling, conferencing, parent/teacher meetings, collaborative planning, student discipline, and simply educator resting areas can occur.

The classrooms have adequate sunlight with large windows that allow natural sunlight. Each classroom has a hand washing sink and water fountain.

The facility has a 3720 sq. ft. multi-purpose center with a stage, audiovisual hook-ups, and lighting. This room will be used for daily PE, weekly assemblies, meetings, performances, and other gatherings. There is a full kitchen that conforms to the Department of Health requirements for food serving.

This multi-purpose room will be used to schedule PE, dance and other specials during reading blocks where $\frac{1}{2}$ of the class will go to a "special" in the multi-purpose room while the other $\frac{1}{2}$ of the class will receive their reading instruction in the classroom in small group instruction for 30-45 minutes in the morning. Then the other $\frac{1}{2}$ of the class will have PE or a special while the $\frac{1}{2}$ who just had PE or the special will now have their intensive small group reading instruction in the classroom. Other reading instruction will be scheduled in the classroom at other times during the day.

See blue prints of facility and site plan for portables see below.

The staff, students, and parents are fortunate to have this beautiful and large auditorium/multi-purpose space equipped with a sound system. This space is also used to house the motivational behavior supports for the middle school "club" including the pool table, Wii System, games and snacks. Adjacent to the auditorium the medium size kitchen is available for events and school/PTO activities.

The administrative office space has an office reception area and place for parents to gather and sit. There is a secretary workspace for 2 to 3 clerical staff, an infirmary for sick or injured children, a conference room/desk space for therapists and a conference/desk space for the Leadership Team. There is a private, locked office to allow private conferencing, privacy when working on business requiring focus and no interruptions, or a location to work on financial book keeping. There is a central location for educator check in where everyone has a mailbox and a small place to enjoy lunch.

The campus has a custodian closet and an "alcove work space" for satellite therapist work area and location for teaching extras.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

The District has provided a Pre-Opening Site Visit Checklist that lists everything a first year Charter School must meet. All the facility requirements are listed on the checklist. They include:

- Certificates of Insurance on file
- Evidence of mortgage or lease agreements
- Certificate of occupancy on file at the school specifying the maximum occupancy for the main building and each portable
- Documentation of two-2 fire inspections completed between July 1 and May 1
- Passing health inspection.

C. Describe how the facility will meet the school's capacity needs for students to be served.

The campus is situated on 4 acres with 2 acres where the school is situated and 2 acres remaining and available for expansion. Expansion for quick classrooms will be the addition of 7-8 portables. There is an outdoor play area covered in a rubberized, high impact ground cover that provides the highest protection for children on their playground. The acreage affords the use of a field for team sport activities such as kick ball, soccer, softball/baseball, volleyball, etc. during

PE. The site plan in the portable area shows a basketball court to be used for PE, recreational activities and practice for Special Olympics. (See portable site plan below).

Prior to opening, it is anticipated that six 6-7 portables will need to be added to the campus to the west of the school to meet the facility requirements for the enrollment projections.

There is a large, expansive, open space above on a second floor section of the school that is currently used for storage. That space is available for build out and totals approximately 5000 sq. ft. An empty elevator shaft is constructed in situ and ready for an elevator when the second floor is ready for occupancy.

	2016-17	2017-18	2018-19	2019-2020	2020-2021
Total students	305	321	335	351	351
Total Classrms	17	17	18	19	19
School-11 port-6	School-11 port-6	School-11 port-6	School-11 port-7	School-11 port-8	School-11 port-8
Students/class	17.94	18.8	18.61	18.47	18.47

D. Explain the anticipate costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

The budget has \$9,000.00/mo. for mortgage for the building, which will be a \$1,300,000 note over 30 years. We are confident this budgeted amount will be adequate to cover the mortgage and insurance. We have budgeted \$30,000.00 for portable rental. We have received quotes from a local portable company, Modular Mobile, for the moving, installation, and removing the portable. Our school has access to portable rentals for \$250.00/mo. We have budgeted \$37,000 for installation to include engineering, electrical, plumbing, security/fire, phone and computer plus set up. Since the school was built to be a school and the design is perfect, \$50,000-\$64,000/yr. was budgeted for non-building renovation or improvements. Building renovations was budgeted \$10,000.00. Operational budget amounts for utilities were also realistic as they were based on previous electric, water, and garbage fees.

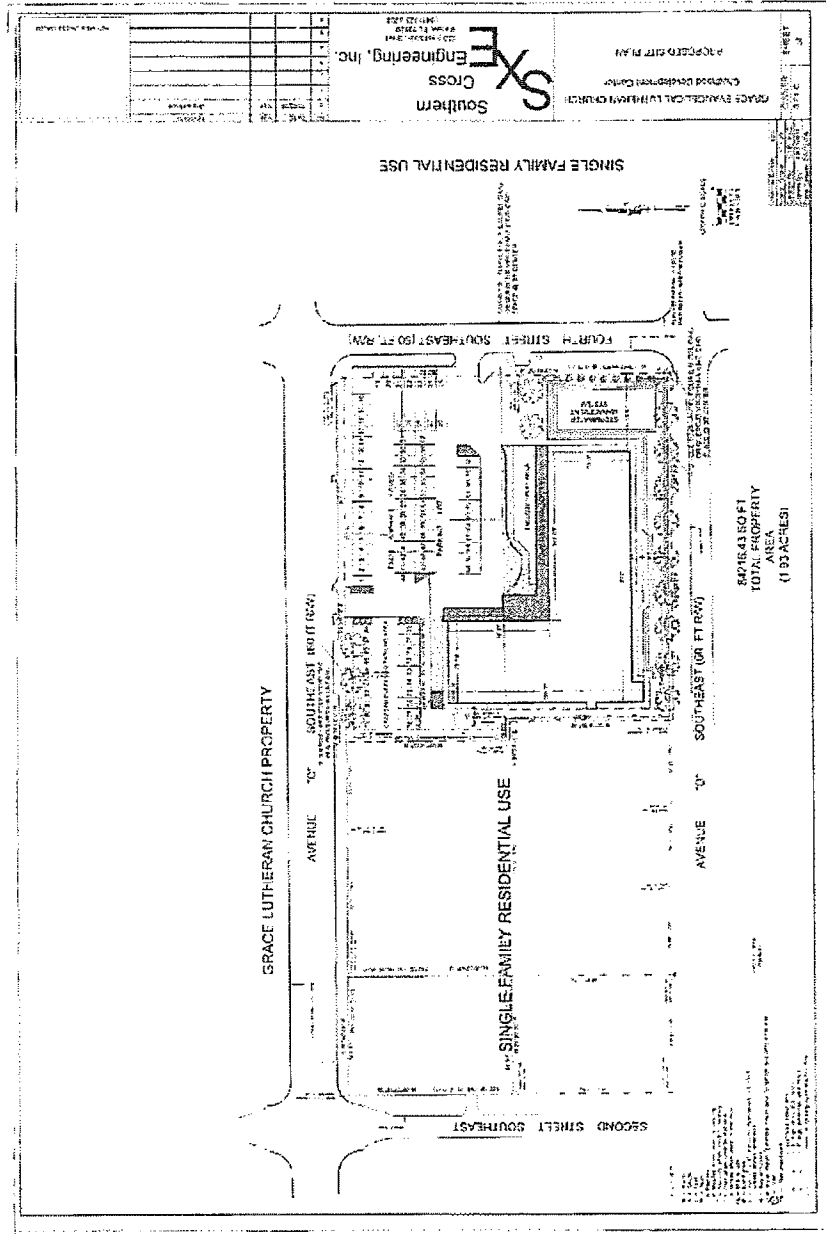
The Manager of Maintenance, Custodial, Safety, is a member of the Collaborative Leadership Team and identified as a key member of leadership. The budget has adequate custodial coverage for during the day and evening coverage.

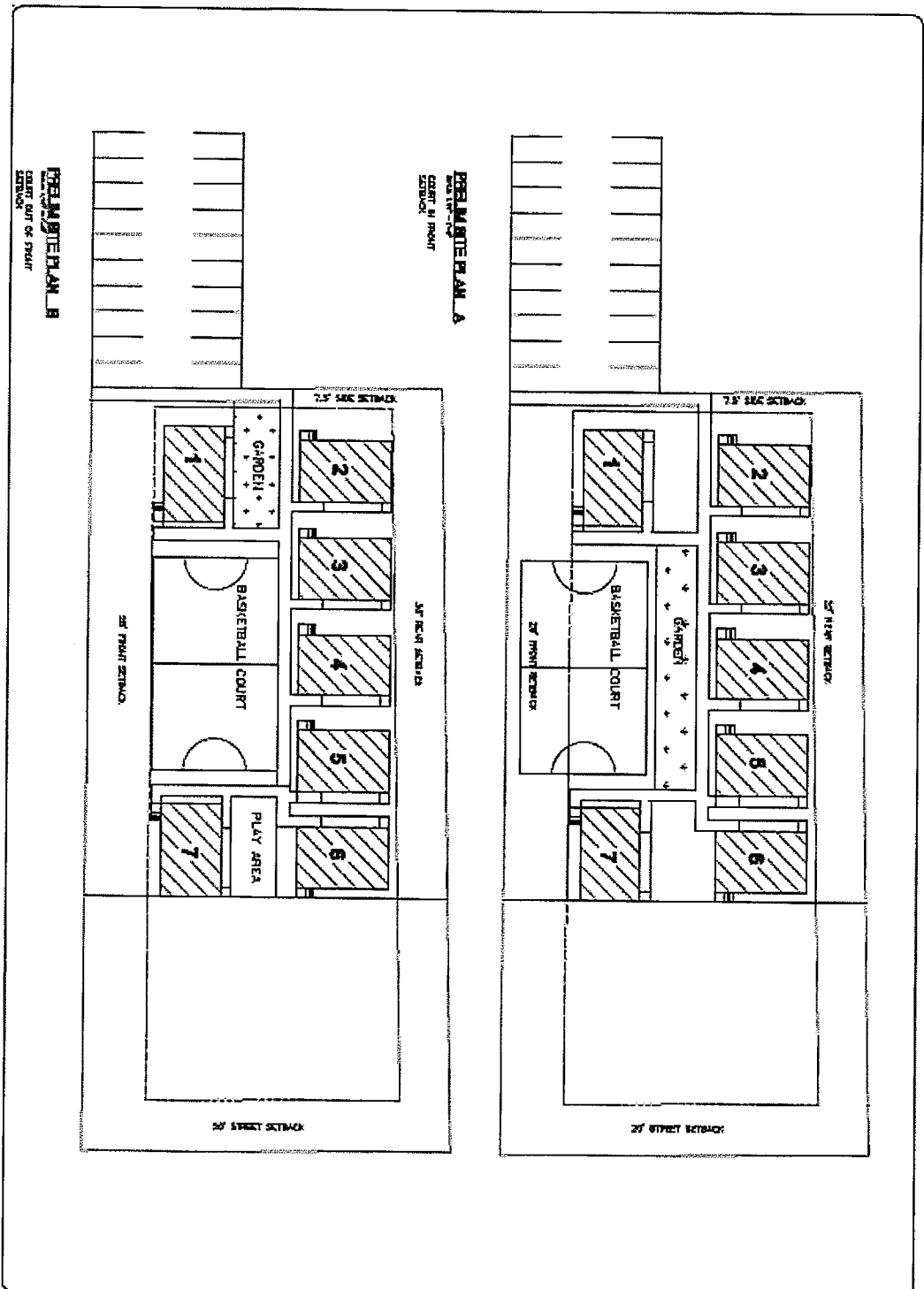
All funding sources are from state and local funding.

E. Describe the back-up facilities plan.

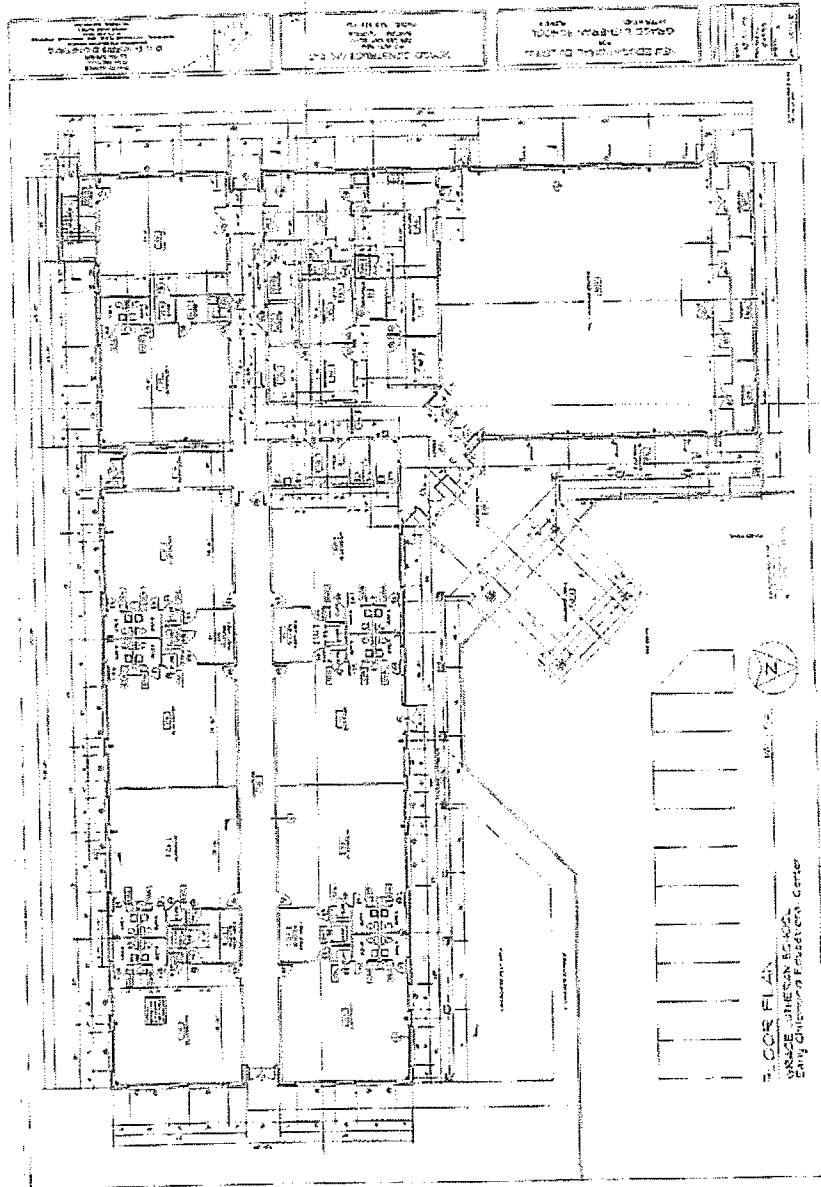
The non-profit corporation has a fully negotiated contract to purchase the building and OCPS has an agreement to lease the building from the non-profit. The likelihood of not using this property is very low. But, if something highly unusual were to happen, the board and staff would contact St. Paul's Episcopal Church as they have offered their facility for us to use.

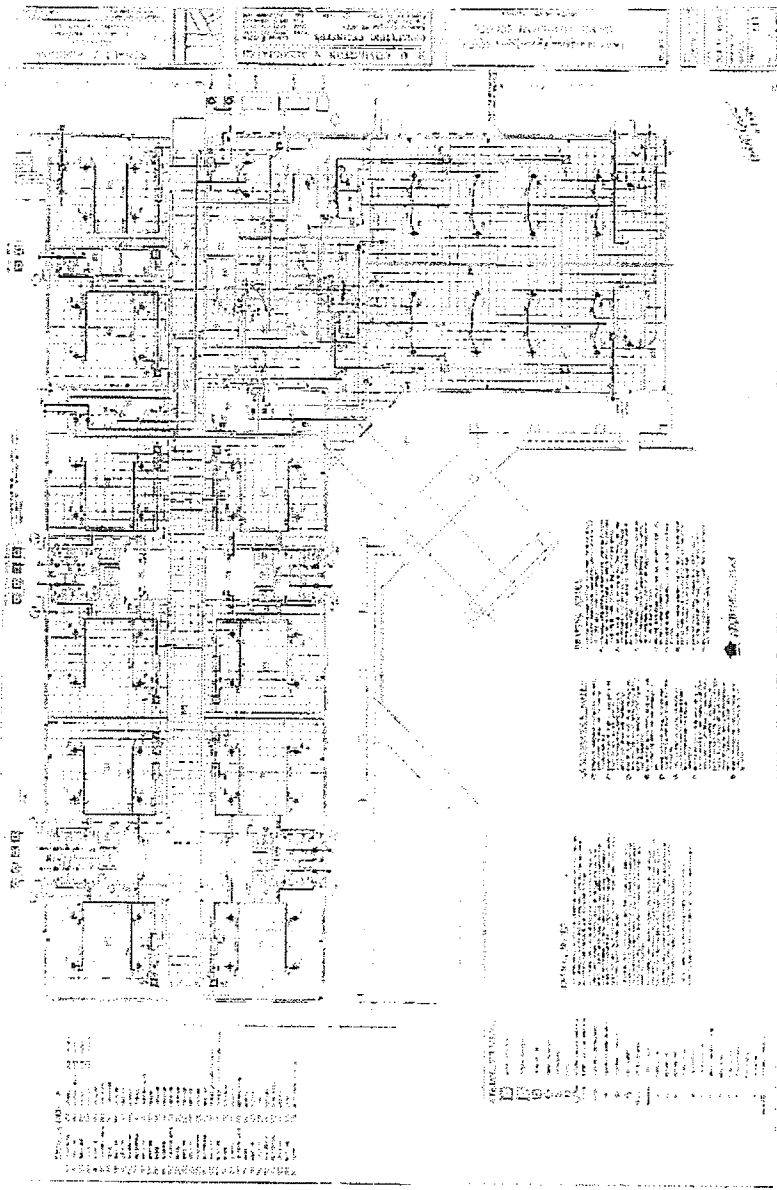
We'd also look at other alternatives. The last resort would be to look for donated land or lease land and erect a school of portables as a temporary fix to buy time.

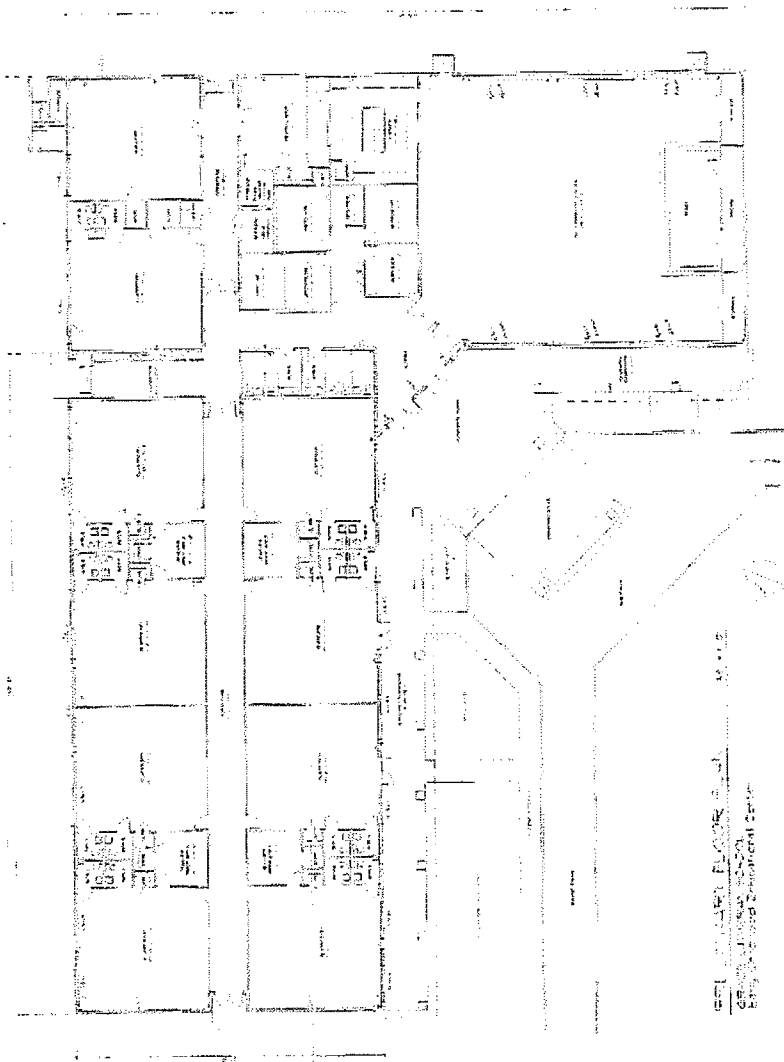




OUR CHILDREN'S SITE PLAN <small>THIS PLAN IS THE PROPERTY OF HOME DESIGN ASSOCIATES, INC. AND IS NOT TO BE REPRODUCED OR COPIED IN ANY MANNER WITHOUT THE WRITTEN PERMISSION OF HOME DESIGN ASSOCIATES, INC.</small>	<small>SCALE: AS SHOWN DATE: 11/10/00 DRAWN BY: J. H. WILSON CHECKED BY: J. H. WILSON</small>	HOME DESIGN ASSOCIATES INC. OF CENTRAL FLORIDA	NO. DATE REVISION
		<small>HOME DESIGN ASSOCIATES 6041 WYOMING BLVD SUITE 100 WINTER HAVEN, FL 33884 (888) 804-7046 (888) 234-9665 20 J. H. WILSON, REGISTERED ARCHITECT 468 WEATHERFIELD AVE ALPHARETTA, GA 30201 (404) 882-0827</small>	







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Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.

Our school plans to provide our own transportation. With that said, there are many components to a transportation department and we would like to work with the District, if possible, to negotiate some of the services we may need to manage and operate our own bus transportation service for children with special needs.

As a charter school, we are required to adhere to the policies and procedures set forth by the District whereby our drivers must:

- Have their CDL Class B endorsement
- New drivers must complete the 40-hour training in classroom and then 40 hours driving with a District driver.
- Pass the agility test
- Pass the annual physical and drug screen
- Participate in a random drug screen pool

Our Children's Prep School would like to be able to enroll our potential drivers in the District's bus driver training classes.

Currently, OCPS has the ability to lease two-2 buses:

- 2010 Thomas lift 77 passenger with 3 tie downs
- 2012 Bluebird lift 75 passenger with tie downs

The three biggest needs are:

1. Having access to a spare bus when our bus is out of service
2. Providing a substitute bus driver if we are unable to find our own substitute driver.
3. Need adequate air conditioning (special needs children are at higher risk for seizure if they become excessively hot).

Additional needs are:

1. Possibly using the Districts garage and repair staff for preventative maintenance and repairs to the buses.
2. Obtain 3 air-conditioned lift buses (and 1 or 2 non lift buses) from the District.
3. Use of the camera player should we need to check a film on the bus.
4. Assistance with scheduling software to prepare routes at the start of the year.

If Polk County Schools is unwilling to contract with us to repair and maintain our buses, there are local companies who are pleased to repair and maintain the buses. Bus will be inspected by Mike Starzinski on a 30 day basis. Fueling is available at Pacific Fuel in Winter Haven.

FEFP funds generated by the students with IEPS who use the buses pay for the costs of operating the buses.

Services that we have in place:

1. Drug screens and physicals through Occupational Health in Auburndale
2. Bus Inspections every 30 days from ATS Inspection Services
3. Bus repair from Service On Sight and possible options with McKeel if we are awarded a charter
4. Whytes Car Detailing to maintain the buses with complete detailing 3 times per year.
5. Bus insurance from Mulling Insurance of Auburndale

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

Food service and available quality, healthy and delicious food is so important for children, especially children with special needs who have a higher incidence of gluten intolerance, digestive struggles, food allergies, aversion to food textures, swallowing/dysphagia difficulties, oral motor challenges that limit the PO intake of food due to weak oral pharyngeal musculature and reduced coordination of mastication, bolus transfer, and swallowing abilities. Food Service is more complex with the special needs population thus bringing it either "in house" or negotiating with a vendor who is willing to work effectively with our population is very important.

Not only do our children have dietary challenges, many (approximately 78-80%) will qualify for free and reduced lunch. It is imperative that OCPS participate in the National School Lunch Program. Recognizing the commitment this requires to meet the USDA requirements to manage the financial side of the food program and carefully monitor the inventory of food and the number of meals consumed daily, the school would need to designate staff to manage the financial aspects of qualifying families for the program and maintaining their accounts. If we hire a vendor, the burden of preparation and serving the food would rest with them. If we decide to prepare our own food and serve our students, additional training and conformance with strict food management rules would be required to prepare the OCPS staff to be accountable for sanitary food serving, maintaining food prep areas and food storage. Accountability is also required for maintain the proper food temperature, serving size, nutritional serving requirements, and food disposal

OCPS may decide to contract with the Polk Schools for the first few years and transition to a National School Lunch Program once the school has gotten up and running.

III. BUSINESS PLAN

Section 17: Budget

- A. **Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.**

Included in this section you will find a 5 year projected budget (Appendix H) with revenue projections (Appendices D, E, F, and G) based on projected student enrollment noted at the top of each budget column by year. The revenue calculation sheets are also attached. These sheets were obtained from the FLDOE Charter Choice website. Each projected budget is balanced.

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

Also included is a "start-up" budget (Appendix B) with projected expenses and revenue needed to meet those expenses. The first wish is for the school to be awarded an incentive-startup grant thus providing start up funds that may be used for the 3 months prior to the first FTE payment.

Given that these grants are now highly competitive if they are offered at all, we realize we must plan for other options. Our plan B is to apply for OJT Grant programs through Career Source for the data entry clerk and the office secretary. Career Source Grant would then pay their salary during their "training" period. Additionally, we would apply for an OJT Grant for the Director of Admissions and the Director of Curriculum and Instruction. The individuals in these positions will need to do extensive training in preparation for their new positions. In addition to the Career Source OJT Training Grants,

OCPS plans to secure a start up bank loan as noted in the revenue section of the start up budget. Effort will be made to apply for grants from local businesses such as Walmart, Publix, Kohls, TJ Max, Community Foundations.

If OCPS is not able to obtain a start up loan from a bank, a Board member has pledged an interest free loan to cover the start up expenses.

Other expenses include Marzano training for the Leadership staff, Genesis training for the data entry clerk, State Standards training for Leadership staff thus requiring room, board, and training registration costs.

Finally, employee recruitment and student recruitment efforts will require money for advertising and other activities to make the public and professionals aware of our unique program for children and adolescents with special needs.

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start up budget are based.

On the primary operating budget with 5 year projections, the majority of the revenue is from FEFP dollars based on the projected severity and grade enrollment as seen on the revenue projection worksheets provided. It should be noted that the FEFP revenue projections might be higher in future years (or lower) as the legislature sets the budget calculation amounts annually.

The second largest source of revenue for OCPS comes from the partnership with Our Children's Rehab Center, Inc. (OCRC). OCRC provides a single source of intensive therapy services specific to the OCPS treatment and educational model where therapists are integrated into the classroom lessons so therapy is provided in context and in "real" times. There are many services the therapists provide to the children and their parents that are not billable under Medicaid or their insurance. Reimbursement for the direct and indirect therapy services provided to the children and families of OCPS are billed to OCPS on an hourly basis at prevailing rate reported by a blend of the

national and state professional associations of the respective therapy groups of PT, OT, and Speech/Language. In turn, OCRC bills the third party payors for the therapy provided and give 100% of the collected revenue to OCPS. Documentation of the 100% of net collectables is documented in the EOB or explanation of benefits that is provided to OCPS with the payment. The net result is that OCPS pays approximately 50% less for the therapy services than if they were outsourced to a provider who would not offset the expense for rehab by giving the charter school 100% of the collected Medicaid revenue.

Other sources of revenue are grants, fundraisers, and donations. The school plans to apply for additional OJT funds through Career Source for new educators and paraprofessionals. These grant funds will help to offset staff costs; the highest expenses on the budget.

Some other expenses to note: capital outlay calculations may be high as I read the new formula for schools with more than 250 students and I added that figure to the traditional capital outlay revenue we would anticipate for less than 250. It may not be an addition formula and if so, I will adjust the budget accordingly.

The school plans to follow the Polk County Schools hiring guidelines and give merit increases thereafter based on staff performance. Average merit increases will be 2% with the max being 3% per year. Included is the staff rollout where you can see exactly how many teachers, paraprofessionals, administrative staff, bus drivers, custodian, nurses, and clerical staff are planned and those projected expenses are tied directly to the budget.

Furniture, Fixtures, and Equipment are a large expense with a start up charter. Budgeted is a substantial amount of money for computers, equipment, curriculum, teaching supplies, and administrative equipment and supplies. The "gap", should OCPS not be awarded a "start up grant" for furniture and fixtures has been substantially mitigated by a substantial pledge to furnish the school from a non-profit should we receive the charter. This generous donation combined with the budgeted amounts to cover the equipment, computers, etc. will be satisfactory. OCPS will also access the

textbook warehouse for curriculum and textbooks. When needing furniture for students and administration, OCPS will visit the PCSB warehouse and the surplus inventory of other constitutional officers.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Board will review financials monthly. The budgets will be compared to the actuals with variances provided to the board members. Built into the budget is a 5% reserve to mitigate revenue shortfalls or fluctuating monthly expenses. For example, at the start of the year, there are many upfront expenses such as insurance, curriculum materials, equipment, and possible legal fees that are needed to negotiate the charter. These are normal fluctuations and are expected and the cushion in the reserve will take care of the majority of those fluctuations.

Major reductions in revenue due to enrollment shortfalls must be anticipated long before Oct. FTE and certainly way before December when the district will plan to start offsetting monthly FEFP payments to recoup any loss in revenue.

The best way to handle this is to contact the district and ask for an adjustment if possible. Even if that is not possible, the school can still control its expenses and spend money based on the actual student enrollment rather than the projected enrollment, thus having a surplus of revenue in the bank when the offset occurs. This will get the school by until Feb. FTE, when hopefully the enrollment will be closer to the projections. If it were not, the school would still operate and spend only the amount needed to educate the actual enrollment.

A close communication with all staff to hold down expenses, the CPA, the Board and the District is the way to get through any tough times. Communication is the key.

Even with the best intentions and the best budget management staff, things happen. With that in mind, the school will have a credit line applied for, approved, and available should a shortfall occur or for emergency situations. The history of successful management of school budgets by this administration,

the approval of a charter contract, and the strength of the Board of Trustees will be used to secure the credit line.

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

Per the timeline the following expenses will be incurred by the OCPS should the application be approved. The projected expenses per month are as follows with and explanation of how those expenses will be paid until July 10-15 when the charter receives its first payment.

Date	Expense	Amount	Revenue Source
October 2015	Apply for 501 c 3	\$500.00	Lender: OCRC
Oct/Nov 2015	Background Checks	0	Board member pays
Oct - ?	Atty. To Negotiate	\$2,000	Lender: OCRC or Board
Dec/Jan 2015	New Board govern training	\$1,000.	Lender: OCRC
Jan – June 30	Advertise for student	\$5,000	Graphic artist, radio, social media, PS Announce, civic grps, community events, MD Lender: OCRC
May 2015	Pull permits for portables	\$500.00	Lender: OCRC

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the schools start-up or operating budgets.**

Our Children's has in the budget for a person to handle events and a person to handle marketing/grants. I expect we will have an active fundraising; annual

giving campaign, and grants calendar once our school is approved. At this moment, there is no fundraising plan formulated, as these people are not yet hired.

We plan to apply for Career Source Grants to help offset some of the professional development costs with Career Source helping with some of the training costs for our staff.

We plan to apply for grants within the community such as the Winter Haven Community Foundation, the Greater Lakeland Community Foundation (Give Well), Publix Supermarket Charities, Florida's Natural, Target, Wal-Mart, TJ Max, Kohls, Law offices, Lego Land, and any other available grants locally.

We plan to put together a committee representative of businesses, parents, staff, and possibly other non profits to plan fundraisers that will raise awareness within the community, showcase our unique programs, and provide the revenue needed to fund special yet costly programs such as our Positive Behavior Supports program, the Hippo-therapy program and others.

Account	Account Description	Budget
3336	Career Source Sec \$13.00/hr March	(10,400)
3344	Career Source Dir.C&I \$19./hr	(12,160)
3354	Car Source Data Entry \$13.00/hr March	(10,400)
3431	Career Source Dir of Admissions \$19.00/hr	(12,160)
3440	Gifts, Grants & Bequests	(15,746) Potentially Start up grant; Publix, Walmart, Kohls, TJMax, Attys.
3450	Loan	(25,000) Potentially Start up grant; bank loan, private lender
3485		
	Total Revenue	(85,866)
	Personnel	
50000120	Dir Admissions 31.25/hr for 16 wks	20,000
50000130	Dir Cur & Inst 26.04/hr for 16 wks	16,667
50000140	Clerk Data Entry FTE 13/hr 20 wks	8,320
50000150	Sec 13/hr 20 wks	8,320
50000150	payroll taxes	4,778
50000210	Profess Devel 8 staff registration200 ea	1,600
50000220	Hotel 4 days 4 rooms	4,000
50000230	Meals	1,400
50000230	Advertising staff for hire	4,000
50000230	Advertising students for admission	12,000
50000230	Printing advertising materials	4,781
	Total Start up Expense	85,866

Appendix C - Staff Rollout

EMP #	Our Children's Prep School		TITLE	DAYS/Hrs	HOURLY	ANNUAL
		20				
	BUS DRIVERS					
	open		bus dvr	186/6.5	\$14.64	\$18,000.00
	OPEN				\$13.50	\$17,000.00
	OPEN				\$13.50	\$17,000.00
	open		sub bus drvr	186/5 hr/da	\$10.00	\$9,300.00
	open		bus dvr	186	\$14.64	\$18,000.00
			bus dvr			\$79,300.00
	MAINTENANCE/CUSTOD		bus dvr			
	open	15	cust	240/40hr/wk	\$10.35	\$19,872.00
		30				
						\$19,872.00
	NURSING					
	open	5	LPN	186/8hrs	\$13.86	\$19,641.60
	ADMIN/OFF/CLERICAL					
	Open		recept/events	240	\$9.00	\$17,280.00
	open		Data entry,bookkeep,	240	\$12.00	\$23,040.00
	Open		Events, Volunteers, PR, Board	260	\$14.00	\$29,120.00
	Open		Office Operations Specialist	260	\$13.23	\$27,523.20
						\$96,963.20
	Paras					
	open*		para preK* extra	186/7.5	\$9.50	\$13,252.00
	open		para preK	186/7.5	\$9.50	\$13,252.00
	open		para preK	186/7.5	\$9.50	\$13,252.00
	open		para preK	186/7.5	\$9.50	\$13,252.00
	open		para preK	186/7.5	\$9.50	\$13,252.00
	open		para preK float	186/7.5	\$9.50	\$13,252.00
	open		para mid support	186/7.5	\$10.00	\$13,950.00
	open		para mid support	186/7.5	\$10.00	\$13,950.00
	open		para mid support	186/7.5	\$10.00	\$13,950.00
	open		para elem support	186/7.5	\$10.00	\$13,950.00

	open		para elem support	186/7.5	\$10.00	\$13,950.00
	open		para participatory	186/7.5	\$10.50	\$14,647.00
	open		para preK lead	186	\$14.64	\$21,799.20
	Paras Continued					
	Middle					
	open		para middle B FAA 6-9	186/7.5hrs	\$10.93	\$15,247.35
	open		para middle C Tradition 6-9	186/8hr	\$10.20	\$15,177.60
	open		para middle S Tradition 6-9	186/7.5	\$9.69	\$13,517.55
	Open		para middle K Tradition 6-9	186/7.5hrs	\$9.53	\$13,294.35
	Open		para: Behavior Tech	190/8	\$14.00	\$21,280.00
	Open		para: Behavior Tech	202/8	\$14.00	\$22,624.00
	open		para	186/7.5	\$11.00	\$15,345.00
	open		para 3/5 float & music	186/part time	\$9.53	\$13,294.35
	open		para 3/5 traditional	186/7.5	\$9.69	\$13,517.55
	open		para 3/5 FAA	186/7.5	\$9.69	\$13,517.55
	open		para float	186/7.5hrs	\$9.69	\$13,517.55
	para		para 2nd	186/7.5hrs	\$9.69	\$13,517.55
	open		para 1st	186/7.5hrs	\$10.86	\$15,149.70
	open		para K	186/7.5hrs	\$10.20	\$14,229.00
	Open		para float	186/7.5hrs	\$9.69	\$13,517.55
	open		para art	186/7.5hrs	\$10.45	\$14,577.75
	open		para behavior lead	186/8hr	\$12.00	\$23,555.04
	ope		para art lead	186/8hr	\$12.00	\$21,799.20
						\$472,389.00
	Teachers					
	Open		Teacher Elem Supp/Participatory	202/8		\$52,250.00
	open		Teacher STEM	202/8		\$52,250.00
	Open Cert PreK		Teacher PreK 1/2	202/8		\$40,000.00
	Open Cert PreK		Teacher PreK 3/4	202/8		\$40,000.00
	Open Cert PreK		Teacher PreK 4/5	202/8		\$40,000.00
	Open Cert K		Teacher K	202/8		\$38,000.00
	Open		Teacher 1st	202/8		\$40,000.00

	Open		Teacher 2nd	202/8		\$40,000.00
	Open		Teacher 3/5	202/8		\$40,000.00
	open		Teacher 3/5 FAA	202/8		\$40,000.00
	Open		Teacher Elem STEM	202/8		\$50,000.00
	OPEN		Teacher	202/8		\$45,000.00
	Open		Teacher	202/8		\$45,000.00
	Open		Lead Teacher Middle LA	220/8		\$50,000.00
	Open		Teacher Middle SS/LA	202/8		\$42,000.00
	open		Teacher Middle Science/Math	202/8	\$24.83	\$42,000.00
	Open		Teacher Middle Science/Math	202/8		\$42,000.00
	open		Teacher Middle All FAA	202/8	\$19.13	\$40,000.00
	open		Teacher middle electives	\$25.30 hr	contract 18hr/wk	\$21,252.00
						\$799,752.00
	open		IT Specialist			\$35,000.00
	Leadership					
	open		Dir of Sch Finan/HR/			\$40,000.00
	open		Dir of Behavior, Motivation & Outcomes			\$65,000.00
	open		CEO			\$150,000.00
	open		Director of Facilities Maint and Safety			\$30,000.00
	Open		Dir of St. Outcomes/Acct/Testing/CQI			\$60,000.00
	Open		Dir. Of Curriculum and Instruction			\$60,000.00
	open		Dir of Admissions/IEP Compliance			\$60,000.00
						\$465,000.00

Appendix D – Revenue Estimate Worksheet – 305 FTE

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Revenue Estimate Worksheet for Our Children's Prep School Pre K - 8th Grade Charter School
Based on the Third Calculation of the FEFP 2014-15

School District: Polk

I. 2014-15 FEFP State and Local Funding 351 2016 - 2017

Base Student Allocation \$4,031.77 District Cost Differential: 0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted	
			FTE x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services	167.00	1.126	188.0420	\$ 747,073
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	78.00	1.000	78.0000	\$ 309,887
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	23.00	3.548	81.6040	\$ 324,205
254 ESE Level 4 (Grade Level 4-8)	16.00	3.548	56.7680	\$ 225,534
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	13.00	5.104	66.3520	\$ 263,610
255 ESE Level 5 (Grade Level 4-8)	8.00	5.104	40.8320	\$ 162,222
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	305.00		511.5980	\$ 2,032,531

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	26.00	PK-3	251	\$ 978	\$ 25,428
Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	50.00	PK-3	252	\$ 3,159	\$ 157,950
	91.00	PK-3	253	\$ 6,446	\$ 586,586
	13.00	4-8	251	\$ 1,097	\$ 14,261
	27.00	4-8	252	\$ 3,278	\$ 88,506
	38.00	4-8	253	\$ 6,565	\$ 249,470
		9-12	251	\$ 781	\$ -
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	245.00			Total from ESE Guarantee	\$ 1,122,201

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 22,548,786	Per Student	
divided by district FTE (with eligible services)	97,717.16	\$ 231	\$ 70,455

4. Reading Allocation:
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,225,187

5. Class size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	335.9980	0.9854	1317.85		=	436,330
4-8	175.6000	0.9854	898.92		=	155,546
9-12	0.0000	0.9854	901.09		=	0
Total *	511.5980			Total Class Size Reduction Funds	\$	591,876

(*Total FTE should equal total in Section I, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	511,5980	by district's WFTE:	104,736.82			
to obtain school's WFTE share.					0.4885%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	305.00	by district's UFTE:	97,717.16			
to obtain school's UFTE share.					0.3121%	
Letters Refer to Notes At Bottom:						
7. Other FEFP (WFTE share)	(a)	1,948,699	x	0.4885%	\$	9,519
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	1,948,699					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)	(c)	20,095,592	x	0.4885%	\$	98,167
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	19,431,057	x	0.3121%	\$	60,644
10. Proration to Funds Available (WFTE share)	(a)	-2,254,502	x	0.4885%	\$	11,013
11. Discretionary Lottery (WFTE share)	(a)	940,044	x	0.4885%	\$	4,592
12. Instructional Materials Allocation (UFTE share)	(b)	7,614,872	x	0.3121%	\$	23,766
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.						
13. Student Transportation	(d)					
Enter All Riders		250,000	x	.382	\$	95,500
Enter ESE Student Riders		250,000	x	1,437	\$	359,350
14. Digital Classrooms Allocation (UFTE share)	(e)	1,036,358	x	0.3121%	\$	3,234
15. Florida Teachers Classroom Supply Assistance Program	(f)					
16. Food Service Allocation	(g)					
					Total \$	4,460,722
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				\$	1,879,669

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (c) Proceeds of 0.748 millage levy (s. 1011.74(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
 - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(2)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(b)(6), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(c) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(c) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

Appendix E – Revenue Estimate Worksheet – 320 FTE

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Revenue Estimate Worksheet for Our Childrens Prep WH:PreK-8th Charter School
Based on the Third Calculation of the FEPP 2014-15

School District: Polk

1. 2014-15 FEPP State and Local Funding 2017-2018 320

Base Student Allocation \$4,031,777 District Cost Differential: 0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted	
			FTE x (c) (d)	2014-15 Base Funding WFTExBSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services	175.00	1.126	197,0500	\$ 782,861
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	80.00	1.000	80,0000	\$ 317,832
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	25.00	3.548	88,7000	\$ 352,397
254 ESE Level 4 (Grade Level 4-8)	18.00	3.548	63,8640	\$ 253,726
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	14.00	5.104	71,4560	\$ 283,888
255 ESE Level 5 (Grade Level 4-8)	8.00	5.104	40,8320	\$ 162,222
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	320.00		541,9020	\$ 2,152,926

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee	
				Per Student	
	25.00	PK-3	251	\$ 978	\$ 27,384
Additional Funding from the ESE	54.00	PK-3	252	\$ 3,159	\$ 170,586
Guaranteed Allocation. Enter the FTE	93.00	PK-3	253	\$ 6,446	\$ 599,478
from 111, 112, & 113 by grade and	13.00	4-8	251	\$ 1,097	\$ 14,261
matrix level. Students who do not have	29.00	4-8	252	\$ 3,278	\$ 95,062
a matrix level should be considered 251.	35.00	4-8	253	\$ 6,565	\$ 249,470
Thus total should equal all FTE from		9-12	251	\$ 781	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	255.00			Total from ESE Guarantee	\$ 1,156,241

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
	\$ 22,548,786	
divided by district FTE	97,717.16	\$ 231
(with eligible services)		\$ 73,920

4. Reading Allocation:
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,383,087

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	357.2060		0.9854	1317.85	=	463,871
4-8	184.6960		0.9854	898.92	=	163,603
9-12	0.0000		0.9854	901.09	=	0
Total *	541.9020					Total Class Size Reduction Funds \$ 627,474

(*Total FTE should equal total in Section 1, column (d))

6A. Divide school's Weighted FTE (WFTE) total computed				
in (d) above:	541.9020	by district's WFTE:	104,736.82	
to obtain school's WFTE share.				0.5174%
6B. Divide school's Unweighted FTE (UFTE) total computed				
in (b) above:	320.00	by district's UFTE:	97,717.16	
to obtain school's UFTE share.				0.3275%
	Letters Refer to Notes At Bottom:			
7. Other FEFP (WFTE share)	(a)	1,948,699	x	0.5174% \$ 10,083
Applicable to all Charter Schools:				
Declining Enrollment		0		
Sparsity Supplement		0		
Program Related Requirements:				
Safe Schools		1,948,699		
Lab School Discretionary		0		
8. Discretionary Local Effort (WFTE share)	(c)	20,095,592	x	0.5174% \$ 103,975
9. Discretionary Millage Compression Allocation				
.748 mills (UFTE share)	(b)	19,431,057	x	0.3275% \$ 63,637
10. Proration to Funds Available (WFTE share)	(a)	-2,254,502	x	0.5174% -\$ 11,665
11. Discretionary Lottery (WFTE share)	(a)	940,044	x	0.5174% \$ 4,864
12. Instructional Materials Allocation (UFTE share)	(b)	7,614,872	x	0.3275% \$ 24,939
Dual Enrollment Instructional Materials Allocation (See footnote i below)				
ESE Applications Allocation:				
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.				
13. Student Transportation	(d)			
Enter All Riders		258,900	x	382 \$ 98,556
Enter ESE Student Riders		258,000	x	1,437 \$ 370,746
14. Digital Classrooms Allocation (UFTE share)	(e)	1,036,258	x	0.3275% \$ 3,394
15. Florida Teachers Classroom Supply Assistance Program	(f)			
16. Food Service Allocation	(g)			
				Total \$ 4,679,090
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)			
If you have more than a 75% ESE student population please place a 1 in the following box:			1	\$ 1,970,901

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions, numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education.
- (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1001.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school districts shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school districts shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Appendix F – Revenue Estimate Worksheet – 335 FTE

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Revenue Estimate Worksheet for Our Childrens Prep School-WH PreK-8th Charter School

Based on the Fourth Calculation of the FEFP 2014-15 for projection 2018-2019 335

School District: Polk

1. 2014-15 FEFP State and Local Funding 2018-2019 335

Base Student Allocation \$4,031.77 District Cost Differential: 0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted	
			FTE x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services	153.00	1.126	206.8580	\$ 818,649
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	83.00	1.000	83.0000	\$ 329,751
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	27.00	3.548	95.7960	\$ 380,589
254 ESE Level 4 (Grade Level 4-8)	20.00	3.548	70.9600	\$ 281,917
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	14.00	5.104	71.4560	\$ 283,888
255 ESE Level 5 (Grade Level 4-8)	8.00	5.104	40.8320	\$ 162,222
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	335.00		568.1026	\$ 2,257,016

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee	
				Per Student	
Additional Funding from the ESE	30.00	PK-3	251	\$ 978	\$ 29,340
Guaranteed Allocation. Enter the FTE	59.00	PK-3	252	\$ 3,159	\$ 186,381
from 111, 112, & 113 by grade and	94.00	PK-3	253	\$ 6,446	\$ 605,924
matrix level. Students who do not have	13.00	4-8	251	\$ 1,097	\$ 14,261
a matrix level should be considered 251.	31.00	4-8	252	\$ 3,278	\$ 101,618
This total should equal all FTE from	39.00	4-8	253	\$ 6,565	\$ 256,035
programs 111, 112 & 113 above.		9-12	251	\$ 781	\$ -
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	266.00			Total from ESE Guarantee	\$ 1,193,559

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
District SAI Allocation	\$ 22,548,786	
divided by district FTE	97,897.95	\$ 230
(with eligible services)		\$ 77,050

4. Reading Allocation:
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,527,625

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	373.3100		0.9854	1317.85	=	484,784
4-8	194.7920		0.9854	898.92	=	172,546
9-12	0.0000		0.9854	901.09	=	0
Total *	568.1026					Total Class Size Reduction Funds \$ 657,330

(*Total FTE should equal total in Section 1, column (d))

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	568.1020	by district's WFTE:	104,938.08		
to obtain school's WFTE share.				0.5414%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	335.00	by district's UFTE:	97,897.95		
to obtain school's UFTE share.				0.3422%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	1,947,472	x	0.5414%	\$ 10,544
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,947,472			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	20,095,592	x	0.5414%	\$ 108,798
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	19,362,257	x	0.3422%	\$ 66,258
10. Proration to Funds Available (WFTE share)	(a)	-3,776,997	x	0.5414%	\$ 20,449
11. Discretionary Lottery (WFTE share)	(a)	345,385	x	0.5414%	\$ 1,870
12. Instructional Materials Allocation (UFTE share)	(b)	7,584,515	x	0.3422%	\$ 25,954
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		270,100	x	382	\$ 103,140
Enter ESE Student Riders			x	1,431	\$ -
14. Digital Classrooms Allocation (UFTE share)	(e)	1,034,908	x	0.3422%	\$ 3,541
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ 4,484,611
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(b)				
If you have more than a 75% ESE student population please place a 1 in the following box:				1	\$ 2,055,485

