<div align="center">APPLICATION COVER SHEET</div>

NAME OF PROPOSED CHARTER SCHOOL: Hillsborough County Acceleration Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Own Your Success Academies, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State? Yes

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: Mr. Mark Graves

TITLE/RELATIONSHIP TO NON-PROFIT: President, Acceleration Academies (ESP)

MAILING ADDRESS: 714 West Melrose St., Unit 1E, Chicago, IL 60657

PRIMARY TELEPHONE: 312-919-8445

ALTERNATE TELEPHONE: Dr. Margie Sharp: 302-547-2013

E-MAIL ADDRESS: mgraves@accelerationacademy.org

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Ms. Thresa Giles	Chief Business Officer, Pace Center for Girls	Board Chair
Mr. Mark Graves	President, Acceleration Academies	Board and District Liaison
Dr. Margie Sharp	Chief Education Officer, Acceleration Academies	Network Leader/School Manager
Dr. Janine Caffrey	Consultant, Acceleration Academies	NA

Projected Date of School Opening (Month/Year):
August, 2022 or sooner if desired by District
Do any of the following describe your organization, or the school proposed in this application?

Exhibit B

_____ Seeks approval to convert an already existing public school to charter status. (Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.)

_____ Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

_____ Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

_____ Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

___X__ Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.* Name of ESP: Acceleration Academies

_____ Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*

_____ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S. *(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?
X Yes _____ No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
FL	Polk County Public Schools	Polk County Acceleration Academy	February 1, 2021	May 1, 2021
FL	Pinellas County Schools	Pinellas County Acceleration Academy	February 1, 2021	May 1, 2021
FL	School District of Manatee County	Manatee County Acceleration Academy	February 1, 2021	May 1, 2021

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? _X_ Yes _____ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date
Lowcountry Acceleration Academy	South Carolina Public Charter School District	North Charleston, SC	August, 2021

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? _____ Yes X No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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.

Mark Graves (signature)

Signature

Mark Graves

Printed Name

President

Title

January 22, 2021

Date

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EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The Executive Summary should not exceed 2 pages and will not be counted against the page limits.

Evaluation Criteria: Executive Summary

This section will not be rated and will not be a basis for an approval or denial decision. The Executive Summary should provide a concise overview of the proposed plan.

Own Your Success Academies, Inc. is submitting this application in partnership with its selected ESP, Acceleration Academies. The guiding philosophy of Hillsborough County Acceleration Academy will be that all students, regardless of past academic performance or personal obstacles, are capable of graduating from high school and going on to success in college, trade school, military and the workplace. The Academy will help these young people realize their potential through a blended learning model that features an individualized course of study, intensive one-on-one coaching for academic and social-emotional needs, and a flexible schedule that works for students whose job and family obligations conflict with a traditional school day.

We will locate the Academy in Tampa Heights, serving mostly Black and Latinx students who are eligible for free or reduced-price lunch. High schools in that area have struggled with a four-year cohort graduation rate of 86.2%, with an alarming achievement gap between students of color and their white counterparts. We will recruit students who have dropped out of high school, never started high school or are failing in their courses. Many of our students will be aged 18-21; they will find a respectful, encouraging place to finish their high school education.

Research shows that students who struggle in traditional settings can succeed in a setting, culture and curriculum that offer a fresh start. Hillsborough County Acceleration Academy will invite them into a quiet, light-filled "coffee shop" environment with seating that allows for independent study, small group tutorials, and separate testing areas. Even the nomenclature is different; we call students **Graduation Candidates** to remind them of why they are working so hard; our certificated teachers are called Content Coaches to emphasize the personalized support they offer; and our Life Coaches (licensed social worker) and Graduation Candidate Advocates (mentors) help GCs overcome personal, social and emotional barriers to success, supplemented with referrals to outside agencies when appropriate. Finally, our Career Coaches (licensed guidance counselors) help them find internships and seize opportunities for college, trade school and military service.

Educators at Hillsborough County Acceleration Academy work with each graduation candidate to map out a personal learning plan that includes required and elective courses, all undertaken with instruction tailored to each individual's needs. Public health conditions permitting, the Academy will be open year-round, Monday through Friday, from 8 a.m. to 6 p.m.

Educators will make themselves available by teleconference and phone during evening and weekend hours to support the learning needs and work/family schedules of graduation candidates.

We recognize the key role played by community organizations and will engage with groups whose leaders know the challenges facing Hillsborough County youth, including churches and other faith-based organizations, child and family centers and juvenile justice programs. Such partnerships are central to our work in other districts; in Miami-Dade, for instance, our partners include the *Together for Children Coalition*, *Concerned African Woman*, and the *Department of Juvenile Justice*, to name just a few.

While the Academy will be new, our approach is not. Our selected ESP, Acceleration Academies, was founded by veteran educators Dr. Joseph Wise and David Sundstrom based on their nationwide research on the high school dropout problem. The network has grown to include academies working in partnership with school districts across the nation. In Miami-Dade County, for instance, enrollment grew from 259 in the first month of operation to 389 by the end of the first year and is now approaching 500. Acceleration's model has proven to be realistic and sustainable, draws on a nationwide network of staff and talent, and is poised to help your young learners find success where they once found only frustration. Acceleration Academies recently celebrated its 1,000th graduate, and we are eager to invite Hillsborough County area graduation candidates to join their ranks.

These programs have mainly operated through contractual arrangements with school districts. In order to serve as many students as possible, we are now working with non-profit organizations that have a desire to create charter schools to serve this underserved population.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

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

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE(S) 8-20
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S) 14-18; 69-79
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE(S) 14-16; 18-20; 22-25; 42-49

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement.* PAGE(S) 8-15; 16-20; 41-43
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) 15-17; 22-25; 41-43
- *Encourage the use of innovative learning methods.* PAGE(S) 26-29; 14-21
- *Require the measurement of learning outcomes.* PAGE(S) 31-37; 43; 46

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

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

- *Create innovative measurement tools.* PAGES(S) 18; 32-36; 43-46
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGE(S) 19; 83-84
- *Expand the capacity of the public school system.* PAGE(S) 19-22; 78; 83-84
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S) 24; 64-74; 87-93
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE (S) 18; 36; 69-70

Evaluation Criteria: Mission, Guiding Principles, and Purpose

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Reviewers will look for:
- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

I.1.A.

Own Your Success Academy's mission is to help young adults identify their goals, overcome obstacles, build confidence, and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma. Our Board has selected Acceleration Academies as its education services provider (ESP). Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional high school setting. Hillsborough County Acceleration Academy (the Academy) believes that all young people, regardless of past academic performance or personal obstacles, are capable of graduating from high school ready to engage in post-secondary and job success. As *graduation candidates*, the young people who complete their coursework at our Academy are constantly reminded that *graduation* is both the goal and the expectation.

By increasing learning opportunities for students and encouraging the use of a variety of productive teaching methods, the Academy will establish a campus aimed at leveling the playing field for at-risk youth. Hillsborough County Acceleration Academy will close the achievement gap between low-performing and high-performing student groups by serving young people who have become disengaged from school and no longer possess the confidence to enter a classroom ready to learn. The Academy will offer a flexible school model in which each graduation candidate's path towards graduation is specific to his/her learning and personal needs. Additionally, because the Academy understands the impact of non-academic factors on the lives of many at-risk youth, the staff will work closely with them to develop social-emotional skills, increase family and community engagement, and implement supports for post-secondary readiness.

In keeping with the mission of Hillsborough County Acceleration Academy, our vision is to improve the lives of young people, their families and their communities by providing a targeted opportunity for them to earn a high school diploma. Staff will develop a deep understanding of each graduation candidate's academic and non-academic needs. Key programmatic features that the Academy will implement in order to accomplish its mission will include:
- A comprehensive online learning platform that will allow graduation candidates to work at a pace that fits their learning styles, schedules (which often include work and family obligations), and course-completion goals;
- A year-round calendar and extended hours that will allow graduation candidates to complete coursework at a steady pace and without interruption, with access to staff both on-site and remotely;
- An equal focus on academic and non-academic supports that will offer graduation candidates a full menu of options to address their needs;
- A robust post-secondary planning program that will connect graduation candidates with dual-enrollment courses, community college accredited certificate

- programs, apprenticeships, work-study options, financial aid advisors, and military recruiters;
- Varied learning environments that will allow graduation candidates to move between areas designed for collaboration, independent learning, testing, and community-building;
- Transportation options including public bus passes to help graduation candidates get to school, work, medical appointments or other vital destinations.