(a) District allocations multiplied by percentage from item 6A.
 (b) District allocations multiplied by percentage from item 6B.
 (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
 (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
 (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(4), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Appendix G -- Revenue Estimate Worksheet -- 351 FTE

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Revenue Estimate Worksheet for Our Children's Prep School: PreK - 8th grade Charter School

Based on the Fourth Calculation of the FEFP 2014-15

School District: Polk

1. 2014-15 FEFP State and Local Funding 351 2019-2020

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted	
			FTE x (e) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services	190.00	1.126	213,9408	\$ 819,964
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	80.00	1.000	86,0000	\$ 341,670
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	29.00	3.548	102,8920	\$ 408,780
254 ESE Level 4 (Grade Level 4-8)	22.00	3.548	78,0560	\$ 310,109
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	15.00	5.104	76,5600	\$ 304,166
255 ESE Level 5 (Grade Level 4-8)	9.00	5.104	45,9360	\$ 182,499
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	351.00		612,7848	\$ 2,397,188

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee	
			Level	Per Student		
Additional Funding from the ESE	32.00	PK-3	251	\$ 978	\$	31,296
Guaranteed Allocation. Enter the FTE	63.60	PK-3	252	\$ 3,159	\$	199,017
from 111, 112, & 113 by grade and	95.00	PK-3	253	\$ 6,416	\$	612,370
matrix level. Students who do not have	14.00	4-8	251	\$ 1,097	\$	15,358
a matrix level should be considered 251.	32.00	4-8	252	\$ 3,278	\$	104,896
This total should equal all FTE from	46.00	4-8	253	\$ 6,365	\$	262,600
programs 111, 112 & 113 above.		9-12	251	\$ 781	\$	-
		9-12	252	\$ 2,961	\$	-
		9-12	253	\$ 6,249	\$	-
Total FTE with ESE Services	276.00			Total from ESE Guarantee	\$	1,225,537

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
District SAI Allocation	\$ 22,548,786	
divided by district FTE	97,897.95	\$ 230
(with eligible services)		\$ 80,730

4. Reading Allocation:
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.
Total Base Funding, ESE Guarantee, and SAI \$ 3,703,455

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	393.3920		0.9854		1317.85	=	510,863
4-8	209.9920		0.9854		898.92	=	186,010
9-12	0.0000		0.9854		901.09	=	0
Total *	603,3840				Total Class Size Reduction Funds	\$	696,873

(*Total FTE should equal total in Section 1, column (b))

Appendix H – 5 year Budget

**Our Children's Academy,
Inc.
Budget Worksheet Version 2**

Prep School-Winter Haven

2016-17	2017-18	2018-19	2019-20	2020-2021
FTE 305	320	335	351	351

Account	Account Description	Budget	Budget	Budget	Budget	Budget
3202	Medicaid	(700,000)	(725,000)	(752,429)	(810,000)	(810,000)
3230	IDEA	(195,000)	(197,000)	(205,000)	(225,000)	(228,500)
3240	TITLE I and II	(45,000)	(48,000)	(51,000)	(59,000)	(63,000)
3310	FEFP	(4,460,722)	(4,679,090)	(4,845,027)	(5,088,108)	(5,088,108)
3336	Instructional Materials	(12,675)	(15,000)	(25,954)	(27,190)	(27,190)
3344	Lottery Funds	(1,290)	(300)	(238)	(286)	(1,000)
3354	Transportation	(359,250)	(370,746)	(386,370)	(400,680)	(400,680)
3431	Interest on Checking Acct	(3,817)	(3,500)	(2,789)	(3,346)	(3,500)
3440	Gifts, Grants & Bequests	(75,000)	(80,000)	(95,000)	(110,000)	(125,000)
3450	Food Services	(10,000)	(15,000)	(18,000)	(22,000)	(25,000)
3485	Capital Outlay	(57,028)	(62,000)	(102,943)	(112,936)	(112,936)
	Total Revenue	(5,919,781)	(6,133,636)	- (6,484,750)	(6,858,546)	(6,884,914)
	Classroom Instruction					
50000120	Salary - Teacher 18 -20	798,000	821,940	863,037	859,597	899,597
50000130	Salary - Behavior Analyst	43,000	44,290	46,504	47,899	47,900

50000140	Salary - Substitute Teachers	5,000	6,000	7,000	6,000	6,000
50000150	Salary - Aides/Paras - 19-25	304,000	358,968	386,737	415,339	423,646
50000150.05	Salary - Aides/Para IDEA - 11-14	195,000	197,000	205,000	225,000	228,500
50000165	Salary - LPN	23,000	25,000	25,750	26,523	27,318
50000195	Florida State Retirement 9%	125,280	133,038	140,403	144,571	149,306
50000210.1	Payroll tax expense	106,488	113,082	119,342	122,886	126,911
50000220	Insurance - Student Health \$8.	2,440	2,560	2,680	2,808	2,808
50000230.01	Insurance - group	245,000	269,500	344,850	351,593	369,172
50000230.02	Insurance - Life	5,500	5,800	6,700	7,000	7,000
50000230.03	Insurance - dental	12,000	12,600	14,000	14,000	14,000
50000230.04	Insurance - disability	400	500	750	770	780
50000230.05	Workers' Compensation	25,000	27,000	30,000	32,000	32,000
50000240	Unemployment Compensation	23,000	23,500	25,000	26,000	26,000
50000250	Contract PT-3PT/1PTA\$65x5600	364,000	371,280	382,418	382,418	382,418
50000310.01	Contract 2CCC/2SLPA\$65x5600	364,000	371,280	382,418	382,418	382,418
50000310.03	Contract OT 2OTR/5COTA\$65x9800	637,000	649,740	669,232	669,232	669,232
50000310.04	Contract Behavior Analyst	5,000	7,500	9,000	10,000	10,000
50000310.08	Contract Vision Teacher	1,000	1,000	1,000	1,200	1,200
50000310.17	Contract Social Worker	12,000	15,000	18,000	18,000	18,000
50000310.22	Field Trips / Fees	7,500	10,000	12,000	14,000	18,000
50000330.01	Computer Repairs	7,000	7,000	7,800	8,200	8,800
50000350.01	Supplies - Classroom 18 x \$1500	27,000	28,500	33,000	33,000	35,000
50000510.01	Supplies - Therapy & ART & Music	36,000	36,000	42,000	40,000	42,000
50000510.02	Supplies - Behavior	30,000	35,000	38,500	38,500	39,000
50000510.12	Instructional Materials	50,000	70,000	60,000	65,000	70,000
50000520	Food & Snacks for Oral Motor SLP	500	600	700	700	750
50000570	Classrm Equip 18 X\$2000/ART \$6000/STEM10000	52,000	52,000	55,000	65,000	58,000
50000641	Classroom computer equipment	38,000	38,000	36,300	39,930	42,000

50000641.01	Tx equip PT-\$20,000.OT \$7000 SLP 10000	37,000	35,000	30,000	25,000	30,000
50000641.02	Software	3,000	3,300	3,630	3,993	4,392
50000690	Bank service charges	200	200	200	200	200
50000745	Substitute para	2,500	2,500	2,500	2,500	2,500
50000750.01	Instruction - Depreciation expense					
50000780	Therapeutic riding	6,000	6,000	7,000	7,500	10,000
50000900.05	Total Classroom Instruction	3,592,808	3,780,678	4,008,451	4,088,777	4,184,848
	Pupil Personnel Service					
61000310.06	Contract consultants	15,000	15,000	17,000	19,000	21,000
61000310.07	Contract Psychological Services	9,000	10,000	11,000	12,000	13,000
	Total Pupil Personnel Service	24,000	25,000	28,000	31,000	34,000
	Media Services					
62000610	Library books	2,500	2,500	2,500	2,500	2,500
62000620	Audio - visual	1,000	1,000	1,000	1,000	1,000
	Total Media Services	3,500	3,500	3,500	3,500	3,500
	Curriculum Development Services					
63000100.1	Salary - Title I Facilitator Academic Interv/Re			43,000	44,290	45,619
63000100.1	Salary -1/2 time PreK Facilitator				28,000	30,000
63000210.1	Florida State Retirement			4,297	6,200	7,000
63000220	Payroll tax expense			3,652	5,000	5,150
63000230.02	Insurance - group			5,700	10,000	11,000
63000230.03	Insurance - life			35	35	35
63000230.04	Insurance - dental			120	150	165
63000230.05	Insurance - disability			-	-	-

63000240	Worker's Comp	-	-	-	-	-
63000250	Unemployment compensation	-	-	-	-	-
63000280	Building fund Contribution	-	-	-	-	-
63000310	Professional Services	-	-	-	-	-
63000330.03	Travel Reimb/Prof Training	-	-	2,500	2,500	2,500
	Total Curriculum Development Services			59,304	96,175	101,469
		-	-			
	Staff Development					
64000100.02	Wrkhp Stipnd-teach \$150/dx 3dax x18t	\$8,100	8,100	9,000	7,000	7,000
64000220	Payroll expense	-	-	-	-	-
64000310.08	Software Training & Support	-	-	-	-	-
64000310.09	Para contracted rate \$50.x5da.x30para	7,500	7,500	11,375	11,400	11,400
64000310.1	Professional & technical service	38,000	35,000	36,000	38,000	38,000
64000330.02	Travel - Conventions	15,000	15,000	20,000	22,000	22,000
64000510.05	Staff Development supplies	3,000	3,000	8,000	5,000	5,000
	Total Staff Development	71,600	68,600	84,375	83,400	83,400
	Board					
71000310.01	Board training	2,000	1,000	1,000	150	150
71000310.11	Professional Services (Legal)	35,000	25,000	25,000	10,000	10,000
71000310.16	Professional Services (fingerprin)	6,000	6,000	7,000	6,000	6,000
71000320.02	Insurance - Board of Trustees	12,000	15,000	16,000	16,000	16,000
71000320.05	Liability/Error & Ommissions Ins	6,000	7,000	7,500	7,500	7,500
71000390.01	Meeting meals & Strategic Plan	2,500	2,500	2,500	2,500	2,500
71000900.02	Staff / Board Meetings	1,500	2,500	2,500	2,500	2,500
	Total Board	65,000	59,000	61,500	44,650	44,650

General & Administration

	Acct. Payable, Bookkeeping & Payroll -					
72000310.15	OCRC	83,000	85,490	85,490	86,000	87,720
72000330.03	Travel Reimbursement	5,000	5,000	5,000	5,000	5,000
72000900.03	Reserves-5% to 5.5%	252,496	233,613	235,251	254,405	235,246
	Total General & Administration	340,496	324,103	325,741	345,405	327,966

School Administration

73000110	Salary - President/CEO	150,000	155,000	159,650	164,440	169,373
73000110	Salary - HR, Grants, Marketing,Teach	50,000	51,500	53,045	55,053	56,705
73000110	Salary - Dir Acctbiltly, Test, CQI	60,000	61,800	63,654	65,564	67,531
73000160	Salary - Admin Office, market, event, 4 staff	109,683	112,973	116,362	119,853	123,448
73000135	Salary-Dir Behav Manag & Motiv	65,000	66,950	68,958	71,027	73,157
73000145	Salary - Dir Facil, Buses, Safety,	28,000	28,849	29,714	30,605	31,524
	Salary - Dir of Curric, Instruct, Eval	50,000	51,500	53,045	55,053	56,705
	Salary - Dir of Admission/Staffings	60,000	61,800	63,654	65,564	67,531
73000210.1	Florida State Retirement 9%	36,000	37,080	49,958	56,444	58,138
73000220	Payroll tax expense	43,810	45,124	42,464	47,978	49,417
73000230.02	Insurance - group	48,000	52,800	52,800	55,440	58,212
73000230.03	Insurance - life	350	350	500	600	600
73000230.04	Insurance - dental	1,000	1,050	1,200	1,300	1,300
73000230.05	Insurance - disability	-	-	-	-	-
73000330.03	Travel Reimbursement	17,800	18,000	18,000	11,000	11,000
73000350.01	Computer Repairs	5,000	5,000	5,000	6,500	6,600
73000350.05	Computer Purchase	30,000	30,000	20,000	30,000	35,000
73000355	Schoolwide Equip. School Sign/bench.tables/BBQ	27,705	25,000	25,000	30,000	30,000

73000360.01	Equipment Maintenance	8,000	8,000	8,000	8,000	8,000
73000370	Postage	2,000	2,000	2,000	3,500	4,000
73000390.01	Meals	5,000	5,000	5,000	5,000	6,500
73000390.02	Advertising	20,000	20,000	20,000	25,000	20,000
73000390.03						
73000390.04	Special Events	3,000	3,000	4,000	5,000	5,000
73000510.04	Supplies - Office	15,000	15,000	17,500	20,000	20,000
73000510.13	Supplies - computer	4,000	4,000	5,000	5,200	5,500
73000643.01	Office equipment	16,000	16,000	18,000	20,000	24,000
73000643.05	Computer Hardware	40,000	40,000	30,000	40,000	30,000
73000730.04	Dues and Subscriptions	5,000	5,000	5,000	5,000	5,000
73000730.05	Internet Services	1,250	1,250	1,250	1,250	1,250
73000730.06	Licenses	550	550	550	550	550
73000730.07	Software Maintenance fees	2,700	2,700	2,700	2,700	2,700
73000780	Admin. - Depreciation expense	-	-	-	-	-
73000790	County Admin fee (believe too high)	93,983	98,545	99,774	100,414	107,613
73000900.04	Website Fees	5,000	5,000	5,000	5,000	5,000
	Total School Administration	1,003,831	1,030,821	1,046,778	1,113,035	1,141,354
	Facilities Acquisition & Construction					
74000360.02	Building Lease	120,000	120,000	120,000	120,000	120,000
74000360.03	Portable Rent	30,000	30,000	30,000	35,000	35,000
74000630.01	Portable installation	37,000	37,000	10,000	5,000	5,000
74000675	Non-building remodeling & renov	64,017	50,000	52,000	60,000	50,000
74000680	Remodeling and Renovations	10,000	10,000	12,000	15,000	15,000
	Total Facilities Acquisition & Construction	261,017	247,000	224,000	235,000	225,000

	Fiscal Services					
75000310.12	Accounting	13,500	14,000	15,000	15,000	17,000
75000310.13	Audit	7,000	10,000	11,000	12,000	12,500
75000730.08	Simplify (Medicaid data base/notes)	18,000	18,000	20,000	20,000	21,000
75000730.09	Bank fees / finance charges	850	850	850	850	850
	Total Fiscal Services	39,350	42,850	46,850	47,850	51,350
	Food Services					
76000390.14	Food Delivery	3,500	3,500	4,000	4,200	4,500
76000510.14	kitchen supplies	5,000	2,000	2,500	3,000	5,000
76000570	Snacks / Lunch/Breakfast	15,000	15,000	15,000	25,500	20,000
	Total Food Services	23,500	20,500	21,500	32,700	29,500
	Central Services					
77000310	Health dept inspection	350	350	350	350	350
77000730.11	Fingerprinting	7,000	7,500	8,000	8,500	9,000
	Total Central Services	7,350	7,850	8,350	8,850	9,350
	Pupil Transportation Services					
78000320.03	Transportation - Bus insurance	40,000	42,000	43,000	44,000	45,000
78000350.02	Transportation - repairs & maint	45,000	45,000	45,000	60,000	57,387
	Bus Purchase				110,000	
78000360.8	Bus Lease from OCRC-5 buses	60,000	55,000	84,000	96,000	96,000
78000390.05	Transportation - inspections	7,500	7,500	7,500	8,000	8,500
78000450	Transportation - gas	75,000	75,000	80,000	80,000	80,000
78000510.1	Supplies - Transportation	30,000	25,000	20,000	18,000	15,000

78000730.15	License fees/drug test driver	2,500	1,500	2,000	2,500	2,500
78000780	Depreciation expense - transportation	-	-	-	-	-
78000790	Parent Pupil Transportation					
	Total Pupil Transportation Services	260,000	251,000	281,500	418,500	304,387
	Operation of Plant					
79000320.04	Insurance - Building	11,000	11,000	13,000	13,500	14,000
79000371.01	Telephone - Cell	5,000	5,000	5,500	6,000	6,000
79000371.02	Telephone - Office	7,500	7,500	8,000	8,000	8,500
79000381	Water & Sewage	15,000	18,000	20,000	25,000	25,000
79000382	Garbage	5,500	5,500	6,000	6,200	6,500
79000390.05	Facility Maintenance - overall	5,000	5,000	5,500	6,200	6,500
79000390.06	Extermination	2,500	2,500	3,500	3,500	3,500
79000390.07	Office / School Cleaning	15,000	15,000	18,000	22,000	23,000
79000390.08	Outside Maintenance	3,600	3,700	3,800	4,000	4,000
79000390.09	Security System Monitoring	4,500	4,500	5,000	5,500	6,000
79000390.1	Carpet & Floor cleaning	12,000	12,500	13,000	14,000	14,000
79000430	Electric	55,000	55,000	60,000	58,000	60,000
79000510.03	Supplies - Cleaning	10,000	12,000	14,866	16,000	17,000
79000642	Repairs - Equipment	5,000	5,000	4,000	4,500	4,000
	Total Operation of Plant	156,600	162,200	180,166	192,400	198,000
	Maintenance of Plant					
81000152	Salary Maintenance Person (1FT; 1PT)	38,773	39,936	41,135	42,369	43,640
81000510.09	Supplies - Maintenance	2,500	2,500	3,000	3,303	3,500
81000644	Repairs - Building	7,000	7,000	8,000	8,500	8,800
81000675	Non -building remodeling & renovations	5,000	5,000	7,500	7,700	8,200

83000210.1	Fl Retirement employee (9%)	3,490	2,132	4,100	4,200	4,300
83000220	Payroll expense (7.65%)	2,966	2,966	3,500	3,600	3,700
83000230.04	Insurance -dental					
	Total Maintenance of Plant	59,729	59,534	67,235	69,672	72,140
	Community Services					
91000100.01	Parent Trainings	3,000	3,000	3,500	4,000	4,000
91000310.21	Contract - Child Care	8,000	8,000	10,000	10,000	10,000
	Total Community Services	11,000	11,000	13,500	14,000	14,000
	Total expenses	5,919,781	6,093,636	6,460,750	6,824,914	6,824,914
	TOTAL REVENUE	(5,919,781)	6,093,636	6,460,750	6,824,914	6,824,914
	TOTAL EXPENSE					

BUSINESS PLAN

Section 18: Financial Management and Oversight

A. Describe who will manage the schools finances and how this school will ensure financial resources are properly managed.

The ultimate responsibility for managing the school's finances belongs to the Board, with the CEO being the only staff person reporting to the Board. The Board will establish a Finance/Audit committee. Their role will be to review the audit, the 990, and to work with the CEO to prepare a budget to present to the Board. Annually, the CEO and the finance committee will prepare a budget and present it to the Board for approval at the June board meeting. This budget will include the revenue projection work sheet and the staff rollout. It will also include any large capital expenditures in excess of \$10,000.00 that are anticipated during the next fiscal year.

The Board will review the budget monthly with variances, budget to date with variances, and a comparison of last years budget to date. Significant variances will be discussed. The CEO will ask the Director of Admissions to present to the Board the number of students enrolled, new students enrolled within the last month and projected new students to enroll. These projections will be compared to the enrollment projections for the year in anticipation of whether the school will reach its enrollment projection goal, and if not, formulate a plan for either the reduction in revenue or how to increase enrollment.

The CEO will also request the consultant for physical rehabilitation to present a report as to the Medicaid and other third party payer reimbursement for the month. This will determine if we are on target for meeting our revenue goal, and if not, why and how can we put together an action plan to increase revenue from intensive services.

The CEO will have the Events and Marketing/Grants person give a report updating the Board on any fundraising up coming events and grants that have been awarded. The marketing person will also discuss the plan for cultivating

circles of influence to support the school and identify how the board can become involved in making the school more visible, as well as promoting the school.

If there is a budget shortfall, the CEO will put together a plan to reduce expenses. This plan may include layoffs and/or cuts in programs and travel. The CEO will also collaborate with the school's CPA to work out a new balanced budget for presentation to the finance committee for review before presenting it to the Board.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The book keeping for the school will be contracted out to a professional bookkeeper that has extensive experience working with Red Line accounting and public schools. He or she will enter all expenditures into the software provided by the external CPA. The CPA will then prepare the financials.

It is anticipated that a staffing company will be contracted to handle the payroll, worker's compensation, unemployment, and some HR issues. Direct deposit will be used for check distribution, which is the preferred method by 95% of the employees. The mail will be opened by a different person with checks received copied and deposits prepared. The check copies will be given to the bookkeeper. Receipts will be given to the bookkeeper for safe storage and backup in preparation for an annual audit or other review will deposit the revenue into the school's account. All checks written to pay bills will require 2 signatures and an initial on the bill by the accounts payable person indicating that the bill has been reviewed and the check was written for the bill amount. All credit cards will be reconciled with staff and receipts obtained from staff that matches back to the credit cards.

Bank statements will be sent, unopened, to the CPA for his staff to reconcile, check signatures and inspect the integrity of the checks.

An RFP will be developed for an external auditor. The results will be brought back to the finance committee to review and decide which auditor will be

selected to conduct our annual audit and a plan to negotiate a longer-term contract for a reduction in auditing fees. Upon completion of the Audit, the audit report will be sent to the finance committee for review. The committee will then present it to the board. If any minor deficiencies are identified, the CEO will formulate an action plan and bring it to the board for their information. If deficiencies are major, the auditor will bring their findings directly to the finance committee and an action plan will be formulated.

The school's CPA will be responsible for sending the monthly financials to the District for review and filing. The CPA will provide a draft copy of the school's 990 Federal Tax Return to the Board for review prior to filing with the IRS. If the Board wishes for the CPA to come to a board meeting to answer questions, the CPA will be put on the agenda to clarify any questions about the 990 returns.

C. Describe the method by which accounting records will be maintained.

Accounting records worked on by the bookkeeper will be backed up nightly with an external hard drive that is then locked in a fireproof cabinet as the financial records are not backed up on the office central file server. Monthly, the files are batched and sent to the CPA where that office sets up an archive of the electronic files. All backup paper documentation needed for an audit is kept in locked file cabinets at the central business office. At the end of the year, the paper files are boxed, marked and stored for 7 years in a locked storage area.

D. Describe how the school will store student and financial records.

Student records are stored in a locked room adjacent to the Director of Admission and Staffing's Office. All student records are confidential. If a staff member would like to review a record they may do so in the office of the Director of Admissions, or they may sign the student record out, put a placement marker where the record would go with their name on it, and take the record to the adjacent therapy office. NO STUDENT RECORDS MAY LEAVE THE PREMISES. Financial records and monies at the school are kept in a locked fireproof case and stored in a locked room. The Director of HR and Internal

Audit manages all financial records related to students. Financial records related to FEFP and the school budget was described above.

Student attendance will be maintained. FTE attendance will be scanned and stored electronically and in hard copy in a locked file cabinet and maintained for 7 years.

E. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance, and directors officer liability coverage.

The school will provide comprehensive group medical insurance for all employees. In an attempt to keep the premiums low, high deductibles will be selected but the school will look for plans that pay 100% after the deductible is met. To help the employee mitigate the possible large deductible, AFLAC will be offered. This will give the employee the option of purchasing a low cost, comprehensive medical plan that would cover, or nearly cover, the deductible should the employee need to be admitted overnight into the hospital.

Depending on the cost of the insurance, the school will try to pay as large of a percentage of the premium as possible, leaving only a small portion to the employee.

The health package will also include: The employer paying ½ of a dental plan, an eye plan, a term life plan, and a long-term disability plan.

The employee would have the option of electing from AFLAC other supplemental insurance.

In the budget, the school has allotted for \$1,000,000 in each of the following areas: Worker's Compensation Injury, Disease, Hazard Insurance, Auto Liability, and Bodily Injury; \$1,000,000 for General Liability and \$3,000,000 Aggregate; \$1,000,000/\$3,000,000 Aggregate for Directors and Officers; \$50,000 for Employee Crime and \$25,000 for Employee Forgery and Alteration. Worker's Compensation premiums tend to escalate for employees working at schools that

serve children with special needs. For that reason, a staffing company will be used to keep the WC rates stable and within a reasonable range.

Section 19: Action Plan

A. Present a timetable for the school's start-up.

Our Children's Prep School: (OCPS) is applying for a charter to open in August of 2016. This school will have no affiliation with Our Children's Academy located in Lake Wales, Florida.

The new charter school will be operating out a facility built in 2000 as a school thus meeting the Florida building code for private schools thus making facility acquisition easy.

The newly formed OCPS board (Charter and operates in the sunshine) has been established with a Chair, Treasurer, and Secretary and will be expanded once the charter application is approved.

The OCPS timetable for the school's start-up is as follows:

COMPLETION DATE	ACTIVITY	DESCRIPTION
August 2015	Our Children's Pre School submits application	<ul style="list-style-type: none"> Application for charter will be submitted by Aug. 3, 2015 deadline Application will be reviewed by PCSB
October 2015	PCSB approves charter	<ul style="list-style-type: none"> Approval is granted by the PCSB and
October 2015	OCPS applies for nonprofit status under IRS ruling	<ul style="list-style-type: none"> OCPS files nonprofit Articles of Incorporation-*DONE OCPS applies for federal employer ID number
October 2015	Our Children's Prep School	<ul style="list-style-type: none"> The OCPS governing board is established according to
	Board officially begins.	<p>State laws and the school by-laws.</p> <ul style="list-style-type: none"> If revisions are needed in the OCPS bylaws, these revisions will occur at this time. If new Board members are added who reflect the interest of the OCPS population, those board members will be scheduled for required governance training. <p>Necessary background checks will occur</p>
October 2015	Implementation plan begins	<ul style="list-style-type: none"> The OCPS board creates a plan to take the school from approval to
October 2015	Bank accounts established	<ul style="list-style-type: none"> OCPS Board of Trustees will establish appropriate bank accounts
December 2015	First board meeting OCPS	<ul style="list-style-type: none"> The first OCPS board meeting will occur, Schedule for future board meetings for
November 2015 – Feb 2016	Charter agreement is negotiated and signed	<ul style="list-style-type: none"> Charter agreement is reviewed with legal counsel. Terms of the charter are negotiated as
November 2015	OCPS establishes contact information	<ul style="list-style-type: none"> The following will be established: Mailing address, phone number, email
December 2015	New Board Members recommended	<ul style="list-style-type: none"> The Board approves remaining board members to complete board. And all board
January 2016 – August 2016 and throughout the year until maximum is reached.	Recruitment of OCPS students begins and will continue maximum reached	<ul style="list-style-type: none"> Information will be shared with the community so that families learn about the school The search for students will be promoted through local news, organizations, OCPS website, civic groups, public notice boards, and community events.
January 2016	Final plans, policies, and procedures developed and approved	<ul style="list-style-type: none"> OCPS board and CEO with input from the Leadership Team will create and finalize all plans, policies, and

January 2015	Implementation of plans begin	<ul style="list-style-type: none"> • Plans for the following will be set forth: • School improvement plan to include comprehensive procedures for managing curriculum, student progress monitoring, identifying students at three tier levels, teacher and staff support systems, behavior management -Record keeping -Technology -Budget -Safety -Student conduct -Transportation -Food service -Professional development -curriculum standards -Student application -Payroll and benefits -Accounts payable and receivable -staff handbook
Dec. 2015 to February 2016	Submit Florida Department of Education Public Charter School Grant application	<ul style="list-style-type: none"> • Grant application will be submitted earlier than most. • Planning portion of \$25,000.00 will be expended over the next year
May, 2016	Begin portable installation	<ul style="list-style-type: none"> • Begin to pull building permits

		<p>prior to opening (plans for expending May, June, & July 2016)</p> <ul style="list-style-type: none"> Final portion expended during the school year but before May 2019 (36 months to spend)
April 2016	Startup Grant approved	
May 2015	Spending of the planning portion of grant begins	<ul style="list-style-type: none"> Administration equipment and supplies ordered Approved planning items will be spent during the next year based on when those items are needed such as board training for new board members etc.
November 2015	Admission process begins	<ul style="list-style-type: none"> Student admission applications accepted to OCPS
February 2016	Admission notification	<ul style="list-style-type: none"> Students are notified of admission decision
March/April 2016	Recruitment of staff begins	<ul style="list-style-type: none"> Advertising for the Leadership Team and teachers/therapists/behavioral analyst/begins. Advertise through Career Source The search for positions will be promoted through professional publications, local news organizations, public speaking engagements, and word of mouth. Interviews commence when appropriate applications are received.
February 2016	Student information system established	<ul style="list-style-type: none"> Using Genesis, the Dir. Of Finance and terminal operator will establish a student information system.
February 2016	Staff and student policies established	<ul style="list-style-type: none"> The Board of Trustees will establish policies for both staff and students. Staff and student handbooks will be written and available.
February 2016	School calendar established	<ul style="list-style-type: none"> The OCPS board will establish the 2016-17-school calendar. It is expected that this calendar will follow the standard PCSB's'.
April 2016	Staff is hired	<ul style="list-style-type: none"> The Organizational Leadership Team will be hired as soon as possible; These leaders will hire the remaining school staff All staff must undergo FBI background checks and drug screenings when appropriate.
May 2016	Obtain student records	□
June 2016	Equipment and material ordering begins	<ul style="list-style-type: none"> Items to be ordered include: <ul style="list-style-type: none"> -instructional materials -classroom supplies -curriculum -equipment -computers -smart boards -classroom furniture and office furniture
June 2016	Pre-opening checks and visits conducted	<ul style="list-style-type: none"> PCSB will conduct the pre-opening checks and possible site visits.
June 2016	Staff strategic planning	<ul style="list-style-type: none"> Staff will collaborate to plan the implementation of the school improvement plan for 2016-2017
June 2016 and August 2016	Staff development and training	<ul style="list-style-type: none"> Training will include: SYR, Voyager, <ul style="list-style-type: none"> -applied behavioral analysis and positive reinforcement -PCM training for Crisis Prevention Intervention -SIM Learning Strategies: Univ. of Kansas -PECs and Visual Supports Collaborative Models Relationship Development Intervention

Our Children's Prep School, Inc. Winter Haven, FL

		<ul style="list-style-type: none"> -staff policies -student policies -school mission and expectations -health and safety -technology -sexual abuse/harassment -blood borne pathogens -social facilitation -collaborative learning
August 2016	Summer orientation	<ul style="list-style-type: none"> • Orientation will be held for students,
August 2016	School opens	<ul style="list-style-type: none"> • Following the PCSB schedule,

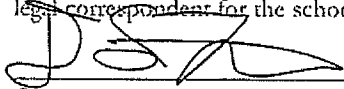
IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Our Children's Prep School, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Sharon Comkowycz (name), CEO (title) to sign as the legal correspondent for the school.



Signature

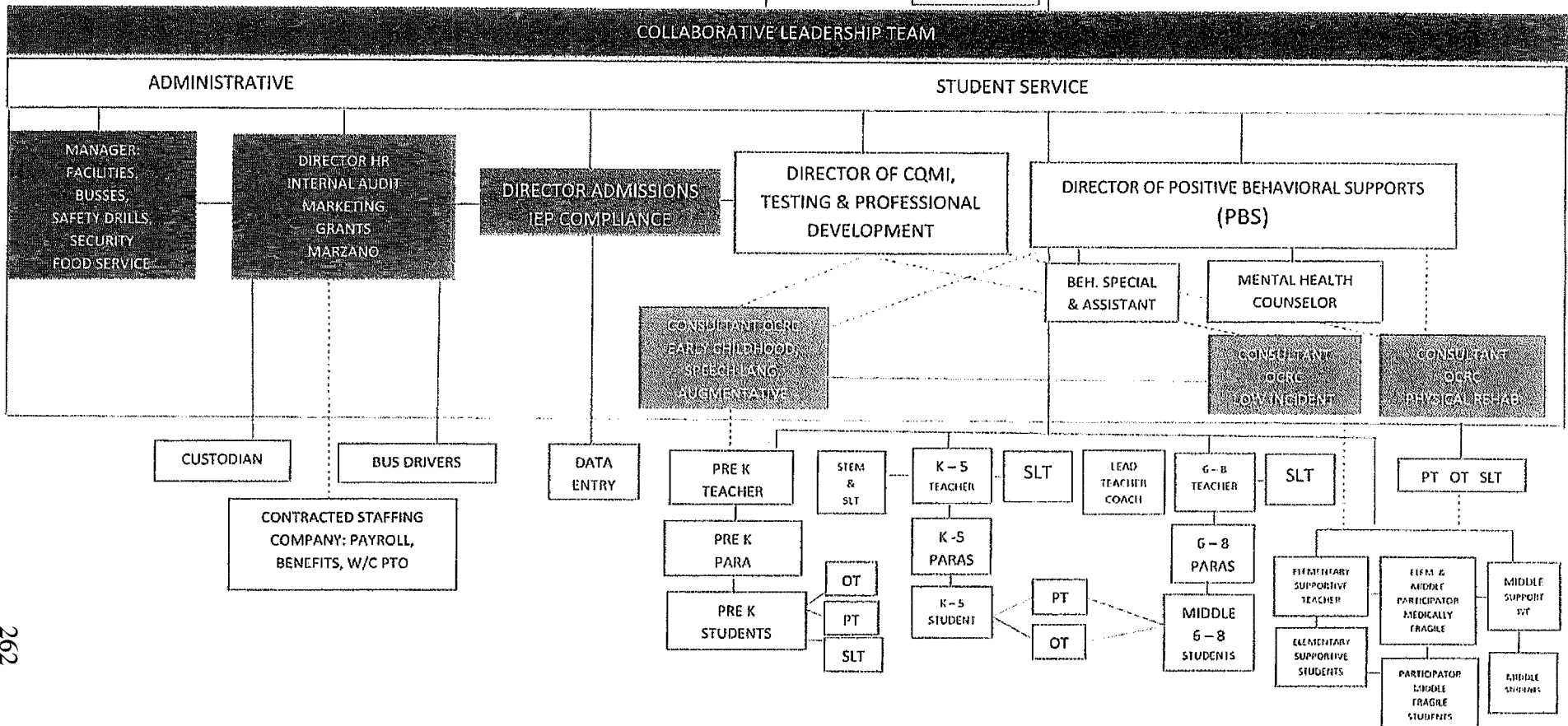
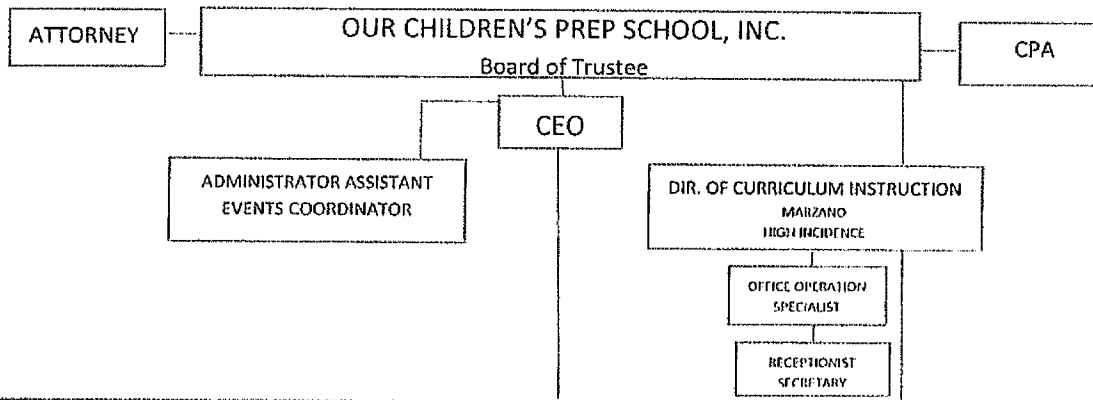
July 29, 2015

Date

Dominic Nicosia

Printed Name

Form Number: IEP-C-M1
Rule Number: 6A-6.0786
August 2015



Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Form IEP-C-MJA
 Rule 6A-6.0786
 August 2015

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.	District	School Name	MSIB	Status (Active/Closed)	Enrollment / FRL%	School Grade/School Improvement Rating	Year 0 (Most Recent Year)		Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.50(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Auditor may review complete audits at http://www.trofilebits.com/audit/ or request from authorizing district.
								Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	
						2012-2013				
Sharon Comkowyc	Principal	Polk	Our Children's Academy OCA	8143	active	198 / 81%	N/A	\$957,581.00	23%	no
Sharon Comkowyc	Principal	Polk	Our Children's Mid Academ OCMA	8006	closed	47.39 / 76%	N/A	(\$24,515.00)	0	yes

OCMA incurred 1st yr. capitalized costs and did not obtain its budgeted FTE student pop.

Applicant History Worksheet - Addendum A
 Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Enter each applicant's full name below	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolsgrades.flde.org/	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Year -1	Indicate the unassigned fund balance as a percentage of total revenue (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audit/ or request from authorizing district.
Applicant Name	Role	District	School Name	MSID	Enrollment / FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Year -1	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Sharon Gomkowsz	Principal	Polk	Our Children's Academy	8143	178 / 78%	NA	\$929,333.00		24%	no

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Form IEPG-MJA
 Rule 6A-6.0786
 August 2015

Enter each applicant's full name below		Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal or administrator.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for free/reduced lunch		Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolsgrades.flnet.org/		Unassigned Fund Balance from Independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).		Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)		Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audit/ or request from authorizer/district	
Applicant Name	Role	District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Year -2	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)				
Sharon, Conkowsky	Principal	Bok	Our Children's Academy	8143	140 / 79%	NA	\$1,258,058.00		36%	no				

Exhibit 4

Exhibit 4

Correspondence with School
District staff dated 9/25/15

From: Sharon Comkowycz <sharcomk@gmail.com>
Sent: Friday, September 25, 2015 1:28 PM
To: john.small@polk-fl.net
Subject: Our Children's Prep School

Dear John,

Can we meet? Thank you for the successful clarifying of the private school vs charter school issue. Having the opportunity to discuss the facts made resolving the confusion successful.

I had no idea the reviewers had an issue with the budget. I did know I had made an error with the capital outlay money but it amounted to only \$57,000.00 and I put in excess of 5.5% in reserves. I did not know we were not to put donations and event dollars in the budget but again I was very conservative allocating only \$75,000.00 and by adjusting the reserves to the required 3% I would only need to revise the budget \$11,800.00 which is very easy when you're looking at an almost \$6M dollar budget. Everything else to my knowledge was tied back to documented figures that were tied to the budget including staff, operational expenses, facilities, transportation and even food which we discussed during Q and A. The revenue was documented by revenue work sheets.

The real important misunderstanding is based on the curriculum section. I need your help to explain that when you have both low incidence and high incidence children ranging in age from 12 months to 8th grade, there will not be one set curriculum. The entire charter spoke to why the approach we take is a Multi Tier Support System Approach for every child. We customize an individualized educational curriculum utilizing strategies based on the needs of the student. That is what makes us unique and worth a charter. The application is looking for a set core curriculum as though we are a school like the other charters. When I wrote OCA's charter I defined it like I defined OCPS. The reason the kids we serve need the MTSS approach is that they are failing with the system that it appears the charter review committee wants us to incorporate.

I do not want to be antagonistic. I do not want to be oppositional. I included a complete compendium of research references to document why our approach is valid and why our kids need this approach.

Is there any way I can get a copy of the reviewers comments so I might be able to clarify to them (not change anything) what our charter is about? Maybe they could clarify to me what they were looking to see? I'm hopeful we are closer to agreement in how to serve these special needs kids rather than as far apart as the consultant seemed to indicate.

Please help me explain this to the Superintendent and to the Board members. Our Children's Prep School is too important to give up. I am so sorry that others do not understand the program design or maybe there is someone in curriculum who could help me understand what I'm missing. I just want to be effective in communicating our unique model and why it is worthy of a charter.

Can you meet with me? Please get back to me by email or by phone: 863-412-8198

Thanks John,
Sharon

Exhibit 5

Exhibit 5

Evaluation Instrument,
Dated 9/29/15, and
Noted as “Final”

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input type="checkbox"/>	<input type="checkbox"/>

Note: The District affirms that the applicant made changes to the application. However, the changes are not considered to be significant since the overall quality does not meet most of the standards set forth in the FLDOE Model Charter Application, as prescribed in law.

Name of Person Completing Assessment: _____ Date: _____

Title: _____

Signature: _____

Form Number: IEPC-M2
Rule Number: 6A-6.0786
May 2012

Charter Application Review Committee Recommendation

Review Committee Results	Approve	Deny
September 3, 2015	2	15

Review of Charter School Applications By Community Group – Diversity Council (8/5/2014)

Items to Review	Strengths	Weaknesses
Charter Overview a) Does the overall proposal enhance the educational opportunities for all students? NO b) Does it meet a need in the community? YES	<ul style="list-style-type: none"> • Gives students with IEP or FSP more individualized attention 	<ul style="list-style-type: none"> • N/A
Targeted Population a) Does the proposal have a targeted audience that allows the proposed school to attract a diverse student population, including race and socioeconomic factors? YES b) Is there evidence that the school can meet this commitment? YES	<ul style="list-style-type: none"> • Targeted population are ESE students from all spectrums of ESE • Focusing on a diverse make-up of the community 	<ul style="list-style-type: none"> • No information about diversity of faculty & staff
Evidence of Support 1) Does the proposal include evidence of community support from all the stakeholders in the community? NO		<ul style="list-style-type: none"> • There were no letters included in this packet • No evidence of parental support included in the packet

Student Projections

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
2016-2017	PreK – 8	305	320
2017-2018	PreK – 8	320	340
2018-2019	PreK – 8	335	360
2019-2020	PreK – 8	351	380
2020-2021	PreK – 8	351	400

EVALUATION SUMMARY

	DOE Application Question	Meets Standard	Partially Meets Standard	Does Not Meet Standard
1.	Mission, Guiding Principles and Purpose	X		
2.	Target Population and Student Body			X
3.	Educational Program Design			X
4.	Curriculum Plan			X
5.	Student Performance, Assessment and Evaluation			X
6.	Exceptional Students			X
7.	English Language Learners		X	
8.	School Climate and Discipline		X	
9.	Governance	X		
10.	Management	X		
11.	Education Service Provider	Not Applicable		
12.	Human Resources and Employment	X		
13.	Student Recruitment and Enrollment			X
14.	Facilities			X
15.	Transportation Service		X	
16.	Food Service			X
17.	Budget			X
18.	Financial Management and Oversight		X	
19.	Action Plan	X		

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Applicant Interview Questions

You currently operate a private school. What is your response to the statutory requirement 1002.33 (3) (b) that says, "An application for a conversion charter school shall be made by the district school board, the principal, teachers, parents, and/or the school advisory council at an existing public school that has been in operation for at least 2 years prior to the application to convert. A public school-within-a-school that is designated as a school by the district school board may also submit an application to convert to charter status. A private school, parochial school, or home education program shall not be eligible for charter school status."

Answer: The applicant is not a private school. The applicant is Our Children's Prep School Inc. Go to Sunbiz, The Florida Department of State, Division of Corporations, you will see that Our Children's Prep School Inc. is a separate corporation. There is a separate Corporation that is a private school and that's Our Career Center Academy Inc. it does business as Our Children's of Winter Haven so that is completely separate with no similar board members. The applicant is not a private school

Will the existing school remain in existence if the charter is approved?

Answer: Yes

Strengths	Reference
<ul style="list-style-type: none"> • The applicant shares, "Our School provides intensive intervention where all staff are cross-trained on techniques that help better position the children for learning, provide postural support and standing balance/tolerance, and train educators on sensory stimulation techniques that reduce the child's disregulation [sic] and prepare them for learning." • The applicant states, "Educators will participate in "data chats" on a bi-weekly or monthly basis to analyze formative assessments as well as summative assessments when planning for their students." • The applicant explains, "Outlined in the SIP, parents will receive quarterly report cards, engage in parent/educator conferences twice a year, participate in at a minimum an IEP annual review meeting, receive their child's summative scores from the Brigance, COR (preK developmental assessment linked to the High Scope Curriculum), or FAIR and review their child's progress in reading and math where the parent may request a parent conference to further explain those testing results." 	<p>Page 13</p> <p>Page 15</p> <p>Page 16</p>
Concerns and Additional Questions	Reference

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a general list of disabilities – High and Low Incidence of students the School may serve. • The applicant states, “Our school shall be open to any student covered in an interdistrict agreement or residing in the school district; or any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause.” • The applicant shares, “Our school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.” 	<p>Page 19</p> <p>Page 20</p> <p>Page 20</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant provides conflicting information regarding the age groups of students the School will serve. The cover page indicates the School will be serving PreK-8th grade. (Note: PreK begins at age 3). (REPEATED CONCERN) <ul style="list-style-type: none"> ○ <i>Therefore our school serves Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age in addition to school-</i> 	<p>Page 2</p>

<i>age student.</i>	
○ <i>Our early intervention program begins as young as age 12 months.</i>	Page 20
○ <i>Therefore our school serves Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age in addition to school-age students.</i>	Page 15
○ <i>Children with significant developmental delays, and as young as 12 months of age, are eligible for admission to the school provided they have a Family Support Plan.</i>	Page 75
○ <i>This entire document speaks to the fact that our School will provide services to all levels of ESE students as young as 12 months of age and as old as 8th grade.</i>	Page 115

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applicant Interview Questions

Your application specifies that the School will implement a STEM model; however, the presented curriculum lacks a cohesive approach for integrating STEM components. Can you tell us how you plan to integrate STEM?

Answer: The STEM to literacy concept comes out of the need for hands on language learning. Our experts are speech language pathologist. Team approach, integrated approach. The science aspects of the STEM curriculum are following the Florida State Standards by grade level. The planning for that is occurring with the speech and language and the science teacher.

Strengths	Reference
<ul style="list-style-type: none"> • The applicant stipulates that the School will adhere to the Polk County annual calendar, including the annual number of days and number of instructional hours. • The applicant explains, "Because of the serious nature of behavior involvement of our students, OCPS has an entire department devoted to Positive Behavior Supports (PBS) with a Director of Behavior Supports and Management." 	<p>Page 10</p> <p>Page 29</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant fails to provide a detailed description of the 	Pages 25 – 27

<p>proposed educational program, which is a requisite of the FLDOE Model Charter Application.</p> <ul style="list-style-type: none"> ○ The applicant provides limited information concerning the utilization of High Scope Preschool Curriculum. ○ The applicant does not provide information regarding the educational program for elementary and middle school students other than to provide schedules. ○ The applicant provides limited information concerning the research base for the educational program. ○ The applicant states, “The mission and vision are to provide an individualized research based program for children with special needs that help them to achieve their highest level of independence and success being employment and happiness in life.” <ul style="list-style-type: none"> ▪ While the District applauds the applicant’s vision and mission, it is unable to determine the School’s proposed educational program. ○ The applicant shares, “At OCPS, the educators select the standards that are at the academic level where the child is performing, not their chronological age level and corresponding grade level.” <ul style="list-style-type: none"> ▪ The District is uncertain as to how this practice will ensure students will attain standards at appropriate grade level. ▪ The applicant does not present evidence that the proposed approach will lead to improved student performance for the school’s targeted population. ○ In accordance to the presented schedules, it does not appear that students will have an uninterrupted 90 minutes reading block. ● The applicant states, “Educators, when planning their lessons, must identify the Fla Standards, and NGSSS they are addressing in their lesson plans. Please see the attached lesson plan template that shows where on the plan the standards are listed.” <ul style="list-style-type: none"> ○ The applicant does not provide lesson plan template, as stated. 	<p>Page 25</p> <p>Pages 26 – 28</p> <p>Pages 28 -30</p> <p>Page 30</p> <p>Page 32</p> <p>Pages 37 – 44</p> <p>Page 35</p>
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4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applicant Interview Questions

What does a typical day for an 8th grader looks like?

Answer: We don't do pull out for therapy. The only time we do pull out for therapy would be for probably in more severe, physically impaired child that might need a little bit of extra physical therapy work outside the classroom, even that physical therapy provide services within context. All of our speech and languages are within context as well. There are schedules in the sample schedules in the Charter to show, we have something very unique that we do and that is to divide the classes in half and half go to a special and half stay during reading blocks and then that half that stays is divided in half again, so speech and language and the teacher can work together so the instruction is very small group, especially for reading.

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not provide a clear and coherent framework for teaching and learning. The District is not able to determine how the students will be provided service to attain State standards. Subsequently, the applicant fails to comply with §1002.33(6)(a)(2), F.S. <ul style="list-style-type: none"> ○ The applicant provides examples of a large variety of supplemental materials, which do not support a clear and coherent framework for literacy. <ul style="list-style-type: none"> ▪ <i>HighScope, Voyager Passport, Voyager</i> 	<p>Pages 45 – 69</p> <p>Pages 48 and 53 - 55</p>

<p><i>Journeys, Caught Reading, HMH Earobics, Cars & Stars, Spelling Power, Quick-Write, Handwriting Without Tears, Go Math, Touch Math, HMH Science Fusion, Glencoe Physical/Earth/Life Science/Time Links, and Exploring Our World.</i></p> <ul style="list-style-type: none"> ○ The applicant affirms that such materials listed above and as stipulated in Section B of Curriculum Plan are supplemental materials with the following statement: <ul style="list-style-type: none"> ▪ <i>In addition to supplemental curriculum programs, (shown above and described in section B) specific strategies used with students below grade level may include...</i> ● The applicant specifies that the School will implement a STEM model; however, the presented curriculum lacks a cohesive approach for integrating STEM components. <ul style="list-style-type: none"> ○ In the afternoon, the 1-5 graders are scheduled for STEM 2-3 times per week. ○ The presented schedules depict the following: <ul style="list-style-type: none"> ▪ Kindergarten and First Grade STEM – scheduled for thirty (30) minutes - two (2) times a week in STEM lab. ▪ Second Grade STEM – Scheduled for thirty (30) minutes - four (4) times a week. ▪ Third through Fifth Grades STEM – Scheduled for forty-five (45) minutes - two (2) to three (3) times a week in STEM lab. ▪ The middle school schedule reflects three (3) periods for STEM for which students can choose. (Assumption made based on middle school schedule, which contains Elementary STEM, as well. ● The applicant does not provide information regarding non-core electives (PE, art, music) other than to list a few examples in provided schedules. ● The applicant does not provide curriculum information specific to requirements for middle school students. <ul style="list-style-type: none"> ○ Applicant fails to provide detailed information regarding courses for middle school curriculum. ○ Applicant does not provide information regarding the integration of career planning in grades seven (7) and eight (8). ○ The applicant references elective courses in 	<p>Page 61</p> <p>Pages 7, 29, 33, 54, 68, 91, 92, 162, 246, 247</p> <p>Page 92</p> <p>Pages 37 - 44 Pages 37 and 38</p> <p>Page 39</p> <p>Pages 40 and 41</p> <p>Page 42</p> <p>Pages 37 – 44 and Pages 63 – 65</p> <p>Pages 45 - 69</p> <p>Page 87</p>
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<ul style="list-style-type: none">• provided School Improvement Plan (SIP); however, it does not provide details in curriculum narrative.	
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5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant explains, "Student progress will be shared quarterly on the progress reports, in the parent conferences scheduled following the Progress monitoring assessments, parent conferences with the teachers, open house, parent communication folder and/or agendas." 	Page 80

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant states, "Our Children's Prep School, being 100% ESE, will elect NOT to receive a grade but rather will document student achievement and academic growth by measuring increases in Annual Measureable Outcomes (AMOs). Student growth is identified for each goal listed." <ul style="list-style-type: none"> ○ The applicant does not provide measurable goals for improving student achievement, a requisite of the FLDOE Model Charter Application. 	Page 70

<ul style="list-style-type: none"> ○ The applicant provides a copy of the 2016-17 School Improvement Plan for Our Children's Prep School, which reflects AMO targets for all students at 40% in reading and language development. <ul style="list-style-type: none"> ▪ The applicant does not provide measurable goals for other areas in which standards are measured. • The applicant identifies FAIR as an assessment; the State is recommending that school/districts identify an alternative. • The applicant fails to provide information regarding MTSS. • The applicant provides four (4) types of assessments it is planning to utilize. However, it is unclear whether all students will take all the assessments (for example, FSAA and FSA only apply to grades 3 – 8) 	<p>Pages 80 – 110</p> <p>Page 78</p> <p>Pages 70 – 110</p> <p>Page 78</p>
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6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • This section of the charter application is extremely brief and lacking detail, which is concerning considering the School plans to specialize in serving students with disabilities.” (REPEATED CONCERN) • The applicant fails to provide a description of how the School's effectiveness in serving exceptional education students will be evaluated. This is particularly disconcerting since the applicant did not provide appropriate measurable objectives in Section 5 of this charter application. This information is required in the FLDOE Model Charter Application. (REPEATED CONCERN) <ul style="list-style-type: none"> ○ The applicant's response includes: <i>Detail plan in Section 5: School Improvement Plan.</i> • The applicant does not identify a staffing plan in this 	<p>Pages 111-113</p> <p>Page 112</p> <p>Page 113</p>

<p>section other than to refer to Section 13 of the charter application.</p> <ul style="list-style-type: none">• The applicant states, “The school does not intend to work with any gifted or talented students.”<ul style="list-style-type: none">○ It is feasible that a child entering the school with an IEP might be eligible for gifted services and have an established EP.• The applicant references high school students.<ul style="list-style-type: none">○ The School is serving students through the eighth grade only.	<p>Page 113</p> <p>Page 113</p>
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7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states, "Teachers are required to obtain the ESOL endorsement..." 	Page 117

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not identify the staffing plan for the School's English Language Learners, a requisite of the FLDOE Model Charter Application. (REPEATED CONCERN) • The applicant states, "The survey is collected by the Admissions Department at the school and reviewed. Any student with a "yes" response to one or more questions on the HLS will be assessed for ESOL program eligibility within 20 school days or 30 calendar days. <ul style="list-style-type: none"> ○ The testing window is 20 days. • The applicant specifies, "The fact is that the ELL children will receive the services and accommodations they need from their IEP." <ul style="list-style-type: none"> ○ The provision of ESE services and having an IEP do not automatically release the student from ESOL services. 	Pages 116 – 117 Page 114 Page 117

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8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states, “The Director of Positive Behavior Supports (PBS), typically served by a Board Certified Behavior Analyst (BCBA) or Behavior Specialist, will lead the Behavior Department at Our Children’s.” • The applicant shares, “In order to foster positive behavior change, Our Children’s will use a point system to provide differential reinforcement of desired behavior.” 	<p>Page 118</p> <p>Page 120</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant specifies, “The school will follow the basic Polk County Code of Conduct and the student’s IEP.” <ul style="list-style-type: none"> ○ The applicant does not provide an explanation of “basic”; therefore, the District is uncertain if there will be additional components of the School’s code of conduct that is not shared in the application. <ul style="list-style-type: none"> ▪ The School’s Code of Conduct guide is not included in the charter application. <ul style="list-style-type: none"> • The applicant does provide an example of the School’s Student Personal Electronic Device Policy. • The applicant provides examples of items students may purchase from School Store when utilizing rewarded points for positive behavior. The items include food, toys, gift cards, movie theatre tickets, bowling tickets, etc. 	<p>Page 132</p> <p>Pages 129 – 131</p> <p>Page 132</p>

<ul style="list-style-type: none">○ The budget includes \$30,000 allocated for supplies for behavior. It is unclear if the amount budgeted is to purchase items listed above, which are not allowable expenses with public funds.	
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II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states, "The Board shall ensure that the school adheres to Florida charter school law and other applicable legislation." • The applicant provides a detailed organization chart, which reflects identified key personnel positions. • The applicant explains, "The Board will select a parent representative as required by Section 1002.33(7)(d), Florida Statutes, who will be required to attend all Board meetings in person along with the CEO." • The applicant provides information regarding the staggered terms for the Board. • The applicant denotes, "All Board members will comply with the requirements for board training pursuant to Florida Statute 1002.33 and FAC Rule 6A-6.0784 and for background screening." 	<p>Page 133</p> <p>Pages 134 Appendix A Pages 134 – 135</p> <p>Page 136</p> <p>Page 137</p>

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Concerns and Additional Questions	Reference

10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a list of responsibilities for the Collaborative Leadership Team (CLT) as well as the duties of key personnel. • The applicant provides details regarding its plans to recruit and select specific personnel to support the School. 	<p>Pages 151 – 158</p> <p>Pages 164 - 165</p>

Concerns and Additional Questions	Reference

11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

s. 1002.33(7)(a)(9)

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant specifies that all employees will be public employees and eligible to participate in the Florida Retirement System. • The applicant states, "Pay increases will then be determined on a merit basis rather than following the District's salary schedule and will be awarded accordance with the requirements of the Florida Student Success Act." • The applicant provides an Employee Handbook & Benefit Information Guide. 	<p>Page 167</p> <p>Page 167</p> <p>Pages 169 - 213</p>

Concerns and Additional Questions	Reference

13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applicant Interview Questions

In page 217-218 you talked about dismissing children. In the parent contract it says that, can you talk to that?

Answer: ...in fact we have a full behavior analyst team, we train our staff for 32 hours, there are professional crisis management people and our intent is not to get rid of kids. Our intent is to take the students who have nowhere else to go.

In the due process of a parent appealing such a decision, what's the Board's part in that, as far as appealing a student being withdrawn and the parent does not agree, what's the process of them going to go the Board of Director's to voice that complaint?

Answer: I think depending on what the specific complaint is. If we had to bring in a 3rd party expert we would if we had to. Essentially what we would do is follow the law as far as what the appeal requirements are. If we're not qualified to make a decision, we will bring someone with the appeal credentials to make the decision.

Is that addressed in application?

Answer: Page 139

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides various ways to recruit students, including open houses, small yard signs, advertisement banner outside the school, brochures, social media, etc. • The applicant provides information regarding a lottery, which will be conducted if the number of applications 	<p>Pages 214 – 215</p> <p>Page 216</p>

<p>exceeds the capacity of a program, class, grade level, or building capacity.</p>	
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<p>Concerns and Additional Questions</p>	<p>Reference</p>
<ul style="list-style-type: none"> • The applicant does not provide detailed information regarding its efforts to achieve a racial/ethnic balance reflective of the community it serves. • The applicant provides an example of the 2016 - 2017 Parent Contract, which contains the following provision: <ul style="list-style-type: none"> ○ <i>If I fail to support the mission, philosophy, and/or policies of the school to the degree that I, family members, or my child's behavior becomes disruptive, violent, cursing and/or abusive, and no improvement occurs during probationary trials, I agree to withdraw my child, or expect that my child will be involuntarily removed. Removed means your child will no longer be enrolled at OCPS. Polk County School Board (PCSB) will be notified that your child is no longer enrolled at OCPS and the PCSB will be become responsible for the appropriate ESE placement of your child within the PCSB system.</i> <ul style="list-style-type: none"> ▪ The District is unaware of any statutory provision that allows a public school to dismiss students for inappropriate parent(s) behavior. ▪ The School will serve ESE students, which have established rights by law. ▪ The applicant does not address such issues as a manifestation of the student's disability when addressing the dismissal of a student. • The applicant states, "If the parent continues to violate terms of the contract that are deemed to be safety risks for students at the school or their own child, mandatory reporting to authorities will occur if/when appropriate and/or the parents may be asked to withdraw their child from the school. Repeated disruption of school operation either on campus, at bus stops, on social media may also result in conferences to rectify the various situations. <ul style="list-style-type: none"> ○ It is uncertain as to why a student would be dismissed from the School if the parent violates the contract. Again, the District is unaware of 	<p>Page 215</p> <p>Page 217</p> <p>Page 218</p> <p>Page 222</p>

<p>such authority provided to public schools.</p> <ul style="list-style-type: none">• The applicant provides a brief explanation of how the School will achieve a racial/ethnic balance reflective of the community it will serve.	<p>Page 215</p>
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III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applicant Interview Questions

On page 254 of your budget, you list portable installation as a recurring cost, can you explain why this would be necessary?

Answer: Yes adding a portable every year, it corresponds with the increased enrollment and what the square footage needs are. On page 222. When you first are doing it, you have expenses in site plan and have some up front expenses that cost a little bit more that you don't have once you get them done. If you are setting up your electric and coming off a power pole and you are going to do a gang, electrical outlet system, you set up your gang for your portable you may not put meters on at one time, but it's all done. It's less money because you have your whole site is prepped.

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states that the facility complies with the Florida Fire Prevention Code, pursuant to s.633.208, as adopted by the authority in Winter Haven. • The applicant explains that the building was built in compliance with the Florida Building Code pursuant to chapter 553 except for the State Requirements for 	<p>Page 219</p> <p>Page 219</p>

Educational Facilities.	
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant states that the School will lease a facility from another non-profit. 	Page 219
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Furthermore, the applicant stipulates, "In the budget, the lease amount of \$108,000 reflects the expected payments OCPS will make once the building is secured." <ul style="list-style-type: none"> ▪ A review of the provided budget reflects a payment of \$120,000 beginning the first year of operation. 	Page 254
<ul style="list-style-type: none"> • The applicant explains, "The property also has adjacent land that will be used to temporary portables as OCPS expands. The budget further reflects an amount of \$30,000.00 to rent portables at a rate of \$250.00-\$300.00/mo." 	Page 219
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ The applicant states, "Expansion for quick classrooms will be the addition of 7-8 portables." 	Page 226
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ The applicant also specifies, "Prior to opening, it is anticipated that six 6-7 portables will need to be added to the campus to the west of the school to meet the facility requirements for the enrollment projections." 	Page 227
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ The District is uncertain as to why the School will pay \$37,000 for portable installation for years one (1) and two (2) and \$10,000 for year three (3) and \$5,000 for years four (4) and five (5). <ul style="list-style-type: none"> ▪ It seems that installation of portables should be a one-time occurrence. ▪ The applicant does not discuss purchasing additional portables, which would require this service. 	Page 254
<ul style="list-style-type: none"> • The site plan provided is not clear or readable; therefore, the District is unable to review the documents. 	Pages 224 - 228

15. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not reference any statutes or administrative codes pertaining to transportation. • The application states that the School will adhere to policies such as bus drivers having their CDL Class B endorsement. <ul style="list-style-type: none"> ○ Drivers will need more than a Class B license to operate a school bus. • The applicant does not provide a description of a zone in which it will transport students. • The applicant states that it plans to provide its own transportation and wishes to negotiate with the District for some of the services it may need to manage and operate bus services for children with special needs. <ul style="list-style-type: none"> ○ The District has not had any negotiations with the School regarding needed services. • The applicant lists their greatest needs in reference to transporting students. However, it does not provide possible solutions. • The School's targeted population, ESE students, often requires attendants while being transported. However, the applicant does not address this issue. 	<p>Pages 229 – 230</p> <p>Page 229</p> <p>Pages 229 – 230</p> <p>Page 229</p> <p>Page 229</p> <p>Pages 229 - 230</p>

16. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Applicant Interview Questions

In your food services, what's the true cost on that?

Answer: It's with free and reduced lunch. We tend to pull from the schools are the lower socio economics. I'm not sure exactly whether we'll do our own cafeteria program and become our own provider. If we didn't and contracted with someone who is already USDA approved whether it be the school system or when contracted with Lake Wales Charter Schools, they fed all of our kids for free. They managed the community. If there were errors in the counting, then we owed money, and you try not to do that, but that its bound to happen where you're anticipating certain kids are going to eat and then they don't eat, or they're not there so counts are off and we were averaging about \$10,000 a year in our expenses to Lake Wales Charter.

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant fails to provide a detailed description of the School's plan for food services, a requisite of the FLDOE Model Charter Application. <ul style="list-style-type: none"> ○ The applicant states, "OCPS may decide to contract with the Polk Schools for the first few years and transition to a National School Lunch Program once the school has gotten up and running." <ul style="list-style-type: none"> ▪ No definitive explanation is provided of how it will provide food services. ○ The applicant asserts, "It is imperative that OCPS 	<p>Page 231</p> <p>Page 231</p>

<p>participate in the National School Lunch Program.”</p> <ul style="list-style-type: none">▪ Again, no definitive explanation is provided of how the school plans to apply to become a sponsor for the National School Lunch Program. (REPEATED CONCERN) <ul style="list-style-type: none">• Additionally, the applicant does not provide information regarding:<ul style="list-style-type: none">○ How it will solicit bids for a contractor to provide meals.○ How it will meet eligibility requirements and issue benefits.○ How it will submit claims for reimbursement○ How the facility meets approved Health Department certification requirements to prepare and/or serve meals.○ How it will institute and monitor a Wellness Policy.○ How it will meet indicated dietary modifications, nutritional analysis and menu planning, for students with special dietary needs.	
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17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applicant Interview Questions

If you don't meet your projected enrollment what is your financial contingency plan?

Answer: We will have a loan ready in case we needed it, in case we overspent, in case we go over budget. We've already spoken to Citizens Bank. If it were a problem however; we have also put in here fundraising. The other is we also had for both the start-up budget and if we had any other issues, a private lender.

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The applicant does not meet the requirements of Section 1002.33(6)(a)(5), F.S., which specifies that the charter application must contain an annual financial plan for each year requested by the charter application of the school, for up to five years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends. <ul style="list-style-type: none"> ○ The revenue assumptions include gifts, grants, and bequests, which are not guaranteed income and should not utilized to make budgetary projections. ○ The revenue assumptions include capital outlay 	Page 249

<p>beginning in year one (1).</p> <ul style="list-style-type: none"> ▪ However, under Florida State Statute 1013.62, this will not be available until year four (4). ○ The salary of President/CEO is budgeted at \$150,000, which appears to be extravagant. ○ The budget includes "Meals" and "Special Events", which are not allowable expenses for public funds. ○ The Food Services appears to be grossly understated, with no details about how the food services budget was calculated. For instance, first year expense = \$23,500. At 305 students, this would equate to \$0.43 cost per day/per student. <ul style="list-style-type: none"> ▪ More information is needed to calculate true cost. ○ The budget includes Community Services - Contract Childcare – expenses at \$8,000 for years two (2) and three (3) and \$10,000 for remaining years of proposed charter. <ul style="list-style-type: none"> ▪ The parameters of this expenditure are not provided. ▪ If it a fee service, the applicant does not record the revenue. ○ The Total Revenue appears to really be Total Expense as information is missing to show net revenue. ○ The budget narrative acknowledges the large startup expense, especially for Furniture, Fixtures, and Equipment. <ul style="list-style-type: none"> ▪ The narrative states that a gap in funding exists and will be mitigated by a "pledge." The applicant does not provide documentation to substantiate/confirm the pledge. ○ The required balance sheet is not included in the charter application. This financial report summarizes net assets and liabilities at the end of a financial period, and gives additional information than the budget or cash flow gives. ○ The budget does not contain contingencies for revenue and/or enrollment variations. Consequently, the District is not aware of what expenses would be cut first if enrollment is less than expected. <ul style="list-style-type: none"> ▪ The District is unable to determine how the 	<p>Pages 241 and 253</p> <p>Page 254</p> <p>Page 255</p> <p>Page 257</p> <p>Pages 249 – 257</p> <p>Page 234</p> <p>Pages 249 – 257</p> <p>Pages 249 – 257</p>
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<p>School will monitor and adjust expenses, as needed.</p> <ul style="list-style-type: none">○ The start-up cash flow projection requires grant funds from Career Source.<ul style="list-style-type: none">▪ The applicant does not provide an explanation as to what the School will do if it does not receive grant funding for startup expenses.● The applicant fails to provide correct revenue figures in the proposed budgets. Consequently, the applicant fails to demonstrate financial solvency to operate the proposed School.<ul style="list-style-type: none">○ <u>2016-17 Budget</u><ul style="list-style-type: none">▪ FEFP revenue calculated by the Revenue Estimate Worksheet, page 243 = \$4,460,722, which is the entire FEFP distribution.<ul style="list-style-type: none">● However, on page 249, there are additional revenue items that were already included in the FEFP revenue projection such as Instructional Materials, Lottery Funds, and Transportation.● These items are over-inflating revenue. If they are going to be listed separately, then the FEFP Revenue of \$4,460,722 should have been reduced by those line items.▪ Additionally, the line item revenue accounts of Instructional Materials and Lottery on the 5 year budget on page 249, do not match those same items in the Revenue Estimate worksheet on page 243.○ <u>2017-18 Budget</u><ul style="list-style-type: none">▪ FEFP revenue calculated by the Revenue Estimate Worksheet, page 245 = \$4,679,090, which is the entire FEFP distribution.<ul style="list-style-type: none">○ However, on page 249, there are additional revenue items that were already included in the FEFP revenue projection such as Instructional Materials, Lottery Funds, and Transportation.○ These items are over-inflating revenue. If they are going to be listed separately,	<p>Page 232</p> <p>Pages 243 - 249</p>
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<p>then the FEFP Revenue of \$4,679,090 should have been reduced by those line items.</p> <ul style="list-style-type: none">▪ Additionally, the line item revenue accounts of Instructional Materials and Lottery on the 5 year budget on page 249, do not match those same items in the Revenue Estimate worksheet on page 245. <ul style="list-style-type: none">○ <u>2018-19 Budget</u><ul style="list-style-type: none">▪ FEFP revenue calculated by the Revenue Estimate Worksheet, page 247 = \$4,484,611, which is the entire FEFP distribution.<ul style="list-style-type: none">○ However, on page 249, there are additional revenue items that were already included in the FEFP revenue projection such as Instructional Materials, Lottery Funds, and Transportation.○ These items are over-inflating revenue. If they are going to be listed separately, then the FEFP Revenue of \$4,679,090 should have been reduced by those line items.▪ Additionally, the line item revenue accounts of Transportation and Lottery on the 5 year budget on page 249, do not match those same items in the Revenue Estimate worksheet on page 247.○ <u>2019-20 Budget</u><ul style="list-style-type: none">• Cannot tie out budgeted revenue line items of FEFP, Instructional Materials, Lottery Funds, and Transportation on page 249, with the Revenue Worksheet.<ul style="list-style-type: none">○ It appears this page is missing from the submission. The assumption is made because of the issues with revenue budgeted in the previous years that the \$5,088,108 budgeted on page 249 is over-inflated.○ <u>2020-21 Budget</u><ul style="list-style-type: none">• Cannot tie out budgeted revenue line items of FEFP, Instructional Materials, Lottery Funds, and Transportation on page 249, with the Revenue Worksheet.	
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<ul style="list-style-type: none"> ○ It appears this page is missing from the submission. The assumption is made because of the issues with revenue budgeted in the previous years that the \$5,088,108 budgeted on page 249 is over-inflated. 	
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18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a description for backup and maintenance of financial and student records. 	Pages 260 - 261

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The internal control plan is extremely weak, and does not describe how the organization will ensure internal control over the contracted bookkeeper. • No description for cash controls, purchasing controls, check stock control, etc. 	Page 266

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides reasonable details in the presented timetable for the School's start-up. 	Pages 264 - 265

Concerns and Additional Questions	Reference

Exhibit 6



Composite Exhibit 6

Charter Applicant Response to
Evaluation Instrument submitted to
School Board on 10/6/15

From: Sharon McManus <sharon.mcmanus@ourchildrens.org>
Sent: Tuesday, October 06, 2015 3:12 PM
To: lynn.wilson@polk-fl.net; kay.fields@polk-fl.net; hunt.berryman@polk-fl.net;
dick.mullenax@polk-fl.net; hazel.sellers@polk-fl.net; Lori Cunningham;
tim.harris@polk-fl.net
Cc: Genola Cablish; Heike Reeves; Melissa; sharcomk@gmail.com
Subject: Our Children's Prep School, Inc.
Attachments: OCPS response to charter eval-MGA Comments-2.pdf; Packet CPA Budget response
FINAL.pdf - sharcomk@gmail.com - Gmail.webarchive; nicosia pledge 4 startup.pdf;
OCPEhrenltr.doc; OCPEHRENCV.pdf

Dear Polk County School Board Members,

Our Children's Prep School, Inc. will be meeting with you tonight at the Board meeting to obtain the results of our submission for a charter school to serve children with special needs. We have information that we are attaching for your review and consideration that shows all the required information needed to be granted a charter was included in the original submission. Further, we strongly contend that the budget contains a calculation or clerical error only and this error has been easily fixed without changing any of the budget items that would alter the intent of the charter. In fact, 88% of the charter budget is in Classroom Instruction. No comments or concerns were expressed by staff in that area. When the budget was being developed, much of the overstatement of revenue, because of the clerical error, was placed in "reserves". The remaining amounts were spread among more discretionary items such as travel, training, and extra in curriculum/equipment. Balancing the budget by making corrections in reserves and the discretionary items did not cause changes to the programs identified in the charter application.

Please read the explanation made by Brian Sherwin, CPA in his cover letter, expert Dr. Barbara Ehren in her letter of endorsement, and the intro letter to the response to staff's evaluation of the charter. More in-depth information is included as well. We want to give you the perspective of the Our Children's Prep School, Inc. as we represent all the children, families and community members who need and value the school. We are respectfully supplying you with information that will inform and educate you on specifics to our charter and hopefully avoid appeals in Tallahassee.

Your job is to follow the law and we want to give you reason to award OCPS a charter while following the law and thus helping the greater Winter Haven community.

See you this evening.

Sincerely,

Sharon M. Comkowycz, M.S. CCC-SLP
Founder and CEO

OUR CHILDREN'S PREP SCHOOL, INC.
OCTOBER 6, 2015
REPOSE TO THE POLK COUNTY STAFF'S EVALUATION AND REVIEW, DATED 9.29.15
AND RECEIVED BY CHARTER APPLICANT ON 9.30.15

Dear Polk County School Board Members and Superintendent LeRoy:

We respectfully request that you consider our responses to the staff's evaluation and review of our charter application, which we received on 9.30.15. Given that we were not provided the staff evaluation until very recently and it was not used in our interview, we have not had an opportunity to respond. As you will see below, page numbers to the application have been provided in response to each of the staff comments. In other words, areas that staff did not find in the application are, in fact, included in the application. In addition, please realize that our application is proposed to serve a population of students who will all be identified as having disabilities. Therefore, the program design is very unique. We have provided further clarification where staff comments indicated that they were evaluating the application based on general education student models.

There were also some clerical errors in the application, which we are permitted by law to correct if it is cited as a basis for denying our application. Also attached is an explanation along with a corrected budget, which we submitted to your staff last week. With these clarifications and corrections taken into account, we believe our application is legally sound and worthy of being approved for a charter.

We also would like to remind the Board that this application team submitted an application last year. When it received a negative staff evaluation, the team made the decision to voluntarily withdraw the application so that the team could address staff concerns and submit a revised application this year. To further work with staff, we also submitted a draft application on May 1, 2015 of this year and responded to all staff comments in this charter application. Another clarification for the Board is that this charter application was a complete rewrite of last years charter application with revisions made based on feedback given during the charter application and review process last year. We wish to clear up and misleading comments made to the board by Ms. Mace that this charter application was simply a resubmission of last year's charter without any attempt to work with Polk County School Board staff. A copy of those comments is also attached. With this application, we have done all we can to work with staff and address any concerns they may have had.

Section I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

- 1. Mission, Guiding Principles and Purpose**
Standard: Met

2. Target Population and Student Body
Standard: Does Not Meet

Concerns and Additional Questions from the District

“The applicant provides conflicting information regarding the age groups of students the School will serve. The cover page indicates the School will be serving PreK-8th grade. (Note: PreK begins at age 3). (REPEATED CONCERN)” (Page 2)

THE FOLLOWING ARE STATEMENTS MADE IN THE CHARTER, AND IDENTIFIED BY PCSB STAFF TO BOLSTER THEIR POSITION OF NOT MEETING THE STANDARD #2, WHERE OCPS CONSISTENTLY DEFINES WHO THE PREK CHILDREN ARE SO THERE IS NO CONFUSION.

Statement from OCPS Charter Application

“Therefore our school serves Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age in addition to school- age student. Our early intervention program begins as young as age 12 months.”

“Therefore our school serves Pre-Kindergarten Children starting at 12 months of age up to and including 5/6 years of age in addition to school age students.”

“Children with significant developmental delays, and as young as 12 months of age, are eligible for admission to the school provided they have a Family Support Plan.”

“This entire document speaks to the fact that our School will provide services to all levels of ESE students as young as 12 months of age and as old as 8th grade.”

These statements are documented on Pages 19, 20, 15, 75, 115.

Our Children’s Prep School’s Response:

1. The PCSB staff provided the documentation that when OCPS identified students served, consistently it was stated; “12 month olds through 8th grade”. It was clear to the reader that our charter application says we intend to serve the 12 month old population and that when you are reading “PreK” know that we mean 12 month olds to 5/6 year olds. This consistency can be found on the pages identified by the District reviewer.
2. When serving Exception Students or Students with Disabilities, FEFP funding is generated with infants, toddlers, and preschool children. Additionally, in the June 2015 Course Code Directory for Exceptional Students, there is no discrimination between PreK age groups of 12 mos – 2yr. 11 mos and 3-5 y/o. They are all called Prek ESE. When assigning a Course Code for the age of the child, all ESE children younger than Kindergarten are grouped as PreK and the number “76” is used as the first two digits of the course code. To be certain, the reader of the OCPS charter would know what developmental levels of PreK children we were serving, it was identified as 12 months through ages 5/6 so the reviewers would know the broad range of developmental levels. Since the State of Florida’s Course Code Directory

recognizes ESE children birth to age 5 as PreK (course code # 76), the OCPS charter application also identified the below Kindergarten population as PreK.

3. Not only is OCPS proposed population a valid, legally served population, it is also a population of charter school students that the Polk School Board has previously approved to be served.

The reviewers have not provided a good cause, statutory reason or competent and substantial evidence for not meeting Standard # 2 in Sect. 1, Target Population and Student Body; and therefore, they have not presented a valid reason for denial. We contend that this section be determined as fully MET.

3. Educational Program Design Standard: Does Not Meet

Concerns and Additional Questions from the District

1. "The applicant fails to provide a detailed description of the proposed educational program, which is a requisite of the FLDOE Model Charter Application."

Our Children's Prep School Response: Please refer to the attached letter from Dr. Barbara Ehren, an international recognized expert in education of students with disabilities, who previously worked with the Polk County School District. Her letter outlines the portions of the Application which describe the proposed educational program and how it is well-designed to serve the unique needs of the population OCPS proposes to serve.

2. "The applicant provides limited information concerning the utilization of High Scope Preschool Curriculum."

Our Children's Prep School Response: A detailed three and a half (3 ½) page comprehensive description of High Scope was provided on pages 45 – 48.

3. "The applicant does not provide information regarding the educational program for elementary and middle school students other than to provide schedules."

Our Children's Prep School Response: All information related to the Curriculum can be found in the section of the charter application titled, "Curriculum," in Section 4. Extensive information about the curriculum used for Prek, Elementary, and Middle school students who are performing below grade level, at grade level, or above grade level can be found on pages 48 through 65. This section also addresses curriculum to be used for both high and low incidence students.

4. "The applicant provides limited information concerning the research base for the educational program."

Our Children's Prep School Response: The reviewer did not look into the Curriculum section of the Charter application where there is a full compendium of research documenting the basis for the approaches used when teaching our special needs students. This research documentation

can be found on pages 55, 56 and 57. In addition, the research-based curriculum and program foundation materials to be used at OCPS are all aligned with the Next Generation Sunshine State and Florida Standards. These research-based curricula are found on pages 53, 54, and 55. Although some of these materials are grouped as supplemental on the State of Florida Adopted Reading List (ie: Voyager Passport® (elementary), Voyager Journeys® (middle), these reading curricula are listed as CORE curricula for ESE students on the Florida State Adopted reading lists.

5. "The applicant states, "The mission and vision are to provide an individualized research based program for children with special needs that help them to achieve their highest level of independence and success being employment and happiness in life."
While the District applauds the applicant's vision and mission, it is unable to determine the School's proposed educational program.

Our Children's Prep School Response: OCPS has the same response. The reviewer would have found the educational program both in the Curriculum Section 4, and the framework for the curriculum is mapped out throughout Section 5 Student Performance, Assessment and Evaluation. Just as the charter application template states, the Educational Program Design, Sect. 3 was reserved for the overall structure and routine of the school. Creative methods of organizing students to provide more individualized teaching were explained in Sect. 3. Curriculum was found in Section 4 called Curriculum.

The Differentiated Curriculum for PreK through 5/6th grades as well as middle school (as evidenced by the curriculum materials identified in this differentiated curriculum section, are on **pages 48 through 52**. The unique way curriculum and learning occurs in small groups is demonstrated in Section 3: Educational Program Design. Here OCPS lays out the daily routine but the splitting of the class into 4 sections where half the class experiences PE/Dance/Movement special while the other half splits again into quarter size groups for smaller intensive reading groups team planned and taught between the speech and language pathologist and the classroom teacher. There is a paraprofessional available as well to allow for individualized reading instruction or practice.

The Middle school schedule was also provided in section 3. These schedule designs are the basis for the educational program design for our model. They are not just simply schedules. In middle school our students start their day with "advisory" and an elective to calm them and help to regulate their emotions to ready them for core academic learning. Their core subjects are taught in the middle of the day and each day ends with another elective followed by a period of celebration if they successfully earned their points and could then enjoy positive things that are planned for them or they were given the option for less enjoyable experiences such as study hall, cleaning, etc. These unique Educational Program Designs can be found in Section 3 **on pages 26, 27 and 28**. The research based in applied behavioral analysis for the program design is also found in this section on page 28. The ABA research is further backed up by the Marzano research on how to obtain high outcomes with students where teacher's skills are a target of enhancement thus improving student performance. Extensive research on the efficacy of Marzano's work is found on **pages 28, 29, and 30**.

6. The applicant shares, "At OCPS, the educators select the standards that are at the academic level where the child is performing, not their chronological age level and corresponding grade level." The District is uncertain as to how this practice will ensure students will attain standards at appropriate grade level. The applicant does not present evidence that the proposed approach will lead to improved student performance for the school's targeted population."

Our Children's Prep School Response: There is an abundance of evidence that shows that children with special needs learn differently. This charter application cites at least 100 research references citing justification for the approach designed for Our Children's Prep School. This is the same approach that was used at Our Children's Academy in Lake Wales when in 2009-2010, and 2010-2011, its ESE students performed equal to the Polk County Schools regular students in reading and math. Those students' scores were some of the highest in the state for ESE schools with the exception of the Charter Lab schools..

Polk and other school districts struggle with these students, which is evidenced by the low percentage the ESE students are scoring on the statewide assessments. OCPS addresses the entire child to include their educational, therapeutic and behavioral needs. If an educational program can regulate a student's behavior so they can concentrate, feel safe, and are happy, they can then learn. The team presenting this application has had positive outcomes using these methods.

But, please refer to the international expert in special education language and literacy, Dr. Barbara Ehren, who has written a letter documenting that the Our Children's Prep School Program is grounded in sound research with which she has been personally involved. We look forward to working with Polk to provide better services to these students. Granting this charter to OCPS for these very difficult children, when the regular public schools are having difficulty showing measurable gains, is good public policy.

7. "In accordance to the presented schedules, it does not appear that students will have an uninterrupted 90 minutes reading block."

Our Children's Prep School Response: Correct. There is not 90 minutes of continuous reading as this reviewer interprets reading. This is not a required standard for all children. It certainly does not hold up in the literature as a highly effective teaching intervention according to Marzano.

Language is a precursor to reading, communication and literacy, which is learned most effectively when it is experienced continuously throughout the day. Reading for 90 continuous minutes is not a requirement for all schools and OCPS would contend for ESE children it is not the best use of instructional time. For this population, more time experiencing language and learning vocabulary to enhance comprehension would be far more beneficial than a benchmark of reading for 90 continuous minutes. Research would not support that standard as highly effective in the literature. This remark is not competent and substantial evidence and therefore should not be considered when evaluating the quality of this charter application.

8. The applicant states, "Educators, when planning their lessons, must identify the Fla Standards, and NGSSS they are addressing in their lesson plans. Please see the attached lesson plan template that shows where on the plan the standards are listed. The applicant does not provide lesson plan template, as stated."

Our Children's Prep School Response: The lesson plan page was inadvertently omitted from the printed and electronic document. It will be attached to this response.

Summary: The reviewer did not look into the next section titled *Curriculum Plan*, to look for the Curriculum for the school. The information the reviewer was looking for was found in Section 4.

The reviewers have not provided a good cause, statutory basis or competent and substantial evidence for a negative finding for Standard # 3 in Sect. 1, Educational Program Design. The answers to the questions raised were found in Section 4 or elsewhere in the Application. In addition, comments made about the inadequacy of the proposed program do not reflect a knowledge of the special needs of the proposed population, as outlined by experts in this field. Therefore, we contend that this Section 3 be determined as fully **MET**.

4. Curriculum Plan Standards Not Met

Concerns and Additional Questions

1. "The applicant does not provide a clear and coherent framework for teaching and learning. The District is not able to determine how the students will be provided service to attain State standards. Subsequently, the applicant fails to comply with §1002.33(6)(a)(2), F.S."
 - o "The applicant provides examples of a large variety of supplemental materials, which do not support a clear and coherent framework for literacy. HighScope, Voyager Passport, Voyager Journey's, Caught Reading, HMH Earobics, Cars & Stars, Spelling Power, Quick Write, Handwriting Without Tears, Go Math, Touch Math, HMH Science Fusion, Glencoe Physical/Earth/Life Science/Time Links, and Exploring Our World."
 - o "The applicant affirms that such materials listed above and as stipulated in Section B of Curriculum Plan are supplemental materials with the following statement: In addition to supplemental curriculum programs, (shown above and described in section B) specific strategies used with students below grade level may include...."

Our Children's Prep School Response: Beginning on **page 70**, the start of **Section 5: Student Performance, Assessment and Evaluation**, OCPS provides a clear, comprehensive, and cohesive framework for assessing, teaching, learning, and reassessing students in the Preschool setting (ages 12 months to 5 years) **pg 71**; Kindergarten, 1st and 2nd Grade **pgs. 72 & 73**; 3rd through 5th and sometimes 6th **pgs 73 and 74**; and 6th through 8th **pgs 74, 75 and 76**.

This section describes in detail the 4 types of assessments **Pg 78** and a detailed chart showing when the various assessments would be done **Pg. 79**:

- Formative
- Baseline
- Progress monitoring
- Statewide Achievement Tests (FSA and FAA)

The data from these assessments will be used for proper placement and assist educator's with planning lessons. The School Improvement Plan (SIP) describes in detail, **Pgs 80-110** a in crystal clear detail how literacy and learning will take place.

- The charter speaks to the data obtained through these 4 types of assessments the importance of using this data “tier” the students both educationally and behaviorally. MTSS is a common vernacular used in the public schools. However, OCPS takes the MTSS to a more intensive level because every student attending OCPS will already be subject to an IEP. ESE students begin at least at the Tier 3 level, but at OCPS, they advance to what might be considered a Tier 5 level of complexity. Knowing where the students are in relation to their tier is calculated through data collection on behavior and academic performance. This data is then analyzed systematically according to the schedule set forth on **pg 79**.

Lesson planning for children reflects their individual academic needs, their therapeutic needs, their behavior needs, their learning challenges and are derived through an interdisciplinary planning model. We at OCPS realize this seems foreign to educators of general education students, but it is the cutting edge of what current research says is needed when working with children with special needs. The SIP that is presented in Section 5: Student Performance, Assessment and Evaluation IS the template for measuring and redesigning the language, learning, literacy, and educational programs for our students to meet their INDIVIDUAL needs.

The State of Florida selected the Marzano Coherent framework which outlines specific Design Questions 1, 2, 3, 4, 5, and 6 for teaching to obtain the best learning results from students. Marzano's work is steeped in research that says to obtain the highest learning gains from students, an educator should follow the framework set forth by Marzano. On **pages 32 & 33**, OCPS walks the reviewer through the adoption of the Marzano Framework of Design for teaching and learning with reference to the OCPS educators emphasis on “planning or Design Question 1” with the use of Big Idea/Theme strategies, Essential Questions, and Learning Goals while identifying the NGSSS and FSS to the plan. OCPS then specifically identifies the focus on Design Question 2 and 3 with specific emphasis on the 9 essential instructional interventions identified by Marzano that have been proven effective at improving learning 20-45 % or higher with the **SPECIAL NEEDS POPULATION**.

OCPS has, in Section 3 and Section 4 has provided a clear and coherent framework for teaching and learning thus demonstrates how the students will be provided service to attain State standards thus complying with §1002.33(6)(a)(2), F.S.”

Dr. Ehren, whose letter is attached to this Response, said it best:

“Because of the needs of the students you serve, many of the intensive services offered are therapy services, like speech-language, occupation and physical therapy. The way you integrate these services into the fabric of the curriculum is laudable and very unusual. I know of no other school in the State of Florida that does that. Based on what research tells us is needed with students who have difficulty generalizing therapeutic goals to relevant curriculum learning, what you are doing to integrate therapeutic services and curriculum should be going on in all programs for exceptional students. Your program design should serve as a model to other schools and as such would be a great asset to the school district.”

- In Section 5 on **Pg 86**, reference is made to the school wide Positive Behavior Support System (PBS), which is described in detail in **Section 8, School Climate and Discipline**. The PBS system is a “key” component of the OCPS comprehensive and coherent teaching and learning model and therefore is included in every section of this charter related to instruction. Unlike the instructional models we see in general education and schools where discipline and behavior programs are ancillary to the teaching and learning framework, successful organizations working with ESE children must have these PBS programs as “primary components” that are highlighted along with literacy intervention as “key” to the success of the school. PBS becomes a CORE component to the coherent framework for teaching and literacy because just as **Dr. Barbara Ehren** cites in her letter of support:

“Curriculum can only be delivered effectively within an orderly learning environment. Your systematic approach to positive behavioral support is exactly what is needed for the population you serve and consistent with the research on effective teaching for students with special needs.”

- With regard to the curriculum materials identified as being “Supplemental” curriculum materials and identified as such within the charter, OCPS was acknowledging that many of the CORE curriculum materials that the State of Florida identifies as “supplemental” for regular education are allowed by the State of Florida as “CORE” curriculum (specifically Voyager, Journeys, Touch Math) for ESE students knowing and given the fact that the educators must have the flexibility to adjust the curriculum and use supplemental sources to most effectively teach our special needs students they would be derelict if they restricted their curriculum choices to curriculum that may be inappropriate for students with special needs. The critical factor is that the curriculum chosen be research based, tied to the standards, and for the most part (not all of the curriculum chosen but some) must be from the State of Florida Approved Adoptive Curriculum List. OCPS has in fact selected state approved curriculum from the State of Florida lists to use (Voyager Passport, Journeys, Read Well, Touch Math, Go Math,). Trophies was identified as a CORE curriculum (**pg 60**). Although it may be designated as “supplemental”, the State has deemed it appropriate for use with children with special needs.
- **Dr. Barbara Ehren references the use of supplemental reading materials in her letter by saying:**

“The large number of supplemental programs in literacy makes sense given your population. You are serving a wide variety of students with a host of different abilities (and disabilities) and with a broad range of functioning. One size will not fit all. Again Table 9 makes clear with which students programs will be used.”

2. “The applicant specifies that the School will implement a STEM model; however, the presented curriculum lacks a cohesive approach for integrating STEM components.”
 - o “In the afternoon, the 1-5 graders are scheduled for STEM 2-3 times per week.”
 - O “The presented schedules depict the following: Kindergarten and First Grade STEM –scheduled for thirty (30) minutes - two (2) times a week in STEM lab. Second Grade STEM – Scheduled for thirty (30) minutes - four (4) times a week. Third through Fifth Grades STEM –Scheduled for forty-five (45) minutes - two(2) to three (3) times a week in STEM lab. The middle school schedule reflects three (3) periods for STEM for which students can choose. (Assumption made based on middle school schedule, which contains Elementary STEM, as well.”

Our Children’s Prep School Response: The reviewers did not appear to understand the context in which OCPS utilizes a STEM model to address language to literacy for science curriculum and language development. On **Pg 27**, an initial explanation of how the STEM lab is utilized can be found in the second paragraph. If you take a good look at the students’ schedule, you will see that in grades 1-5, and in grades 6-8 the students are taught science daily. Elementary students then receive an additional STEM LAB component planned and taught by a specially trained educator who understands the importance of a language to literacy model and utilizes the “hands on “ experiences that science offers and that children with special needs benefit from” to culminate what the classroom teachers have been teaching. The teachers “preview” the content and the STEM lab culminates the experience in a fun and dynamic learning opportunity in a LAB environment while language underpinnings are being addressed that have applicability to current and future science learning and also with other subjects.

Specific science curriculum and STEM opportunities are delineated on **Pg 51and pg 27**.

Dr. Barbara Ehren further documents in her letter the value of incorporating the therapeutic aspects of speech and language pathology with science when she says:

“My understanding of your STEM curriculum is that it provides the context and content around which to build language skills across spoken and written language while teaching practical knowledge in STEM applicable to real life. It is appropriate for the students you serve and is consistent with the LAFS that highlight literacy in science and technical subjects, among other disciplines.”

She further commends OCPS’ use of collaborative teaching with speech language pathology:,

- **“Your innovative use of speech-language pathologists as significant collaborators with teachers provides the infrastructure necessary to teach the**

Language Arts Florida Standards (LAFS) involving listening, speaking reading and writing in a highly effective manner with the populations you serve.

3. "The applicant does not provide information regarding noncore electives (PE, art, music) other than to list a few examples in provided schedules."

Our Children's Prep School Response: OCPS details the importance of the specials of Art PE/movement and music to the overall curriculum design on **pages 28 and 36**. These descriptions of how the "specials" of Art and PE/movement Music are offered during the literacy/reading blocks to allow the class size to be reduced in half as half of the students receive their non core subjects while the other half are engaged in their core literacy/reading block. The smaller group who remains in the literacy/reading block is further divided into an even smaller group and team taught by two educators (teacher and speech/language therapist) and the paraprofessional thus providing small groups of 3-4 children and if necessary, one on one. The groups then flip so those who had been in the core literacy/reading group would then move to their non core group of Art, PE/movement music and the non core group would move back to their classroom and receive literacy/reading instruction.

OCPS explained the unique schedule design that allows for small group and individualized and differentiated instruction while clearly outlining the presence and importance of the non core subjects for both elementary and middle school students but provided sample schedules documenting the teaching of these non core subjects.

4. "The applicant does not provide curriculum information specific to requirements for middle school students.
 - o Applicant fails to provide detailed information regarding courses for middle school curriculum.
 - o Applicant does not provide information regarding the integration of career planning in grades seven (7) and eight (8).
 - o The applicant references elective courses in provided School Improvement Plan (SIP); however, it does not provide details in curriculum narrative.

Our Children's Prep School Response: The charter application in section 4 lists the curriculum to be used for high incidence students when teaching the subjects of literacy/reading, math, science, and social studies. The application further delineates curriculum for the low incidence students in section 4. (**pages 59 and 60 for students below level, at level and above level**). In section 5, a comprehensive description of how children are assessed for reading/literacy and math is provided. This is significant for ESE students as they are grouped in multi grade classrooms according to abilities. Subject content for the core subjects of reading/literacy, math, science and social studies is selected and taught with the student's abilities in reading and math being considered. The educators teach thematically while identifying the FSS that a student achieves through formative assessments, projects, group interactions, demonstrations, or other appropriate methods where students can show what they know. **Page 74** begins to describe how OCPS's 6th through 8th grade students are admitted, placed, and grouped for optimum learning. The IEP process is further defined. Scope of the curriculum is evidenced by the range of students who on **page 75** may be functioning at a high

enough level that they can take and End of Course Exam (EOC) following their Core subject as the teacher will adhere to the teaching requirements for EOC subjects to students who are on the lower end of the learning spectrum where they may be grouped for learning daily living skills, functional reading tasks, (page 74) to prepare these students for a more independent life while living in a sheltered environment.

The mission and vision of OCPS is to educate the students to bring them to their highest independent and self-sufficient level, which for many would be employment. On page 76, the OCPS application discusses the importance of the IEP when making educational choices for students based on their skills, interests, and learning gains. Page 76 describes the collaboration between the parents, students, and educators in discussing prevocational and vocational career paths that their children may want to take and then a plan is developed and implemented to meet the needs of the students with the support of their families. At the middle school level, OCPS offers prevocational courses with introduction to careers, trades, and life skill planning in preparation for these students to transition to a vocational track later in their educational career. A sampling of these pre-vocational courses offered on the middle school schedule as electives for our college bound students where the students may select these pre-vocational courses as seen on the schedule during the elective block. Page 87 details the middle school schedule stating that middle school students enroll in 4 core subjects and 2 electives plus a morning “Advisory” short period.

- **Dr. Barbara Ehren also supports the approach OCPS takes when selecting the curriculum for middle school as well as elementary. The process involves more assessment and collaboration among our team of professionals. She says, “Regarding criteria A, D and E, you have described curricula in core areas and special areas. Because all students have IEPs, the assumption is that all students enter the school below grade level. Therefore your curriculum has been designed with that reality in mind. The plan evidences appropriate content of instruction for the continuum of severity and range of disorders you serve. You have selected core programs that are adaptable to a variety of students and supplemental programs that will assist you in implementing tiered systems of support. Table 9 in Section 4 specifically indicates the curricula that will be used for the diverse populations and makes clear what you will teach your students.”**

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 4 in Sect. 1, Curriculum Plan and therefore the have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

5. Student Performance, Assessment and Evaluation Standards Not Met

1. The applicant states, “Our Children’s Prep School, being 100% ESE, will elect NOT to receive a grade but rather will document student achievement and academic growth by measuring increases in Annual Measureable Outcomes (AMOs). Student growth is identified for each goal listed.”