I.1.B.

The page numbers of the material within this application that describe how our school will implement the guiding principles identified in 1002.33(2)(a), F.S. are as follows:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE(S) <u>31; 36; 41-42; 75-76</u>
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S) <u>54-60; 83-86</u>
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE(S) <u>36-43</u>

I.1.C.

The page numbers of the material within this application that describe how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement.* PAGE(S) <u>8-15; 16-20; 41-43</u>
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) <u>40-46</u>
- *Encourage the use of innovative learning methods.* PAGE(S) <u>14-21; 26-29</u>
- *Require the measurement of learning outcomes.* PAGE(S) <u>31-37; 43; 46</u>

I.1.D.

The page numbers of the material within this application that describe how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S.

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

- *Create innovative measurement tools.* PAGES(S) <u>31-39</u>
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGE(S) <u>19; 83-84</u>
- *Expand the capacity of the public school system.* PAGE(S) 19-22; 78; 83-84
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S) <u>24; 64-68; 71-74; 87-93</u>
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE (S) <u>18; 36; 69-70</u>

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.2 If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.
B. If a facility has not been identified in Section 16 of this application, state the geographic area the applicant intends to serve.

[2] *For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. See Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).*
C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.
D. Provide a brief explanation of how the enrollment projections were developed.
E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Evaluation Criteria: Target Population and Student Body

Reviewers will look for:
- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

I.2.A. Anticipated Student Population

Hillsborough County Acceleration Academy will be located in Tampa Heights. Based on data from the National Center for Education Statistics, Hillsborough County Acceleration Academy will mostly consist of minority students (specifically Black and Latinx) who are eligible for free or reduced-price lunch. Based on available performance data, the high schools in and around Tampa Heights are struggling to graduate their students. According to the 2018-2019 school report cards, the four-year cohort graduation rate at these schools was 86.2%. Additionally, a comparison of subgroup performance shows a gap of achievement between Black and Latinx students and their white counterparts. The Academy will recruit students who have already dropped out of high school, never started high school or are currently failing their high school courses. It is anticipated that the great majority of students will fit this description. There may be additional students who opt into the Academy to take advantage of its flexible scheduling options, but these will likely be relatively small numbers.

I.2.B. Geographical Area of Proposed School Site

Although a facility has not yet been secured, we intend to place this school in the area of Tampa Heights within the Hillsborough County School District. We anticipate that many students living