- o The applicant does not provide measurable goals for improving student achievement, a requisite of the FLDOE Model Charter Application.
- o The applicant provides a copy of the 2016-17 School Improvement Plan for Our Children's Prep School, which reflects AMO targets for all students at 40% in reading and language development. The applicant does not provide measurable goals for other areas in which standards are measured.

Our Children's Prep School Response: The Application does contain measurable goals, even although achieving measureable student gains in language/literacy to reading, for an ESE population, is an extremely difficult task. Researchers, educators, legislators, parents, and community stakeholders have charged the public school system with expecting and achieving academic gains with all children including our most complex and challenging, the ESE population. Reading/literacy is the key to opening the gate to academic success in other core subject areas as well as non-core subject areas. Measureable gains will also translate into function skills needed for everyday life.

Sect. 5: Student Performance, Assessment and Evaluation requires a HUGE lift and coordination of a cohesive curriculum, based on research, if there are to be increases in Annual Measureable Outcomes. Even though the reviewer first states that OCPS, "does not provide measurable goals for improving student achievement," the applicant states, that OCPS targets the goal for AMOs to be at the 40% level for Reading/Literacy. This certainly is a measurable goal and found on **page 98**. The target is reading/literacy as increases in this skill set will lead to improvement in reading needed for social studies, science and other non core subject areas.

To achieve the goal of improvement to a 40% level, the SIP identifies how the educators, therapists, behavior specialists will achieve this level with our students. Based upon the research, children must be taught by effective and highly effective teachers. OCPS decided to measure teacher effectiveness on an ongoing basis for the purpose of growing teacher's teaching skills to help children learn. That was more important to spend time and energy systematically working with educators and helping them to become better by measuring their success with the Marzano framework, which would improve student performance. On **page 97, OCPS states that the % of teachers scoring effective or highly effective would be at the 70% level.** Although this measurable goal does not directly measure student performance OCPS felt it was more important to give teachers attention and help them become the best they could be rather than simply measuring kids in various subject areas hoping that their skills in those areas would improve. Section 5 details how Marzano would be taught to the educators and how their growth as improved teachers, through iObservation, would be measured and shared with them to help them grow. The ultimate outcome expected is that as teacher's improve, so will student performance.

2. "The applicant identifies FAIR as an assessment; the State is recommending that school/districts identify an alternative. Page 78"

Our Children's Prep School Response: The reviewer's comment is unclear based on the pages cited in the application and information provided therein. Page 78 outlines the 4 types of assessments OCPS plans to use in their SIP and for Continuous Quality Improvement (CQI);

formative, baseline, progress monitoring, and statewide achievement tests. In each of these areas, OCPS identifies some of the evaluation tools that may be used to monitor student progress and growth. Formative assessments relating to the lessons taught, baseline assessments at the start of the year, which will primarily be the Brigance. The FAIR along with the WRAT was only mentioned for those students who are older and function at a higher level who may ceiling out due to the chronological age limits on the Brigance. OCPS did not identify the FAIR as the be all end all assessment. If the district has another suggestion for evaluation tools they would like OCPS to consider using, we'd be open and happy to look at alternative assessment tools as finding a tool that works well with all ESE students is very difficult.

3. "The applicant fails to provide information regarding MTSS."

Our Children's Prep School Response: This is incorrect. The Multi Tier Support System is identified in Section 5 as one of the four (4) components seen as important factors to move students toward academic success was defined in great detail in Sections 3 and 4. The relevance of the MTSS system as it relates to ESE children is strong thus requiring educators to do ongoing evaluations and assessments to allow the education staff to know how the child is progressing and to pace the child with the appropriate grouping and curriculum materials based upon their level within the Tier system.

Dr. Barbara Ehren stated it best in her attached letter when she said, "Regarding criterion C, based on the curricula you have chosen, it is clear that your school has a strong focus on reading, although as we know reading involves a set of language skills that cannot be taught apart from listening, speaking and writing (Catts & Kamhi, 2011). My comment above with regard to your use of speech-language pathologists should also be construed as a strong endorsement of your reading (literacy) curriculum and instruction."

Dr. Ehren's comment specific to the MTSS addresses why the MTSS used at OCPS is a different twist to the traditional MTSS used within a general education setting given that every student at OCPS would already be subject to an IEP. The levels of intervention (strategies, information delivery design, rewards, etc.) support given to children at the various levels of the MTSS system as described at OCPS, is dependent on the type and severity of the child. All our kids are ESE and already have an IEP before they arrive at OCPS.

- **Dr. Ehren stated,** "I do want to make a comment about MTSS and how it would play out at your school. Florida uses a three-tiered framework in which Tier Three includes special education and related services. In fact Tier Three is where you begin as a school only for students with IEPs. In essence you mirror a three-tiered system, but your tiers are much more intense than would be implemented at a school for typical students. Within that context your level of granularity in addressing the needs of these students is remarkable. You differentiate curriculum within Tier Three, offer more intensive options in what I would call a Tier Four and then provide even greater intensity and individualization in what might be described as Tier Five. "

4. "The applicant provides four (4) types of assessments it is planning to utilize. However it is unclear whether all students will take all the assessments (for example, FSAA and FSA only apply to grades 3 – 8)"

Our Children's Prep School Response: If you look at the student assessment grid on page 79, you will see starting at the Feb. 1st, PreK, Elem (up to age 3) are to be taking the Brigance. Also beginning in early February, the Florida Alternant Assessment will be given to 3rd-8th grade children who are intellectually impaired. The Florida State Assessment begins around March 1 for typically developing students in grades 3-8.

The SIP may be addressed further during contract negotiations where both the organization and the district will work together to identify the best goals and measures to be included in the SIP.

The reviewers have not provided a good cause, statutory basis or competent and substantial evidence to support a negative finding on Standard # 5 in Sect. 1, and therefore they have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

6. Exceptional Students Standards Not Met

1. "This section of the charter application is extremely brief and lacking detail, which is concerning considering the School plans to specialize in serving students with disabilities." (REPEATED CONCERN)

Our Children's Prep School Response: Brevity is not a standard nor does brevity in Section 6 reflect a lack of detail since as the reviewer has most appropriately pointed out, the entire application reflects the detail of this school and its programs given that OCPS would only serve students with disabilities. Section 6 has great relevance for all applicants including OCPS where the details about how children are staffed into this school would occur and the most significant fact that the RTI process would have been done at their home school where their IEP was developed. When they are staffed into OCPS, they have already been evaluated and identified. OCPS did not understand the comment "repeated concern" as brevity had not previously been an expressed concern.

2. "The applicant fails to provide a description of how the School's effectiveness in serving exceptional education students will be evaluated. This is particularly disconcerting since the applicant did not provide appropriate measurable objectives in Section 5 of this charter application. This information is required in the FLDOE Model Charter Application. (REPEATED CONCERN)"
 - o The applicant's response includes: Detail plan in Sect. 5: Student Performance, Assessment and Evaluation.

Our Children's Prep School Response: There are 41 pages (page 70 to 111) that details the 4 primary goals and justification of those goals with measureable outcomes that OCPS identifies as highly relevant in Section 5. As stated previously, the SIP may be addressed further during contract negotiations where both the organization and the district will work together to identify the best goals and measures to be included in the SIP. The reviewers may not agree or understand the details of the SIP, but the measureable outcomes do exist and they were selected

based on the design of this program. Further, the model for the SIP was mirrored after Escambia County's model plan.

3. "The applicant does not identify a staffing plan in this section other than to refer to Section 13 of the charter application."

Our Children's Prep School Response: The staffing plan, outlining students per classroom is detailed in the class/student assignment matrix on **page 21**. **On pages 75 and 76**, the process by which students are evaluated to determine the most appropriate placement and then re-adjusted if necessary is described in detail. **On page 28**, the charter reads, "the staff to student ratio ranges from 3 to 1 for our lower incidence students to a 6-9 ratio of adults to students for our higher incidence elementary students and 8-11 students to one adult for our higher incidence middle school students."

4. "The applicant states, "The school does not intend to work with any gifted or talented students."
 - o It is feasible that a child entering the school with an IEP might be eligible for gifted services and have an established EP.

Our Children's Prep School Response: The applicant stated that OCPS does not serve Gifted students. It is not feasible nor is the mission and vision of the school in line with meeting the needs of Gifted students. Nevertheless, if there is a unique circumstance in which OCPS is the appropriate placement for a student who has both an IEP and an EP, OCPS has stated it will follow the law.

5. "The applicant references high school students."
 - o The School is serving students through the eighth grade only.

Our Children's Prep School Response: Throughout the entire application, OCPS has made it clear we are serving PreK children age 12 months to 8th grade. Nowhere have we outlined a program, staffing, or class having high school students. **On page 28**, specific staffing ratios for middle school are 8-11 to one adult. We are not serving high school. On page 113, the words high school were mistakenly attached to the category of middle school citing a "rule of thumb" ratio that would fit both middle and high school. This mistaken insert of the 2 words "high school" did not mean OCPS was serving high school students. On balance, the entire application is clear, the population to serve is through middle school.

The reviewers have not provided a good cause, statutory basis or competent and substantial evidence for a negative finding for Standard # 6 in Sect. 1, and therefore they have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

Section 7. English Language Learners Standards Partially Met

1. "The applicant does not identify the staffing plan for the School's English Language Learners, a requisite of the FLDOE Model Charter Application. (REPEATED

CONCERN)”

Our Children’s Prep School Response: The response to the staffing plan question was made in a straight-forward way on **pages 115, 116, and 117**. First, all the teachers are required to obtain ESOL endorsement thus the teachers will be certified to meet the needs of the ESOL child. Secondly, the strategies the ESOL educators are taught to use are the same as those who work with language impaired students, which 98% of OCPS students are expected to be staffed language/literacy and speech impaired. That is not to say that we expect all our students to be language/literacy and speech impaired, but a large majority of students will be. Therefore, children who are identified on the HLS as having a primary language other than English, would be evaluated in their L1 language. When an impairment exists in a students L1, the student is language impaired and their program is developed on the IEP. The IEP will also consider the ESOL needs of the child and include any services the child needs on the IEP if the child is language/literacy impaired in the L1. The staffing plan says that all students will be served by the classroom teacher through the required ESOL endorsement. OCPS, given the high number of language/literacy experts and the ESOL endorsement of the teachers, will have extraordinary depth to meet the needs of children who come from homes where the primary language is not English.

2. “The applicant states, “The survey is collected by the Admissions Department at the school and reviewed. Any student with a “yes” response to one or more questions on the HLS will be assessed for ESOL program eligibility within 20 school days or 30 calendar days.
 - o The testing window is 20 days.”

Our Children’s Prep School Response: OCPS notes the response. If this is the correct testing window, it will, of course, comply with the law and the District’s ELL Plan on this timeframe.

3. “The applicant specifies, “The fact is that the ELL children will receive the services and accommodations they need from their IEP.”
 - o The provision of ESE services and having an IEP do not automatically release the student from ESOL services.

Our Children’s Prep School Response: OCPS never said that the IEP exempts students from ELL services. In fact, OCPS said that all teachers are required to obtain the ESOL endorsement thus showing the understanding of the requirements to conform to the ESOL needs of students. Further, OCPS stated that approximately 98% of their enrolled students are expected to have language/literacy impairments. Many of those students when tested in their native language will show impairments in their L1 language and will be considered language impaired. Some of the OCPS students may not have a language impairment yet be ESE by virtue of a physical impairment or behavior disorder and in fact be ELL. A student may have a mild to moderate language/literacy impairment and still need the services of ELL and this would be included in the students IEP. Therefore, although these are students with disabilities, some of them may have English as a Second Language needs and they may have problems with language and will be staffed Language Impaired (LI) and thus they have a disability issue. That was addressed in the Section 7.

The reviewers have not provided a good cause basis or competent and substantial evidence for a negative finding for Standard # 7 in Sect. 1, and therefore they have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

8. School Climate and Discipline Standards Partially Met

1. "The applicant specifies, "The school will follow the basic Polk County Code of Conduct and the student's IEP."
 - o The applicant does not provide an explanation of "basic"; therefore, the District is uncertain if there will be additional components of the School's code of conduct that is not shared in the application. The School's Code of Conduct guide is not included in the charter application.
The applicant does provide an example of the School's Student Personal Electronic Device Policy",\.

Our Children's Prep School Response: The comment meant that many of our students will have disabilities that include significant behavior challenges that are addressed by the student's IEP. The IEP will be followed as to how to manage a student's behavior, which may be different from the Polk County Code of Conduct's rules on suspension for instance that would apply to students without IEP's. OCPS will follow the Code of Conduct with the child's IEP directing how to manage particular behaviors. OCPS will have a close working relationship with the District's ESE department when complex issues arise and there are questions on how best to manage a particular situation. All expulsions and suspensions will be reported to the district.

2. "The applicant provides examples of items students may purchase from School Store when utilizing rewarded points for positive behavior. The items include food, toys, gift cards, movie theatre tickets, bowling tickets, etc.
The budget includes \$30,000 allocated for supplies for behavior. It is unclear if the amount budgeted is to purchase items listed above, which are not allowable expenses with public funds.

Our Children's Prep School Response: OCPS will be applying for grants from Walmart, Dollar stores, TJ Max, Kohls, and other retailers. Funds from those private foundation grants will be used to provide supplies needed for the Behavior program and other programs of OCPS. It should be noted that the \$30,000. (which has been reduced) is to cover the expense of outings, curriculum materials and other needed items for the behavior program.

The reviewers have not provided a good cause, statutory basis or competent and substantial evidence for a negative finding as to Standard # 8 in Sect. 1, and therefore they have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

II. Organizational Plan

13. Student Recruitment and Enrollment

Standards Not Met

1. "The applicant does not provide detailed information regarding its efforts to achieve a racial/ethnic balance reflective of the community it serves."

Our Children's Prep School Response: Our Children's Prep School serves 100% children with disabilities. Individuals with disabilities are a discrimination category in and of themselves. Attempting to comply with racial/ethnic balance when serving the category of disabilities is contrary to the intent of the Federal Law. Our Children's Prep School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a.) but decisions on enrollment are based on the student being staffed and ESE student and if the school is full, openings will be filled on a first come first serve basis without consideration of anything but the child's disability. **Page 216** clearly identifies how eligibility is determined and how students are admitted.

2. "The applicant provides an example of the 2016 – 2017 Parent Contract, which Contains the following provision:
 - o If I fail to support the mission, philosophy, and/or policies of the school to the degree that I, family members, or my child's behavior becomes disruptive, violent, cursing and/or abusive, and no improvement occurs during probationary trials, I agree to withdraw my child, or expect that my child will be involuntarily removed. Removed means your child will no longer be enrolled at OCPS. Polk County School Board (PCSB) will be notified that your child is no longer enrolled at OCPS and the PCSB will be become responsible for the appropriate ESE placement of your child within the PCSB system.

The District is unaware of any statutory provision that allows a public school to dismiss students for inappropriate parent(s) behavior.
The School will serve ESE students, which have established rights by law.
The applicant does not address such issues as a manifestation of the student's disability when addressing the dismissal of a student."

Our Children's Prep School Response: The parent contract is a way to let the parents know that if a parent is abusive to a child, either physically, verbally, or presents a safety/neglect risk to the child, we have a mandatory obligation to report them to DCF. **Page 217** states that the parents have full Due Process rights and those procedures will be followed should administration and the board to determine that a child should be removed from the school. This process is outlined in the governance section of this application. OCPS may need to rephrase the contract to conform to the law. Our intent was not to expel children but to relay our expectations to the parents regarding decorum and working relationships to meet the needs of their students. We look forward to working with the PCSB staff to edit this contract to meet all due process and legal rights of the student while alerting parents of the school's expectations.

3. "The applicant states, "If the parent continues to violate terms of the contract that are deemed to be safety risks for students at the school or their own child, mandatory reporting to authorities will occur if/when appropriate and/or the parents may be asked to withdraw their child from the school. Repeated disruption of school operation either on

campus, at bus stops, on social media may also result in conferences to rectify the various situations.

- o It is uncertain as to why a student would be dismissed from the School if the parent violates the contract. Again, the District is unaware of such authority provided to public schools.

Our Children's Prep School Response: It is helpful to be transparent with the parents upon admission regarding our goals for their child, our expectations for their child, and our expectations for them as parents and guardians since providing a role model for their children and being supportive of their children's educational and therapeutic program will improve the probability of student outcomes. We look forward to working with the PCSB staff to edit this contract to meet all due process and legal rights of the student while alerting parents/guardians of the school's expectations while their child is enrolled.

3. "The applicant provides a brief explanation of how the School will achieve a racial/ethnic balance reflective of the community it will serve.

Our Children's Prep School Response: OCPS strives for racial and ethnic balance as much as it can within the construct of the school's mission of providing services to children with special needs. The diagnosis of a disability is required for admission to the school and that diagnosis is the primary consideration when granting admission combined with the child's age and grade. Racial and ethnic balance does not weigh into that consideration however; the School would not exclude any applicant because of their race or ethnicity. Racial and ethnic quotas are not a consideration at OCPS.

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 13 in Sect. 11, Student Recruitment and Enrollment and therefore have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

III. Business Plan

Section 14. Facilities

Standard Not Met

1. "The applicant states that the School will lease a facility from another non-profit.
 - o Furthermore, the applicant stipulates, "In the budget, the lease amount of \$108,000 reflects the expected payments OCPS will make once the building is secured."A review of the provided budget reflects a payment of \$120,000 beginning the first year of operation."

Our Children's Prep School Response: OCPS anticipates the rent to be around \$108,000.00 but since the lease agreement has not been signed, the terms of the lease have not yet been negotiated, additional costs may be incurred by the lessor that may be included in the lease, OCPS budgeted slightly more just to be safe. The additional "safe" amount was \$1,000.00/mo.

2. "The applicant explains, "The property also has adjacent land that will be used to temporary portables as OCPS expands. The budget further reflects an amount of \$30,000.00 to rent portables at a rate of \$250.00-\$300.00/mo."
 - o The applicant states, "Expansion for quick classrooms will be the addition of 7-8 portables." The applicant also specifies, "Prior to opening, it is anticipated that six 6-7 portables will need to be added to the campus to the west of the school to meet the facility requirements for the enrollment projections."
 - o The District is uncertain as to why the School will pay \$37,000 for portable installation for years one (1) and two (2) and \$10,000 for year three (3) and \$5,000 for years four (4) and five (5). It seems that installation of portables should be a one-time occurrence."

Our Children's Prep School Response: The portables installation is planned in a "phasing" process. The electrical and civil engineers have identified two origins for electric to best serve the site and two plumbing/water origins. In years one and two, the infrastructure for the portables is budgeted with utilities from the east installed the first year for five/six portables and in year 2, from the west, for the additional two to three portables. The cost of \$37,000.00 includes moving portables to the site, set up, tie down, bringing utilities to the portables (electrical, plumbing, water, IT, phone), installing concrete, landscape and fencing for the site. In years 1 and 2 the additional expenses are higher because of the initial costs of the utilities. In year three, the cost drops to \$10,000.00 to cover moving one portable, set up, concrete, fencing, and landscape. The final two years each have \$5,000.00 to add covered walkways, and any other incidentals such as additional fencing, concrete or landscape that might be needed.

3. "The site plan provided is not clear or readable; therefore, the District is unable to review the documents."

Our Children's Prep School Response: Although the site plan is printed on a 8 1/2" X 11" paper for the charter document and the print is small, the plan and print clearly shows 11 classrooms, a large all purpose room, kitchen, office space and the four (4) breakout rooms between the classrooms. These small rooms show where small group instruction can occur, which was in question after the preliminary May review. Within the body of the charter application, the reviewers were also given the information that the building was built in 2000 and is 30,000sq. ft. and complies with the Florida fire Prevention Code pursuant to s.633.208 and Florida Building Code pursuant to chapter 553. The plan also shows the construction company and architects who built and designed the building as a school. The reviewers had enough information to judge that the applicant had a school building and site that appears appropriate to educate children yet if further review was needed, the applicant has the plans or can get the plans for a more in depth review, if necessary, once the charter is approved. In addition to the building print, the applicant provided a site plan for the additional portables needed to expand the classrooms to serve the projected population.

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 14 in Sect. III, Facilities and therefore the have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

Standard 15. Transportation
Standard Partially Met

1. "The applicant does not reference any statutes or administrative codes pertaining to transportation."

Our Children's Prep School Response: On page 229, the School states, "we are required to adhere to the policies and procedures set forth by the District." It is assumed that the District conforms to all statutes and administrative codes pertaining to transportation.

2. "The application states that the School will adhere to policies such as bus drivers having their CDL Class B endorsement.
 - o Drivers will need more than a Class B license to operate a school bus."

Our Children's Prep School Response: On page 229, the School states in addition to drivers needing their CDL B class it says, "drivers must complete the 40-hour training in classroom and then 40 hours driving with a District driver, agility test, annual physical and drug screen, participate in a random drug screen pool. Our Children's Prep School would like to be able to enroll our potential drivers in the District's bus driver training classes."

2. "The applicant does not provide a description of a zone in which it will transport students."

Our Children's Prep School Response: OCPS serves 100% ESE children so there is no restriction on minimum distance from the school. Because the school is located in central Polk, students from any location within Polk may attend. Transportation is provided by using primarily "zone" pick up locations.

3. "The applicant states that it plans to provide its own transportation and wishes to negotiate with the District for some of the services it may need to manage and operate bus services for children with special needs.
 - o The District has not had any negotiations with the School regarding needed services."

Our Children's Prep School Response: If the District does not wish to negotiate any of the services with the School, the School currently has arrangements for all the bus maintenance services and will continue with those services. However, if the charter is awarded and the District would like to work with the School, the School would be open to a mutually beneficial arrangement.

4. "The applicant lists their greatest needs in reference to transporting students. However, it does not provide possible solutions.

Our Children's Prep School Response: On **page 230** OCPS proposes possible solutions, which depend on collaboration with the District referred to previously as a "mutually beneficial arrangement". If the District is not willing, continued on **page 230**, OCPS states that it will continue to work with its current vendors for services. It's not that OCPS does not have resources for the services, it is the hope that once a charter, collaboration with the District would provide enhanced services thus benefiting the children we serve.

In the budget in year 4, funds are budgeted for a new bus. It is the wish of the organization that the District would provide surplus buses to meet the interim need of the school

5. "The School's targeted population, ESE students, often requires attendants while being transported. However, the applicant does not address this issue.

Our Children's Prep School Response: OCPS has said throughout the charter application that it implements the child's IEP, which includes the child's needs in transportation. The School uses its own teachers, paras, and specially trained bus attendants to ride every bus and provide the needed support, as prescribed by the IEP, for the children served. Because our students have special needs and can be easily dis-regulated, OCPS has always used our own staff to ride the buses as attendants.

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 15 in Sect. 1III, Transportation and therefore the have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

Standard 16. Food Service
Standard Not Met

1. "The applicant fails to provide a detailed description of the School's plan for food services, a requisite of the FLDOE Model Charter Application.
 - o The applicant states, "OCPS may decide to contract with the Polk Schools for the first few years and transition to a National School Lunch Program once the school has gotten up and running."
No definitive explanation is provided of how it will provide food services.
 - o The applicant asserts, "It is imperative that OCPS participate in the National School Lunch Program."
Again, no definitive explanation is provided of how the school plans to apply to become a sponsor for the National School Lunch Program. (REPEATED CONCERN)".

Our Children's Prep School Response: OCPS indicated on page 231 that it is committed to eventually participating in the NSLP however, initially we would opt to contract with either the Polk County Schools for the first few years. When interviewed on Sept. by John Small and Melissa Brady and asked about the food services planned for OCPS, I indicated that the first couple of years we would contract. If the Polk County Schools were not interested, then we would contract with another NSLP provider such as a charter school.

2. "Additionally, the applicant does not provide information regarding:
 - o How it will solicit bids for a contractor to provide meals.
 - o How it will meet eligibility requirements and issue benefits.
 - o How it will submit claims for reimbursement
 - o How the facility meets approved Health Department certification requirements to prepare and/or serve meals.
 - o How it will institute and monitor a Wellness Policy.
 - o How it will meet indicated dietary modifications, nutritional analysis and menu planning, for students with special dietary needs.

Our Children's Prep School Response: Pervious experience with contracting with the PCSB and the Lake Wales Charter School, the need to solicit for bids, meet eligibility requirements, submit claims for reimbursement, monitor a Wellness Policy, and meet dietary restrictions and plan menus was not required. That was the duty of the vendor. Our facility did not need to meet the Health Department requirements for food preparation as we never prepared food. This would be the reason to contract initially to avoid having to conform with these rigorous standards initially. Once we decide to become a NSLP under USDA, we will be trained in how to meet the standards listed and will do so at that time.

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 16 in Sect. 1II, Food Service and therefore the have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

17. Budget
Standard: Not Met

PLEASE SEE ATTACHED COVER LETTER, RESPONSE TO THE CHARTER EVALUATION FOR SECTIONS 17 FROM BRIAN SHERWIN, CPA ALONG WITH THE CORRECTED BUDGET.

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 17 in Sect. III, Budget and therefore the have not presented a valid reason for denial. We contend that this section be determined as fully **MET**.

18. Financial Management and Oversight
Standard: Partially Met

PLEASE SEE ATTACHED COVER LETTER, RESPONSE TO THE CHARTER
EVALUATION FOR SECTIONS 18 FROM BRIAN SHERWIN, CPA ALONG WITH THE
CORRECTED BUDGET.

The reviewers have not provided a good cause statutory basis or competent and substantial evidence for a negative finding on Standard # 18 in Sect. III, Financial Management and Oversight and therefore the have not presented a valid reason for denial. We contend that this section be determined as fully **ME**

FOX, SHERWIN & COMPANY, P.A.
CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS

October 2, 2015

School Board of Polk County
P.O. Box 391
Bartow, Florida 33831

Re: Our Children's Prep School, Inc.
Charter Application

Ladies and Gentlemen:

My name is Brian Sherwin, and I am a member of the Provisional Board of Directors of Our Children's Prep School, a Charter School applicant. I have read the comments made by the charter review committee as they pertain to Section 17 Budget and Section 18 Financial Management and Oversight.

Attached is our reply to the issues raised by your staff which is intended to clarify and further assist you in making your decision concerning our application.

Our Board feels there is a critical need in the community for a school that can deliver the specialized services we are proposing in our application, I look forward to sharing ideas and viewpoints at your next meeting.

Sincerely,



W. Brian Sherwin, CPA

Clarification & Corrections to Charter Application for Our Children's Prep School, Inc.

Part 17 Budget

Staff Comment: *The revenue assumptions include gifts, grants, and bequests, which are not guaranteed income and should not be utilized to make budgetary projections.*

Response: FL Statute 1002.33 (6)(b)(2) states in part: "In order to ensure fiscal responsibility an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income including income derived from projected student enrollments and from community support" (emphasis added)

Our interpretation is that the statute requires the budget to include the amounts shown in account 3440 under "gifts, grants and bequests" which is our description of revenue from community support.

Staff Comment: *Revenue assumptions include capital outlay; however, this will not be available until year 4.*

Response: We agree with staff. This was an oversight on our part. Total capital outlay in dollars represents an average of 1% of total budget revenue, and therefore not material to overall revenue in any year of the projections. There are sufficient dollars in the reserve account to accommodate a correction to this item.

Staff Comment: *Salary of the President /CEO of \$150,000 appear to be extravagant.*

Response: The medical / education model presented in the application requires an executive at the top with a unique skill set. The CEO must possess the education, experience and credentials to properly manage over 50 people and a 6 million dollar budget, all dedicated to serving an ESE student population that is historically the most difficult population Polk County has to offer. This same individual must also have the education, training and experience required to supervise the delivery of therapeutic services to children suffering from all manner of disabilities.

Our CEO must have a deep knowledge of all of the laws, rules, and regulations of both the Department of Education as well as AHCA and other bodies which regulate the delivery of health care services to the children, who are both patients and students

We believe it is premature to label the CEO salary as "excessive" absent a complete job description and the resume of our proposed CEO. Ultimately, The Board of Directors of the applicant will establish the salary, using objective data and salary surveys, commensurate with the job requirements.

Staff Comment: *The budget includes "Meals" and "Special Events", which are not allowable expenses for public funds.*

Response: The dollars shown in the budget for these items consist of: meals \$5,000 and special events \$3,000, total of \$8,000. These line items represented anticipated expenses for open houses, staff training, and refreshments at parent teacher conferences. Together, they represent .001% of total expense, an immaterial amount.

Staff Comment: *The Food Services appears to be grossly understated, with no details about how the food services budget was calculated. For instance, first year expense = \$23,500. At 305 students, this would equate to \$0.43 cost per day/per student. More information is needed to calculate true cost.*

Response: This amount was calculated based on the actual cost of deliver food services to students at a charter school in Lake Wales during the period that organization was headed up by Mrs. Sharon Comkowycz. My CPA firm prepared all of the financial statements, for the Lake Wales school at that time, which I have reviewed prior to responding her. The true cost per student was actually less than the \$0.43 cost per day/per student.

Clarification & Corrections to Charter Application for Our Children's Prep School, Inc.

The applicant feels they can duplicate the arrangements made at that time with vendors and others so as to achieve the cost as shown in the budget. The costs therefore are not "grossly understated"; rather they are simply based on real world results measured over 4 years, in a similar setting as the applicant proposes to serve now.

Staff Comment: *The budget includes Community Services – Contract Childcare – expenses at \$8,000 for two (2) and three (3) and \$10,000 for remaining years of proposed charter.*

- *The parameters of this expenditure are not provided*
- *If it is a fee service, the applicant does not record the revenue*

Response: This line item was to account for the cost of a part time, qualified individual to provide after school care from 3-5:30 pm for those kids who cannot be transported home immediately after school, for whatever reason. One adult @ 10/hr x 2.5 hrs x 5 days a week x 40 weeks = \$5,000. Depending on enrollment, the job may require 2 people. Past experience the applicant has with other Charter Schools has shown that when you charge a fee, most parents cannot afford to pay it. Any fee revenue collected would amount to less than .001% of budgeted revenue, an immaterial amount.

Staff Comment: *The Total Revenue appears to really be Total Expense as information is missing to show net revenue.*

Response: We are unsure as to what the reviewer is looking for here. We have presented a balanced budget, where revenues equal expenses. Are we to be marked down because we fail to manipulate the numbers so as to show a profit? While we will certainly strive to achieve a profit, we don't believe a budget which shows such result is any more achievable in the real world than the balanced budget we have presented here. We have simply taken a conservative approach, and believe we have complied with the statutory requirement of a good faith projection of revenue and expenses.

Staff Comment: *The budget narrative acknowledges the large startup expense, especially for Furniture, Fixtures, and Equipment.*

- *The narrative states that a gap in funding exists and will be mitigated by a "pledge." The applicant does not provide documentation to substantiate/confirm the pledge.*

Response: The pledge is provided by Board of Director member Mr. Dominic Nicosia. That documentation, a letter from Mr. Nicosia, is provided elsewhere as an additional response item.

Staff Comment: *The required balance sheet is not included in the charter application. This financial report summarizes net assets and liabilities at the end of a financial period, and gives additional information than the budget or cash flow gives.*

Response: We agree with staff. It was an oversight on our part to omit the balance sheet. Such statement would have shown cash in the bank which would remain relatively unchanged for the five year projection, and amount for fixed assets equal to the amount shown as capital outlay, and a small fund balance. The balanced budget we have presented would not accumulate a fund balance over the projection period. While a balance sheet should have been presented, we don't feel the omission of that document would cause the PCSB to be denied critical information needed to assess the overall financial health of the proposed school.

Staff Comment: (A) *The budget does not contain contingencies for revenue and/or enrollment variations. Consequently, the District is not aware of what expenses would be cut first if enrollment is less than expected.*

- (B) *The District is unable to determine how the School will monitor and adjust expenses, as needed.*

Clarification & Corrections to Charter Application for Our Children's Prep School, Inc.

Response A: A line item for contingencies is clearly shown in the budget under General and Administrative, account 72000900.03 titled Reserves @ 5%. In our balanced budget approach, this is where our potential "profit" is shown. With regard to the question of what expenses would be cut first, we can't honestly point to particular line items today and say "these items". Expenses to be cut would depend entirely on the given circumstances, and at the direction of Board Members who are kept fully informed of all the facts and circumstances, who receive education in the makeup of every budgeted line item, and who feel strongly that no item of expense is exempt from the axe in times of financial peril. Would we cut staffing? Yes we would.

Response B: Our procedures for monitoring expenses are outlined in Section 18, Part A. We clearly state that the Board will establish a Finance Committee who will review the financials and budget and budget variances. The Director of Admissions will report on the progress of enrollment and how that number equates to revenue. The consultant for physical therapy will report on Medicaid and third party reimbursement. Please review Section 18, part A for a further response.

Staff Comment: *The start-up cash flow projection requires grant funds from Career Source.*

- *The applicant does not provide an explanation as to what the School will do if it does not receive grant funding for startup expenses.*

Response: We have provided an explanation concerning this same issue, which staff raised earlier. We will rely upon the pledge of Board Member Dominic Nicosia to fully fund the \$85,000 of projected start up expenses, fundraising activities, and a line of credit from Citizens Bank. This response is also contained on page 34 of the staff review document under "applicant interview questions", regarding financial contingency plans.

Staff Comment: *The applicant fails to provide correct revenue figures in the proposed budgets. Consequently, the applicant fails to demonstrate financial solvency to operate the proposed School.*

Response: We have indeed made a mistake in the revenue section of the budget. My office provided the Excel template used to prepare the budget. That template was designed to show FEFP dollars 2 ways. First, as a single line item in total dollars. And second, a detailed presentation with breakout for materials, lottery and transportation. In the second case, the template is designed with conditions and formulas such that when total FEFP dollars are entered, any subsequent entries into the breakout fields are automatically subtracted from total dollars.

Unfortunately, the template I sent to the applicant had the formulas altered for whatever reason. In my review of the budget prior to submission, I relied upon what I thought was a sound worksheet as to revenue, concentrated on expenses, and failed to catch the mistake. After 35 years in public practice, it would appear I still have lessons to be learned.

We agree with staff that instructional material, lottery and transportation dollars are already included in total FEFP totals, and this is true for every year presented in. An additional comment concerning years 4 and 5 of the projection, staff states there is a page missing from the application which presents the total FEFP calculation. We agree that such page, present in our originals, did not make it into the final copies for whatever reason. We will provide that missing page straightaway.

The author of the budget submitted was Mrs. Sharon Comkowycz, and the reviewer was myself, Brian Sherwin, CPA. We are the same team who submitted budgets for Our Children's Academy to your finance department for 7 consecutive years, 2006-2013, and all were accepted without revision. We know how to do this. While our failure here has left me deeply embarrassed, both personally and professionally, the fact remains it was an honest mistake.

We ask that you set aside our blunder in revenue for a moment, and view the document, together with staff comments, taken as a whole. Our mistake in counting capital outlay dollars in revenue for years 1-3

Clarification & Corrections to Charter Application for Our Children's Prep School, Inc.

amounts to 1% of total projected revenue. All other items questioned are immaterial, less than 1/2% of totals, even when combined in total.

The most difficult part of any budget preparation for us has always been classroom instruction (5000) and the administrative costs, both general (7200) and administrative (7300). Many of these costs are variable, changing with enrollment, and requiring additional analysis to project. Together, these costs make up 83% of all expenses. The reviewer does not have a critical comment on any of these costs, or indeed 99% of all the costs shown.

Our mistake in counting revenue leads to staff's conclusion that we fail to demonstrate financial solvency to operate the school. We respectfully disagree.

The DOE has mandated a new form this year for prospective applicants, found on page 270 of our application, entitled "Applicant History Worksheet". That form conveys information regarding the past activities carried on by Mrs. Comkowycz while Principal of Our Children's Academy, a position she held from inception in 2005 through February, 2014. My firm provided accounting services to that school for that same period, and I personally completed the form.

The accounting records and audit reports showed that 7 years after starting a charter school with 18 ESE students, that organization, under her leadership, had amassed a fund balance of \$957,581 and furthermore, the balance in the checking account was \$1,054,792.

We realize that past success is no guarantee of future results. We ask you to consider however, that past financial success does demonstrate a good grasp of all the elements and moving parts which lead to an increase in fund balance at the end of each year.

We ask this Board to overrule staff recommendation regarding our budget with the understanding that it was prepared by seasoned individuals, with over 10 years experience in these matters, and who admittedly made a mistake. Such mistake can easily be rectified during contract negotiations. Please allow us an opportunity to show you our best work regarding these issues.

Part 18 Financial Management and Oversight

Staff Comment: *Concerns and Additional Questions*

- (A) *The internal control plan is extremely weak, and does not describe how the organization will ensure internal control over the contracted bookkeeper.*
- (B) *No description for cash controls, purchasing controls, check stock control, etc.*

Response A: We disagree with staff's conclusions, but agree that further information would be helpful: Understand that the "back office" of the school is not on campus, but rather housed inside the offices of our main therapy contractor, Our Children's Therapy Center, at 150 Avenue B SE, Winter Haven. This is where the accounting, purchasing, payroll and record keeping for the school would occur.

The bookkeeper employed by OCRC would be "shared" by that organization and the school, whereby OCRC would receive reimbursement from the school for a portion of the employee cost, including salary, taxes and benefits. This is what we mean by "contracted bookkeeper".

This particular person has performed these same functions and under the same arrangements. (Providing accounting services to both the therapy company and a school) for over 9 years now. Other clerical persons, employed by the school, are also housed in the same office, and provides a central location for all of the school activities noted above.

Clarification & Corrections to Charter Application for Our Children's Prep School, Inc.

Internal control is maintained over the bookkeeper by her presence in the school office, in the company of other school employees close by. Finally, I will recommend at the first Board of Directors meeting that the Board consider obtaining a fidelity bond covering all employees who work in the back office.

Response B: There are many strong elements of internal controls present in the narrative.

The elements cited include:

- Segregation of duties whereby the person who opens the mail & receives checks cannot make entries into the accounting system, and does not make bank deposits.
- The accounting software is password protected, and only the bookkeeper has the password
- Payroll is outsourced, and serves to protect the school from "phantom employees" receiving fraudulent payment
- Checks require 2 signatures, regardless of amount, and serves as a control over purchasing.
- Bank statements are sent to a CPA firm direct from the bank. The CPA firm reconciles the bank account each month and also reviews the check images to spot any handwritten checks not printed through the accounting software.
- Check stock is kept in a locked cabinet and only the bookkeeper and CEO have the key.

As the District Board may be aware, the leadership of the applicant has previous experience in operating charter schools for ESE students. Those schools employed the same arrangements in the same location and performed by the same bookkeeper for many years.

Each year, that school underwent an annual audit by an outside CPA firm. I have reviewed past audit reports by 2 different auditors and find the only recommended improvement to internal controls was to acquire a fire proof filing cabinet for certain records.

We are committed to maintaining good internal control practices, which in the past have always passed muster from outside independent auditors, and honestly, we don't see any basis for the conclusions of the reviewer.



NICOSIA CONTRACTING INTERNATIONAL, LLC.

1706 NE 10th Ter, Ste. 1, Cape Coral, FL 33909 Phone (239) 458-8181 Fax (239) 458-8883

October 2, 2015

To whom it may concern:

I, Dominic Nicosia, have committed to pledge start up funds (up to \$100,000.00) to Our Children's Prep School in the form of an interest free loan and will make those funds available during the pre-planning period as required.

The referenced funds were pledged during the pre-planning period when the charter application was being prepared. I am aware that the application states, "if OCPS is not able to obtain a start up loan from a bank, a Board member has pledged an interest free loan to cover the start up expenses" and committed the funds pursuant to that statement.

If you require additional information I can be reached at 732-233-7358.

Sincerely,

Dominic S. Nicosia
President – NCI, LLC

Our Children's Prep School

Our Children's Academy, Inc. Prep School-Winter Haven		2016-17	2017-18	2018-19	2019-20	2020-2021
Budget Worksheet Version 2						
		FTE 305	320	335	351	351
Account	Account Description	Budget	Budget	Budget	Budget	Budget
3202	Medicaid	(700,000)	(725,000)	(752,429)	(810,000)	(810,000)
3230	IDEA	(195,000)	(197,000)	(205,000)	(225,000)	(228,500)
3240	TITLE I and II	(45,000)	(48,000)	(51,000)	(59,000)	(63,000)
3310	FEFP	(4,460,722)	(4,679,090)	(4,870,981)	(5,115,298)	(5,115,298)
3336	Instructional Materials					
3344	Lottery Funds					
3354	Transportation					
3431	Interest on Checking Acct	(3,817)	(3,500)	(2,789)	(3,346)	(3,500)
3440	Gifts, Grants & Bequests	(75,000)	(80,000)	(95,000)	(110,000)	(125,000)
3450	Food Services	(10,000)	(15,000)	(18,000)	(22,000)	(25,000)
3485	Capital Outlay				(112,936)	(112,936)
	Total Revenue	(5,489,539)	(5,747,590)	(5,995,199)	(6,457,580)	(6,483,234)
	Classroom Instruction					
50000120	Salary - Teacher 18 -20	798,000	821,940	863,037	859,597	899,597
50000130	Salary - Behavior Analyst	43,000	44,290	46,504	47,899	47,900
50000140	Salary - Substitute Teachers	5,000	6,000	7,000	6,000	6,000
50000150	Salary - Aides/Paras - 19-25	304,000	358,968	386,737	415,339	423,646
50000150	Salary - Aides/Para IDEA - 11-14	195,000	197,000	205,000	225,000	228,500
50000165	Salary - LPN	23,000	25,000	25,750	26,523	27,318
50000195	Florida State Retirement 9%	125,280	133,038	140,403	144,571	149,306
50000210	Payroll tax expense	106,488	113,082	119,342	122,886	126,911
50000220	Insurance - Student Health \$8.	2,440	2,560	2,680	2,808	2,808
50000230	Insurance - group	245,000	269,500	344,850	351,593	369,172
50000230	Insurance - Life	5,500	5,800	6,700	7,000	7,000
50000230	Insurance - dental	12,000	12,600	14,000	14,000	14,000
50000230	Insurance - disability	400	500	750	770	780

Our Children's Prep School

50000230	Workers' Compensation	25,000	27,000	30,000	32,000	32,000
50000240	Unemployment Compensation	23,000	23,500	25,000	26,000	26,000
50000250	Contract PT-3PT/1PTA\$65x5600	364,000	371,280	382,418	382,418	382,418
50000310	Contract 2CCC/2SLPA\$65x5600	364,000	371,280	382,418	382,418	382,418
50000310	Contract OT 2OTR/5COTA\$65x9800	637,000	649,740	669,232	669,232	669,232
50000310	Contract Behavior Analyst	5,000	7,500	9,000	10,000	10,000
50000310	Contract Vision Teacher	1,000	1,000	1,000	1,200	1,200
50000310	Contract Social Worker	12,000	15,000	18,000	18,000	18,000
50000310	Field Trips / Fees	7,500	10,000	12,000	14,000	18,000
50000330	Computer Repairs	7,000	7,000	7,800	8,200	8,800
50000350	Supplies - Classroom 18 x \$1500	27,000	28,500	28,500	33,000	35,000
50000510	Supplies - Therapy & ART & Music	20,000	25,000	25,000	28,000	28,000
50000510	Supplies - Behavior	15,000	20,000	20,000	27,000	27,000
50000510	Instructional Materials	30,000	45,000	45,000	65,000	70,000
50000520	Food & Snacks for Oral Motor SLP	500	600	700	700	750
50000570	Classrm Equip 18 X\$2000/ART \$6000/STEM1000	32,000	47,644	40,000	55,000	58,000
50000641	Classroom computer equipment	38,000	38,000	36,300	39,900	42,000
50000641	Tx equip PT-\$2,000.OT \$2000 SLP 2,500.	6,500	6,500	6,500	6,500	6,500
50000641	Software	3,000	3,300	3,630	3,993	4,392
50000690	Bank service charges	200	200	200	200	200
50000745	Substitute para	2,500	2,500	2,500	2,500	2,500
50000750	Instruction - Depreciation expense					
50000780	Therapeutic riding	6,000	6,000	7,000	7,500	7,500
50000900	Total Classroom Instruction					
		3,491,308	3,696,822	3,914,951	4,036,747	4,132,848
	Pupil Personnel Service					
61000310	Contract consultants	8,000	15,000	12,000	13,000	13,000
61000310	Contract Psychological Services	9,000	10,000	11,000	12,000	12,000
	Total Pupil Personnel Service	17,000	25,000	23,000	25,000	25,000
	Media Services					
62000610	Library books	500	600	650	550	600
62000620	Audio - visual	1,000	1,000	1,000	1,000	1,000
	Total Media Services	1,500	1,600	1,650	1,550	1,600

Our Children's Prep School

		Curriculum Development Services						
63000100		Salary - Title I Facilitator Academic Interv/Re(.5)			21,000	44,290	45,619	
63000100		Salary -1/2 time PreK Facilitator				23,000	24,000	
63000210		Florida State Retirement			2,145	6,200	7,000	
63000220		Payroll tax expense			1,825	5,000	5,150	
63000230		Insurance - group			2,750	10,000	11,000	
63000230		Insurance - life			35	35	35	
63000230		Insurance - dental			60	150	165	
63000230		Insurance - disability			-	-	-	
63000240		Worker's Comp	-	-	-	-	-	
63000250		Unemployment compensation	-	-	-	-	-	
63000280		Building fund Contribution	-	-	-	-	-	
63000310		Professional Services	-	-	-	-	-	
63000330		Travel Reimb/Prof Training	-	-	500	1,000	1,000	
		Total Curriculum Development Services			28,315	89,675	93,969	
			-	-				
		Staff Development						
64000100		Wrkhp Stipnd-teach \$140/dx 2dax x18t	\$5,040	6,000	6,500	6,000	7,000	
64000220		Payroll expense	-	-	-	-	-	
64000310		Software Training & Support	-	-	-	-	-	
64000310		Para contracted rate \$50.x5da.x30para	7,500	7,500	11,375	11,400	11,400	
64000310		Professional & technical service	22,000	35,000	36,000	30,000	30,000	
64000330		Travel - Conventions	5,000	15,000	10,000	22,000	16,000	
64000510		Staff Development supplies	1,500	3,000	3,000	2,500	5,000	
		Total Staff Development	41,040	66,500	66,875	71,900	69,400	
		Board						
71000310		Board training	2,000	1,000	1,000	500	150	
71000310		Professional Services (Legal)	30,000	25,000	25,000	25,000	25,000	
71000310		Professional Services (fingerprin)	6,000	6,000	7,000	6,000	6,000	
71000320		Insurance - Board of Trustees	12,000	15,000	16,000	16,000	16,000	
71000320		Liability/Error & Ommissions Ins	6,000	7,000	7,500	7,500	7,500	
71000390		Meeting meals & Strategic Plan	2,500	2,500	2,500	2,500	2,500	

Our Children's Prep School

71000900	Staff / Board Meetings	1,500	2,500	2,500	2,500	2,500
	Total Board	60,000	59,000	61,500	60,000	59,650
	General & Administration					
72000310	Acct. Payable, Bookkeeping & Payroll -	83,000	85,490	85,490	86,000	87,720
72000330	Travel Reimbursement	5,000	5,000	5,000	5,000	5,000
72000900	Reserves-3%	133,822	145,373	169,061	166,991	172,589
	Total General & Administration	221,822	235,863	259,551	257,991	265,309
	School Administration					
73000110	Salary - President/CEO	90,000	92,000	95,000	97,850	99,950
73000110	Salary - HR, Grants, Marketing, Teach (.5)	25,000	25,750	26,600	55,053	56,705
73000110	Salary - Dir Acctbilty, Test, CQI (.5)	30,000	30,900	31,827	65,564	67,531
73000160	Salary - Admin Office, market, event, 4 staff	109,683	112,973	116,362	119,853	123,448
73000135	Salary-Dir Behav Manag & Motiv	65,000	66,950	68,958	71,027	73,157
73000145	Salary - Dir Facil, Buses, Safety,	28,000	28,849	29,714	30,605	31,524
	Salary - Dir of Curric, Instruct, Eval	50,000	51,500	53,045	55,053	56,705
	Salary - Dir of Admission/Staffings	60,000	61,800	63,654	65,564	67,531
73000210	Florida State Retirement 9%	36,000	37,080	49,958	56,444	58,138
73000220	Payroll tax expense	43,810	45,124	42,464	47,978	49,417
73000230	Insurance - group	48,000	52,800	52,800	55,440	58,212
73000230	Insurance - life	350	350	500	600	600
73000230	Insurance - dental	1,000	1,050	1,200	1,300	1,300
73000230	Insurance - disability	-	-	-	-	-
73000330	Travel Reimbursement	17,800	18,000	18,000	11,000	11,000
73000350	Computer Repairs	5,000	5,000	5,000	3,000	3,200
73000350	Computer Purchase	30,000	30,000	20,000	20,000	24,000
73000355	Schoolwide Equip. School Sign/bench.tables/B	27,705	25,000		20,000	10,000
73000360	Equipment Maintenance	8,000	8,000	8,000	8,000	5,000
73000370	Postage	2,000	2,000	2,000	3,500	4,000
73000390	Meals	5,000	5,000	5,000	5,000	6,500
73000390	Advertising	20,000	20,000	12,000	12,000	10,000
73000390						
73000390	Special Events	3,000	3,000	2,000	2,500	2,500

Our Children's Prep School

73000510	Supplies - Office	15,000	15,000	15,000	18,000	18,000
73000510	Supplies - computer	4,000	4,000	5,000	5,200	5,500
73000643	Office equipment	16,000	16,000	15,000	18,000	18,000
73000643	Computer Hardware	25,000	25,000	20,000	25,000	30,000
73000730	Dues and Subscriptions	5,000	5,000	5,000	5,000	5,000
73000730	Internet Services	1,250	1,250	1,250	1,250	1,250
73000730	Licenses	550	550	550	550	550
73000730	Software Maintenance fees	2,700	2,700	2,700	2,700	2,700
73000780	Admin. - Depreciation expense	-	-	-	-	-
73000790	County Admin fee (believe too high)	93,983	98,545	99,774	100,414	107,613
73000900	Website Fees	1,200	1,200	1,200	1,300	1,400
	Total School Administration	870,031	892,371	869,556	984,745	1,010,431
	Facilities Acquisition & Construction					
74000360	Building Lease	120,000	120,000	120,000	120,000	120,000
74000360	Portable Rent	30,000	30,000	30,000	35,000	35,000
74000630	Portable installation	37,000	37,000	10,000	5,000	5,000
74000675	Non-building remodeling & renov	49,706	32,000	31,000	35,000	38,000
74000680	Remodeling and Renovations	10,000	10,000	9,000	10,000	10,000
	Total Facilities Acquisition & Construction	246,706	229,000	200,000	205,000	208,000
	Fiscal Services					
75000310	Accounting	13,500	14,000	15,000	15,000	17,000
75000310	Audit	7,000	10,000	11,000	12,000	12,500
75000730	Simplify (Medicaid data base/notes)	3,000	3,000	3,200	3,200	3,500
75000730	Bank fees / finance charges	850	850	850	850	850
	Total Fiscal Services	24,350	27,850	30,050	31,050	33,850
	Food Services					
76000390	Food Delivery	3,500	3,500	4,000	4,200	4,500
76000510	kitchen supplies	5,000	2,000	2,500	3,000	5,000
76000570	Snacks / Lunch/Breakfast	15,000	15,000	15,000	25,500	20,000
	Total Food Services	23,500	20,500	21,500	32,700	29,500

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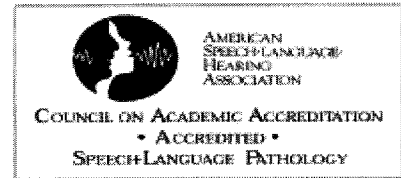
		Central Services						
77000310		Health dept inspection	350	350	350	350	350	
77000730		Fingerprinting	7,000	7,500	8,000	8,500	9,000	
		Total Central Services	7,350	7,850	8,350	8,850	9,350	
		Pupil Transportation Services						
78000320		Transportation - Bus insurance	40,000	42,000	43,000	44,000	45,000	
78000350		Transportation - repairs & maint	45,000	45,000	45,000	60,000	57,387	
		Bus Purchase				110,000		
78000361		Bus Lease from OCRC-5 buses	60,000	60,000	60,000	60,000	60,000	
78000390		Transportation - inspections	7,500	7,500	7,500	8,000	8,500	
78000450		Transportation - gas	75,000	75,000	80,000	80,000	80,000	
78000510		Supplies - Transportation	29,603	25,000	20,000	18,000	15,000	
78000730		License fees/drug test driver	2,500	1,500	2,000	2,500	2,500	
78000780		Depreciation expense - transportation	-	-	-	-	-	
78000790		Parent Pupil Transportation						
		Total Pupil Transportation Services	259,603	256,000	257,500	382,500	268,387	
		Operation of Plant						
79000320		Insurance - Building	11,000	11,000	13,000	13,500	14,000	
79000371		Telephone - Cell	5,000	5,000	5,500	6,000	6,000	
79000371		Telephone - Office	7,500	7,500	8,000	8,000	8,500	
79000381		Water & Sewage	15,000	18,000	19,000	25,000	25,000	
79000382		Garbage	5,500	5,500	5,500	6,200	6,500	
79000390		Facility Maintenance - overall	5,000	5,000	5,000	5,000	6,500	
79000390		Extermination	2,500	2,500	2,500	3,500	3,500	
79000390		Office / School Cleaning	15,000	15,000	16,000	17,000	17,000	
79000390		Outside Maintenance	3,600	3,700	3,800	4,000	4,000	
79000390		Security System Monitoring	4,500	4,500	4,500	5,500	6,000	
79000390		Carpet & Floor cleaning	10,000	10,000	10,000	14,000	14,000	
79000430		Electric	55,000	55,000	60,000	58,000	60,000	
79000510		Supplies - Cleaning	10,000	11,000	14,866	16,000	17,000	
79000642		Repairs - Equipment	5,000	5,000	4,000	4,500	4,000	
		Total Operation of Plant	154,600	158,700	171,666	186,200	192,000	

Our Children's Prep School

		Maintenance of Plant					
81000152		Salary Mainten/Cust Person (1FT; 1PT)	38,773	39,936	41,135	42,369	43,640
81000510		Supplies - Maintenance	2,500	2,500	3,000	3,303	3,500
81000644		Repairs - Building	7,000	7,000	8,000	8,500	8,800
81000675		Non -building remodeling & renovator	5,000	5,000	7,500	7,700	6,000
83000210		FI Retirement employee (9%)	3,490	2,132	4,100	4,200	4,300
83000220		Payroll expense (7.65%)	2,966	2,966	3,500	3,600	3,700
83000230		Insurance -dental					
		Total Maintenance of Plant	59,729	59,534	67,235	69,672	69,940
		Community Services					
91000100		Parent Trainings	3,000	3,000	3,500	4,000	4,000
91000310		Contract - After School Program	8,000	8,000	10,000	10,000	10,000
		Total Community Services	11,000	11,000	13,500	14,000	14,000
		Total expenses	5,489,539	5,747,590	5,995,199	6,457,580	6,483,234
		TOTAL REVENUE	(5,489,539)	5,747,590	5,995,199	6,457,580	6,483,234



College of Health and Public Affairs
Department of Communication Sciences and Disorders



October 1, 2015

Sharon Comkowycz
Our Children's Prep School
330 Ave. C SE
Winter Haven, FL 33880

Re: Charter Application – Our Children's Prep – Educational Program Design and Curriculum

Dear Sharon:

I have reviewed your charter school application and the comments from Polk County Schools reviewers. What you are seeking to do at Our Children's Prep is both innovative and sorely needed in your community with which I am very familiar, having done a considerable amount of consulting work in Polk County Schools over many years. Further, as you know, I have spent almost half of my career working in schools, 11 years of which were spent as an administrator for Palm Beach County Schools, including as the Program Planner for Exceptional Student Education Curriculum. It is my knowledge and experience with children and adolescents with special needs that frames my comments regarding the educational program design and curriculum sections of your charter application.

As a general comment, I would like to note that the uniqueness of your program, which I consider to be a significant addition to the Polk community, is perhaps its Achilles heel in that it may be difficult to understand for educators not steeped in curriculum for students with special needs. Within my frame of reference, I would like to note the following:

Section 3 – Educational Program Design

- Perhaps it is my naiveté about completing a charter school application, never having done one, but I was not clear on the degree to which curriculum had to be referenced in Section 3 under Educational Program Design. In my view an essential component of an educational program is curriculum. However, because Section 4 calls specifically for a Curriculum Plan, I am assuming that the meat of curriculum would be in that section. You indeed described the curriculum in detail in Section 4 and one aspect of it in Section 3 (Highscope for PreK children and children functioning at that level). I am hoping that reviewers did not misconstrue your inclusion of that aspect of curriculum in Section 3 to be the entire curriculum. You describe that in Section 4.
- I do want to make a comment about MTSS and how it would play out at your school. Florida uses a three-tiered framework in which Tier Three includes special education and related services. In fact Tier Three is where you begin as a school only for students with IEPs. In essence you mirror a three-tiered system, but your tiers are much more intense than would be implemented at a school for typical students. Within that context your level of granularity in addressing the needs of these students is remarkable. You differentiate curriculum within Tier Three, offer more intensive options in what I would call a Tier Four and then provide even greater intensity and individualization in what might be described as Tier Five.

- Because of the needs of the students you serve, many of the intensive services offered are therapy services, like speech-language, occupation and physical therapy. The way you integrate these services into the fabric of the curriculum is laudable and very unusual. I know of no other school in the State of Florida that does that. Based on what research tells us is needed with students who have difficulty generalizing therapeutic goals to relevant curriculum learning, what you are doing to integrate therapeutic services and curriculum should be going on in all programs for exceptional students. Your program design should serve as a model to other schools and as such would be a great asset to the school district.
- Curriculum can only be delivered effectively within an orderly learning environment. Your systematic approach to positive behavioral support is exactly what is needed for the population you serve and consistent with the research on effective teaching for students with special needs.
- Your innovative use of speech-language pathologists as significant collaborators with teachers provides the infrastructure necessary to teach the Language Arts Florida Standards (LAFS) involving listening, speaking reading and writing in a highly effective manner with the populations you serve.

Section 4 – Curriculum Plan

- Regarding the overall requirement that this section explains not only what you will teach but also how and why, I believe you have done that throughout the document. I think one of the issues with the template is that it appears to require similar information in different sections (such as I noted above about curriculum and program design). I would hope that readers would consider the application in toto to discover that you have a well-conceived curriculum plan.
- Regarding criteria A, D and E, you have described curricula in core areas and special areas. Because all students have IEPs, the assumption is that all students enter the school below grade level. Therefore your curriculum has been designed with that reality in mind. The plan evidences appropriate content of instruction for the continuum of severity and range of disorders you serve. You have selected core programs that are adaptable to a variety of students and supplemental programs that will assist you in implementing tiered systems of support. Table 9 in Section 4 specifically indicates the curricula that will be used for the diverse populations and makes clear what you will teach your students.
- The large number of supplemental programs in literacy makes sense given your population. You are serving a wide variety of students with a host of different abilities (and disabilities) and with a broad range of functioning. One size will not fit all. Again Table 9 makes clear with which students programs will be used.
- Regarding criterion C, based on the curricula you have chosen, it is clear that your school has a strong focus on reading, although as we know reading involves a set of language skills that cannot be taught apart from listening, speaking and writing (Catts & Kamhi, 2011). My comment above with regard to your use of speech-language pathologists should also be construed as a strong endorsement of your reading (literacy) curriculum and instruction.
- With regard to students achieving curriculum standards appropriate to grade level, for most of the students you serve, I would think that you will mainly deal with “access points” for students with moderate and severe disabilities.
- My understanding of your STEM curriculum is that it provides the context and content around which to build language skills across spoken and written language while teaching practical knowledge in STEM applicable to real life. It is appropriate for the students you serve and is consistent with the LAFS that highlight literacy in science and technical subjects, among other disciplines.

In summary, I find that your educational program design and curriculum plan are well designed for an often-neglected population of students with disabilities who are often given short shrift in typical schools. Not only does your proposed charter school fill a critical community need but I think it also serves as a model for other schools in innovative ways to serve children and adolescents with special needs. I do hope that the school district will grant this charter to serve families in the community.

Sincerely,



Barbara J. Ehren, Ed.D. CCC-SLP, BCS-CL
ASHA Fellow and Honoree, IARLD Fellow
Professor and Director of the Doctoral Program

Catts, H. & Kamhi, A. (2011). Language and reading disabilities (3rd Ed.). New York, NY: Pearson.

CURRICULUM VITAE BARBARA J. (Grasso) EHREN

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Education

- Ed.D. Florida Atlantic University; Boca Raton, Florida; Educational Administration and Supervision, 1981 (emphasis-interface between general and special education).
M.S. Adelphi University; Garden City, New York; Speech Pathology/Audiology, 1968.
B.A. St. John's University; Jamaica, New York; Speech Education and Speech and Hearing Rehabilitation (cum laude), 1967.

Professional Employment

University of Central Florida, Orlando, Florida; Professor and Director of the Doctoral Program in Language and Literacy, 2007-present; Interim Associate Chair, 2011- 2012; Chair, 2012-2013.

- Courses Taught
 - SPA 7490-Advanced Language Disorders, SPA 7493- Advanced Methods in School Speech-Language Pathology, Spa 7495 –Doctoral Seminar II: Spoken and Written Language Disorders (Intermediate/Secondary), IDS 7657-Professional Collaboration around Language Issues, Doctoral Internships in Clinical Supervision, College Teaching and Professional Development, SPA 6496 – Language Disorders in Children and Adolescents, SPA 6057 – Methods in School Speech-Language Pathology, SPA 6843 –Severe Disabilities in Reading and Writing, LIN 3717-Language Development 9-18 Years, LIN 3713-Language Science
- Dissertations/Theses
 - Doctoral Dissertation, 2011 (Committee): Kimberly Murza –*Effects of a Reading Inference Strategy Intervention on the Reading and Social Inference Abilities of Adults with Asperger Syndrome*
 - Doctoral Dissertation, 2012 (Chair): Melissa Malani – *Effects of a Reading Strategy with Digital Social Studies Texts for Eighth Grade Students*
 - Doctoral Dissertation, 2014 (Committee: Karen Davis –*Comprehension of Science Text by African-American Adolescents: The Effects of a Metalinguistic Approach*
 - Master's Thesis, 2011 (Committee): Juliet Leon *Profiling Theory of Mind (ToM): A Comparison of Advanced Theory of Mind Assessments on Older Children with Asperger Syndrome (AS)*
 - Master's Thesis, 2012 (Chair): Joanna Spielvogel - *Curriculum Vocabulary Acquisition Of 4th Graders Using A Language-Sensitive Teaching Approach*

University of Kansas Center for Research on Learning, Lawrence, Kansas; Research Associate, 1999-2007. Includes writing grants and conducting research in adolescent literacy,

development of online preservice and inservice professional development systems, development of multimedia student products in literacy; administration of grant projects. The School District of Palm Beach County, Florida; District Program Planner, Speech-Language Impaired, 1988-1994; District Program Planner, Inclusive Education, 1994-1998; Manager, Program Services, Exceptional Student Education, 1998-1999; Manager, Professional Development, 1999.

Florida Atlantic University, Boca Raton, Florida; Associate Professor (tenured) Exceptional Student Education, 1974-1988; Coordinator of the Learning Disabilities Program. Included beginning a new Master's program in communication disorders and a doctoral program in exceptional student education, as well as mentoring doctoral students.

The School Board of Broward County, Florida; Chairperson and Classroom Teacher, Language Disabilities Program, 1971-1973.

Dade County Public Schools, Florida; Speech-Language Clinician, 1969-1970; Special Education Classroom Teacher, 1970-1971.

New York City Public Schools, New York; Speech-Language Clinician, 1968-1969.

Credentials

American Speech-Language and Hearing Association (ASHA); Certificate of Clinical Competence - Speech/Language Pathology; ASHA Fellow; Board Certified Specialist in Child Language.

Florida Department of Professional Regulation License - Speech/Language Pathology; current.

Florida State Certification (previous): Administration and Supervision (K-12); Speech Arts (7-12); Speech-Language Impaired (K-12); Specific Learning Disabilities (K-12).

University of Kansas-Center for Research on Learning: Strategic Instruction Model Professional Developer (Learning Strategies and Content Enhancement Routines); Professional Development Leader.

Professional Affiliations

American Speech-Language and Hearing Association; Member since 1968; Fellow, 2001-present; Committee on Language Learning Disabilities, 1979-1980; Legislative Councilor Alternate, 1984; Legislative Councilor, 1988-1997; Ad Hoc Committee on Attention Deficit Hyperactivity Disorder, 1996-1997; Task Force to Review IDEA Regulations, 1998-1999; Ad Hoc Committee on Reading and Written Language Disorders, 1998-2001; Evidence Based Practice Advisory Committee, 2005-2007; Convention Program Review Committee, 1999, 2001, 2002, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2013, 2015; Ad Hoc Committee on Roles and Responsibilities of the School-Based Speech-Language Pathologist (chair), 2007-2010; Roles and Responsibilities of Speech-Language Pathologist in Schools Working Group (chair), 2010-2012; School Issues Committee (chair) 2013 – 2015; Speech-Language Pathology School Issues Advisory Board (chair) 2015 –present.

American Speech-Language and Hearing Association, Special Interest Division #1, Language, Learning and Education; Member since 1991; Steering Committee, 1999 to 2008; Associate Coordinator, 2005 to 2008.

American Speech-Language and Hearing Association, Special Interest Division #16, School-Based Issues; Member since 1991

Association for Supervision and Curriculum Development; Member 1996-2007.

Barbara J.

Broward County Chapter Council for Exceptional Children; Member 1971-1990.- Chair, Education Department Council, 1972; Corresponding Secretary, 1973; President-Elect, 1974; President, 1975; Advisor, 1976 1977-1978.

Council for Exceptional Children, Member since 1971; Division (previously Council) for Learning Disabilities Member since 1975; Division for Children with Communication Disorders, Member since 1978, Steering Committee, 2004-present; Learning Disabilities Counselor 1988-1996; Teacher Education Division, Member 1977-1997; Program reviewer for Transition Conference, 1984.

International Academy for Research in Learning Disabilities; 2012 – present; Elected as fellow, 2012.

International Reading Association; Member since 2000; Commission on Response to Intervention, 2008-2012.

Florida Federation C.E.C., Nominations Committee, 1974; State Delegate, 1973, 1974, 1975, 1976; International Delegate 1976, 1977.

Florida Language, Speech and Hearing Association, Member since 1978; Language Learning Disabilities Committee, Chair, 1980-1985; Secretary, 1984-1988; Chair, Continuing Education Committee, 1985-1986; Chair, Committee on Ethical Practice 1985-1986; Chair, Public Schools Issues Committee 1988-1991; Co-Chair, Florida Speech-Language Pathology Leadership Network, 2010-present.

Orton Dyslexia Society, Florida Branch; Executive Board, 1985-1988.

Phi Delta Kappa, 1983-1989.

Funded Proposals/Contracts

Cross, L., Ehren, B. & Lieberman, J. (2008). Central Florida Personnel Development Alliance – funding for paid school externships. \$62, 000.

Grasso, B.J. (1976). *Identification of language disordered students*. Palm Beach County Junior League Henderson Foundations Grant. \$25,000.

Grasso, B.J. (1977). *Programming for language disordered students*. Palm Beach County Junior League Henderson Foundations Grant. \$40,000.

Graner, P. G. & Ehren, B. J. (2007). *Louisiana literacy initiative*. Contract to design and coordinate a statewide literacy initiative. Total project @ \$1.5 million.

Ehren, B.J. (1985-1988). *An inservice model for Say It-Write*. A competitive grant funded by the Foundation for Children with Learning Disabilities to design and research the effectiveness of an innovative inservice model. \$68,541.

Ehren, B. J. (2006-2007). *Promoting strategic reading with STRUCTURE Your Reading*. A project funded by the Stupski Foundation for Clarksville-Montgomery Schools (TN) \$15,000.

Ehren, B. J. for KUCRL. (2006-2007). *Arkansas adolescent literacy intervention project*. A statewide professional development/school change project funded by a variety of Arkansas Department of Education units. \$355, 400.

Ehren, B. J. (2007). Contract with the Hong Kong government to provide best practice guidelines for collaborative services in the schools. \$12,000.

Ehren, B. J. (2005-2006). *Florida electronic professional development system*. A contract awarded by Florida State University Learning Systems Institute to develop an alternative system of online professional development for educators from initiation of an innovation to instantiation. \$20,000+

- Ehren, B. J. (2006-2007). *Promoting strategic reading with STRUCTURE Your Reading*. A project funded by the Stupski Foundation for Clarksville-Montgomery Schools (TN). \$15,000.
- Ehren, B.J. (2011 -2014). *Scholar in Residence* funded by Bridges Academy. \$60,000.
- Ehren, B.J. (2012 -2015). *Scholar in Residence* funded by Our Children's Academy. \$90,000.
- Ehren, B.J. (2013 -2016). *Scholar in Residence* funded by Nemours Bright Start. \$90,000.
- Ehren, B.J. (2014- 2017). *Scholar in Residence* funded by Willow Schools. \$120,000.
- Ehren, B.J. and Lenz, B.K. (1985). *Research and validation project of the model school adjustment programs*. Competitive Florida DOE grant for statewide research to identify predictors of the school failure (primarily dropout) population. \$53,427.
- Ehren, B.J. and Lenz, B.K. (1986). *Research and validation project of the model school adjustment programs*. Competitive Florida DOE grant for statewide research to construct a system to identify students in grades 4-8 at risk for school failure (primarily dropout). \$99,962.
- Ehren, B.J., Lenz, B.K. and Smiley, L.R. (1983). *1983 Summer PLUS Institute*. Contract with Broward and Palm Beach School Districts for direct service, teacher training and research. \$10,000.
- Ehren, B.J., Lenz, B.K., and Smiley, L.R. (1984). *1984 Summer PLUS Institute*. Contract with Broward and Palm Beach School Districts for direct service, teacher training and research. \$16,000.
- Ehren, B.J. and Smiley, L.R. (1981-1983). *Can failure of sld middle school students on language standards of the SSAT be predicted from the TOAL?* Florida Educational Research and the Development Council, Inc. (\$2,000).
- Ehren, B.J. and Work, R.S. (1982-1983). *Project Adolang-identification of language disorders in the adolescent*. Statewide research project, funded in part by FAU College of Education (\$3,000) and by State contract. \$10,000.
- Manthey, T. & Ehren, B. J. (2007-2012). *State professional development grant – Virginia*. A statewide grant to focus adoption of the KUCRL Content Literacy Continuum at the school district level. \$7.5 million.

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- ASHA Committee on Reading and Writing (2001) (contributor). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* (position statement, guidelines, technical report and knowledge and skills required). Rockville, MD: Author.
- ASHA Committee on Roles and Responsibilities of Speech-Language Pathologists in Schools (2010) (contributor). *Roles and responsibilities of speech-language pathologists in schools* (position statement, professional issues statement). Rockville, MD: Author.
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- Comkowycz, S.M., Ehren, B.J. & Hayes, N.H. (1987). Meeting classroom needs of language disordered students: A program model. *Journal of Childhood Communication Disorders*, 2(1), 161-168.

Barbara J.

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- Ehren, B. J. (2002, October). Vocabulary intervention to improve reading comprehension for students with learning disabilities, *Perspectives on Language Learning and Education, 9* (3), 12-18.
- Ehren, B. J. (2005). Looking for evidence-based practice in reading comprehension instruction, *Topics in Language Disorders 25* (4), 310-321.
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- Ehren, B. J. (2010). *Blueprint for SLP involvement in the Content Literacy Continuum*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Ehren, B. J. (2011). Response to: How can speech language therapists and audiologists enhance language and literacy outcomes in South Africa? (And why we urgently need to). *South African Journal of Communication Disorders*, 58 (2), 68-70.
- Ehren, B. J. (2012). (Issue Editor) Foreword: Complementary perspectives from multiple sources on disciplinary literacy. *Topics in Language Disorders*, 32 (1), 5-6.
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Selected Presentations

Barbara J.

- Apel, K., Ehren, B., Singer, B., Wallach, G., & Whitmire, K. (2006, November). *Turning up the heat: Creating positive interactions in schools*, American Speech-Language-Hearing Association Annual Convention, Miami, FL.
- Apel, K., Ehren, B., Singer, B., & Wallach, G., & (2007, November) *Ten steps to curriculum based intervention: Welcome to Grade 5*, American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- Apel, K., Wallach, G., Ehren, B. & Singer, B. (2009, November). *Jazzing up your school-age interventions with evidence*. American Speech-Language-Hearing Association Annual Conference, New Orleans. LA.
- Beech, M., Ehren, B. J., & Scott, O. (2007, August). *Student success - Kick it up a notch with the Content Literacy Continuum*. 6th Annual Just Read, Florida! K-12 Leadership Conference, Orlando, FL.
- Beech, M., Ehren, B. J., & Scott, O. (2007, October). *Student success - Kick It up a notch with the Content Literacy Continuum*. 6th Annual Florida Innovations Conference, Orlando, FL.
- Block, F., Ehren, B., Estomin, E., & Karr, S. (2009, July). *SLPs front and center in schools: New and expanded roles*. American Speech-Language-Hearing Association Schools Conference, Kansas City, MO.
- Brown, H., Ehren, B. J. & Wasserman, T. (1992, October). *Early intervention: Coordination and collaboration among agencies and schools*. Florida Language Speech and Hearing Association Fall Conference, Palm Beach Gardens, FL.
- Deshler, D. & Ehren, B. J. (2005, January). *Leading school change using SIM*, Florida SIM Professional Developers Conference, St. Augustine, FL.
- Deshler, D. & Ehren, B. J. (2006, September). *The Strategic Instruction Model: An approach to help all teachers teach all students*. Presentation for the Deans' Symposium, Arkansas Department of Education, Little Rock, AR.
- Deshler, D. & Ehren, B. (2008, July). *Literacy pearls are not all alike: Differential discipline-specific requirements*. University of Kansas Center for Research on Learning Conference. Kansas City, MO.
- Deshler, D. D. & Ehren, B. J. (2010, June). *Adolescent literacy*. The Virginia Content Literacy Continuum Leadership Academy, Harrisonburg, VA.
- Ehren, B. J. (1980, March). *State of the art in learning disabilities*. St. Lucie County Association for Children with Learning Disabilities Conference, Ft. Pierce, FL.
- Ehren, B. J. (1982, February). *The future for learning disabilities adolescents*. Broward County Association for Learning Disabilities, Ft. Lauderdale, FL.
- Ehren, B. J. (1982, November). *Clinical inservice for special educators*. National Council of States on Inservice Education Annual Conference, New Orleans, LA.
- Ehren, B. J. (1982, November). *Identification of adolescent language problems*. American Speech-Language-Hearing Association Annual Convention, Toronto, Canada.
- Ehren, B. J. (1983, January). *Collaborative programming for exceptional students and Assessment considerations in identifying SLD students*. Polk County Teacher Education Center Conference, Bartow, FL.
- Ehren, B. J. (1984, August). *What's new in language and learning research*. Palm Beach County Schools Conference, West Palm Beach, FL.
- Ehren, B. J. (1984, August). *Trends in programming for the severely language disordered*. Palm Beach County Schools Conference, West Palm Beach, FL.

- Ehren, B. J. (1985, February). *Say It -Write: An overview*. Polk County Schools Conference, Lakeland, FL.
- Ehren, B. J. (1985, March). *Academically relevant language intervention with LLD students*. Panhandle Area Educational Cooperative Conference, Chipley, FL.
- Ehren, B. J. (1985, August). *Language intervention-elementary students*. Florida Diagnostic and Learning Resources System- GATEWAY Conference, Jasper, FL.
- Ehren, B. J. (1985, August). *Language intervention-secondary students*. Florida Diagnostic and Learning Resources System- GATEWAY Conference, Jasper, FL.
- Ehren, B. J. (1985, August). *Language intervention for academic success*. Palm Beach County Schools Conference, West Palm Beach, FL.
- Ehren, B. J. (1985, August). *LLD-What's new?* Palm Beach County Schools Conference, West Palm Beach, FL.
- Ehren, B. J. ((1985, August). *LLD-What to do with young students*. Lake County Schools Conference, Tovaes, FL.
- Ehren, B. J. ((1985, August). *LLD-What to do with adolescents*. Lake County Schools Conference, Tovaes, FL.
- Ehren, B. J. (1987, April). *AIM for Say It-Write: An inservice model for training teachers to teach written expression skills to learning disabled students*. Council for Exceptional Children International Convention, Chicago, IL.
- Ehren, B. J. (1987, August). *Teaching written expression to elementary learning disabled students*, Exceptional Student Education Conference, Polk County Schools, Lakeland, FL.
- Ehren, B. J. (1987, August). *Teaching written expression to secondary students*. Exceptional Student Education Conference, Polk County Schools, Lakeland, FL.
- Ehren, B. J. (1987, August). *Relevant language intervention for the adolescent*. Exceptional Student Education Conference, Palm Beach County, West Palm Beach, FL.
- Ehren, B. J. (1987, September). *What's new in language evaluation and intervention material?* Broward Hearing and Speech Association, Ft. Lauderdale, FL.
- Ehren, B. J. (1989, May). *What's ALP, Doc?* Florida Language Speech and Hearing Association Annual Convention, Orlando, FL.
- Ehren, B. J. (1990, April). *Speech-language services for adolescents - Should we bother?* Oregon Speech and Hearing Association Annual Convention, Portland, OR.
- Ehren, B. J. (1990, October). *The SLP and school success: Making a difference with kids*. Louisiana Speech and Hearing Association Annual Convention, Lafayette, LA.
- Ehren, B. J. (1990, October). *Creative practices in speech-language pathology in the schools*. Keynote address, Maryland State Department of Education Conference, Ellicott City, MD.
- Ehren, B. J. (1991, October). *Meeting the needs of student with LLD across the ages*. Florida Association for Children and Adults with Learning Disabilities Conference, Palm Beach Gardens, FL.
- Ehren, B. J. (1995, April). *CLASS Act*. Keynote address. Florida Department of Education, Orlando. FL.
- Ehren, B. J. (1999, January). *Language-sensitive SIM (Strategic Intervention Model)*. FL SIM Conference, Melbourne, FL.
- Ehren, B. J. (1999, May). *Adolescent literacy*. Keynote address, Adolescent Literacy Conference, Tacoma, WA.

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- Ehren, B. J. (1999, July). *Content Enhancement to content literacy: Fostering adolescent literacy through SIM*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. (1999, July). *When older students can't read: What can we do?* American Federation of Teachers Quest Conference, Washington, DC.
- Ehren, B.J. (1999, November). *Using curriculum standards to define language therapy and SLP roles in literacy*. American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.
- Ehren, B. J. (2000, January). *Content Enhancement to content literacy*. FL SIM Professional Developers Conference, Saint Petersburg, FL.
- Ehren, B. J. (2000, August). *Emergent literacy: Is it my job as an SLP?* Pennsylvania Department of Education, Teleconference.
- Ehren, B. J. (2000, November). *Caseload issues: Advocating for positive outcomes*. American Speech-Language-Hearing Association Annual Convention, Washington, DC.
- Ehren, B. J. (2001, January). *Implementing content literacy in schools*, FL SIM Professional Developers Conference, Altamonte Springs, FL.
- Ehren, B. J. (2001, July). *Reading proficiency; SIM +*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. (2001, November). *Discussions on the state of literacy development and disabilities research and practice*. American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
- Ehren, B. J. (2001, November). *Caseload determinations: principals and strategies*. American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
- Ehren, B. J. (2002, April). *The pragmatics of teaming*. American Speech-Language Hearing Association Telephone Seminar.
- Ehren, B. J. (2002, July). *Research partnerships: Building evidence-based practice*. American Speech-Language Hearing Association Schools Conference, Nashville, TN.
- Ehren, B. J. (2002, August). *The Strategic Instruction Model (SIM)-Increasing content literacy in Louisiana's adolescents*. Keynote address, State of Louisiana Conference on Strategic Instruction, Alexandria, LA.
- Ehren, B. J. (2002, October). *Why literacy? Why adolescents?* Distinguished alumni lecture. St. John's University- Speech and Hearing Center, New York, NY.
- Ehren, B. J. (2003, January). *STRUCTURE Your Reading: Helping adolescents read strategically*, FL SIM Professional Developers Conference, Saint Augustine, FL.
- Ehren, B. J. (2003, February). *Promoting adolescent literacy*, NE Regional SIM Professional Developers Conference, Washington, DC.
- Ehren, B. J. (2003, March). *Promoting adolescent literacy for all with the Strategic Instruction Model*. West Virginia Department of Education Reading Research Symposium, Charleston, WV.
- Ehren, B. J. (2003, June). *Wanted: SLP's to provide leadership in secondary school services*. SLP Leadership Institute, Raleigh, NC.
- Ehren, B. J. (2003, July). *The future is ours*. American Speech-Language Hearing Association Schools Convention, Anaheim CA.
- Ehren, B. J. (2003, October). *Helping students with language impairments construct meaning from print*. Kansas Speech-Language-Hearing Association Annual Convention, Wichita, KS.

- Ehren, B. J. (2003, July). *Involving speech-language pathologists in the Content Literacy Continuum*. International SIM Professional Developers Conference, Overland Park, KS.
- Ehren, B. J. (2004, June). *Meeting the challenge of adequate yearly progress with SIM*. CALSIM State Conference, Bakersfield, CA.
- Ehren, B. J. (2003, November) *What classroom teacher's need from SLPs*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Ehren, B. J. (2004, October). *Addressing the language underpinnings of reading comprehension difficulties*. Council for Learning Disabilities Annual Conference, Las Vegas, NV.
- Ehren, B. J. (2004, December). *Helping striving readers read at a high school level*. The 2nd National High School Leadership Summit, Washington, DC.
- Ehren, B. J. (2005, January). *The Content Literacy Continuum: Helping schools respond to NCLB and IDEA*. NE Regional SIM Professional Developers Conference, Washington, DC.
- Ehren, B. J. (2005, January). *Measuring SIM implementation with CBAM*. FL SIM Professional Developers Conference, Saint Augustine, FL.
- Ehren, B. J. (2005, April). *The language basis of literacy*. Texas Speech Language and Hearing Association Annual Conference, Austin, TX.
- Ehren, B. J. (2005, April). *The unique contribution of SLPs in literacy intervention*. Texas Speech Language and Hearing Association Annual Conference, Austin, TX.
- Ehren, B. J. (2005, April). *Adolescents with language impairments: Don't give up on them*. Texas Speech Language and Hearing Association Annual Conference, Austin, TX.
- Ehren, B. J. (2005, April). *Proven practices to help struggling readers in secondary schools*. Raising Achievement and Closing Gaps Conference IX, North Carolina Department of Public Instruction, Greensboro, NC.
- Ehren, B. J. (2005, April). *Secondary literacy: A research-based approach*. Pearson Instruction Leadership Council, New Orleans, LA.
- Ehren, B. J. (2005, May). *Making a REAL difference for older students with language disorders*. Connecticut Speech Language Hearing Association Annual Conference, Hartford, CT.
- Ehren, B. J. (2005, July). *Responsiveness to Intervention: What is it? Why should SLPs in schools know about it?* American Speech-Language Hearing Association Schools Conference, Indianapolis, IN.
- Ehren, B. J. (2006, July). *Reading between the lines: Helping students with the language of inferencing*. American Speech-Language Hearing Association Schools Conference, Phoenix, AZ.
- Ehren, B. J. (2006, October). *Thinking about CLC in Florida*. Project Central Club SIM Conference, Orlando, FL.
- Ehren, B. J. (2006, October). *Integrating strategies with STRUCTURE Your Reading*. Project Central Club SIM Conference, Orlando, FL.
- Ehren, B. J. (2006, November). *DESIGNing and teaching language/literacy strategies* (short course). American Speech-Language-Hearing Association Annual Convention, Miami, FL.
- Ehren, B. J. (2007, April). *STRUCTURE Your Reading: A strategic reading intervention for adolescents*. Florida Reading Research Conference, Tampa, FL.
- Ehren, B. J. (2007, April). *Developing systems for adolescent literacy: The Content Literacy Continuum*. National Association of State Boards of Education Adolescent Literacy Network Conference, Arlington, VA.

- Ehren, B. J. (2007, April). *States supporting schoolwide literacy*. Council of Chief State Schools Officers (CCSSO) Conference, Austin TX.
- Ehren, B. J. (2007, May). *Setting the stage for RTI: Rethinking who we are and what we do*. Connecticut Speech-Language-Hearing Association Conference, New Britain, CT.
- Ehren, B. J. (2007, May). *SLPs in tiers without tears: Productive activities within RTI models*. Connecticut Speech-Language-Hearing Association Conference, New Britain, CT.
- Ehren, B. J. (2007, July). *What to do with adolescents who don't seem to care*. American Speech-Language Hearing Association Schools Conference, Pittsburg, PA.
- Ehren, B. J. (2007, July). *STRUCTURE Your Reading: Teaching adolescents to put together their own treasure chest of reading strategies*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. (2007, July). *What to do with adolescents who don't seem to care*. American Speech-Language Hearing Association Schools Conference, Pittsburg, PA.
- Ehren, B. J. (2007, July). *STRUCTURE Your Reading: Teaching adolescents to put together their own treasure chest of reading strategies*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. (2007, October). *Adolescent literacy*. National Association of State Boards of Education (NASBE) Conference, Philadelphia, PA.
- Ehren, B. J. (2008, July). *RTI – Magic or cruel trick?* American Speech-Language-Hearing Association Schools Conference, Orlando, FL.
- Ehren, B. J. (2008, July). *Workload and RTI – Living happily ever after*. American Speech-Language-Hearing Association Schools Conference, Orlando, FL.
- Ehren, B. J. (2008, July). *STRUCTURE Your Reading: A strateroutine to promote strategic reading*. International SIM Professional Developers Conference, Kansas City, MO.
- Ehren, B. J. (2008, September). *RTI and SLPs at the secondary level*. (Webinar in the series: Implementing RTI in the schools), American Speech-Language-Hearing Association, Rockville, MD.
- Ehren, B. J. (2009, January). *Communication and collaboration among professionals in RTI*. Communities of Practice Teleconference. National Center on Response to Intervention, Lawrence, KS
- Ehren, B. J. (2009, February). *Response to Intervention and SLPs: What's the scoop?* Kentucky Speech-Language-Hearing Association Convention, Louisville, KY.
- Ehren, B. J. (2009, February). *Collaborating around literacy proficiency for older students*. Kentucky Speech-Language-Hearing Association Convention, Louisville, KY.
- Ehren, B. J. (2009, March). *Increasing the odds that therapy will work*. Keynote –Indiana Speech-Language Hearing Association Convention, Indianapolis, IN.
- Ehren, B. J. (2009, March). *Workload and RTI: Creating a new plate* –Indiana Speech-Language Hearing Association Convention, Indianapolis, IN.
- Ehren, B. J. (2009, March). *What is RTI and why should SLPs be involved in it?* Indiana Speech-Language Hearing Association Convention, Indianapolis, IN.
- Ehren, B. J. (2009, March). *Adolescent literacy. For Your Health* broadcast, WMFE, Orlando, FL.
- Ehren, B. J. (2009, November). *Ripped from the headlines: RTI in practice*. Presentation in conjunction with the Symposium-Implementation of RTI from A to Z by the RTI Action Network at the International Dyslexia Association Annual Convention, Orlando, FL.

- Ehren, B. J. (2009, January). *Communication and collaboration among professionals in RTI*. Communities of Practice Teleconference. National Center on Response to Intervention, Lawrence, KS.
- Ehren, B. J. (2009, January). *STRUCTURE Your Reading*. FL SIM Professional Developers Conference, Orlando, FL.
- Ehren, B. J. (2009, July). *STRUCTURE Your Reading: A strateroutine to promote strategic reading*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. (2010, January). *Disciplinary literacy*. FL SIM Professional Developers Conference, Orlando, FL.
- Ehren, B. J. (2010, January). *STRUCTURE Your Reading*. FL SIM Professional Developers Conference, Orlando, FL.
- Ehren, B. J. (2010, January). *Motivating and supporting implementation of SLP roles (for administrators)*. Virginia Content Literacy Continuum Conference, Richmond, VA.
- Ehren, B. J. (2010, January). *Zeroing in on techniques in addressing language and literacy*. Virginia Content Literacy Continuum Conference, Richmond, VA.
- Ehren, B. J. (2010, January). *Value added: The roles of the speech-language pathologists in the Content Literacy Continuing*. Virginia Content Literacy Continuum Conference, Richmond, VA.
- Ehren, B. J. (2010, February). *Sharing the responsibility for literacy: SLP roles in Response to Intervention*. Ohio School Speech Pathology Educational Audiology Coalition Conference, Cleveland, Ohio.
- Ehren, B. J. (2010, April). *Systemic approaches to Response to Intervention (RTI): Creating systems for responding to adolescents with reading difficulties*. International Reading Association Preconvention Institute, Chicago, IL.
- Ehren, B. J. (2010, April). *Retaining the Integrity (RTI) of literacy instruction and intervention and RTI*. 2nd International Literacy Coaching Summit, Corpus Christi, TX.
- Ehren, B. J. (2010, May). *Retaining the Integrity of sound instructional practices in secondary schools*. Florida and the Islands Regional Comprehensive Center Conference, Orlando, FL.
- Ehren, B. J. (2010, October). *Language, literacy and learning in adolescents: Evidence for explaining academic failure*. Ruth Symposium Conference Keynote. James Madison University, Harrisonburg, VA.
- Ehren, B. J. (2010, November). *Focusing a language lens on disciplinary literacy: An SLP Perspective*. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
- Ehren, B. J. (2011, April). *RTI at the secondary level: Options for intensive intervention*. University of Central Florida 13th Annual Literacy Symposium, Orlando, Florida.
- Ehren, B. J. (2011, July). *SLP summit* (convener and adjourner). American Speech-Language-Hearing Association, Rockville Pike, MD.
- Ehren, B. J. (2011, August). *The language basis of literacy*. The Advancing Adolescent Reading Initiative public lecture, Alberta, CA.
- Ehren, B. J. (2011, November). *Collaborating around language issues in a PS/RTI framework*. Florida Association of School Psychologists Annual Conference, Orlando, FL.
- Ehren, B. J. (2011, November). *Implications of disciplinary literacy for professional partnerships in secondary schools*. Florida Reading Association Annual Conference, Oralndo, FL.

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- Ehren, B. J. (2011, December). *Speech-language pathologists and special education teachers: Partners in implementing the Common Core State Standards*. CEC webinar. Council for Exceptional Children, Arlington, VA.
- Ehren, B. J. (2012, January). *Literacy leadership tools*. FL SIM Professional Developers Conference, Orlando, FL.
- Ehren, B. J. (2012, April). *Response-to-Intervention (RTI): You know about it, now what do you do?* Webinar. American Speech-Language-Hearing Association, Rockville, MD.
- Ehren, B. J. (2012, July). *SLPs helping adolescents meet the language demands of disciplinary literacy*. American Speech-Language-Hearing Association Schools Conference. Milwaukee, WI.
- Ehren, B. J. (2012, July). *Response to Intervention– SLPs seizing the opportunity to implement important roles*. American Speech-Language-Hearing Association Schools Conference, Milwaukee, WI.
- Ehren, B. J. (2012, September). *Language underpinnings and curriculum standards for older students: important work for SLPs*. Kansas Speech-Language-Hearing Association Convention, Wichita, KS.
- Ehren, B. J. (2013, January). *STRUCTURE Your Reading for Common Core implementation*. FL SIM Professional Developers Conference, Orlando, FL.
- Ehren, B. J. (2013, March). *SLPs' crucial roles in facilitating disciplinary literacy with struggling Students*. Mid South Speech-Language Conference, Memphis, TN.
- Ehren, B. J. (2013, March). *Teaching strategic reading in inclusive secondary classes using STRUCTURE Your Reading*. Delaware Assistive Technology Initiative Inclusion Conference, Dover, DE.
- Ehren, B. J. (2013, March). *Language underpinnings and curriculum standards for students who struggle: Important work for New York SLPs*. Fredonia University CE Conference, Fredonia, NY.
- Ehren, B. J. (2013, March; 2013 September) *Let's make a difference with adolescents*. ASHA online conference on Adolescent Language and Literacy. Conference organizer and session presenter.
- Ehren, B. J. (2013, April). *Literacy in the subject areas (6-12): It's all about language!* University of Central Florida Literacy Symposium, Orlando, FL.
- Ehren, B. J. (2013, April). *Why treating the child is not sufficient: Working with families*. International Craniofacial Anomalies Congress, Isparta, Turkey.
- Ehren, B., J. (2013, September). *Understanding the Common Core State Standards*. Coalition of McKay Scholarship Schools Annual Conference, Altamonte Springs, FL.
- Ehren, B. J. (2013, October). *Why SLPs are needed to address Common Core State Standards*. Vermont Speech-Language Hearing Association Conference, Burlington, VT.
- Ehren, B. J. (2013, October). *How SLPs can address Common Core State Standards with older students*. Vermont Speech-Language Hearing Association Conference, Burlington, VT.
- Ehren, B. J. (2014, July). *Teaching language knowledge, skills and strategies to adolescents who struggle with the CCSS*. American Speech-Language-Hearing Association Schools Conference, Pittsburg, PA.
- Ehren, B. J. (2014, July). *Unpacking discipline specific text with adolescents*. American Speech-Language-Hearing Association Schools Conference, Pittsburg, PA.
- Ehren, B. J. (2014, October). *Helping elementary students manipulate the syntax of informational text*. Ohio School Speech Pathology and Educational Audiology Coalition (OSSPEAC) Conference, Columbus, OH.

- Ehren, B. J. (2014, October). *Helping secondary students manipulate the syntax of informational text*. Ohio School Speech Pathology and Educational Audiology Coalition (OSSPEAC) Conference, Columbus, OH.
- Ehren, B. J. (2014, November). *The SLP as a significant collaborator in schools: How inclusive practices and RTI can make it happen*. Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA), Calgary, AB, CA.
- Ehren, B. J. (2014, November). *"Push down" curriculum and the Common Core State Standards – What about developmental appropriateness?* American Speech-Language and Hearing Association Annual Convention, Orlando, FL.
- Ehren, B. J. (2015, January). *Language requirements of Florida Standards - knowledge, skills and strategies*. SIM Professional Developers Update Conference, Orlando, FL.
- Ehren, B. J. (2015, April). *Helping older students meet Common Core State Standards: Important work for SLPs*. Mississippi Speech-Language-Hearing Association, Jackson, MS.
- Ehren, B. J. (2015, April). *Meeting the needs of students with language impairments within an RTI framework*. Speech-Language and Audiology Canada, Calgary, AB, CA.
- Ehren, B. J. (2015, April). *Leadership skills for speech-language pathologists*. ASHA online conference on Language and Literacy in Elementary Schools.
- Ehren, B. J. (2015, May). *Adolescents and the social communication needed for academic success*. ASHA online conference on Social Communication: Development, Assessment, and Intervention for Preschoolers Through Adolescents.
- Ehren, B. J., Apel, K., Singer, B., Wallach, G., & Whitmire, K. (2004, November). *Let freedom ring: Promoting independence for students with LLD*. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
- Ehren, B. J., Apel, K., Singer, B. (2005, July). *Heading for the winner's circle in Indianapolis*. American Speech-Language Hearing Association Schools Conference, Indianapolis, IN.
- Ehren, B. J. & Atallah, J. (2010, January). *Strategic Instruction Model literacy strand*. FL SIM Professional Developers Conference, Orlando, FL.
- Ehren, B. J., Beech, M. (2005, January). *Electronic Professional Development for Concept Mastery*. FL SIM Professional Developers Conference, St. Augustine, FL.
- Ehren, B., Bixler, C., Faggella-Luby, M., & Graving-Reyes, P. (2009, July). *Rethinking SIM, literacy and professional development*. Literacy strand. International SIM Professional Developers Conference, Lawrence, Kansas.
- Ehren, B. J., Block, F., Crowley, C., Estomin, E., Goldman, S., & Karr, S. (2008, November). *Adjusting our sails to harness the winds of school change*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Ehren, B. J., Block, F., Crowley, C., Estomin, E., Goldman, S. (2009, November). *Roles and responsibilities of school-based SLPs- Not one more thing!* American Speech-Language-Hearing Association Annual Convention, New Orleans. LA.
- Ehren, B. J., Block, F., Estomin, E., Goldman, S. (2010, July). *New ASHA policy documents - Roles and Responsibilities of SLPs in Schools*. American Speech-Language-Hearing Association Schools Conference, Las Vegas, NV.
- Ehren, B. J., Block, F., Estomin, E., Goldman, S. (2010, November). *New and expanded roles and responsibilities for SLPs in schools*. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.