in this area may be struggling to earn their high school diplomas given various factors, such as family home income, school dropout rates and other neighborhood factors. Another reason why the Tampa Heights area is ideal is general access to transportation. There are major highways that run through the main part of the region (i.e. 92, 41, 275, etc.) and if GCs are going to utilize public transportation, there are various lines that run through the heart of Tampa Heights. The selection of this location is a direct reflection of our school's mission and vision: we seek to re-engage students who are eligible to graduate from high school but who are not experiencing success in the traditional school setting. Based on our analysis of the data, we believe our target location will optimize our outreach and availability for students to re-engage.
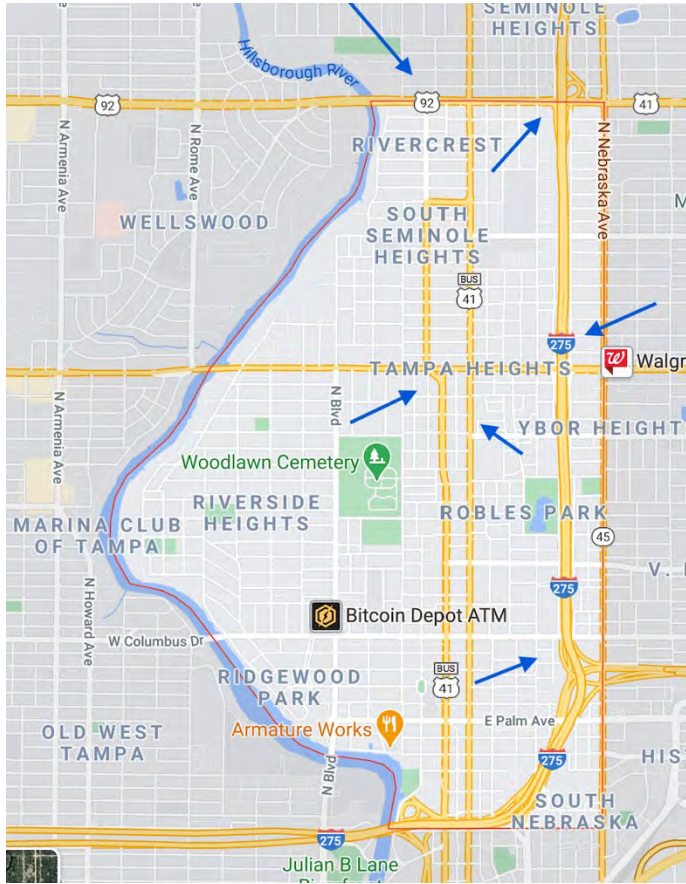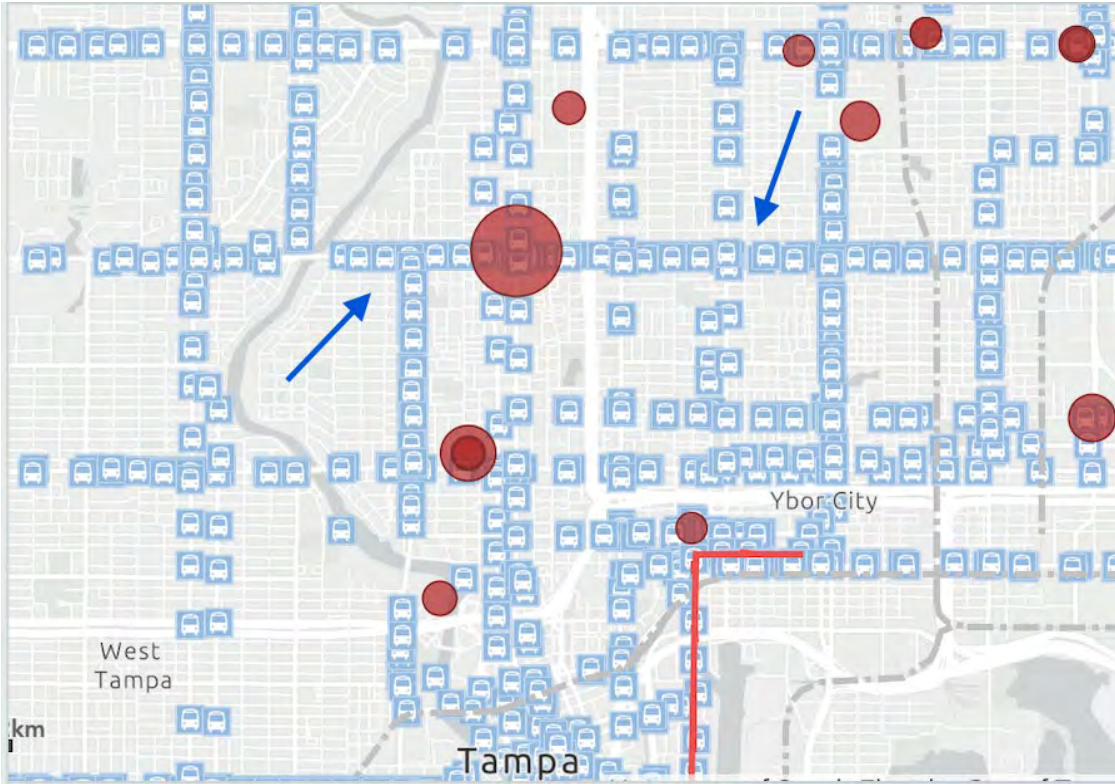
I.2.C. Hillsborough County Acceleration Academy Enrollment Projections

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	62	87	112	131	143
10	62	87	112	131	144
11	63	88	113	131	144
12	63	88	113	132	144
TOTAL	250	350	450	525	575

I.2.D. How Enrollment Projections Were Developed

Hillsborough County Acceleration Academy will recruit its graduation candidate population in the Tampa Heights area, where there are likely a larger number disengaged students not finding success in the traditional settings. This area was selected based on a

thorough review of graduation data for 2018-2019 cohort, county unemployment rate for 2019, the addressable student market for the District, an analysis of annual dropout rates and other data from the Florida Department of Education.