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- Ehren, B., Block, F., Kuhles, N. Wiechmann, J. (2012, November). *Strategies for school change: Using the ASHA roles and responsibility documents*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Ehren B.J., Cooke, D., Graner, P. (2000, July). *Making SIM happen for kids: Implementation through effective professional development*, International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J., Davenport, R. (2000, July). *Getting the elephant to move: Systems change, and SIM*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J., Apel, K., Singer, B., Whitmire, K. (2005, July). *Heading for the winners circle in Indianapolis*. Closing plenary session, American Speech-Language Hearing Association Schools Conference, Indianapolis, IN.
- Ehren, B. J., Block, F., Crowley, C., Estomin, E., Goldman, S. (2009, November). *Roles and responsibilities of school-based SLPs- Not one more thing!* American Speech-Language-Hearing Association Annual Conference, New Orleans. LA.
- Ehren B.J., Cooke, D., Graner, P. (2000, July). *Making SIM happen for kids: Implementation through effective professional development*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J., Davis, K., Malani, M., Murza, K., Pavelko, S., Proly, J. & Zadroga, C. (2010, November). *Evidence-based professional development: Differentiated, transformational learning for school SLPs*. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
- Ehren, B. J. & Deshler, D. D. (2005, January). *Leading school change using SIM*. FL SIM Professional Developers Conference, St. Augustine, FL.
- Ehren, B. J. & Deshler, D. D. (2007, July). *CLC as a secondary RTI model*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. & Deshler, D. D. (2007, July). *CLC as a secondary RTI model*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. & Deshler, D. D. (2008, January). *CLC and RTI: Not a quantum leap*. Florida SIM Professional Developers Conference, Altamonte Springs, FL.
- Ehren, B. J. & Deshler, D. D. (2008, January). *CLC as RTI*. Florida Strategic Instruction Model Update Conference, Altamonte Springs, FL.
- Ehren, B. J. & Deshler, D. D. (2008, January). *CLC as RTI*. Florida SIM Professional Developers Conference, Altamonte Springs, FL.
- Ehren, B. J. & Deshler, D. D. (2011, March). *Using unique features of adolescents and secondary schools to inform RTI Initiatives*. Webinar. Council for Exceptional Children, Arlington, VA.
- Ehren, B. J. & Deshler, D. D. (2011, March). *Bringing RTI into secondary schools through the Content Literacy Continuum*. Webinar. Council for Exceptional Children, Arlington, VA.
- Ehren, B. J. & Deshler, D. D. (2011, March). *Overcoming barriers in implementing RTI in secondary schools*. Webinar. Council for Exceptional Children, Arlington, VA.
- Ehren, B. J. & Ehren, T. C. (1992, May). *Literacy and language: Cognates in the classroom*. Florida Language Speech and Hearing Association Annual Convention, Tarpon Springs, FL.
- Ehren, B. J. & Ehren, T. C. (1998, May). *Leadership, empowerment and advocacy in the local education agency*. Florida Language Speech and Hearing Association Annual Convention, Marco Island, FL.

- Ehren, B. J., Ehren, T. (2004, September). *Therapy services in the classroom*. American Speech-Language-Hearing Telephone Seminar.
- Ehren, B. J. & Ehren, T.C. (2005, August). *Over the bridge and beyond: Enacting your vision*. Leading Best Practice in Language and Reading Institute, California State University Monterey Bay, Monterey, CA.
- Ehren, B. J. & Ehren, T.C. (2006, August). *Concocting the change chowder: The Maine ingredients for school leaders*. Maine Speech-Language-Hearing Association Conference, Portland, ME.
- Ehren, B. J. & Ehren, T. C. (2010, October). *Revving up the adolescent success cycle: Toolkit of language/literacy techniques..* Ruth Symposium Conference Session. James Madison University, Harrisonburg, VA.
- Ehren, B. J. & Ehren, T.C. (2010, October). *Retaining the integrity of language/literacy practices in RTI*. Ohio School Speech Pathology Educational Audiology Coalition Conference, Columbus, Ohio.
- Ehren, B. J. & Ehren, T.C. (2010, October). *America's got talented SLPs*. Ohio School Speech Pathology Educational Audiology Coalition Conference, Columbus, Ohio.
- Ehren, B. J. & Ehren, T. C. (2012, June). *Results of a two-year study on the effectiveness of STRUCTURE Your Reading, a strategic reading intervention, in inclusive middle school classes*. International Academy for Research in Learning Disabilities Annual Conference, Padua, Italy.
- Ehren, B. J. & Ehren, T. C. (2013, November). *Effectiveness of STRUCTURE Your Reading, a Strategic Reading Intervention, in Inclusive Middle School Classes*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Ehren, B., Ehren, T., Graner, P., & Nelson, N., (2014, June). *Learning disabilities and language impairments: Relationships, trajectories, conundrums*. International Academy for Research in Learning Disabilities Annual Conference, Vilnius, Lithuania.
- Ehren, B. J., Estomin, E & Rudebusch, J. (2009, July). *Workload practicum*. American Speech-Language-Hearing Association Schools Conference, Kansas City, MO.
- Ehren, B. J., Fey, M. E., Gillam, R. (2005, July). *SLPs start your engines: Evidence-based practice in schools*. Opening plenary session. American Speech-Language Hearing Association Schools Conference, Indianapolis, IN.
- Ehren, B. J., Fey, M., Gillam, R. (2005, November). *An evidence-based process for making clinical decisions in schools*. American Speech-Language-Hearing Association Annual Convention, San Diego, CA.
- Ehren, B. J. & Flynn, P. (2011, April). *EBP and RtI: The intersection for the NC SLP*. North Carolina Speech Hearing-Language Association Annual Convention. Greensboro, NC.
- Ehren, B. J., Ford, C., Hall-Mills, S. Jackson, J. (2011, July). *Leadership development and movement toward a workload approach*. American Speech-Language-Hearing Association Schools Conference, National Harbor, MD.
- Ehren, B. J. Foster, P., A , Murphy, S., Cline, J., Gesick, K. (2014, July). *View from the field: Perspectives from school administrators on SLPs' roles*. American Speech-Language-Hearing Association Schools Conference, Pittsburg, PA.
- Ehren, B. J., Hall-Mills, S., Kuhles, N., Ratner, E., Weichmann, J. (2014, November). *Promoting the valuable contributions of school-based speech-language pathologists: A call to action*. American Speech-Language and Hearing Association Annual Convention, Orlando, FL.

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- Ehren, B. J., Gillon, G., Malani, M., Nelson, N., Proly, J., Scott, C. (2010, November). *Perspectives on disciplinary literacy: A discussion forum*. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
- Ehren, B., Gorlin, R., Nicsinger, E., Telesca, L. (2013, November). *Abacadabra! Uncover and address the syntax requirements of common core state standards in expository text*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Ehren, B. J. & Graner, P. (2001, October). *The Strategic Instruction Model (SIM), Strategic Content Literacy Initiative*. PaTTAN Fall Roundtable, Harrisburg, PA.
- Ehren, B. J. & Graner, P. (2002, July). *SIM and CBAM: School Level SIM Implementation*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. & Graner, P. (2003, July). *Measuring implementation of SIM by teachers*. International SIM Professional Developers Conference, Overland Park, KS.
- Ehren, B. J. & Graner, P. (2004, July). *Using CBAM to evaluate CLC implementation*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. & Graner, P. (2006, October). *Literacy links to success: Arkansas alternative education pathways to literacy*. Keynote for key state stakeholder including the State Superintendent of Education and legislators. Mid-Continent Comprehensive Center, University of Oklahoma, Oklahoma City, OK.
- Ehren, B. J., Graner, P., & Cooke, D. (2003, July). *Districtwide Implementation of SIM*. International SIM Professional Developers Conference, Overland Park, KS.
- Ehren, B., Hatch, P. & Ukrainetz, T. (2012, November). *SLPs: At the core of the Common Core State Standards*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Ehren, B. J. & Jackson, J. (1997, May). *In-classroom services-Not watered down therapy*. Florida Speech-Language-Hearing Association Conference, St. Petersburg, FL.
- Ehren, B. J. & Jackson, J. (1996, November). *In-classroom services-Not watered down therapy*. American Speech-Language-Hearing Association Annual Convention, Seattle, WA.
- Ehren, B. J. & Jackson, J. M. (2003, March). *Curriculum-based language intervention with adolescents*. American Speech-Language-Hearing Association Telephone Seminar.
- Ehren, B. J. & Laster, B. J. (2010, April). *The language of collaboration in RTI*. International Reading Association Convention, Chicago, IL.
- Ehren, B. J., & Laster, B. (2010, April) *RTI at the secondary level: Looking on the bright side*. International Reading Association Webinar.
- Ehren, B. J., Laster, B. & Goetze, S. (2011, May) . *RTI at the secondary level: Looking on the bright side*. International Reading Association Annual Convention. Orlando, FL.
- Ehren, B.J. & Lefsky, E. (2011, May). *Ongoing, formative progress monitoring in secondary schools*. International Reading Association Pre Convention Institute, Orlando, FL.
- Ehren, B. J. & Lenz, B. K. (2003, July). *STRUCTURE Your Reading*. International SIM Professional Developers Conference, Overland Park, KS.
- Ehren, B. J. & Lenz, B. K. (2004, July). *Evaluating the effects of the CLC initiatives*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. & Lenz, B. K. (2004, July). *STRUCTURE Your Reading: Is it working?* International SIM Professional Developers Conference, Lawrence, KS.

- Ehren, B. J., Lenz, B. K. & Morris, D. (1987, April). *Predicting later dropouts in Grades 4 through 8*. American Educational Research Association Annual Convention, Washington, D.C.
- Ehren, B. J., Lenz, K., & Piazza, J. (2000, July). *Using the Content Literacy Continuum to guide school level SIM implementation*, International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J., Lenz, B. K. & Smiley, L. R. (1983, October). *Adolescent PLUS: An intervention model*. Council for Learning Disabilities Annual Conference, San Francisco, CA.
- Ehren, B. J., Lipson, M., & Wixson, K., (2009, November). *Reading specialists and SLPs: Partners in RTI*. American Speech-Language-Hearing Association Annual Conference, New Orleans, LA.
- Ehren, B. J., McCallister, K., & Trumbo, S. (2008, November). *Sowing and nurturing the seeds for RTI at the secondary level*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Ehren, B. J., McCallister, K., Trumbo, S. (2009, July). *What it takes to implement RTI*. American Speech-Language-Hearing Association Schools Conference, Kansas City, MO.
- Ehren, B. J., Montgomery, J., Nelson, N. W., & Secord, W., (2006, July). *Vision and values: What works*. American Speech-Language-Hearing Association Schools Conference, Phoenix, AZ.
- Ehren, B. J. & Neduchal, J. (2003, January). *Building background knowledge through Content Enhancement*. SIM Professional Developers Update Conference, St. Augustine, FL.
- Ehren, B. J. & Neduchal, J. (2004, July). *Content Enhancement Routines and literacy: How are they related?* International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B., Nelson, N., Graner, P., & Klingner, J. (2012, June). *Disciplinary literacy: Implications for students with learning disabilities*. International Academy for Research in Learning Disabilities Annual Conference, Padua, Italy.
- Ehren, B. J., Nelson, N. W., & Troia, G. (2004, October). *Practical implications of the language connections in reading*. Council for Learning Disabilities Annual Conference, Las Vegas, NV.
- Ehren, B. J., Nelson, N. W., & Troia, G. (2004, November). *Response to Intervention and the SLP: An alternative to cognitive referencing*. American Speech-Language and Hearing Association Annual Convention, Philadelphia, PA.
- Ehren, B., Nelson, N., & Staskowski, M. (2012, November). *SLPs helping students with language disabilities to acquire disciplinary literacy*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Ehren, B. J., Pyne, K., Trumbo, S., Reed, V., Hoffman, L. & Agee, P. (2010, November). *Significant impact on adolescent literacy through evolving service delivery structures*. American Speech-Language-Hearing Association Annual Convention. Philadelphia, PA.
- Ehren, B. J., Rivera, E. A., Ehren, T. C., Edrich, M., Hall-Mills, S., Jackson, J. & Ford, C. (2011, November). *Moving toward a workload approach – A grassroots leadership effort*. American Speech-Language Hearing Association Schools Annual Convention, San Diego, CA.
- Ehren, B. J. & Robinson, S. (2007, July). *The recursive nature of buy in understanding CLC at the school level*. International SIM Professional Developers Conference, Lawrence, KS.
- Ehren, B. J. & Rosa-Lugo, L. (2011, October). *SLPs as critical contributors to student success*. Florida Speech-Language-Hearing Fall Conference, Orlando, FL.

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- Ehren, B. J., Schachter, A., & Wallach, G. (1989, September). *Children's reading and writing disorders: The role of the speech-language pathologist*. American Speech-Language-Hearing Association Teleconference, Rockville, MD.
- Ehren, B. J. & Simon, C. (1991). *Caseload issues revisited*. American Speech-Language-Hearing Association Teleconference, Rockville, MD.
- Ehren, B. J. & Staskowski, M. (2011, May) *Speech language pathologists and RTI*. RTI Action Network Webinar. Washington, D.C.
- Ehren, B. J., & Torgesen, J. (2001, July). *Literacy: SLP's come off the bench*, American Speech-Language Hearing Association Schools Conference, Boston, MA.
- Ehren, B. J. & Whitmire, K. (2002, November). *Hitch a ride on the adolescent success cycle*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Ehren, B. J. & Whitmire, K. (2007, October). *RTI gets promoted to secondary schools*. LD Talk (online event). National Center for Learning Disabilities, Washington, D.C.
- Ehren, B. J. & Work, R. S. (1983, April). *Identification of language disordered students in middle schools*, Council for Exceptional Children International Convention, Detroit, MI.
- Ehren, B. J., Zadroga, C. & Proly, J. (2010, November). *Value added by SLPs to vocabulary instruction with older students*. American Speech-Language-Hearing Association Annual Convention. Philadelphia, PA.
- Gillam, S., Gillam, R., Justice, L. & Ehren, B. (2009, November). *Progress monitoring tools for SLPs in RTI: Preschool through adolescence*. American Speech-Language-Hearing Association Annual Conference, New Orleans. LA.
- Gottfred, K. & Ehren, B. J. (2010, November). *Interventions in theory and practice: Analyzing and choosing interventions*. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
- Gottfred, K., Lybolt, J. & Ehren, B. J. (2010, November). *RTI and SLPs in Chicago: Lessons learned*. American Speech-Language-Hearing Association Annual Convention. Philadelphia, PA.
- Graner, P. G., Cooke, D., & Ehren, B. J. (2010, July). *Strengthening your SIM core*. International SIM Professional Developers Conference, Lawrence, KS.
- Kamhi, A., Bashir, A., Catts, A., Ehren, B., Scott, C. & Wallach, G. (2007, November). *Word recognition: The case for the narrow view*. American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- Lipson, M. Laster, B. & Ehren, B. J. (2010, February). *Guiding principles: RTI requires systematic, comprehensive approaches in collaborative contexts*. International Reading Association Webinar.
- Nelson, N. W., Catts, H., Ehren, B. J., Roth, F., & Scott, C. (2002, November). *Collaboration, leadership & research; Action planning for literacy roles*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Nelson, N., Catts, H., Ehren, B., Roth, F., Scott, C., Staskowski, M. (2009, November). *Roles for SLPs in reading and writing --10 years later*. American Speech-Language-Hearing Association Annual Conference, New Orleans. LA.
- Nelson, N., Ehren, B., Montgomery, J., Moore, B., & Secord, W. (2008, November) *Vision, values, and leadership in the context of shifting policies*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.

- Rivera, E. Ehren, B. Hall-Mills, S., Ehren, T., Davis, K., Ford, C., (2012, November). *What it takes for SLPs in schools to be leaders*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Secord, W. A., Ehren, B. J., Nelson, N. W., & Prelock, P. A. (2003, November). *Curriculum-based language assessment & intervention "On the Clock."* American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Singer, B., Wallach, G., Ehren, B., Brady, C., Howland, K., & Whitmire, K. (2012, November). *Making practical language intervention choices in social studies & science*. American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Sturm, J., Paul, D., Roth, F., Nelson, N., Ehren, B., Blosser, J. (2013, November). *Aligning RTI with the Common Core State Standards for Students With and Without IEPs*. American Speech-Language-Hearing Association, Chicago, IL.
- Whitmire, K. & Ehren, B. J. (2007, May). *RTI, EIS, and SLPs: Redefining who we are*. Connecticut Speech-Language-Hearing Association Conference, New Britain, CT.
- Whitmire, K. & Ehren, B. J. (2009, February). *RTI at the secondary level: Why should we considerate this? How do we do it?* National Association of Secondary School Principals Annual Conference, San Diego, CA.
- Whitmire, K., Singer, B., Wallach, G. Howland, K., Ehren, B. (2013, November). *Strategies for supporting students with LLD across grades and content areas*. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Zadroga, C., Ehren, B. J. & Proly, J. L. (2010, July). *SLPs making a significant difference with vocabulary: A preliminary research report*. American Speech-Language-Hearing Association Schools Conference, Las Vegas, NV.

Workshops/Institutes/Courses

Prior to 1983: 18 workshop series, 77 individual workshops on topics similar to those listed below.

- Ehren, B. J. (1983, January). *The LD student in the regular classroom*. Workshop for regular educators, K-12. Hardee County Teacher Education Center, Wachula, FL.
- Ehren, B. J. (1983, January). *Language-learning disabilities-assessment and programming*. Workshop for SLPs and SLD teachers. Seminole County Schools, FL.
- Ehren, B. J. (1983, March). *Appropriate assessment for learning disabled students*. Workshop for SLD teachers. Volusia County Teacher Education Center, Daytona Beach, FL.
- Ehren, B. J. (1983-1984). *Programming for the language learning disabled*. Series of inservice activities for SLD and SLP supervisors. Pinellas County Teacher Education Center, Clearwater, FL.
- Ehren, B. J. (1983, September). *Intervention strategies to address the pragmatic component*. Workshop for SLPs. Polk County Teacher Education Center, Lakeland, FL.
- Ehren, B. J. (1983, October). *Integrating language intervention within the ESE curriculum*. Workshop for an ESE center staff with follow-up clinical inservice. St. Lucie County Schools, Ft. Pierce, FL.
- Ehren, B. J. (1983-1984) *Using Say It- Write in the classroom*. Series of workshops for SLD teachers. Broward County Teacher Education Center, Ft. Lauderdale, FL.
- Ehren, B. J. (1984). *Smooth sailing in the mainstream*. Workshop series for parents of exceptional students. Broward County Schools, Ft. Lauderdale, FL.

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- Ehren, B. J. (1984, January). *Issues in language learning disabilities*. Workshop for SLPs. Sarasota County Schools, Sarasota, FL.
- Ehren, B. J. (1984, January). *Techniques for language intervention with SLD students*. Workshop for SLPs and SLD teachers. Bay County Schools, Panama City, FL.
- Ehren, B. J. (1984, February). *Dealing with SLD students in the classroom*. Workshop for regular educators. Hardee County Schools, Wachula, FL.
- Ehren, B. J. (1984, March). *Clinical inservice for teachers of the severely language impaired*. Brevard County Schools, Cocoa Beach, FL.
- Ehren, B. J. (1985, March-May). *Using Say It-Write*. Workshop series to train SLD teachers and SLPs. Broward County Teacher Education Center, Ft. Lauderdale, FL.
- Ehren, B. J. (1985, September-November). *Use of the Learning Strategies approach*. Series of workshops and clinical inservice with SLD and regular secondary teachers. Indian River, Vero Beach, FL.
- Ehren, B. J. (1985, November). *Using Say It-Write*. Workshop to train SLD teachers and SLPs. Leon County, Tallahassee, FL.
- Ehren, B. J. (1986, January). *LLD-the state of the art*. Workshop for SLD teachers, SLPs, school psychologists and program specialists. Broward County Teacher Education Center, Ft. Lauderdale, FL.
- Ehren, B. J. (1986, January). *Language issues in learning strategy instruction*. Workshop for a variety of ESE professionals. St. Lucie County Schools, Ft. Pierce, FL.
- Ehren, B. J. (1986, March-May and September-December). *Using Say It-Write*. Workshop series to train SLD teachers. Broward County Teacher Education Center, Ft. Lauderdale, FL.
- Ehren, B. J. (1986, April). *Language learning disabilities*. Workshop for SLPs. Dade County, Miami, FL.
- Ehren, B. J. (1986, May). *What is the Learning Strategies approach?* Workshop for SLPs. Polk County Schools, Lakeland, FL.
- Ehren, B. J. (1986, August). *Effective instructional practices with learning disabled students*. Workshop for SLD teachers. Polk County Schools, Lakeland, FL.
- Ehren, B. J. (1987, January). *Adolescents: Is language intervention necessary, viable, relevant?* Two-day seminar for SLPs. Florida Language Speech and Hearing Association Continuing Education Program - Orlando, FL.
- Ehren, B. J. (1987, February). *The language learning disabled: What do we do when we find them?* Workshop for SLPs and ESE teachers. Brevard County Schools, Cocoa Beach, FL.
- Ehren, B. J. (1987, March-April). *The language learning disabled*. Series of workshops for parents and teachers. Indian River County Schools, Vero Beach, FL.
- Ehren, B. J. (1987, May). *Language learning disabilities*. Two day workshop for SLD teachers. Bainbridge, GA.
- Ehren, B. J. (1987, August). *Working with language disordered students in the ESE classroom*. Two-day workshop for SLD teachers and SLPs. Clay County Schools, Orange Park, FL.
- Ehren, B. J. (1987-1988). *Meeting the language needs of ESE students in the Classroom*. Series of workshops for ESE teachers. Florida Diagnostic and Learning Resource System - GATEWAY, Jasper, FL.
- Ehren, B. J. (1988, January) *The SLP and the adolescent with language disorders*. Workshop for SLPs. Orange County Schools, Orlando, FL.

- Ehren, B. J. (1989, June). *The language-learning strategies connection*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1989, August). *The language-learning strategies connection*. Language Learning Disabilities Institute, Emerson College, San Diego, CA.
- Ehren, B. J. (1989, October). *Meeting students' language needs in the ESE classroom*. Workshop for ESE teachers. Clay County Schools, FL.
- Ehren, B. J. (1990, June). *A language-sensitive approach to learning strategy training*. Two-week training institute. Kingsbury Center, Washington, D.C.
- Ehren, B. J. (1990, June). *Language strategy-learning strategy connection: Special considerations on adolescent programming*. Language Learning Disabilities Symposium. Sunnyview Hospital and Rehabilitation Center, Regional Medical Education Program, Albany, NY.
- Ehren, B. J. (1991, January). *The language-learning strategies connection*. Two-day seminar. Eighteenth Florida Speech-Language Pathology Institute, Orlando, FL.
- Ehren, B. J. (1991, June). *Reading and writing programs that are language-based: Context-driven intervention for adolescents*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1992, June). *Curriculum-based language intervention for adolescents: Core curriculum modifications and strategies for survival and learning*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1992, October). *Making a difference in the lives of language disordered students*. Two-day workshop series for SLPs. Nova Scotia Speech-language and Hearing Association, Halifax, Nova Scotia.
- Ehren, B. J. (1993, January). *Collaborative teaching: Shared responsibility for student success*. Workshop for SLPs and teachers. Traverse Bay Area I.S.D., Traverses City, MI.
- Ehren, B. J. (1993, March). *Collaborative models for SLPs and teachers*. Workshop for SLPs and teachers. Duval County Schools, Jacksonville, FL.
- Ehren, B. J. (1993, June). *Flashback: LLD adolescents to preschoolers*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1994, May). Workshop for SLPs. Capital Area Speech-Language and Hearing Association, Albany, NY.
- Ehren, B. J. (1994, June). *In classroom services: Watered down therapy-Not*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1995, June). *Maintaining a therapeutic focus in the classroom*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1996, January). *Language Intervention in the classroom: How and what?* Workshop for SLPs and teachers. Desoto County Schools, Hernando, MS.
- Ehren, B. J. (1996, May). *In-classroom services-Not watered down therapy*. Workshop for SLPs. Broward County Schools, Ft. Lauderdale, FL.
- Ehren, B. J. (1996, June). *Sensible alternatives to raising dead horses: Appropriate language intervention targets, mini strategies and more*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1997, February). *Literacy intervention for diverse learners: A shared responsibility*. Two-day course for SLPs and other professionals. Henry Ford Hospital, Division for speech Pathology, Advances in Continuing Education Program, Detroit, MI.

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- Ehren, B. J. (1997, June). *How to change the word or you niche in it: Visioning the future for LLD students and making it happen*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1997, June). *Selecting appropriate targets: Mini strategies and more for older elementary students and adolescents*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1997, July). *Promoting literacy: Effective instructional and intervention practices in neighborhood schools*. Workshop at Inclusion VI Conference. University of Wisconsin-EauClaire, Eau Claire, WI.
- Ehren, B. J. (1997, August). *Speech-language services in the Pre K classroom: A shared responsibility*. Workshop for SLPs and teachers. Broward County Schools, Ft. Lauderdale, FL.
- Ehren, B. J. (1997, October). *Maintaining a therapeutic focus in the classroom: elementary - high school*. Two-day Workshop for SLPs. Speech/Language & Learning Services, Conferences for Learning, Seattle, WA.
- Ehren, B. J. (1997, November). *In-classroom services and literacy intervention for diverse learners*. Workshop for SLPs. Macomb/St. Clair Speech-Language-Hearing Association, Clinton Township, MI.
- Ehren, B. J. (1998, April). *In-classroom services: Not watered down therapy*. Short course at annual convention. South Dakota Speech Language Hearing Association, Sioux Falls, SD.
- Ehren, B. J. (1998, June). *Shared responsibility for literacy: Differentiating roles, defining therapy and empowering leaders*. Language Learning Disabilities Institute, Emerson College, Boston, MA.
- Ehren, B. J. (1998/1999, October-March). *Rubrics and portfolios: Assessment tools for implementing literacy-oriented goals for the SLP*. Workshop series for SLPs. Allegheny Intermediate Unit, Pittsburgh, PA.
- Ehren, B. J. (1999, February). *Literacy intervention for diverse learners: A shared responsibility*. Workshop for teachers. Educational Service Unit, Kearney, NE.
- Ehren, B. J. (1999, April). *The role of speech-language pathologist in facilitating emergent literacy skills*. ASHA Telephone Seminar.
- Ehren, B. J. (1999, April). *Language sensitive SIM*. Workshop for professional developers. St. John Island, VI.
- Ehren, B. J. (1999, June). *Boldly going where no SLP has dared to go before*. Language Learning Disabilities Institute, Emerson College, Burbank, CA.
- Ehren, B.J. (1999 July). *Keys to caseload management: Maintaining your therapeutic focus*, Workshop at the American Speech-Language-Hearing Schools Conference, Lake Buena Vista, FL.
- Ehren, B. J. (1999, September). *IDEA and the general curriculum: What does it mean for SLP's?* Short course at Speech Pathologists & Audiologists in Louisiana Schools, Alexandria, LA.
- Ehren, B.J. (2000, January). *Keys to caseload management: Maintaining a therapeutic focus and sharing responsibility*. Workshop for SLPs. Bucks County Schools, PA.
- Ehren, B. J. (2000, January). *The general curriculum: What am I supposed to do with it as an SLP?* Workshop for SLPs. Saint Martin Parish Schools, Breaux Bridge, LA.

- Ehren, B. J. (2000, January). *What do state-of-the-art services look like in the schools?* Workshop for SLPs. Baltimore City Schools, MD.
- Ehren, B. J. (2000, February). *Promoting literacy skills in school: Whose job is it?* Workshop for SLPs and teachers. Charlotte County Public Schools, Port Charlotte, FL.
- Ehren, B. J. (2000, February). *The Keys to caseload management: A therapeutic focus and sharing the responsibility for student success.* Course at East Carolina NSSLHA Symposium, Greenville, NC.
- Ehren, B.J. (2000, March). *Collaboration with accountability: Doing what kids really need.* Two-day workshop for special educators. St. Louis County Special School District, Saint Louis, MO.
- Ehren, B. J. (2000, March). *Emergent literacy: Is it my job as an SLP?* Short course. California Speech-Language-Hearing Association, San Diego, CA.
- Ehren, B.J. (2000, March). *Managing caseloads to provide in-classroom speech-language services.* Workshop for SLPs. Special Education Conference, Tunica, MS.
- Ehren, B. J. (2000, April). *What's the big IDEA and how can it help SLPs with caseload issues?* Workshop at Hawaii Speech-Language-Hearing Association, Honolulu, Hawaii.
- Ehren, B. J. (2000, May). *Oral language to literacy: Bridging the intervention gap.* Workshop for SLPs. University of Maryland, College Park, MD.
- Ehren, B. J. (2000, May). *The role of the SLP in an ever-changing education world.* Workshop for SLPs in the schools. University of North Dakota, Fargo, ND.
- Ehren, B. J. (2000, June). *Promoting literacy skills in the schools: Whose job is it?* Workshop for SLPs. Lee County Schools, Ft. Myers, FL.
- Ehren, B. J. (2000, June). *Helping students with reading: A lesson for tutors.* Workshop for literacy tutors. Casey Family Program Meeting, Kansas City, MO.
- Ehren, B.J. (2000, June). *Facilitating reading comprehension in students with language learning disabilities,* Emerson College LLD Institute, Boston, MA.
- Ehren, B. J. (2000, July/ August). *Sharing the responsibility for facilitating language and literacy achievement in middle school students.* Weeklong institute for secondary educators. The Connections Academy, Wenatchee, WA.
- Ehren, B. J., (2000, August). *Managing caseloads to support district literacy goals.* Workshop for SLPs. San Diego Schools, San Diego, CA.
- Ehren, B. J. (2000, September). *Therapy techniques: Language learning strategies focusing on literacy.* Workshop at Speech Pathologists and Audiologists in Louisiana Schools Conference, Alexandria, Louisiana.
- Ehren, B. J. (2000, October). *Roles of the SLP in an ever changing education world.* Workshop at OSSPEAC, Middleburg Heights, OH.
- Ehren, B. J. (2000, October). *Literacy is it my job as an SLP?* Workshop for the Broward School District, Ft. Lauderdale, FL.
- Ehren, B. J. (2000, October). *From curriculum to speech-language therapy: Taking the steps without getting lost.* Workshop for SLPs. Grand Rapids, MI.
- Ehren, B. J. (2000, October). *Managing caseloads to promote student success.* Workshop at the Delaware Speech-Language and Hearing Association, Smyrna, DE.
- Ehren, B. J. (2000, November). *Using curriculum standards to define language therapy and SLP roles in literacy.* Workshop for SLPs. Topeka and Lawrence Public Schools, Lawrence, KS.

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- Ehren, B. J. (2000, December). *Improving reading comprehension through the missing pieces*. Workshop for special educators. PaTTAN, Harrisburg, PA.
- Ehren, B. J. (2000, December). *Literacy and curriculum standards: Implementing effective speech/language therapy practices*. Workshop for SLPs. Santa Clara County Speech-Language-Hearing Association, San Jose, CA.
- Ehren, B. J. (2001, January). *Curriculum-Relevant Therapy for speech-language pathologists: Not mission impossible*. Workshop for SLPs. Los Angeles County Schools, CA.
- Ehren, B. J. (2001, February). *Shared responsibility for the success of diverse learners*. Workshop for special educators. Council for Exceptional Children, Fargo, ND.
- Ehren, B. J. (2001, January). *Shared responsibility for reading proficiency*. Workshop for SLPs and teachers. Grove City, PA.
- Ehren, B. J. (2001, February). *Making the general education curriculum accessible for diverse learners*. Workshop for general and special education teachers. Chicago Public Schools, Chicago, IL.
- Ehren, B.J. (2001, February). *The language basis for reading*, Workshop for teachers and SLPs. Lee County Schools, Fort Meyers FL.
- Ehren, B. J. (2001, February). *Literacy: Is it my job as an SLP?* Workshop for SLPs. Hillsborough Country Schools, FL.
- Ehren, B. J. (2001, March). *Managing caseloads to promote student success*. Workshop for SLPs. School District U-46, Elgin, IL.
- Ehren, B. J. (2001, March). *Speech-language services in the new millennium*. Workshop for SLPs. Association of Baltimore City Speech/Language Pathologists, Timonium, MD.
- Ehren, B. J. (2001, April). *Curriculum roles for the SLP: Hot from the oven!* Workshop at Wisconsin Speech-Language Pathology and Audiology, Madison, WI.
- Ehren, B. J. (2001, April) *Curriculum-relevant therapy for SLP's: All this and literacy, too?* Workshop at Idaho Speech-Language Hearing Association Spring Convention, Pocatello, ID.
- Ehren, B. J. (2001, April). *Language development and beginning literacy instruction for preschool age students*. Workshop for teachers and SLPs. PaTTAN Spring Conference, Harrisburg, PA.
- Ehren, B. J. (2001, April). *Utilizing data to guide reading instruction in elementary schools*. Workshop for teachers. PaTTAN Spring Conference, Harrisburg, PA.
- Ehren, B. J. (2001, April). *Teaching comprehension skills and strategies in the reading process*. Workshop for teachers. PaTTAN Spring Conference, Harrisburg, PA.
- Ehren, B. J. (2001, June). *Shared responsibility for literacy: Collaborative roles for speech-language providers, classroom teachers, and administrators*. Workshop for SLPs and other educators. The New York City Board of Education, St. John's University, NY.
- Ehren, B. J. (2001, June). *A new direction for basic skills: The Strategic Instruction Model (SIM)*. Workshop for special education teachers. Fairfax County Public Schools, Fairfax, VA.
- Ehren, B. J. (2001, July). *Adolescent literacy*. Workshop at American Speech-Language Hearing Association Schools Conference, Boston, MA.
- Ehren, B. J (2001, August). *Literacy-Is it MY job?* Workshop for SLPs. Orange County Public Schools, Orlando, FL.
- Ehren, B. J. (2001, August). *Literacy: Is it MY job as an SLP?* Workshop for SLPs. DeSoto County Schools, Hernando, MS.

- Ehren, B. J. (2001, September). *Adolescent literacy*. Workshop for SLPs. Broward Schools, Ft. Lauderdale, FL.
- Ehren, B. J. (2001, September). *Literacy: Whose job is it?* Workshop for SLPs. Sacramento Area Speech-Language-Hearing Association, Sacramento, CA.
- Ehren, B. J. (2001, October). *Providing in-classroom services, enhancing the curriculum*. Workshop for SLPs. Genesee Valley Speech-Language Association, Rochester, NY.
- Ehren, B. J. (2002, January). *Literacy & curriculum standards: Implementing effective speech/language therapy services*. Workshop for SLPs. San Joaquin County Office of Education, Stockton, CA.
- Ehren, B. J. (2002, January). *Literacy and the SLP*. Workshop for SLPs. Los Angeles Unified School District, Los Angeles, CA.
- Ehren, B. J. (2002, March). *Teaching reading comprehension skills and strategies*. Workshop for teachers. Intermediate Unit 19, PA.
- Ehren, B. J. (2002, March). *Teach a kid to fish?... A lesson in effective literacy intervention for SLP's*. Short course. California Speech-Language-Hearing Association, Sacramento, CA.
- Ehren, B. J. (2002, March). *Comprehension through the missing pieces*. Workshop for teachers. Berks County Intermediate Unit, Reading, PA.
- Ehren, B. J. (2002, April). *Literacy-one more thing for SLP's to do?* Workshop for SLPs. Bethany Public Schools Speech-Language Pathology Conference, Bethany, OK.
- Ehren, B. J. (2002, April). *Unlocking IDEA '97 Dilemmas*. Workshop for teachers. Fairfax County Public Schools, Fairfax, VA.
- Ehren, B. J. (2002, April). *A new direction for basic skills: Strategic Instruction Model (SIM)*. Workshop for teachers. Fairfax County Public Schools, Fairfax, VA.
- Ehren, B. J. (2002, May). *Collaborating with teachers to implement literacy-related roles*. Workshop for SLPs. Virginia Beach Schools, Virginia Beach, VA.
- Ehren, B. J. (2002, June). *Principals and reading achievement: Making a difference for all students*. Workshop for secondary educators. West Virginia State Board of Education, Charleston, WV.
- Ehren, B. J. (2002, June). *Collaborating to promote literacy*. Two-day course for SLPs. Summer Institute in Communication Disorders, Georgia State University, Atlanta, GA.
- Ehren, B. J. (2002, July). *Teaching reading to middle school students with disabilities*. Two-day workshop for special education teachers. Palm Beach District Schools, Palm Beach, FL.
- Ehren, B. J. (2002, September). *SLP's making a difference in the academic success of children and adolescents*. Workshop for SLPs. COPSSED- Region 1, Roscommon, MI.
- Ehren, B. J. (2002, September). *Collaborating with teachers to implement literacy-related role*. Workshop for SLPs and teachers. Schaumburg School District #54, Schaumburg, IL.
- Ehren, B. J. (2002, October). *Literacy- Is it my job as an SLP?* Workshop at Long Island Speech-Language-Hearing Association Annual Fall Conference, Huntington, NY.
- Ehren, B. J. (2002, November). *Teaching students to be strategic readers: Everybody's job*. Workshop for teachers. Intermediate Unit 19, PA.
- Ehren, B. J. (2002, December). *SLP's and literacy: Using English/language arts curricula to frame assessment and intervention*. Two-day workshop for SLPs. Lincoln Way Special Education Regional Resource Center, Canton, OH.
- Ehren, B. J. (2003, January). *Using the district adopted reading series as a framework for providing curriculum relevant therapy*. Workshop for SLPs. Palm Beach District Schools, West Palm Beach, FL.

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- Ehren, B. J. (2003, January). *Linking language and reading*. Workshop for reading specialists. School Board of Broward County, Fort Lauderdale, FL.
- Ehren, B. J. (2003, January). *Literacy - Is it my job as an SLP?* Workshop for SLPs. The School Board of Miami Dade County, Miami FL.
- Ehren, B. J. (2003, January). *Promoting adolescent literacy for all with the Strategic Instruction Model*. Workshop for teachers. ASPIIRE & ILIAD IDEA National Resource Cadre Winter Institute, Vienna, VA.
- Ehren, B. J. (2003, January). *Making a difference in the academic success of older students*. Workshop for SLPs. Clark County Schools, Las Vegas, NV.
- Ehren, B. J. (2003, January) *SLP's and shared responsibility for literacy*. Two-day workshop for SLPs. Northwest Georgia Consortium, Atlanta, GA.
- Ehren, B. J. (2003, February). *Teach a kid to fish... A lesson in effective curriculum-relevant intervention for SLPs*. Workshop for SLPs. Macomb Intermediate School District, Clinton Township, MI.
- Ehren, B. J. (2003, March). *Emergent literacy with pre-schoolers: What the SLP should do*. Brevard County Schools, Viera, FL.
- Ehren, B. J. (2003, March). *The development of literacy and the roles of the SLP*. Workshop for SLPs. Riverview Intermediate Unit, Clarion, PA.
- Ehren, B. J. (2003, March). *Collaborating to promote content literacy in adolescents (Part 1)* Workshop for teachers. New Mexico Spring Juvenile Justice Education Conference, Albuquerque, NM.
- Ehren, B. J. (2003, June). *Collaborating to promote literacy in struggling readers*. Workshop for SLPs and teachers. School District 54, Schaumburg, IL.
- Ehren, B. J. (2003, August). *Shared responsibility for the struggling reader*. Workshop for teachers. New Mexico Juvenile Justice Education Conference, Albuquerque, NM.
- Ehren, B. J. (2003, September). *Designing & implementing effective speech-language services*. Workshops for SLPs. Macomb Intermediate School District, Clinton Township, MI.
- Ehren, B. J. (2003, October). *Designing and implementing effective secondary speech-language services*. Workshops for SLPs. Orange County Schools, Orlando, FL.
- Ehren, B. J. (2003, October). *Collaborating to promote content literacy in adolescents (Part 2)*. Workshop for teachers. New Mexico Juvenile Justice Education Conference, Albuquerque, NM.
- Ehren, B. J. (2003, November). *Too much to do and literacy too? Practical solutions for SLPs thinking about reading and writing*. Workshop for SLPs. Georgia Speech-Language-Hearing Association, Atlanta, GA.
- Ehren, B. J. (2003, January). *Unique contributions of SLPs to the academic success of secondary students with language disorders*. Workshop for SLPs. Orange County Schools, Orlando, FL.
- Ehren, B. J. (2003, January). *Partners in implementing academic content standards: SLPs and teachers*. Workshop for teachers and SLPs. LNOCA, Cuyahoga, IL
- Ehren, B. J. (2003, January). *Facilitating curriculum-relevant therapy with colleagues*. Workshop for SLP leaders. Clark County Schools, Las Vegas, NV.
- Ehren, B. J. (2003, January). *What is the unique contribution of SLPs to mastery of curriculum and literacy?* Workshop for SLPs. Clark County Schools, Las Vegas, NV.

- Ehren, B. J. (2003, January). *Teach a kid to fish...:SLPs and teachers working together to promote strategic learning for older students.* Workshop for SLPs. Northwest Georgia RESA, Rome, GA.
- Ehren, B. J. (2003, January). *Collaborative vocabulary instruction for secondary readers.* Workshop for SLPs and teachers. Broward County Schools, Ft. Lauderdale, FL.
- Ehren, B. J. (2003, February). *Promoting literacy in the schools: Whose job is it?* Workshop for SLPs. Lawton Public Schools, Lawton, OK.
- Ehren, B. J. (2003, February). *Collaborating with teachers for student success.* Workshop for SLPs. South Carolina Speech Language Hearing Association, Hilton Head, SC.
- Ehren, B. J. (2003, February). *Assessing and writing IEP goals for standard-based speech language therapy.* Workshop for SLPs. Hamilton County Educational Service Center, Cincinnati, OH.
- Ehren, B. J. (2003, February). *SLPs and adolescents: Facilitating positive literacy outcomes.* Workshop for SLPs. Best Practices in Speech and Language Pathology Conference, Atlanta, GA.
- Ehren, B. J. (2003, March). *Pinning down the language underpinnings of curriculum.* Short course at California Speech-Language-Hearing Association, Long Beach, CA.
- Ehren, B. J. (2003, March). *Defining the SLPs contribution in collaboration.* Short course at California Speech-Language-Hearing Association, Long Beach, CA.
- Ehren, B. J. (2003, March). *Teach a kid to fish...: SLPs promoting strategic language learning for older students.* Workshop for SLPs. Florida Department of Education, Orlando, FL.
- Ehren, B. J. (2003, March). *Literacy is it my job as an SLP?* Workshop for SLPs. Annual Conference of the Virginia Speech-Language-Hearing Association, Richmond, VA.
- Ehren, B. J. (2003, December). *The language basis of reading.* Workshop for principals. Department of Defense Education Activity, Peachtree City, GA.
- Ehren, B. J. (2004, April). *They grow up: the SLP and adolescent literacy.* Workshop at Maine Speech-Language Association Spring Conference, Bangor, ME.
- Ehren, B. J. (2004, June). *Special School District literacy leadership institute.* Three-day institute for literacy leaders, St. Louis, MO.
- Ehren, B. J. (2004, June). *Teach a kid to fish...: A lesson in effective curriculum-relevant intervention for SLPs.* Workshop for SLPs. NC SLP Summer Institute, Greensboro, NC.
- Ehren, B. J. (2004, August). *Reading for students with disabilities.* Workshop for teachers. School Board of Broward County, Ft. Lauderdale, FL.
- Ehren, B. J. (2004, October). *Leading literacy initiatives for students with special needs.* Workshop for special education administrators. Virginia Council of Administrators of Special Education Fall Conference, Fairfax, VA.
- Ehren, B. J. (2004, October). *The language underpinnings of academic content standards: Keys to student learning.* Workshop for SLPs. North Central Ohio Special Education Regional Resource Center, Mansfield, OH.
- Ehren, B. J. (2004, October). *Strategic teaching with struggling learners.* Tele-workshop for SLPs and other educators. Nova Scotia Speech-Language Conference, Halifax, Canada.
- Ehren, B. J. (2004, November). *SLPs in the classroom-Where the action is!* Workshop for SLPs. Ohio School Speech-Language Pathology & Educational Audiology Coalition, Huron, OH.
- Ehren, B. J. (2004, November). *Building partnerships for literacy.* Workshop for educators. North Carolina Exceptional Children Conference, Greensboro, NC.

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- Ehren, B. J. (2005, January). *Pinning down the language underpinnings of curriculum: Defining the SLPs role in academic achievement*. Workshop for SLPs. Mid-Eastern Ohio Special Education Regional Resource Center, Cuyahoga Falls, OH.
- Ehren, B. J. (2005, January). *Partnerships for promoting academic achievement for struggling learners*. Workshop for SLPs and teachers. Macomb Intermediate School District, Clinton Township, MI.
- Ehren, B. J. (2005, January). *SLPs and adolescents: Facilitating positive literacy outcomes*. Workshop for SLPs. Holland Public Schools, Holland, MI.
- Ehren, B. J. (2005, February). *Moving forward in leading literacy*. Two-day workshop for literacy leaders. Special School District Literacy Institute, St. Louis MO.
- Ehren, B. J. (2005, March). *Shared responsibility for literacy: Unique contributions of the SLP and teachers*. Workshop for SLPs Cincinnati Public Schools, Cincinnati, OH.
- Ehren, B., J., (2005, October). *SLPs' unique contribution to academic achievement in partnership with teachers*. Short course at Oregon Speech Language Hearing Association, Portland, OR.
- Ehren, B. J. (2005, March). *The pragmatics of collaboration: What you didn't learn in school*. Workshop for SLPs. Michigan Speech Language Hearing Association, Detroit, MI.
- Ehren, B. J. (2005, March). *The how to's of Curriculum Relevant Therapy*. Workshop for SLPs. Michigan Speech Language Hearing Association, Detroit, MI.
- Ehren, B. J. (2005, March). *Making a unique contribution to literacy as an SLP*. Workshop for SLPs. Michigan Speech Language Hearing Association, Detroit, MI.
- Ehren, B. J. (2005, April). *They grow up: The SLP and adolescent literacy*. Workshop at Mississippi Speech Language Hearing Association, Jackson, MS.
- Ehren, B. J. (2005, April). *Responsiveness to Intervention and the SLP*. Workshop for SLPs. Cooperative Association for Special Education, Glen Ellyn, IL.
- Ehren, B. J. (2005, April). *Practical data collection for SLPs*. Workshop for SLPs. Cooperative Association for Special Education, Glen Ellyn, IL.
- Ehren, B. J. (2005, April). *Connecting therapy to academics*. Workshop for SLPs. Treasure Coast Consortium of Public School Speech- Language Pathologists Annual Conference, Ft. Pierce, FL.
- Ehren, B. J. (2005, April). *Proven practices to help struggling readers in secondary schools*. Workshop for educators. Raising Achievement Closing Gaps Conference IX, Raleigh, NC.
- Ehren, B. J. (2005, May). *Making a REAL difference for older students with language disorders*. Workshop for SLPs. Connecticut Speech-Language-Hearing Association Spring Conference, New Britain, CT.
- Ehren, B. J. (2005, October). *The pragmatics of collaboration*. Workshop for SLPs. Oakland Schools, Oakland, MI.
- Ehren, B. J. (2005, October). *The how-to's of Curriculum Relevant Therapy*. Workshops for SLPs. Oakland Schools, Oakland, MI.
- Ehren, B. J. (2005, October). *SLPs' unique contribution to academic achievement in partnership with teachers*, Workshop at Oregon Speech-Language & Hearing Association, Salem, OR.
- Ehren, B.J. (2005, December). *Language intervention for older students that makes a REAL difference*. Workshop for SLPs. Volusia County Schools-Special Needs Services, Deland, FL.

- Ehren, B.J. (2005, December). *Adolescent language intervention: Making appropriate decisions*. Workshop for SLPs. Region 10 Educational Service Center. Richardson, TX.
- Ehren, B. J. (2006, January). *Literacy-SLP's unique contributions*. Workshop for SLPs. San Mateo Speech-language-Hearing Association, San Mateo, CA.
- Ehren, B. J. (2006, February). *Treating adolescents with language disorders through evidence-based practice*, Workshop for SLPs. Region 4 Education Service Center, Houston, TX.
- Ehren, B. J. (2006, February). *Responsiveness to Intervention: What is it? Why should SLPs in schools know about it?* Workshop for SLPs. Cuyahoga Special Education Center, Valley View, OH.
- Ehren, B. J. (2006, February). *SLP's getting into the literacy game: Language therapy across listening, speaking, reading and writing*. Workshop for SLPs. Special School District of St. Louis County, St. Louis, MO.
- Ehren, B. J. (2006, March). *The unique contributions of the SLP in literacy intervention*. Workshop for SLPs Maryland Speech-Language-Hearing Association Annual Convention, Fredrick, MD.
- Ehren, B. J. (2006, March). *Helping students with language impairment process text: an important literacy mission for SLPs*. Workshop for SLPs. California Speech-Language-Hearing Association Annual State Convention, San Francisco, CA.
- Ehren, B. J. (2006, May). *Language intervention with adolescents that makes a REAL Difference*. Workshop for SLPs. New Jersey Speech-Language-Hearing Association Annual Convention, Atlantic City, NJ.
- Ehren, B. J. (2006, May). *Responsiveness to Intervention: What is it? Why should SLPs know about it?* Workshop for SLPs. New Jersey Speech-Language-Hearing Association Annual Convention, Atlantic City, NJ.
- Ehren, B. J. (2006, June). *Teach a kid to fish...Working with reading comprehension strategies*. Summer course, SLP 869: Topics in Speech Language Pathology, Ft. Hays University, Hays, KS.
- Ehren, B. J. (2006, July). *Best practices: Literacy strategies for adolescents*. Two-day workshop. Bresnahan-Halstead-Kephart Special Education Symposia, Vail, CO.
- Ehren, B. J. (2006, September). *Shared responsibility for strategic reading: Creating partnerships among SLPs, teachers and other service providers*. The University of Mississippi Fall Institute, Oxford, MS.
- Ehren, B. J. (2006, September). *Teaching students with language- learning disorders to fish...working with text structure strategies*. Workshop for Speech-Language Pathologists & Audiologists in Louisiana Schools, Baton Rouge, LA.
- Ehren, B. J. (2006, September). *Working with teachers to support reading comprehension: What it looks like*. Workshop for SLPs. Anchorage School District, Anchorage, AK.
- Ehren, B. J. (2006 September). *SLPs in the classroom-Where the action is!* Workshop for SLPs. Ascension Parish School, Gonzales, LA.
- Ehren, B. J. (2006, October). *Curriculum Relevant Therapy: Language and literacy*. Workshop for SLPs. Region 10 SERC, San Bernadino, CA.
- Ehren, B. J. (2006, October). *SLPs getting to the core of curriculum: Working with Teachers to Enhance Academic Success*. Workshop for SLPs Wayne County Speech Language Association, Livonia, MI.
- Ehren, B. J. (2006, November). *Language – A key to adolescent literacy*. Workshop for SLPs, teachers, and administrators, Region 10 Resource Center, Dallas, TX.

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- Ehren, B. J. (2006, December). *The language/literacy connection in inferencing: Helping older students read between the lines*. Workshop for SLPs, Grant Wood AEA, Cedar Rapids, IA.
- Ehren, B. J. (2007, January). *Curriculum-Relevant Therapy with adolescents that makes a REAL difference in academic learning*. Workshop for SLPs, New York City Board of Education, New York, NY.
- Ehren, B. J. (2007, January). *Looking through the language lens at school-wide literacy*. Workshop for SLPs, British Columbia Speech Language Group, Surrey, BC.
- Ehren, B. J. (2007, February). *Speech therapists and teachers: Partners in student success –Special schools*. Workshop for SLPs, Hong Kong Government, Speech Therapy Division, Hong Kong, China.
- Ehren, B. J. (2007, March). *Speech therapists and teachers: Partners in student success –Primary schools*. Workshop for SLPs, Hong Kong Government, Speech Therapy Division, Hong Kong, China.
- Ehren, B. J. (2007, March). *Strategic language/literacy instruction for secondary with specific language impairments and learning difficulties-Secondary teachers and speech therapists*. Workshop for SLPs and teachers. Hong Kong Government, Speech Therapy Division, Hong Kong, China.
- Ehren, B. J. (2007, March). *Working with teachers to support reading comprehension: What it looks like*. Workshop for SLPs and teachers. Seacoast Conferences. Nadick, MA.
- Ehren, B. J. (2007, April). *Strategic teaching for struggling learners*. Course for SLPs, Canadian Association of Speech-Language Pathologists and Audiologists Conference. Moncton, NB.
- Ehren, B. J. (2007, April). *Responsiveness to Intervention: Unique contributions of SLPs*. Workshop for SLPs, Calvin College. Grand Rapids, MI.
- Ehren, B. J. (2007, June). *Speech-language pathologists as tutors in curriculum – NOT*. Workshop for SLPs, Annual HEOSP Professional Development Day Conference, New York, NY.
- Ehren, B. J. (2007, July). *Looking through the language lens at adolescent literacy*. Workshop for administrators, teachers and SLPs, Virginia Literacy Conference Vision to Practice: Literacy Beyond the Early Years, Richmond, VA.
- Ehren, B. J. (2007, October). *Learning strategy development for junior/intermediate students*. Workshop for teachers and SLPs in Dufferin-Peel Catholic School District Board, Mississauga, Ontario, CA.
- Ehren, B. J. (2007, October). *Speech-language pathologists and teachers: Partners in helping struggling learners*. Workshop for teachers and SLPs in Peel School District Board. Mississauga, Ontario, CA.
- Ehren, B. J. (2007, June). *Speech-language pathologists as tutors in curriculum – NOT*. Workshop for SLPs. Annual HEOSP Professional Development Day Conference. New York, NY.
- Ehren, B. J. (2007, July). *Looking through the language lens at adolescent literacy*. Workshop for administrators, teachers and SLPs. Virginia Literacy Conference Vision to Practice: Literacy Beyond the Early Years. Richmond, VA.
- Ehren, B. J. (2007, September). *Promoting literacy through collaboration*. Workshop for SLPs. Nazareth College Annual Conference. Rochester, NY.

- Ehren, B. J. (2007, November). *Get REAL with older students: Providing language services that make a difference*. Two-day workshop for Region XIII Education Service Center, Austin, TX.
- Ehren, B. J. (2007, October). *Learning strategy development for junior/intermediate students*. Workshop for teachers and SLPs in Dufferin-Peel Catholic School District Board. Mississauga, Ontario, CA.
- Ehren, B. J. (2007, October). *Speech-language pathologists and teachers: Partners in helping struggling learners*. Workshop for teachers and SLPs in Peel School District Board. Mississauga, Ontario, CA.
- Ehren, B. J. (2007, December). *Teaching strategies to older Students: A method that we know works*. Short course for Ohio School Speech-language Pathologists and Educational Audiologists Council (OSSPEAC). Akron, OH.
- Ehren, B. J. (2008, February). *Really terrific ideas for RTI*. Workshop for speech-language pathologist. Wisconsin Speech-Language Hearing Association, Madison, WI.
- Ehren, B. J. (2008, April). *Responsiveness to Intervention and SLPs: Reinventing who we are*. Workshop for speech-language pathologists. National Student Speech Language Hearing Association Conference, West Chester University, West Chester, PA.
- Ehren, B. J. (2008, June). *RTI: Changing roles, workload and leadership: Putting the pieces together*. Workshop for speech-language pathologists. Ohio School Speech Pathology and Educational Audiology Coalition, Cleveland, OH.
- Ehren, B. J. (2008, June). *RTI leadership*. Workshop for SLP leaders. Ohio School Speech Pathology and Educational Audiology Coalition, Cleveland, OH.
- Ehren, B. J. (2008, August). *Responsiveness to Intervention and SLPs: What and how?* Workshop for speech-language pathologists. Pinellas County Schools, Clearwater, FL.
- Ehren, B. J. (2009, October). *Beyond Wh questions: SLPs working with higher level text comprehension*. Two-day workshop for the Overseas Association of Communication Sciences. Ramstein, Germany.
- Ehren, B. J. (2009, May). *Speech-language pathologists and teachers: Partners in literacy*. Workshop for the English Montreal School Board, Montreal, Quebec.
- Ehren, B. J. (2009, February). *Response to Intervention and SLPs: What's the scoop?* Kentucky Speech-Language-Hearing Association, Louisville, KY.
- Ehren, B. J. (2009, February). *Collaborating around literacy proficiency for older students*. Kentucky Speech-Language-Hearing Association, Louisville, KY.
- Ehren, B. J. (2009, March). *Increasing the odds that therapy will work*. Keynote. Indiana Speech-Language Hearing Association Convention, Indianapolis, IN.
- Ehren, B. J. (2009, March). *Workload and RTI: Creating a new plate*. Indiana Speech-Language Hearing Association Convention, Indianapolis, IN.
- Ehren, B. J. (2009, March). *What is RTI and why should SLPs be involved in it?* Indiana Speech-Language Hearing Association Convention, Indianapolis, IN.
- Ehren, B. J. (2009, March). *Response to Intervention and SLPs: How and why should they be involved?* Workshop. Louisiana Department of Education, Baton Rouge, LA.
- Ehren, B. J. (2009, March). *Moving forward with SLP involvement with RTI*. Workshop. Louisiana Department of Education, Baton Rouge, LA.
- Ehren, B. J. (2009, April). *Speech language pathologists supporting classroom curriculum (or How not to be a tutor)*. United Federation of Teachers, New York, NY.

Barbara J.

- Ehren, B. J. (2009, September). *Sharing the responsibility for literacy: SLP roles in Response to Intervention*. Massachusetts Speech-Language Hearing Association, Boston, MA.
- Ehren, B. J. (2009, October). *Connecting therapy to curriculum: Sharing responsibility for student success*. Workshop. Lakemont Board of Education, Lakemont, NJ.
- Ehren, B. J. (2009, November). *Redefining roles for SLPs: No more on the plate, a different plate*. Workshop. Chester County Intermediate Unit, Chester, PA.
- Ehren, B. J. (2010, February). *Sharing the responsibility for literacy: SLP roles in Response to Intervention*. Brevard County Schools, Viera, FL.
- Ehren, B. J. (2010, April). *Service delivery models for speech language pathology: Creating student success*. Educational Service Center, Region XI, Ft. Worth, TX.
- Ehren, B. J. (2010, April). *Response to Intervention and SLPs: How and why should they be involved?* (Statewide series in two locations). Louisiana Department of Education, Baton Rouge, LA.
- Ehren, B. J. (2010, June). *Trends and techniques in adolescent literacy and language*. The Virginia Content Literacy Continuum Leadership Academy, Harrisonburg, VA.
- Ehren, B. J. (2010, June). *SLPs providing value-added to schoolwide literacy*. The Virginia Content Literacy Continuum Leadership Academy, Harrisonburg, VA.
- Ehren, B. J. (2010, September). *It's all about language: Unique and collective contributions of teachers and SLPs to academic success*. Vanderbilt University Conference, Nashville, TN.
- Ehren, B. J. (2010, October). *Adolescents struggling with literacy and language: Models for serving their needs in the schools*. Ruth Symposium Preconference Institute. James Madison University, Harrisonburg, VA.
- Ehren, B. J. (2011, February). *Digging deeper into SLPs' unique contributions to CLC*. Workshop for VADOE, Richmond, VA.
- Ehren, B. J. (2011, February). *You have heard about RtI. Now what do you do?* Working with the Experts Institute. FLDOE, Hutchinson Island, FL.
- Ehren, B. J. (2011, June). *You have heard about RtI. Now what do you do?* Working with the Experts Institute, FLDOE, Tampa, FL.
- Ehren, B. J. (2011, June). *RTI and CLC*. Virginia CLC Leadership Academy, Harrisonburg, VA.
- Ehren, B. J. (2011, June). *Speech-language pathology leadership academy wanted: Louisiana SLPs to provide leadership in school services*. Louisiana Department of Education, Baton Rouge, LA.
- Ehren, B. J. (2011, August). *SLPs leading quality speech-language services in Hawaii. Part 1*. Hawaii Department of Education, Honolulu, HI.
- Ehren, B. J. (2011, August). *The language basis of literacy*. Two-day workshop and follow up series. The Advancing Adolescent Reading Initiative, Alberta, Canada.
- Ehren, B. J. (2012, February). Series of presentations for the Florida Speech-Language Pathology School Leadership Network, Orlando, FL.
- Ehren, B. J. (2012, March). *SLPs leading quality speech-language services in Hawaii. Part 2*. Workshop for SLPs. Hawaii Department of Education, Honolulu, HI.
- Ehren, B. J. (2012, March). *Supporting curriculum access of students with disabilities*. Workshop for special educators in Maui District. Hawaii Department of Education, Maui, HI.

- Ehren, B. J. (2012, March). *SLPs: Valuable contributors to RTI implementation*. Workshop for SLPs. Manatee County School District, Bradenton, FL.
- Ehren, B. J. (2012, April). *Data-driven decision-making*. Two-day workshop and follow up series for secondary educators. The Advancing Adolescent Reading Initiative, Alberta, Canada.
- Ehren, B. J. (2012, October). *SLPs and RTI: Seizing opportunities to assume important roles in schools*. Workshop for SLPs. Kean University, Newark, NJ.
- Ehren, B. J. (2012, October). *Looking at the language underpinnings of curriculum and determining appropriate interventions*. Workshop for SLPs. School District 54, Schaumburg, IL.
- Ehren, B. J. (2012, October). *Helping adolescents meet the language demands of disciplinary literacy*. Workshop for SLPs. Orange County Schools, Orlando, FL.
- Ehren, B. J. (2013, January). *Symposium on secondary school speech-language services*. Organized for visitors from the Hong Kong Bureau of Speech Therapy, Orlando, FL.
- Ehren, B. J. (2013, February). *Working with the Common Core State Standards to set language goals and objectives*. Workshop for SLPs. Nashville Schools, Nashville, TN.
- Ehren, B. J. (2013, June). *Helping adolescents meet the language demands of disciplinary literacy*. Workshop for SLPs. Utah State University CE Workshop, Logan, UT.
- Ehren, B. J. (2013, November). *Helping older students meet Common Core State Standards: Important work for SLPs*. Workshop for SLPs. Corona-Norco School District, Corona, CA.
- Ehren, B. J. (2013, November). *Working with the Common Core State Standards to plan language intervention*. Workshop for SLPs. School District 54, Schaumburg, IL.
- Ehren, B. J. (2014, December). *How to work with teachers to support adolescents struggling with literacy*. A two workshop series. New York City Schools.
- Ehren, B. J. (2015, February). *Adolescent language, literacy, SLPs and tiered services in schools*. Workshop for graduate students and practicing school SLPs, James Madison University, Harrisonburg, VA.
- Ehren, B. J. (2015, May). *Response to Intervention: New opportunities for speech-language pathologists & classroom teachers to work together*. Workshop for SLPs and classroom teachers, Red Deer, AB, CA.
- Ehren, B. J. (2015, May). *Adolescent literacy in content areas in an inclusive learning environment*. Workshop for secondary teachers and administrators, Lethbridge, AB, CA
- Ehren, B. J. (2015, May). *Adolescent literacy in an inclusive learning environment*. Workshop for secondary teachers and administrators, Edmonton, AB, CA
- Ehren, B. J. & Ehren, T. (1991, May). *Shared responsibility: Collaboration and generalization with communicatively impaired children*. Two-day workshop series for SLPs and teachers. St. Charles Parish Public Schools, Luling, LA.
- Ehren, B. J., Ehren, T. C. (2006, June). *What administrators need to know about Responsiveness to Intervention and the SLP*. Workshop for SLPs for the Colorado State Department of Education, Breckenridge, CO.
- Ehren, B. J., Ehren, T. C. (2006, June). *Responsiveness to Intervention and the SLP*. Two-day workshop for SLPs for Colorado State Department of Education, Breckenridge, CO.
- Ehren, B.J., Ehren, T.C. (2007, June). *The language connection: Collaborative efforts towards accessible curriculum*. Grant Wood Area Education Agency, Cedar Rapids, IA.

Barbara J.

- Ehren, B.J., Ehren, T.C. (2007, June). *The Language connection: Collaborative efforts towards accessible curriculum*. Workshop for SLPs and special education teachers. Grant Wood Area Education Agency, Cedar Rapids, IA.
- Ehren, B. J. & Ehren, T. C. (2007, December). *Really Terrific Ideas for RTI*. Short course for Ohio School Speech-language Pathologists and Educational Audiologists Council (OSSPEAC). Akron, OH.
- Ehren, B. J. & Ehren, T. C. (2010, March). *A new world of speech-language pathology in schools*. Workshop for SLPs. Broward County Schools, Ft. Lauderdale, FL.
- Ehren, B. J. & Ehren, T. C. (2010, June). *A new world of speech-language pathology in schools: Contributing significantly to RTI*. Workshop for SLPs. Palm Beach County Schools, Lantana, FL.
- Ehren, B. J., Estomin, E & Rudebusch, J. (2009, July). *Workload practicum*. Workshop for SLPs at the American Speech-Language-Hearing Association Schools Conference, Kansas City, MO.
- Ehren, B. J. & Freishman, N. (2011, June). *Strategic Instruction Model Preservice Professional Development Leader Institute*. University of Kansas Center for Research on Learning, Lawrence, KS.
- Ehren, B. J. & Graner, P. (2001, October). *The Strategic Instruction Model (SIM), strategic content literacy initiative*, PaTTAN Fall Roundtable, Harrisburg, PA.
- Ehren, B. J. & Graner P. G. & Lenz, B. K. (2002, August). *Strategic Instruction Model, learning strategies potential professional developer institute*. A weeklong institute to prepare teachers to become professional developers in the Strategic Instruction Model, Wenatchee, WA.
- Ehren, B. J. & Graner, P. (2003, September). *The Strategic Instruction Model*. Workshop for secondary educators. Conference for Excellence in Teaching Students With Learning Disabilities, Eastern Carolina University, Greenville, NC.
- Ehren, B. J., Graner, P. (2004, October) *Strategic reading intervention with SIM: A component of the Strategic Instruction Model from KU-Center For Research on Learning*. Workshop for the Council for Learning Disabilities, Las Vegas, NV.
- Ehren, B. J. & Jackson, J. (1997). *In-classroom direct services*. Workshop series for SLPs. Broward County Schools, Ft. Lauderdale, FL.
- Ehren, B.J. & Jackson, J. M. (1999, October). *What does literacy have to do with speech-language pathologist?* Workshop for SLPs. Collier County Schools, Naples, FL.
- Ehren, B.J. & Jackson, J. M. (2000, March). *The role of the SLP in literacy acquisition*, Workshop for SLPs. Collier County Schools, Naples, FL.
- Ehren, T. C. & Ehren B. J. (2007, June). *The language connection: Collaborative efforts toward accessible curriculum*, Two-day institute for SLPs, Grant Wood AEA Summer Institute, Cedar Rapids, IA.
- Graner, P. G. & Ehren, B. J. (2005, June) *Strategic Instruction Model, Learning Strategies potential professional developer institute*. A weeklong institute to prepare teachers to become professional developers in the Strategic Instruction Model, Lawrence, KS.
- International Reading Association Commission on RTI (2009, February) (contributor). *Response to Intervention (RtI): Research, possibilities and practicalities*. IRA Preconvention Institute, Phoenix, AZ.
- Lefsky, E. & Ehren, B.J. (2011, May). *Screening and diagnostic assessment in secondary schools*. International Reading Association Pre Convention Institute, Orlando, FL.

- Lefsky, E. & Ehren, B.J. (2011, May) *Benchmarking assessment in secondary schools*. International Reading Association Pre Convention Institute, Orlando, FL.
- Mellard, D., Deshler, D., Ehren, B., & Johnson, E. (2008, July). *Applying an RTI framework to adolescent-age students*. University of Kansas Center for Research on Learning Institute. Kansas City, MO.

Task Forces /Teams

- Broward County Schools Learning Strategies Task Force, Ft. Lauderdale, FL, 1986.
- Broward County Schools and Palm Beach County Schools Joint Task Force on Language Learning Disabilities, 1982-1988.
- Early Reading First Grant Review Team, 2003
- Florida Bureau of Education for Exceptional Students:
- Consortium of Educators in Learning Disabilities; Member, 1974-1975.
 - State Task Force on Identification of Children with Learning Disabilities; Chair, 1975
 - Special Study Institute for Meeting the Needs of Students with Language Disabilities; Keynote speaker and participant, 1976.
 - Steering Committee on Language Disorder; Member, 1976-1982.
 - Special Study Institute on Collaboration among Districts and Universities in Preparation of SLD Teachers; Chair of session, 1981.
 - Task Force on Secondary Language Impaired students; Member, 1980-1984.
 - Task Force on Language/Learning Disabilities; Member, 1982-1985.
 - SLD Eligibility Revision Committee; Member, 1987.
 - SLI Resource Manual Writing Team; Member, 1988-1989.
 - SLI State Steering Committee; Member, 2009-2011.
- HEW, Allied Health, Bureau of Health Manpower, Washington, D.C., Grant review teams, August, 1978 and March, 1979.
- Language Disorder Program Evaluation Team, Palm Beach County Schools, 1979.
- National Adolescent Literacy Coalition, 2005-2007.
- National Joint Committee on Learning Disabilities,; representative for the Division for Children with Communication Disorders, Council for Exceptional Children. 1988-1991.
- National Institute of Health Adolescent Literacy Research Agenda Group, 2002.
- NCATE Evaluation Team, University of North Florida, 1976.
- National Science Foundation Grant Review Team
- SACS Evaluation Team, Boca Raton Community High School, 1977.
- SACS Evaluation Team, Pahokee Junior/Senior High School, 1977.
- SACS Evaluation Team, Sunset School, 2001.
- University of Kansas/Florida Atlantic University Task Force on Language and Learning Strategies, Co-chair, 1988.

Professional Advisory Boards

- Association for Children with Learning Disabilities, Broward County Chapter, 1976-1978.
- Banyan School, 1980-1984.
- Florida Diagnostic and learning Resource System MEDIA, 1974-1988.
- Florida Diagnostic and learning Resource System ALPHA, 1977-1988.
- Florida Strategic Instruction Model Advisory Group, 2004-present.

Barbara J.

- Project Central – served on the Strategic Instruction Model Advisory Committee.
- Project Central – led the Content Literacy Continuum FL Leadership Cadre
- Project Central – mentored Orange County professional developers in the design of a secondary version of the Language-Reading Connection professional development.
- Gables Academy, Preschool Learning Disabilities program, 1973-1974.
- Harcourt Brace Assessment, 2005-2007
- National Center for Learning Disabilities, RTI Action Network Advisory Board, 2007-present. Project PEEP (Parent Education for Exceptional Students Program, Orange County, FL. 1979-1980.
- SMARTER Balance National Advisory Board, 2013-present.

Consultantships

American Journal of Speech-Language Pathology, Editorial consultant, 1991-1994.

Alameda Unified School District, Alameda, CA. Professional development/technical assistance for administrators on adolescent literacy, 2002; Design of a Five Year Plan to Implement the Content Literacy Continuum Incorporating Elements of the Research-Validated Strategies Instruction, 2003.

Brevard County Schools, FL. Evaluation of classes for the severely language disordered, 1983-1984; 1986-1987.

Broward County Schools, FL. Design of District Procedures in Exceptional Student Education, 1981-1982.

Broward County Schools, FL. Evaluation of classes for the severely language disordered, 1983-1984; 1986-1987.

Broward County Schools, FL. Restructuring of the Language Learning Disabilities Program , 1986-1988.

Broward County Schools, FL. Design and implementation of the Adolescent Language Program, ,1987-1988.

Broward County Schools - Consultant in program evaluation, Dropout Prevention and Program Improvement Program, 1987-1989.

Challenges in Language and Literacy, Guilford Publications, Series Editor, 2001-2004.

Clarksville- Montgomery Schools, Clarksville, TN. Facilitating the development of an adolescent literacy initiative for students with disabilities, 2004-2007.

Communication Disorders Quarterly, Editorial consultant, 1999- present.

Consultant to the Virginia State Professional Development Grant for schoolwide literacy in middle and high school ,2007-present.

Eckerd Youth Development Center - Consultant in program design for juvenile offenders and author of *Special Programs and Procedures*, 1986-1987.

Easter Seal Rehabilitation Center, Ft. Lauderdale, FL. Design of a learning disabilities clinic in collaboration with the speech-language disorders clinic, 1982-1983.

Excalibur Child Development Center, Ft. Lauderdale, FL. Language curriculum consultant, 1973.

Florida Legislature and Commissioner Castor, Consultant on dropout identification, 1986-1989.

Hawaii Department of Education, Consultant on creating a state leadership network for school speech-language pathologists, 2010-present.

Journal of Speech, Language, and Hearing Research. reviewer, 2009

Journal of Learning Disabilities, reviewer, 2010.
Kiwanis, Focus on Communication disorders, 1981.
Language Speech and Hearing Services in the Schools, Editorial consultant, 1991-present.
Louisiana State Department of Education, Consultant in developing a statewide strategic literacy initiative, 2006-2007.
Louisiana State Department of Education, Consultant in developing a statewide leadership initiative for school speech-language pathologists, 2009-2011.
National Joint Committee on Learning Disabilities; representative for the Division for Children with Communication Disorders, Council for Exceptional Children, 1988-1991.
New Mexico Juvenile Justice System. Consultant in the development of a literacy initiative, 2003-2005.
North Dade Children's Center, Miami, FL. Organization and direction of a communication skills development for trainable and profoundly mentally handicapped individuals, 1973-1974.
Orange County Schools, FL. Consultant in the restructuring of secondary speech-language services, 2003-2005.
Palm Beach County Schools, FL. Restructuring of the Language Learning Disabilities Program, 1986-1988.
Palm Beach County Schools, FL. Design and implementation of the Adolescent Language Program, 1987-1988.
Perspectives on Language Learning and Education, Guest Editor, 2002, Volume 9, Number 3.
Pinellas County Schools, FL. Design of programs for students with language learning disabilities, 1983-1984.
Polk County Schools, FL. Design of the following: School-based management or speech-language clinicians, Beginning Teacher Program for speech-language clinicians; Project LIPSS, Language Intervention Program for Secondary Students 1982-1988.
School Board of Alachua County, FL. Design and implementation of program delivery models for students with severe language learning disabilities, 1997.
Seminars in Speech and Language, Editor, 1989. Number 10, Issue 1; 2001, Volume 22, Number 3.
Sunshine Elementary School (Lee County, FL). Classroom modeling and consultation in reading comprehension instruction, grades 2-5, 2002-2003.
Topics in Language Disorder, Editorial consultant, 1985; 2004-present.
University of North Carolina-Greensboro, Program Review , 2014.
University of Northern Colorado, Consultant in establishment of a comprehensive diagnostic center, 1977.

Community Activities

Bair Middle School Advisory Committee, 1981-1982.
Broward County North Central Area Advisory Committee; Chair, 1977-1980.
Broward County title IX Steering Committee, 1979.
Broward County District Advisory Committee; Member 1981-1982; Vice-chair, 1980-1981.
Horizon Elementary School Advisory Committee; Chair, 1976-1979.
Indian Trace Elementary School Advisory Committee; Chair, Community Outreach Subcommittee 1990-1996.

Indian Trace Elementary School Improvement Team, 1992-1996.

St. Bonaventure Catholic Church, Coordinator of Religious Education, 1986-1988; Parish Council, 1986-1996; Baptism Preparation Program, 1988-2006; Education Study Group, 1996; Fundraising Committee, 1994, 1997; Lector, 1986-2007; Choir member, 1986-2007.

Selected Awards and Honors

- American Speech-Language-Hearing Association – Fellow of the Association, 2001.
- American Speech-Language-Hearing Association – Honors of the Association, 2014.
- Annie Glenn National Leadership Award (in language and literacy) (with T. Ehren), 2010.
- Career Achievement Award, Florida, Language Speech and Hearing Association, 2005.
- Council for Exceptional Children #688, Executive Leadership award, 1976.
- Florida Atlantic University, College of Education Finalist - Distinguished Teacher Award, 1982; 1985.
- International Academy for Research in Learning Disabilities – Fellow, 2012.
- Jane Langenbach FL SIM Award, 2014.
- Marketing Award, First Place, American Speech-Language-Hearing Association, 1991.
- Parent Advocacy Award, Association for Children with Learning Disabilities, 1984.
- Public Information Exchange, Award of Excellence. First Place, Florida Language Speech and Hearing Association, 1991.
- Strategic Instruction Leadership Award, University of Kansas, 2008.
- Making a Difference –Strategic Instruction Award, FLDOE, 2015.

From: Sharon Comkowycz <sharcomk@gmail.com>
Sent: Friday, October 02, 2015 4:27 PM
To: melissa.brady@polk-fl.net
Cc: Small, John; Melissa; Dominic Nicosia; bsherwin@tampabay.rr.com; Marcia Strang; Heike Reeves
Subject: Our Children's Prep School, Inc.
Attachments: OCPEhrenltr.doc; Final.CPA response to Budget.pdf; nicosia pledge 4 startup.pdf; OCPS5yr correctedforPCSB.xlsx

Dear Melissa Brady,

Attached you will find the documents we discussed earlier today relating to the clerical errors made on the budget submitted with the Our Children's Prep School, Inc. charter application. Since no new information is being added but rather clarification is being offered by way of the corrected budget showing the corrected revenue and the balanced expenses where none of the program budgeted items were deleted and no line items were added while maintaining the integrity of the program design submitted within the charter. Because there was additional revenue, a larger quantity was placed in "reserves" thus making it easy to reduce reserves to the acceptable 3% amount.

Also included is our CPA and finance expert's response and clarification to the questions raised by staff. One important question was the guarantee of "startup" dollars. It says in the charter that our board member would guarantee the start up dollars yet this was cited as a concern. We are attaching a letter from Board Chair, Dominic Nicosia, verifying that he will extend an interest free loan to OCPS for startup if needed.

Finally, the second area of concern was related to the curriculum and the unconventional way our program provides differentiated instruction for our students. Within this concern was a confusion as to how the MTSS worked with regard to our population. I'm attaching a letter from Dr. Barbara Ehren, international expert in language and literacy with children and adolescents with special needs. It is my hope that the staff reviewers will read her letter and better understand the highly innovative model we use when working with our students and reconsider their view of our program. It is our hope that they and the Superintendent will change their recommendation after reading Dr. Ehren's letter where she speaks to how fortunate it would be for the children of greater Winter Haven to have such a innovative option, that is based on research which, promotes the types of services OCPS plans to provide for their students.

Please pass the corrected budget onto Jason for re-review along with the CPA comments and the letter pledging financial support for the start up period.

Please pass Dr. Barbara Ehren's letter onto the staff that reviewed and wrote the response to Section 3: Educational Program Design and Section 4: Curriculum Plan. It might also be helpful to forward her letter to those that reviewed Section 5: Performance, Assessment and Evaluation as that section ties to Sections 3 and 4.

Thank you Melissa. I apologize for getting these documents to you so late on a Friday afternoon but there were many pieces to pull together and we all want you to have everything you need to be sure the staff has a correct picture of OCPS.

We wish to work with Polk County while providing the highest quality services for a very difficult population of students. Thank you for taking the time to work with me this afternoon. I also wish to thank John Small for the time he took with me on Tuesday. Your office has been extremely helpful.

Sincerely,
Sharon Comkowycz, MS CCC-SLP

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Sharon McManus Comkowycz, MS CCC-SLP
President and CEO
Our Children's Network and Special Kids Innovation Program-SKIP
863-294-1429 office
863-412-8198 cell
863-298-0299 fax
150 Ave. B SE
Winter Haven, Florida 33880
Twitter: OurRedBalloon
sharon.mcmanus@ourchildrens.org

Exhibit 7



Exhibit 7

Transcript of Interview held
9/9/15 with Melissa Brady
and John Small

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**TRANSCRIPT OF INTERVIEW WITH
JOHN SMALL, ASST. SUPER., OFC. OF CAREER, TECHNICAL AND
MULTIPLE PATHWAYS,
AND MELISSA BRADY, DIRECTOR OF CHARTER SCHOOLS
POLK COUNTY SCHOOL DISTRICT
AND
REPRESENTATIVES OF OUR CHILDREN'S PREP SCHOOL, INC.**

September 9, 2005

1 MS. BRADY: First of all I want to say thank you for coming and welcome. I
2 know that you attended this process numerous times now. I think this makes your third
3 time through and we appreciate the hard work, the way it takes to put it together to get it
4 out here so thank you for that and the time and energy you put into it for Polk County.
5 With that this is going to begin our interview session.

6 We do have a very upfront question that we would like to start with. We have
7 been – we’ve discussed with our legal counsel the applicant being a private school and
8 applying as a private school so our first question I wanted to put out there is what is your
9 response to the statutory requirement listed in 1002.33? It says “An application for
10 conversion charter shall be made by the district school board to principals, teachers,
11 parents and/or school advisory council at an existing public school that has been in
12 operation for at least two years prior to the application to convert”?

13 The language continues on about public schools and then the last sentence in it
14 says “A private school, a parochial school or home education program shall not be
15 eligible for a charter school status.”

16 MS. GROSS-ARNOLD: I can answer that.

17 MS. BRADY: Yes.

18 MS. GROSS-ARNOLD: The applicant is not a private school. The applicant is
19 Our Children’s Prep School, Inc. and you can see that on the application cover sheet and
20 the application itself. If you go to SunBiz, the Florida Department of State, Division of
21 Corporations, you will see that Our Children’s Prep School, Inc. is a separate corporation.
22 There is a separate corporation that is a private school which is the other school that you
23 all are referring to and that one is – I have the print outs here but I know you can get that

1 on your own. That's Our Career Centered Academy, Inc. It does business as Our
2 Children's of Winter Haven so that is completely separate. You see there are no similar
3 board members, two separate corporations. So the applicant is not a private school.

4 MS. BRADY: Will the school, the existing school, remain in existence when and
5 if the charter is approved?

6 MR. NICOSIA: Absolutely, yes.

7 MR. SMALL: So I remember in the earlier presentation a couple of board
8 members asked "Is this currently a private school accepting McKay scholarships," and
9 you answered "Yes."

10 MS. COMKOWYCZ: Is it currently – you know it was very confusing at that
11 moment because there were different ways it was being phrased and there was no way to
12 get clarification just because of the way the board members were speaking. I think that
13 the IT, the way I interpreted IT to me was Our Career Centered Academy d/b/a Our
14 Children's and that is a private school and that's how I answered it. It wasn't – I didn't
15 understand the question because it seemed like it was in the present form, or "Is our
16 Children's Prep School a private school?" I did not interpret the question that way.

17 MR. SMALL: I think the crux of the question is that currently you operate – it's a
18 different board?

19 MS. GROSS-ARNOLD: Yes, different board.

20 MR. SMALL: Keep me on track because I am bouncing around. If I'm confusing
21 you guys let me know because it can happen.

22 So currently you have a private school?

23 MS. GROSS-ARNOLD: Yes, they do.

1 MR. SMALL: Sharon, you work at the private school. Are you the director of the
2 private school?

3 MS. COMKOWYCZ: I am but it's not my private school.

4 MR. SMALL: Okay. Currently you work at a private school that is called –

5 MS. COMKOWYCZ: It is – the corporation is Our Career Centered Academy
6 d/b/a Our Children's of Winter Haven.

7 MR. SMALL: Okay. And it has a board of directors?

8 MS. COMKOWYCZ: Yes,

9 MR. SMALL: And it is a separate board of directors than your proposing for this
10 charter school?

11 MS. COMKOWYCZ: Correct.

12 MR. SMALL: Do you have a list of those board members and then I saw where
13 you had in Article 3 here, Board of Directors, but you don't list who the board members
14 are.

15 MR. NICOSIA: They are listed in the application for charter.

16 MR. SMALL: Tell me who you are.

17 MR. SHERWIN: Dominic and I were asked to join this board but we do not
18 represent any other entity. We don't know about another board – well, we do know about
19 another board but we don't serve on that board.

20 MR. SMALL: Okay, I get you.

21 MS. GROSS-ARNOLD: If you want to, I know it's not in the application but I've
22 printed out Our Career Centered Academy, Inc. This is just a printout from SunBiz

1 where you can get public information. You can see where the board members are
2 different.

3 MR. SMALL: Okay. So is this school going to continue operating?

4 MS. GROSS-ARNOLD: Yes.

5 MR. SMALL: So I'm going to make an assumption. Correct me if I'm wrong.
6 None of the children that are in this school will be attending this school?

7 MS. COMKOWYCZ: That assumption is incorrect.

8 MR. SMALL: Okay, that's my question.

9 MS. GROSS-ARNOLD: For the most part, that's correct.

10 MR. SMALL: For the most part. Can you be specific on that?

11 MS. COMKOWYCZ: Our Children's Academy of Winter Haven serves children
12 through 11th grade right now but next year will be 12th grade. That's how it's listed for
13 McKay so it will continue to serve high school kids after this year and following years.
14 This charter is a charter for early childhood 12 months through 2 years 11 months, pre-K
15 3 years old to 5 years old, kindergarten through 8th grade so McKay doesn't allow for that
16 early child pre-K whereas this charter does. This charter does not provide for 9 through
17 12 so they are two completely separate schools, separate.

18 MR. SMALL: So my question is --you have to spell it out for me. So currently, at
19 the current school, which is Our Children's Academy of Winter Haven, correct?

20 MR. SHERWIN: Yes.

21 MR. SMALL: You have students in K-8?

22 MS. COMKOWYCZ: Yes,

1 MR. SMALL: So are those children going to be attending this new charter? Is
2 that the plan?

3 MS. COMKOWYCZ: Any of those students that can be served by this charter
4 school. There are some students that cannot be served by this charter school because they
5 don't have an IEP.

6 MS. GROSS-ARNOLD: So they could apply for the charter school, but they
7 don't have to. But the charter school is going to serve students that the private school
8 cannot, who are in the same grade. You are asking for each grade.

9 MR. SMALL: Yeah. I'm getting back to the question that I know has already
10 come up.

11 MS. GROSS-ARNOLD: Yes.

12 MR. SMALL: That it is a private school under statute status. Again, how are you
13 going to differentiate that because the board members are going to have to be comfortable
14 with that? That's why I'm asking that.

15 MS. GROSS-ARNOLD: We know. That's one of the reasons I'm here, to clarify
16 that. So number one it is a separate legal entity so that's a threshold question. What you
17 are trying to figure out -- is it de facto a private School?

18 MR. SMALL: Yes.

19 MS. GROSS-ARNOLD: And what we're saying is, number one there are grades
20 being served in the charter school that are not served in the private school. That's
21 number one and number two there are grades that are being requested for the charter
22 school that are currently being served by the private school, but the charter school is
23 going to serve those kids that cannot be served at the private school. The private school

1 only does McKay scholarships, and the charter school only does ESE students so you've
2 got – and they have to do that because these boards, each one wants to make sure their
3 school survives. So they had to make sure that they weren't going to cannibalize each
4 other's enrollment.

5 MR. SMALL: So I understand that. So again my question goes to – so if I have a
6 private school here and I'm currently serving grade levels kindergarten through 12 and
7 then I create a charter school here which is going to serve –

8 MS. COMKOWYCZ: Early childhood. 12 months to 8th grade.

9 MR. SMALL: Eighth grade. Is this school successful with the children it has
10 now, the private school?

11 MS. COMKOWYCZ: Is it successful? It needs the early childhood. All research
12 shows that early childhood is vitally important.

13 MR. SMALL: And you don't have that currently?

14 MS. COMKOWYCZ: In the private school, no.

15 MR. SMALL: So, again, you got the kindergarten through 8?

16 MS. COMKOWYCZ: Yes, through 8. In the kindergarten situation, there are
17 children there that have 504's so they can't be served in the charter school, okay, so there
18 could be children that have been home schooled that don't have an IEP that could be
19 served in the private school. So we run into different children based upon their needs.
20 Now, if a charter is approved as a public school, those parents who meet the criteria of
21 the charter school could definitely apply for the charter school.

1 MR. SMALL: So, again my question regards the split up. I have to get it in my
2 mind because I have to go back and explain this. So I have a school that I am serving
3 currently kindergarten through 8th grade and I'm making an assumption –

4 MS. COMKOWYCZ: Currently? Currently, you're talking about Our Children's
5 of Winter Haven?

6 MR. SMALL: I'm sorry. You're serving kindergarten through 12th grade.

7 MS. COMKOWYCZ: 12th grade.

8 MR. SMALL: And I've not heard a bad thing.

9 MS. COMKOWYCZ: That's good.

10 MR. SMALL: No, I'm just saying, I haven't. My assumption is that you are
11 meeting the needs of those children

12 MS. GROSS-ARNOLD: Can I just stop you for just a second? They are not the
13 applicant. She works for them, but her board is not here to answer these questions, but in
14 respect to this application, this board has information because she happens to work for
15 them. They are submitting an application for a charter school which doesn't concern the
16 private school.

17 MR. SMALL: I realize that but I'm just trying to determine where the children for
18 the charter school will come from. Are they going to come from this school currently
19 operating?

20 MS. COMKOWYCZ: They could come from everywhere. There are all kinds of
21 places that need the early childhood pre-K option. There will be many other students, but
22 what's most important is the private school kindergarten through 12 will continue to
23 operate as well. In this case, they will not be served in the charter school at all. Grades

1 9-12 are not allowed in the charter school, so it is definitely a separate entity, a separate
2 school, separate board, separate grades, everything.

3 MR.NICOSIA: This charter will serve as another option for special needs kids.
4 It's not in lieu of a private school; it's not in lieu of any public school; it's just another
5 option for kids that need this criteria, so it's not cannibalizing any existing school or
6 drawing off of any other entity. It's just providing another option for special needs
7 children.

8 MR. SMALL: I'm trying to get to the point where the questions are going to come
9 from the staff.

10 MS. GROSS-ARNOLD: Why do you think the statute applies to this situation?

11 MR. SMALL: Number one, when Sharon was presenting this to the board as a
12 presentation they specifically asked –

13 MS. COMKOWYCZ: I listened really carefully to their questions and it was
14 unlike a courtroom where I would have had an attorney present.

15 MR. SMALL: Yeah, yeah, yeah.

16 MS. COMKOWYCZ: There would have been an attorney objecting to Mr.
17 Mullanex's way of phrasing questions and he didn't allow me to answer and clarify. So,
18 if you will look back it was not fair. I tried to be honest and he continually cut me off
19 and said "Did you hear that last; it's a private school" so that was not – if you were there
20 you'd agree.

21 MS. GROSS-ARNOLD: Not only that, if you look at the application it does not
22 say private school so you go straight with what the application is and not unsupported
23 supplemental information which is what that question was from Mr. Mullanex.

1 MR. SMALL: Yeah.

2 MS. GROSS-ARNOLD: The application if Our Children's Prep School, Inc.
3 which shows it is a separate corporation. [a lot of people talking at one time – inaudible].

4 MS. BRADY: So, let's get it on the record that there is no application for a
5 charter from a private school.

6 MR. SHERWIN: Absolutely none at all.

7 MS. GROSS-ARNOLD: If the school board members want us to ask some of the
8 board members from the private school to come to the school board and say "We don't
9 intend to close." Maybe they will do that. I can't make that promise on their part, but
10 that's the only other thing I can think we could provide to you.

11 MR. NICOSIA: It's really so clear what we're saying. This is a separate
12 application, separate schools, separate legal entity, separate board. It's a separate school.

13 MR. SMALL: Okay.

14 MS. GROSS-ARNOLD: But you did a good job John.

15 MR. SMALL: I did? I'm just telling you that I know – trying to clear up
16 questions and stuff before it gets to staff. It's easier to do it here.

17 MS. COMKOWYCZ: Well, just so you know. I was fully aware of the line of
18 questioning when I was being asked. I was fully aware of the statute and prepared to
19 answer. I know I was stuffed, like a basketball player is stuffed. I was being stuffed at
20 the meeting, and there was no way I could have answered by myself. An attorney would
21 have been able to intervene and allow me to answer, but I was not allowed so there was
22 no other way for it to go.

23 MR. SMALL: Okay, next question. We'll never get out of here.

1 MS. BRADY: [Question inaudible].

2 MS. COMKOWYCZ: Okay. The STEM to literacy concept comes out of the need
3 for hands on language and when we talk about language, which is the underpinning of
4 every aspect of communication, reading, and homework. Our experts are language
5 pathologists so they, as the application talks about, are this team integrated approach.
6 The science aspect of the STEM curriculum follow the Florida STEM standards by grade
7 level and the planning for that is occurring with the speech and language and the science
8 teacher.

9 We have science textbooks that we pull from, but it could be from the internet, it
10 could be from anything. The idea is the standard. That's really where you really hold
11 onto and [inaudible] literacy comes from your prose, reading and language. That's a
12 different kind of literacy. There is scientific literacy, because it's hands on, they will
13 learn better language and explore vocabulary. They will be able to understand prefixes,
14 suffixes and different tiers of vocabulary. It becomes very real in a science curriculum so
15 we speak to that in here. It's the method of teaching the science. Actually what we're
16 using can be pulled from anywhere. The idea is you must follow standards, you must
17 address the standards as they align by grade level.

18 I think even Polk County approaches science in much the same way. I see some of
19 the directors here in Polk County; here are some of the online sources they use that are
20 free and you can go to the warehouse and pull science curriculum. The idea is, look at
21 the standards and be sure you are addressing what the standards speak to, but we then
22 enhance it by using the hands on.

1 The other thing that is really unique about this is the speech and language person
2 in the STEM teacher science, engineering and technology path put it altogether in that
3 holistic approach. They do what's known as a lab. They set up and provide that lab. The
4 classroom teacher also teaches science with that science and language person before they
5 come to the lab so it's like, you know, a precursor. It's like previewing. Our kids get all
6 the advantages of previewing vocabulary, previewing the concepts and everything and
7 then they come to the lab like a Mr. Wizard sort of event so they know what they are
8 talking about because they have a preset structure from which to learn. It's just that
9 much more enriching.

10 We speak to that in the curriculum. It doesn't say we are going to use
11 [inaudible]. It doesn't specify that curriculum because we feel like the most important
12 is the standard and then our approach is using such things as Marzano where you hit
13 those elements of teaching and learning. The research phase is the highest game for
14 student learning so we are using research-based approaches.

15 MS. BRADY: So, that leads into my next question. Tell me what a typical day
16 for an 8th grader would look like including pull out therapy.

17 MS. COMKOWYCZ: We don't do pull outs there. The only time we would do a
18 pull out therapy would probably be for a more severe physically impaired child that
19 might need a little extra physical therapy workout out of the classroom but even that,
20 physical therapy provides services with [inaudible]. All our speech and language uses
21 [inaudible] as well.

22 There are schedules in the, sample schedules, charter application that show we
23 have some very unique things that we do, and that is we divide the classes in half and half

1 go to special, and half go during reading blocks, and then that half that stays, we divide it
2 in half again, so speech and language and the teacher can work together so the instruction
3 is with a very very much smaller group. Again, that model offers collaborative attention
4 where really all of our kids fall down, their comprehension. Some of them don't have
5 any other problems, but that understanding of language, having words to think, they lack
6 that, so we are filling that through this small group collaborative instruction.

7 MS. BRADY: [Inaudible].

8 MS. COMKOWYCZ: Oh, yeah, we would definitely do that. All of our children
9 will have an IEP, come with IEP. We will then do more assessments on the children, and
10 if we feel like inclusion was a better way, like for example inclusion language. If you
11 had a child with [inaudible] problem, lack of articulation, that might be better designed
12 for pull out because you know you've got to work with that child one on one and they
13 have to really hear your sound production. As soon as they get to a certain level, you can
14 put them back in and begin to work on that sound production in class. Language, which
15 is the majority of the kids, is best to work on in context with various small groups. So
16 when the children come to us, we would look at what the children need through our
17 evaluation, through formative assessments, as well as evaluations according to guidelines
18 and we design what their program needs are.

19 Budgetary wise, in our budget, we speak to personnel issues, and I want to show
20 we have prescribed personnel. Also, we speak to what the curriculum will be, budgetary
21 items for curriculum. I think what the most important thing to understand is, I also talk
22 about STEM, which is the approach to learning out of the University of Kansas which is
23 where Voyager reading stems from. We do a lot of research based on this. STEM

1 strategy are also in there to teach the staff how to do that because we are about the
2 strategy and the scientific approach, how to work with our special needs while addressing
3 standards. Standards are important because of our needs like statewide testing and
4 learning that the state requires. It wants to know.

5 MS. BRADY: Any more questions?

6 MR. SMALL: Yeah, one is, on page 217, 218, so I am not an expert on
7 exceptional students. There are a couple of things – my question, in the parent contract.
8 It says if I fail to support the vision, philosophy or policies of the school [inaudible as he
9 read] so I guess I'm just asking you to talk to that. Some of the children with disabilities,
10 I mean, cursing, that's part of their – so it does say that.

11 MS. COMKOWYCZ: We are totally aware of the cursing, hitting, fighting, all of
12 those things, In fact, we have a security analyst team train our staff 32 hours in
13 professional crisis management, talking to people so we -- our intent is not to get rid of
14 students. Our intent is to take these students who have nowhere else to go and get –

15 MR. SHERWIN: To be a school of last resort.

16 MR. SMALL: Let me say, honest to God, I truly believe that but the way it's
17 stated in the policy I would like you to explain that.

18 MS. COMKOWYCZ: Well, here's – this is only a very rare occasion and that's
19 just when, when there's a very rare occasion, that's when you write something up. We
20 had one sexual predator that was really confused; we just couldn't deal with it. We didn't
21 have adequate resources to handle that.

22 MS. GROSS-ARNOLD: The bottom line is that any discipline that child has an
23 IEP, the law requires that to be followed, so all of this is in context. All of these students

1 have IEPs. There are rules dealing with determination of what behavior, what the result
2 of that behavior will be. So to the extent that it's not a result of the disability, you've got
3 these other procedures in place. So if the school, these are drafts so if what you are
4 saying, counseling, as the sponsor, saying it would be better if parents receive this and
5 they also saw that the parent contract acknowledges that IEP students also have these
6 additional processes that must be followed.

7 MS. BRADY: I think that would be the right wording.

8 MS. GROSS-ARNOLD: Yes, so that would be a good comment. I think that – is
9 that what you are saying?

10 MR. SMALL: I am and then as a follow-up, I would like to ask one of the board
11 members. So, if, and I'm not sure – where there's disagreement between parent and the
12 action the school has taken then in the due process of a parent appealing such a decision,
13 what's the board's part in that?

14 MR. NICOSIA: As far as?

15 MR. SMALL: As far as appealing a student being withdrawn and a parent doesn't
16 have the reason, what is the process of them going to the board of directors to address
17 that?

18 MR. NICOSIA: Depending on what the specific situation is. Obviously we are
19 not experts in every field. If we had to bring it before an expert, we would. Actually,
20 what we would do is follow the law as far as what the appeal requirements are. We are
21 not qualified to make a decision, so by law we mean we would bring in somebody with
22 the credentials and they would make that decision;

23 MR. SMALL: And, again, [inaudible] Is that addressed in the application?

1 MS. GROSS-ARNOLD: Page 139.

2 MR. SMALL: 139.

3 MS. GROSS-ARNOLD: Are you asking if that due process to the governing
4 board is –

5 MR. SMALL: Described in that?

6 MS. GROSS-ARNOLD: Yes. Are you asking if it's outside the due process?

7 MR. SMALL: No, I – it's not part of due process.

8 MS. GROSS-ARNOLD: The point is that due process rules are referenced in
9 here, and they are referenced in the law.

10 MR. SMALL: Yeah.

11 MS. GROSS-ARNOLD: So if you are dealing with someone's IEP and they have
12 to follow the due process, and the behavior is a manifestation, then you are not going to
13 be able to dismiss. That's the point. You wouldn't be getting to the governing board.
14 That's - I'm not sure that's the question you are asking.

15 MR. SMALL. It is. Okay, so the child has been dismissed. That's been the
16 ruling.

17 MS. GROSS-ARNOLD: Right.

18 MR. SMALL: If the parent disagrees, what is their – is it described in here what
19 their due process would be moving forward with the board of directors?

20 MS. GROSS-ARNOLD: Yes, it is. It describes it in that last paragraph under H.

21 MR. SMALL: Okay. Yep.

22 MS. COMKOWYCZ: [inaudible]

1 MR. SMALL: I will tell you all this is Melissa's first go around with charter
2 applications. Our job is to [inaudible].

3 MS. COMKOWYCZ: You were a charter principal?

4 MS. BRADY: No, a charter teacher,

5 MS. COMKOWYCZ: Oh, a charter teacher. Where?

6 MS. BRADY: [inaudible]

7 MS. COMKOWYCZ: No kidding.

8 MS. BRADY: [inaudible]

9 MS. COMKOWYCZ: [inaudible]

10 MR. SMALL: There were some questions –

11 MS. BRADY: Under budget, page 254, we saw recurring costs for portable
12 installations every year so we wanted to ask what you were basing that on.

13 MR. SMALL: You get a new portable every year?

14 MS. COMKOWYCZ: Yeah. [inaudible]. Notice on here pages 216, 217, 218,
15 they all go up.

16 MS. BRADY: Okay it says \$37,000, \$37,000 and then it went down. [inaudible]

17 MS. COMKOWYCZ: Well, when you first are doing it, you have expenses and
18 site plan and you have some permitting that cost a little bit more. You don't have what it
19 will cost to have them done. You are setting up your electric, you know you are coming
20 off a power pole where you are going to do a gang electrical outlet system. You set up
21 your gang for your portables. You may not put meters on at one time, but these are all
22 done. I've learned, having done portables –

23 MR. NICOSIA: Your site [inaudible – 2 or 3 people talking at once].

1 MS. BRADY: So the first year is going to be your bigger cost?

2 MS. COMKOWYCZ: That's right.

3 MS. BRADY: [inaudible]

4 MS. COMKOWYCZ: That's right. It just is less money because you have your
5 whole site prepped.

6 MS. BRADY: So, if you do not meet your projected enrollment, you want 100
7 kids, you get 25, how are you going to operate?

8 MS. COMKOWYCZ: Okay. I am going to answer what you want to hear,
9 because I know what you like, and I've written it, and it's true. We will have a loan
10 ready in case we overspend or in case we go over budget, all of those things. In fact, we
11 have already spoken to Citizens Bank, Jason [inaudible], about that and he is fine, if we
12 get the charter having worked with me on the charter before that she feels that would not
13 be a problem. If it were a problem; however, which I don't anticipate, we have also put
14 in here fundraising, a charity organization and again, having experience with them, that
15 would not be a problem. The other is we have also have the start up budget and a private
16 lender has agreed. That's what you are looking for as well as we are looking for and we
17 will do everything required.

18 But the reality is, having worked with these budgets, I've had experience. I know
19 when we are not going to meet projections -- and Our Children's Academy since we
20 began - we only began with 18 kids by the way.

21 MELISSA GROSS-ARNOLD: That was the charter school.

1 MS. COMKOWYCZ: Yes, Our Children's charter School. And I know, I happen
2 to know that there were many remarks that we were not going to make it because it was
3 so small.

4 MR. SMALL: They said the same thing about Our Children's.

5 MS. COMKOWYCZ: And we did. We were in the black, and I was in the black
6 every single year --

7 MR. SMALL: Did we open up about the same time?

8 MS. COMKOWYCZ: We did.

9 MS. GROSS-ARNOLD: You survived by doing what?

10 MS. COMKOWYCZ: Managing the budget and only hiring staff for what we had,
11 not what we projected. I left there with over a million dollars in the bank. I think there's
12 good management of your money, and if you see you're not going to make it, you don't
13 hire those teachers and incur other budget expenses. You hold back, but if you get that
14 money the school board turns around and says "Hey, we're not offsetting you; you need
15 to send this back." You've got it in the bank to send back, yeah. [Inaudible]

16 MR. SHERWIN: I think that's true, but that Dominic and I both know that the
17 budget numbers are not going to come in as the numbers showing here. It's going to be
18 higher; it's going to be lower. It's not possible to be exactly that number. We know that
19 in the first year it's the most critical year. It's no different than starting any other kind of
20 business. We have both run businesses. It's our number one concern of the board. I
21 want to know immediately, week by week, how the enrollment is going, and if we don't
22 advance, we are not quite there. If we are looking at some kind of a give-back, I want the

1 cash in the bank segregated immediately. We don't need that kind of trouble. We can
2 cut costs. We can lay off if we have to. We can stretch out accounts payable.

3 MR. NICOSIA: What concerns me in this discussion in any business if it is done
4 properly; we are managing the property based on the growth thereof, so if your
5 enrollment is not there, you adjust accordingly.

6 MR. SHERWIN: We're not going to have [he & Mr. Nicosia talking at the same
7 time, inaudible].

8 MR. NICOSIA: I run five different companies so I have to be able to manage
9 them in the black. I give a management report every week; it's all about the property.
10 We're making money or we're not.

11 MR. SHERWIN: We're not really going to be comfortable if we get the charter
12 until the following February. This comes back to [inaudible]. At that point, the census
13 occurs, we'll finally be able to feel pretty good about where we are at but we are
14 definitely going to manage, micromanage the first year.

15 MR. BRADLEY: Any more questions?

16 MR. SMALL: Yes, Food Services. You have that, not a whole lot of detail about
17 how the budget is calculated but first year expenses \$23,500, I guess that's based on
18 students. On 305 students this would equate to \$.43 cost per day per student. What's the
19 true cost? I couldn't figure it out.

20 MS. COMKOWYCZ: It's with students with free and reduced lunch. We have a
21 high percentage of students with free and reduced lunch. Probably would be, my guess,
22 I'm going off what my experience in Lake Wales, and also – well we were 85% indigent
23 so –

1 MR. SMALL: [Inaudible]

2 MS. COMKOWYCZ: Yeah, well we are pulling from—again, the history being
3 we pulled from A.W. Kramer so we tend to pull from the schools that are below
4 economically. This is going to – I’m not sure exactly whether we will do our own
5 cafeteria program, you know, and become our own provider, but if we didn’t and
6 contracted with someone whose already been approved rather than the school system
7 which we did when [inaudible] Smith was here, then it was taken away and now I
8 understand they might have an opportunity to do it back again –

9 MR. SMALL: [inaudible]

10 MS. COMKOWYCZ: Yes, I know, I know. Why not, thank you. The other
11 which is my experience contracting with other charter schools, they fed all our kids free.
12 They managed the --

13 MR. SMALL: [Inaudible]

14 MS. COMKOWYCZ: Yeah, [inaudible]. There were errors in the counts that we
15 owed them money. We try not to do that, but it’s bound to happen when you have your
16 anticipated number of kids that are going to eat and then they don’t or they are not there
17 or their student counts are off. We were averaging. It was about 10 grand a year in our
18 expenses to the charter. So I was looking at that and then tried to figure in the free
19 lunches and that would basically be what – technically you could make money because if
20 you were the provider, you become approved and you contract with SLA or somebody
21 you are going to make money, so it could have been [inaudible] but I didn’t show it that
22 way.

1 MR. SMALL: I have no more questions. The only thing, if I could beat the horse
2 again. The only thing, honestly, when we leave here, when we sit down with the Charter
3 Review Committee, every one of them, so while I'm here I'm asking the questions, pull
4 out everything that will come up that is positive about the school so they will be happy,
5 but when the question comes up – please tell me one more time. In simple terms, how
6 this is not in conflict with the statutes regarding private schools. Just tell me that and I
7 will try to understand. You understand and I've heard you explain it but tell me again.

8 MR. SHERWIN: There's great debate on this. We don't understand it. We're not
9 related at all.

10 MR. SMALL: That's a good answer. Just spell that out for me. Okay.

11 MS. GROSS-ARNOLD: Florida Statute 1002.33, subsection 3. The last sentence
12 says "a private school, a parochial school, or home education program shall not be
13 eligible for charter school status." Our Children's Prep School is not a private school,
14 parochial school, home education program at all. It's not. It's a separate corporation
15 shown in SunBiz as being formed and having a separate governing board. There is an
16 existing private school that will remain in operation. It has a separate governing board.
17 It's called Our Career Centered Academy, Inc. It has a fictitious name, so it does
18 business as Our Children's Academy of Winter Haven as an entity. That's the private
19 school that will stay open.

20 MR. SMALL: The fictitious name. That doesn't have anything to do with this
21 charter?

22 MS. GROSS-ARNOLD: Nope, that's right, so --

23 MR. SMALL: The real problem is when you have same names --

1 MS, GROSS-ARNOLD: That's why I looked it up for you.

2 MR. SMALL: Immediately that brings up a question.

3 MS. COMKOWYCZ: Let me bring up something else for ya'll. Notice that the
4 corporate name is Our Career Centered Academy.

5 MR. SMALL: I've never heard it called that.

6 MS. COMKOWYCZ: I know. I know. Because your curriculum, you're into
7 this.

8 MR. SMALL: No, I'm not.

9 MS. COMKOWYCZ: This is what you do and you do it well. You go to the
10 different high schools and you set up –

11 MR. SMALL: Beautiful little places where people can live.

12 MS. COMKOWYCZ: No, careers, careers. So when this corporation was set up
13 for the private school, the idea was that eventually it would focus on career, correct.

14 MR. SMALL: Do you need a partner? I remember when you called me about
15 this.

16 MS. COMKOWYCZ: We should do a magnet school.

17 MR. SMALL: No, no.

18 ...

19 MR. SMALL: So I know the thing I am going to be asked. I don't know but I am
20 assuming that I'm going to be asked, so because of the name, because of the association I
21 had to ask it. I can't help that. That is a branding that's happened. So, I believe you, you
22 have a separate board. The one point which I'm struggling with a little bit is grade levels,
23 right. So over here we have a private school that's operating and doing a perfectly good

1 job of serving those children. Now, my assumption would be we have a charter school
2 over here so we are going to go out and we're going to grab 350 kids that aren't being
3 served. They are going to be brand new kids.

4 MS. COMKOWYCZ: How do you know that?

5 MR. SMALL: Promotion. I mean that's what I do in my job. We are already
6 serving those kids; we need to serve all these other children.

7 MR. NICOSIA: We could not legally preclude kids that are going to other
8 schools. They have the choice to apply. We couldn't legally preclude them from
9 applying. That would be a lawsuit.

10 MR. SMALL: It might.

11 MS. GROSS-ARNOLD: [inaudible].

12 MR. NICOSA: They have a choice to apply. We couldn't legally preclude them
13 from applying. That would be a violation of law. That doesn't mean they were actively
14 enrolled; it's just that we can't discriminate against kids just because they were enrolled
15 at a particular school.

16 MR. SMALL: Well, I am a purist in that I looked at this as what is the district
17 line? Now, were any of the districts partners for our children and we happen to be in
18 schools where we are taken vehicles where we are taking care of these children I think
19 we should be actively out there going after the ones that are not being served.

20 MS. GROSS-ARNOLD: This sounds more like a philosophical question than a
21 legal one.

22 MR. SMALL: That's a me question.

1 MS. GROSS-ARNOLD: Yeah. There is a part of it that is choice and a part that
2 is about students who would not be served at the Academy and vice versa. They couldn't
3 be served at the charter school.

4 MR. SMALL: They couldn't be served at the McKay school so they are not there
5 now.

6 MS. GROSS-ARNOLD: Not necessarily. Definitely the little ones. That's the
7 thing, starting at 12 months. You first start to see signs of needing to work with the kids
8 from there.

9 MR. SHERWIN: It's tough to see students that the school board is not currently
10 providing for, and that would be this charter and those students from age one to age seven
11 with disabilities. This is the time now to help them.

12 MR. SMALL: I'm playing off the question about the statutes. Maybe this is just
13 me. Are you getting me at all on it?

14 MS. GROSS-ARNOLD: I am, but at the same time, I don't think the statute
15 precludes it at all. It's a different school, so we're talking philosophical points right now.

16 MR. SMALL: Probably.

17 MS. GROSS-ARNOLD: And can they meet the demands? I think this group with
18 their experience, especially with the younger children, and there is a demand.

19 UNKNOWN VOICE: Aren't we way over time?

20 MS. COMKOWYCZ: We have 12,000 ESE kids.

21 MR. SMALL: I'm sorry. We're probably under that.

22 MS. GROSS-ARNOLD: What happens now? When will we hear something?

1 UNKNOWN VOICE: We will – we present everything that we have from the
2 review committee, from all the questions and answers you have provided and then they
3 will make a recommendation to the school board.

4 MR. SMALL: That's the end of the line. I will tell you that last year was my first
5 year of going through the process, and I argued for and lobbied for some that were not
6 ready so, you know what I mean, so we will just see. So recommendations go to the
7 board and they vote to approve or deny.

8 MS BRADY: It's already been through 23; we have 23 on our Charter Review
9 Committee, so 23 people have already done their review.

10 MS. GROSS-ARNOLD: So were those some of the questions you asked?

11 MR. SMALL: Some of them.

12 MS. MELISSA GROSS-ARNOLD: Part of what we wanted to ask for was a copy
13 of their evaluations and any evaluations pertaining to us.

14 MS. BRADY: [Inaudible]

15 MS. GROSS-ARNOLD: What timeframe are we looking at? It's already
16 September 9th.

17 MS. BRADY: It will go to Work Session on September 22. That's when the
18 Superintendent makes her recommendation to the board, and she will go through what we
19 put together and then at the October 6th school board meeting, the board will vote on it.

20 MS. GROSS-ARNOLD: [Inaudible] We would like to see them.

21 MR. SMALL: Which would you like to see, the recommendation, the information
22 of the interview we provided for review committee and everything?

1 MS. GROSS-ARNOLD: We would like to see the evaluations from the
2 committee members. It sounds like you all will have a separate recommendation so we
3 would like that.

4 [A lot of conversation – lots of voices so inaudible]

5 MS. GROSS-ARNOLD: Again, we are requesting copies, any summary, all
6 evaluations and recommendations, as well as interview questions and answers.

7 [Interview concluded]

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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 27, are a correct excerpt transcript, to be best of my ability and understanding, of a video recording of an Interview conducted by John Small and Melissa Brady on September 9, 2015, this 11th day of November, 2015.

Ruth M. Carrin

RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA



RUTH M. CARRIN
MY COMMISSION # FF 047171
EXPIRES: August 20, 2017
Bonded Thru Budget Notary Services

Exhibit 8



Exhibit 8

Transcript of Excerpted
Portions of School Board
Work Session held 9/22/15

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**EXCERPT TRANSCRIPT OF A DVD RECORDED
SCHOOL BOARD OF POLK COUNTY PUBLIC SCHOOLS WORK SESSION**

SEPTEMBER 22, 2015 – 8:30 A.M.

1 The School Board of Polk County Public Schools met on September 23, 2015, at
2 8:30 a.m. for a Work Session.

3 * * *

4 SUPERINTENDENT LEROY: We will have a short break. We will need a lot
5 of time probably for the Charter Applications so we can provide more time for discussion
6 so could we come back at 9:40? Is that agreeable, 9:40?

7 (Board members responded, yes.)

8 SUPERINTENDENT LEROY: Okay, thank you.

9 (Short break)

10 **Item 6:**

11 9:45 – 10:45 AM Charter Review Committee Recommendations to the Superintendent
12 for Charter Applications Received August 1, 2015:

13 Description

14 Review of the Charter Review Committee's recommendation for the Charter proposals
15 submitted by the following:

- 16 1. BridgePrep Academy
- 17 2. Discovery High School
- 18 3. Joint Service Military Academy
- 19 4. Lakeland Institute for Learning
- 20 5. New Beginnings High School West
- 21 6. Montessori of Winter Haven
- 22 7. Our Children's Academy - Lake Wales
- 23 8. Our Children's Prep - Winter Haven

1 SUPERINTENDENT LEROY: So, our first presentation, and probably a pretty
2 long discussion is going to be the Recommendations that are coming from the Charter
3 Review Committee so with that I think I will turn it over to Mr. Small to open it up and
4 start with the presentations.

5 MR. SMALL: Some of you – most of you probably remember Vickie Mace. She
6 is with us today and she was our Independent Reviewer who we contracted with to lead
7 our review. The Committee went over the applications and then met four weeks ago so
8 Vickie is here today to bring that presentation to you. So, from that, I don't want to take
9 anymore of your time. It is long so Vickie, go ahead.

10 SUPERINTENDENT LEROY: It is in your green folder

11 MS. MACE: I did try to shorten it on several occasions; that's why you've got
12 multiple copies so I apologize. It's a pleasure to be working with Polk County again. As
13 you know I was brought on board last year and I didn't think I would be back again but
14 it's a pleasure working with Melissa as well as John.

15 It is our duty to do a quality application process because we want to be sure that
16 we have a fair and equitable application process. I need to let you know that as an
17 external evaluator coming in you have a really, really good process in Polk County and
18 you are well known throughout the state for having a good process but you've got an
19 external evaluator which I serve that position. I don't really know much history so I look
20 at simply the merits of the application. Then you have got a really good Charter Review
21 Committee and this year we had 17 voting members and this Committee worked really
22 hard this year. They were comprised of key district staff personnel, we had community

1 members, I believe we had three community members, the _____ council
2 representative and her current charter operator.

3 I need to let you know that only three of them served on a previous Charter
4 Review Committee so they came in very different eyes. They didn't know that some of
5 the applications were repeated from years past so they saw these differently which I think
6 was a very good experience and a good exercise. They do their own individual
7 evaluations and then we came together.

8 We did a new activity this year and I just wanted to briefly show you what we did.
9 It was a group activity where we came together and so as we discussed the Charter
10 Applications we could see areas of concern and that was a real good opportunity for us to
11 have some good discussion. So before we even started discussing the Charter
12 Applications some folks on the Committee had an opportunity to say, "Do I think my
13 area of expertise will meet the standards for _____" so that was a good
14 discussion.

15 Also, I need to let you know that before we even get into whether or not we want
16 to approve or deny I have provided an opportunity for folks to advocate for the charter
17 application and we did have that take place this year where folks were advocating a
18 particular application. Then we get into what we perceive are concerns.

19 The charter application evaluation process is hard because you've got so many of
20 them that have passionate voices and you can hear their passionate voices where they
21 really care about the children they are going to serve and you really do see a student
22 benefit in some of these applications as well. Then you look at the statutory duty where
23 we've got to make sure you've got guiding principles, a curriculum plan that supports

1 standards, that we have measurable goals that will measure a student's performance to
2 show improvement.

3 Reading curriculum has to be the primary focus. We have to know they have
4 differentiated instruction and finally, probably the most importantly, is the applicant
5 providing a budget to us that looks like it is a solvent organization. So budget in my
6 personal humble opinion I think is probably the biggest concern because that's where
7 most charter schools get into trouble. What we try to do is -- so many times they say all
8 these wonderful things in their narrative and then you go to the budget and things aren't
9 there. We try to keep a running list of what we think they say they are going to do in the
10 narrative and see if we actually find that in the budget.

11 This year we had eight charter applications. Four of them were repeat
12 applications, resubmissions, Discovery, Montessori, Our Children's Academy and Our
13 Children's Prep. Even though they did submit last year they did withdraw but this year I
14 think they were submitted by two different people which make them different
15 applications. The hardest part for me was remembering which one was Academy and
16 which one was Prep, which one was Winter Haven and Lake Wales, that was the hardest
17 part.

18 We did have one application withdraw and that was New Beginnings High School
19 and I that took place after the interview process. So what we are going to try to do today
20 is give you what our perceived strengths and concerns are. Again, these are perceptions
21 with people of various expertise. We are going to try to hit really high levels and because
22 you are going to receive a detailed packet we are going to put the questions and answers
23 into the final document and you will be receiving that before your October 6 meeting. So

1 that will give you a lot more details. We try to provide that information to help you make
2 an informed decision. So let's start in ABC order with BridgePrep Academy.

3 The other thing that was interesting this year too is if you all read any of these
4 applications we have those that were 500 page novels to those that were 50 pages and
5 they just were not detailed enough to provide us enough confidence that they were able to
6 meet all the standards. There was a big range this year with the type of applications that
7 we received.

8 All right, BridgePrep. (presentation followed) – Charter Review Committee
9 recommended denial of Charter.

10 Discovery High School (presentation followed) – Charter Review Committee
11 recommended denial of Charter. Superintendent recommended approval.

12 Joint Services Military Academy (presentation followed) – Charter Review
13 Committee recommended denial.

14 Lakeland Institute for Learning (presentation followed) – Charter Review
15 Committee recommended denial of Charter.

16 Montessori of Winter Haven (presentation followed) – Charter Review
17 Committee recommended approval of Charter.

18 Okay, Our Children's Academy. I told you the hardest part for me was
19 remembering which one was which because we have two of them with similar names.
20 So this one is in Lake Wales. The applicant's strengths - they strive to totally target
21 exceptional education and they are looking for students who are cognitively, physically
22 and linguistically and emotionally impaired. They have an education program that is based
23 on good research. They have trans-disciplinary teaming. They have – you can read their

1 voice. They have passion for serving these children. You can feel that in their
2 application. They have a school-wide application of behavioral system. What is
3 interesting to me is, again these are things that I pick up that may not be relevant to
4 ya'll, but almost every charter school that we get right now has a parent contract that
5 pretty much stipulates if you don't behave you are gone. This school didn't even have a
6 family contract. I mean they just want their children and that as a former educator just
7 warms my heart. That's a little pet peeve of mine that I just had to include that they
8 didn't even have family contracts, they just want to serve kids.

9 Their budget – what we noticed about this school and I think possibly they
10 learned some lessons that we learned last year that they just incorporated their current
11 budget to show how they were going to make it work by adding grade levels instead of a
12 stand alone kind of thing because we learned last year that it's difficult to come in and
13 do a stand alone. So it really was a strength of theirs and they said that any of those start
14 up costs would be absorbed by their current organization because what they are
15 basically trying to do is add new grade levels. They are not coming in as a new school;
16 they are just adding grade levels.

17 There are some concerns. The measurable objective but again that is something
18 that will come back and you'll help them fix their contract. The English language
19 learners – they didn't seem to provide adequate information in that respect.

20 Their governance: Their organizational chart is supposed to give a detailed
21 description of all of their folks that are involved in staffing. They just give all those
22 positions that were reflected in their staffing plan. They didn't talk about Senate Bill
23 736 but that's something they have to do anyway.

1 One of the biggest concerns – this was a real pickle for the group because this is a
2 school that is coming in per policy to have to submit an application to add additional
3 grade levels but by coming in as a new school to do this they are going to lose their
4 capital outlay so that is something that they are going to have to work on and they feel
5 they are able to overcome that obstacle.

6 MELISSA: That's what we feel weighed the vote is we thought that the group
7 thought they were – because of the capital outlay issue they voted to deny which was
8 very close, two votes off.

9 MS. SELLERS: What were the numbers that you would click?

10 MELISSA: We had one person leave the room so it was 7 to 9.

11 MS. SELLERS: Seven to?

12 MELISSA: Seven approve.

13 MS. SELLERS: I would like the Superintendent to comment if you would please.

14 SUPERINTENDENT LEROY: Again, I know the Committee worked very hard.
15 I know that their judgment was clouded a little by the capital issues that came forth and I
16 have confidence that they are going to work through their capital outlay issues with the
17 State of Florida so my recommendation is to approve this application. As you can tell
18 by the vote it was the Committee's recommendation.

19 MS. MACE: It was probably the most dilemma I have been in as far as --

20 MS. SELLERS: Back and forth?

21 MS. MACE: No, to do the right thing to add a charter school was penalizing
22 them unfortunately with the capital outlay.

23 MS. SELLERS: Right.

1 MS. MACE: So it wasn't any of their fault so it was a difficult decision.

2 SUPERINTENDENT LEROY: Any discussion?

3 MS. SELLERS: Can you talk a little more about this capital outlay, where it puts
4 them, how they are going to overcome it; how you believe they can overcome it?

5 MELISSA: We have been in discussion with both the school board and DOE and
6 it still has not been resolved but their CPA has been seeking for the answer but they also
7 feel very strongly that without the capital outlay for three years they would still be able
8 to survive. So either way, whichever way it would go, and that was last week we got
9 that confirmation from Ms. Poole so felt at that point we felt very strongly that it would
10 be in their best interest to approve.

11 MS. SELLERS: And they can make it without it?

12 MELISSA: Yes.

13 MS. MACE: There were all positive comments about the school, the way they
14 serve children. That was not the concern. Their major concern was that capital outlay
15 dilemma.

16 MR. PERRYMAN: On their chart their student count is 235. Is that the entire
17 school or is that just high school?

18 MS. MACE: The entire school.

19 MR. PERRYMAN: I see they are already doing K-9.

20 MS. MACE: They just wanted to add 10, 11 and 12.

21 MR. PERRYMAN: Yeah.

1 MS. MACE: Okay, last one; we're almost going to make it on time. Our
2 Children's Prep. This is the one that is in Winter Haven. That was hard for me to
3 remember.

4 Okay, again, the applicant – you know, we try to show you that we are not
5 coming here to beat up these applicants, that there are some strengths. They do provide
6 a lot of different unique methods to communicate the problems to the parents. They use
7 a school-wide point system for behavior.

8 Their organization chart was really, really pretty good reflecting and identifying
9 key personnel positions. Interestingly, just a personal reflection on this application – it
10 appeared to me there were different people writing this application because parts of it
11 were stronger than others. It was just some kind of intuitive thing that I picked up on
12 because their governance was a poorly written section.

13 Their management, they did list a lot of responsibilities of a collaborative
14 leadership team they are going to employ, gave great detail duties of key personnel.
15 They provided details as far as recruiting specific type of personnel to serve the type of
16 children that they were going to serve.

17 They did provide a handbook and some benefit guidance, some of the extra things
18 that we don't always see in applications. But again, there were some concerns. In this
19 particular case this is a repeated concern because they did provide conflicting
20 information regarding the age group they were going to serve. They said anywhere
21 from 12 months and then say pre-K but pre-K starts at three years old and so that was
22 something that we saw last year.

1 Their curriculum – I don't even know if we could really put our arms around it to
2 figure out what it actually was going to be. We know that it was going to be a high
3 scope curriculum but we really didn't see anything other than the high scope for
4 elementary and middle school children. As far as – they gave a lot of examples of
5 supplementary material like quick write, handwriting without tiers, touch math, all of
6 these kinds of examples like a laundry list but it really is just a comprehensive core
7 curriculum so there really wasn't one presented to us. They didn't give us any
8 information as far as math, science, social studies, core or non core elective that we
9 could distinguish as a viable curriculum.

10 Their student performance – they talked about measuring with the inadmissible
11 outcome. They did give us a copy of a school improvement plan that had one reading
12 AMO but it didn't target any of the other measurable AMO's that they needed to
13 address.

14 For being a school for exceptional students this section was extremely brief and
15 lacked tremendous details and I think that was a concern we had last year.

16 What I found to be interesting, again I am going to throw this one in, the student
17 treatment, I've never seen this before. Their parent contract is if the parents misbehave
18 they are going to take out the kids. As a former principal I thought that was kind of
19 great (lots of laughter), great parenting, but I have never seen a parent contract and there
20 is another statement in the contract stating that if the parents, if their behavior becomes
21 abusive or whatever then they are going to voluntarily dismiss the child. I think that's
22 pretty much a private school maybe mentality, not one that we share in public school. I
23 just threw that in; I thought maybe you would get a laugh out of it.

1 Their budget, what a mess. Their budget assumed their revenue was going to
2 come in from gifts, grants, those kinds of things. They had capital outlay of money in
3 year one. Their budget for their CEO, their President was \$150,000. That got the
4 attention of the Committee. Their budget included meals and special events which are
5 not allowable expenses in public funds. They include – the food services actually were
6 grossly understated. They failed to provide a balance sheet. There was no contingency
7 if they had any enrollment discrepancy. Their start up cash flow required a grant from
8 Career Source. There wasn't any guarantee provided to us for that particular start up
9 funding so we're not confident that this school would be able to survive without that
10 start up and usually when you get a start up fund they'll give you some kind of
11 guarantee, a letter of commitment. We did not see that.

12 So, this particular Charter Committee voted to deny the application. 15 deny,
13 approve 2.

14 SUPERINTENDENT: Any questions? Yes, sir.

15 MR. BERRYMAN: Aren't they operating as a private school now?

16 SUPERINTENDENT: It is my understanding that they are.

17 MR. BERRYMAN: This is a separate application, right?

18 SUPERINTENDENT: Yes, sir.

19 MS. MACE: I think the biggest thing with charter schools is understanding
20 public funding, budgeting and allowable expenses. That was one of our concerns.

21 MR. MULLENAX: This is the one that I mentioned earlier where this one, this
22 particular applicant appeared to appropriately and adequately distant or separate
23 themselves from their current private school operation, as an applicant anyway.

1 SUPERINTENDENT: Ms. Fields.

2 MS. FIELDS: If my memory serves me correctly they withdrew their application
3 last year?

4 SUPERINTENDENT: Yeah.

5 MS. FIELDS: Did you do a comparison of what they did last year versus this
6 year

7 MS. MACE: There was – they did go in and change – I’m trying to see this in my
8 head – they did go in and change some of the curriculum but I can’t say that it made it
9 better. There were parts they did change. Interestingly, too, when you deny a charter
10 application generally speaking they will come back and work with the district and try to
11 seek input and support and assistance but it’s my understanding this group did not come
12 back and seek any assistance and just resubmitted another charter application. They did
13 make some changes but they weren’t definitive.

14 MR. WILSON: Well, first I think it’s disappointing and unfortunate that the
15 application as it relates to the academic side was not as full as it probably should have
16 been. You know, this is a model that has been highly successful in the Lake Wales area
17 with an individual who was successful in that area too and that program in Lake Wales
18 has been so helpful, so important to that community. I know the Winter Haven
19 community would love to see a program like that in the Winter Haven area, a lot of very
20 influential folks in the Winter Haven area who would like to see this program there.

21 I understand there are some problems so I guess I have to ask this question. I’m
22 kinda obligated to ask this question. Is there any chance that we can fix this and make it
23 right or is it too late in the game?

1 SUPERINTENDENT: I think it's too late in the game.

2 MS. FIELDS: My thought would be because there is value in what they do that
3 maybe next year they can come back and address all these concerns, work with the staff
4 to make sure that they have a high quality application.

5 MS. SELLERS: And I know last year, I know I did, and I think the Board
6 encouraged the charters that we denied last year to come back and work with us, our
7 staff to be able to present a strong application because it's devastating when especially
8 budget wise charters close and sometimes close before the end of the year because they
9 haven't worked everything out.

10 SUPERINTENDENT: Mr. Small.

11 MR. SMALL: In their defense they withdrew the application last year before it
12 got to this point so they didn't go through that process.

13 MS. SELLERS: But they receive a copy of the evaluation documents prior to, at
14 least it's my understanding if I remember correctly they would have received that
15 document.

16 MR. MULLENAX: Mr. Wilson, I got a lot of phone calls from Winter Haven
17 and they went out even way beyond the parents and grandparents of the students they
18 are trying to serve in the community. You and I both know that because you got them
19 and I got them. I just – I feel like after reading this again – remember I'm not the
20 expert, I was just asking some questions about some things in my mind about what I saw
21 last year versus this year.

1 Now I understand that they didn't come back and ask for any type of what do we
2 need to change even though they got a copy of the report so you know it's just
3 unfortunate. I guess I've said it all.

4 SUPERINTENDENT: Okay. Yes, ma'am.

5 MS. CUNNINGHAM: Just to summarize looking down at our Executive
6 Summarization List, so we – and I notice on our Executive List here Our Children's
7 Academy in Lake Wales was changed to approve already so the only other one we
8 talked about was Discovery High School so that would mean three approved on the list
9 of eight, is that correct?

10 MS. SELLERS: Yes, the Superintendent's Recommendation.

11 SUPERINTENDENT: Yes. The three approved are Discovery High School,
12 Montessori of Winter Haven and Our Children's– Lake Wales.

13 MS. CUNNINGHAM: Thank you.

14 MR. MULLENAX And we will vote on that at the next Board Meeting, correct,
15 which is October something.

16 SUPERINTENDENT: October 6th.

17 MS. MACE: You will receive another document that includes the questions and
18 answers incorporated into each of the sections and you will have that before October 6th.
19 Actually I'm going to work on it tonight.

20 MR. MULLENAX: I just want to say on behalf of myself first and I image the
21 Board Members will all say the same thing that we appreciate the Committee's efforts.
22 It's long and hard, it's hard, it's got to be but I can't remotely comprehend it all when
23 I'm sitting here reading much less going through the process of putting it together.

1 I also want to thank our consultant here for a different set of eyes on this to advise
2 the Committee and us, so thank you again.

3 MS. SELLERS: I appreciate so much the independent consultant and I hope that
4 we have this process continually. Your attention to detail, your expertise is so valuable
5 to us.

6 MS. MACE. You are welcome. Thank you so much.

7 SUPERINTENDENT: Thank you. Great work, guys. Great work to the
8 Committee as well. I know that it's a lot of work.

9 MS. MACE. The Committee did an excellent job. I worked with Jason in
10 budgeting over Labor Day weekend as late as one o'clock in the morning so I mean
11 that's how hard they were working on this.

12 SUPERINTENDENT: Thank you very much. So our next discussion item is
13 around Fund Balance . . .

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15 Meeting adjourned.

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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 16, are a correct excerpt transcript, to be best of my ability and understanding, of a DVD recording of the School Board of Polk County Work Session, held on September 22, 2015, this 11th day of November, 2015.

Ruth M. Carrin

RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA



RUTH M. CARRIN
MY COMMISSION # FF 047171
EXPIRES: August 20, 2017
Bonded Thru Budget Notary Services

Exhibit 9

Exhibit 9

Transcript of Excerpted
Portions of School Board
Meeting held 10/6/15

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**EXCERPT TRANSCRIPT OF A DVD RECORDED MEETING
OF SCHOOL BOARD OF POLK COUNTY PUBLIC SCHOOLS**

OCTOBER 6, 2015 – 5:00 P.M.

1 CHAIRMAN MULLENAX: Thank you very much, ma'am.

2 MR HARRIS: Mr. Chair, what charter school are we speaking of now?

3 DR. EHREN: Our Children's Prep.

4 CHAIRMAN MULLENAX: I think I probably said that earlier but I should have
5 said it again. Thank you. Next we have Mr. Brian Sherwin.

6 MR. SHERWIN: Good evening, ladies and gentlemen. I am a member of the
7 provisional Board of Our Children's Prep School. We have a charter application in front
8 of you. I have been a CPA for 35 years and handled the accounting for charter schools
9 now for 10 years.

10 I know there was a problem with some of the financial information we submitted.
11 I responded to the questions that the staff raised. I think they have those responses. I just
12 wanted to say that despite the fact we did make a few errors in our budget presentation
13 we have over 10 years of experience in doing this work.

14 It's a shame that any mistake was made at all, something that will haunt me for
15 quite some time but our past experience which is also included in the package does show
16 that leadership of this school has previously amassed over a million dollars of cash in the
17 bank and over a nine hundred thousand dollar fund balance after seven years of opening a
18 charter school. So, I just wanted to say that we do have the experience. We do know
19 what we're doing. Mistakes can be made.

20 I'd also add that perhaps typically a board might be stacked with educators but at
21 this early age our board is stacked with financial people and business people who realize
22 the risk involved in the first year of starting a school or really any business. There's a
23 great deal of risk and a lot of thought has to go into how to mitigate that risk. Plans have

1 to be made in advance for when things go wrong and we know things will go wrong so
2 we have given it a lot of thought and we are prepared to do whatever it takes to get this
3 school off the ground.

4 I can't think of another school that's got more experience behind it so I'm hoping
5 you will approve the charter. Thank you.

6 CHAIRMAN MULLENAX: You're welcome, sir. Thank you.

7 MR. HARRIS: Again, Mr. Chair, I didn't catch the name of the charter school. I
8 apologize.

9 MR. SHERWIN: It's Our Children's Prep School.

10 MR. HARRIS: Thank you.

11 CHAIRMAN MULLENAX: The third person I have listed is Ms. Comkowycz.

12 MS. COMKOWYCZ: Good evening. Thank you, Board. Thank you, Madam
13 Superintendent. I am representing Our Children's Prep School who has an application in
14 front of you. Dominic Nicosia, who is the Board Chair, provisional, is out of town so I'm
15 sort of taking his spot as well as speaking to you today.

16 When we submitted our charter it was reviewed by staff and we just received this
17 staff written response just last week so it came after we spoke and gave our verbal
18 response. So what you have been receiving has been our quickly able to respond to the
19 written review that we received. These are not additions to the charter. These are simply
20 clarifications and giving you additional information and providing you with specifics as
21 to the questions that were raised so that you can see that the items that were raised are in
22 actuality in the charter and that we feel very strongly that this will be helpful to you when

1 making your decision, or should be, and giving you that opportunity to give you what you
2 need to hopefully vote in favor of the charter.

3 Our Children's Prep School is a model that is used as Dr. Barbara Ehren stated
4 and we hope that Polk County would embrace that model because it would be something
5 that the children need, as you know, but also it is unlike anything else that is in Polk
6 County.

7 Yes, there was another school opened in Polk County that paralleled or mirrored
8 this charter so you have experience in already approving this concept. The budget errors,
9 corrections were made with a subtraction issue and those corrections, clerical errors were
10 made and adjustments made without jeopardizing any portion of the budget that would
11 affect the overall charter.

12 So the programs remain, they are strong and they are unique and they are
13 innovative and I urge you to consider that the charter is intact. There were no additions
14 and that we would like to give you that legal information so that you could vote for our
15 charter this evening. Thank you so much.

16 CHAIRMAN MULLINAX: Thank you, Ms. Comkowycz. Those are the three I
17 have. Are there others? Yes, sir, Mr. Millhorn.

18 * * *

19 **Work Force – Charter School Division.**

20 CHAIRMAN MULLINAX: Next we have the Superintendent's
21 Recommendations for Charter Applications, received on August 1, 2015.

22 SUPERINTENDENT LEROY: Yes, sir. There was extensive work done with
23 the proposals that we received. We had received seven proposals that we had a very

1 extensive committee had looked at and evaluated. We also had an outside consultant that
2 came in and helped lead that work.

3 My recommendation is to approve Discovery High School, Montessori of Winter
4 Haven and Our Children's Academy in Lake Wales.

5 My motion is to deny the following charter applications: BridgePrep Academy,
6 Joint Service Military Academy, Lakeland Institute for Learning and Our Children's Prep
7 in Winter Haven. That's my recommendation.

8 CHAIRMAN MULLENAX: Okay. Let me tell you the way this is going to
9 work. We will vote on seven, were there seven?

10 MR. HARRIS: There were eight applications but one withdrew.

11 SUPERINTENDENT LEROY: One withdrew.

12 CHAIRMAN MULLENAX: Which one was that again?

13 SUPERINTENDENT LEROY: New Beginnings.

14 CHAIRMAN MULLENAX: So there will be seven different votes. So the first
15 one we will consider is BridgePrep Academy of Polk County.

16 * * *

17 (Discussions and votes for approval or denial for BridgePrep Academy of Polk
18 County, Discovery High School, Joint Service Military Academy, Lakeland Institute for
19 Learning, Montessori School of Winter Haven and Our Children's Academy – Lake
20 Wales.)

21 CHAIRMAN MULLENAX: Motion carries. Our Children's Prep School –
22 Winter Haven, No. 8. What is the pleasure of the Board?

1 MS. CUNNINGHAM: Mr. Chairman, I would like to make a motion to deny the
2 application for Our Children's Prep in Winter Haven.

3 MR. BERRYMAN: Second.

4 CHAIRMAN MULLENAX: I have a motion and a second to deny. Is there
5 discussion from the Board? Okay, lighten up here. Mr. Wilson, I think you were first:

6 MR. WILSON: Yes, thank you, Mr. Chair. First, I would like to thank and
7 commend all the members of the Charter Review Committee for all their hard work and
8 effort in reviewing and vetting all these charter applications. I'd like to thank the
9 members of the Multiple Pathways Team in facilitating the review process.

10 More importantly, I'd like to thank the members of the Charter Review
11 Committee for reviewing these applications with especially a critical and discerning eye.
12 You know, at the end of the day every charter school approved by this Board will
13 translate into a new public school here in Polk County. Each of those schools will have
14 access to and responsibility for caring for our children, nurturing our children, educating
15 our children and our students so again, let me say thank you to the members of the
16 Charter Review Committee for reviewing these applications with especially a critical and
17 discerning eye and I have every confidence that in the future they will continue to review
18 charter applications with that critical and discerning perspective.

19 Having served 16 years in a classroom of a state college I have come to
20 understand that generally speaking those students who perform well in the classroom also
21 tend to be more successful in the real world. Those students who don't perform so well
22 in the classroom tend to be less successful in the real world but there are always

1 exceptions. There are those students who don't perform particularly well but they are
2 very successful and vice versa.

3 I understand the recommendation to deny this application but I think this
4 application is the exception to the rule. I believe that's true for the following reasons:
5 First of all, this model has been very successful in the Lake Wales community. This
6 program has been a tremendous benefit and value to the Lake Wales community. The
7 Executive Director has many years experience in implementing and managing this model
8 and this program.

9 I think it's terribly unfortunate and disappointing that the application was not as
10 fully developed as it could have been or should have been. Importantly, I think it's
11 unfortunate that the application wasn't able to convey to the Charter Review Committee
12 the extent of the Winter Haven community in supporting this particular application. I
13 have every confidence that this charter school would be successful and I assure my
14 member colleagues of the Board, the Superintendent, the Charter Review Committee and
15 members of the Multiple Pathways Team that many of Winter Haven's most influential
16 and involved citizens are fully behind this charter application for a school and will
17 continue to be to assure its success.

18 So, again I understand the motion is to deny the charter application but I will be
19 voting against that motion because I believe this charter school will be a valuable
20 addition to Polk County and to the citizens who are behind it. Thank you, Mr. Chairman.

21 CHAIRMAN MULLENAX: Okay, Ms. Sellers.

22 MS. SELLERS: This was a tough one because I know these charters are the ones
23 that we need the most but we have a process and – there are people in the audience

1 tonight that I spoke to last year saying please come back, please work with our district to
2 get a substantial charter application so we can have every confidence in your work.

3 As a public entity I think we have to treat everybody the same way. I can't say to
4 some group you must follow the process and to others well, I just can't. I just have to –
5 I'm voting against it because the application was not sufficient for us to save. I know at
6 the last minute revisions were sent to us but that's not the process. If we don't have an
7 absolute which is my understanding, state statute, August 1st state statute, that after that
8 we are not to accept revisions, additions, corrections other than typo kind of errors.

9 We would be up here inundated with every charter application that was not
10 sufficient trying to bring us parts all year long. There has to be an absolute cutoff date
11 for that and I treat everybody the same. I know there are people out here tonight that
12 we've approved that were in this situation last year. I encourage you to come back. I
13 encourage you to work with our district to be sure that those applications are sufficient,

14 It's the first basic part that we have to be assured that these charters are
15 successful. Once we approve a charter, and I feel the rest of the Board is with me, we
16 want you to be successful. We want to work with you. Those are our children that are in
17 our public schools, they just happen to be in a charter, so this is our responsibility and –
18 just like I said last year unfortunately the charter was withdrawn and you didn't hear that
19 to come and work with our district and make sure, maybe in May and June I believe those
20 are the times, to make sure that every T is crossed and I is dotted and then by August 1st
21 you don't have those deficiencies that at the last minute you are trying to correct or
22 change because they can't.

1 We are supposed to accept what is written as of August 1st, not to accept any
2 changes and I hope you understand if we accept changes for one then we would be
3 accepting them from everybody and there has to be a point where we say no, come back
4 next year. I encourage you to come back next year if this – we don't know what the vote
5 is, but if it's not accepted please come back next year. Please work with the district
6 before the August 1st deadline. Thank you, Mr. Chair.

7 CHAIRMAN MULLENAX: Okay, now I'm going to get lost again. I think Mr.
8 Berryman, you were next.

9 MR. BERRYMAN: Thank you, Mr. Chair. I'm not sure where I was but I
10 concur with what Ms. Sellers just said. I am going to vote against it as well but I want to
11 congratulate and compliment Our Children's Prep folks from Winter Haven because they
12 do know what they are doing and they've got, I think, a good product already for one of
13 their schools that they are operating now and totally encourage them to come back and
14 work with our staff and file a charter application next year because we do need what ya'll
15 provide but I do think we have to, as Ms. Sellers said, we do have to follow the rules
16 we've been asked to follow by statute and by our own process so I am going to vote
17 against the application.

18 CHAIRMAN MULLENAX: Ms. Fields.

19 MS. FIELDS: Pretty much same statement that Ms. Sellers made but I want to
20 make sure that it's understood that I believe that Our Children's Prep School has great
21 value. I think there is a tremendous need in the community; however, I think the
22 Montessori of Winter Haven Charter School is a good example where last year they
23 struggled with their application, they listened, they got assistance from staff to help them

1 get through the process. They came back with a good application and I am going to
2 encourage the same thing with Our Children's Prep School and hopefully they will be
3 able to come back next year with a better application and be able to move forward.
4 Again, there is a tremendous need for the services that's provided by this school. I will
5 be voting against it as well.

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9 CHAIRMAN MULLENAX: Okay, anyone else? Okay, so let's – what's the
10 pleasure of the Board?

11 MR. MURPHY: Call the question.

12 CHAIRMAN MULLENAX: We already did go through the discussion part. I'm
13 sorry. So now we are ready. All those who support the Superintendent's
14 Recommendation to Deny the Charter Application of Our Children's Prep, indicate by
15 saying aye.

16 (All voted aye except Mr. Harris who voted Nay)

17 CHAIRMAN MULLENAX: The motion carries.

18 MR. MURPHY: Mr. Chair, if I might. The statute requires that within ten days
19 the denial letters be sent to the applicants whose applications were denied by the school
20 board with the reasons articulated and based on good cause. I will work with Ms. Brady
21 to get those out in a timely fashion on behalf of the school board.

22 CHAIRMAN MULLENAX: Okay. Wup, excuse me, Mr. Berryman.

1 MR. BERRYMAN: (Asked a question regarding dropping the pending Discovery
2 appeal litigation in light of approving the Discovery High School Charter. Mr. Bridges
3 replied that would be handled in the Attorney's Report of this meeting.)

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6 Meeting adjourned
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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 13, are a correct excerpt transcript, to be best of my ability and understanding, of a DVD recorded School Board of Polk County Meeting, held on October 6, 2015, this 11th day of November, 2015.

Ruth M. Carrin

RUTH M. CARRIN, PLS
NOTARY PUBLIC, STATE OF FLORIDA