This information was used to develop an enrollment plan for year one and beyond. Looking at comparable schools' dropout data as well as considering the transiency of the location, a data-driven five-year enrollment plan for the Academy was created.

I.2.E. Rationale and Basis for Growth Plan

The rationale behind our projections and growth plan is enrollment tracking at other Acceleration Academies sites, local graduation trends, and the school's economic stability:

- Enrollment track record of our selected ESP, Acceleration Academies, in other states as well as other regions in Florida. For example, Acceleration Academy in Miami-Dade grew from 259 at the end of its first month of operation to 389 by the end of the first school year. In Clark County, Nevada, enrollment during the first year of operation increased from 161 at the end of the first month to 577 by the end of first year.
- Support for the Need - Parents and students alike in the area of Tampa Heights may be looking for better options. The high schools in these communities tend to have higher dropout rates and our school will provide other opportunities for students who have, for whatever reason, given up on earning their diplomas.
- Our selected ESP, Acceleration Academies, has a growth model that has been proven to be realistic and achievable. The model considers local real estate costs, staffing needs, employee benefits, transportation, operational costs, etc. and provides a nationwide network of staffing to ensure its success.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.
B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.
C. Describe the research base used to design the educational program.
D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)
E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

Evaluation Criteria: Educational Program Design

Reviewers will look for
- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience- or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

1.3.A Educational Program

The Academy's educational program is based on *Acceleration Academies Model Fidelity Framework* which is grounded in research conducted in 2014[1]. The framework consists of 7 standards: (1) recruitment, registration, enrollment, and orientation; (2) engagement; (3) social emotional learning; (4) collection, analysis and use of data to achieve aesults; (5) learning environments and facilities; (6) communication and collaboration; and (7) leadership. Each standard includes sub-standards and specific objectives detailing program expectations and aligned to intended program outcomes. The Academy's educational model is grounded in a strong understanding that the at-risk population we plan to serve will be most successful with a nontraditional approach to educational programming.

Every aspect of our program provides a varied structure from that of a traditional comprehensive high school program. The Academy will offer a blended learning program using an online learning platform (Edmentum or similar) that graduation candidates (GCs) can access both on and off campus. Edmentum is our current provider, and was selected because of its high

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[1] Flowers, S., Sundstrum, D., Wise, J., Yoder, C. (2014) *Dropping Out: Stereotypes, Reality and Recovery.* Atlantic Research Partners.

level of rigor and ability to meet the varied learning needs of individual GCs. Edmentum's Florida state-standard-aligned courses consist of integrated assessments and high-quality, engaging instructional resources for each student. Acceleration Academies is always looking for the very best curricular options for our GCs, so it is possible that a different provider could be selected in the future.

As part of the blended learning environment, each GC will build a flexible, individual schedule that includes being on-site and working remotely throughout each week. Each GC is expected to complete 25 hours of work each week, with a combination of on-site and off-site learning opportunities. Our school days extend throughout the year, for a total of approximately 230 days. GCs will be able to access their courses remotely but must attend on-site weekly to work with certified teachers (referred to as Content Coaches), guidance counselors (referred to as Career Coaches), and/or social workers, (referred to as Life Coaches). GCs are encouraged to participate in the full range of the school's educational and experiential activities including community circles, field trips, community service events, and career and college planning activities.

Each GC is enrolled in one course at a time and has weekly sessions (on-site or remote) with the Content Coach for that course. When on-site, GCs work with the Content Coach in small groups or individually. When working remotely, GCs communicate with Content Coaches via email, text, and video conferencing.

Our educational model is grounded in research and possesses unique methodologies and features designed to serve our target population — students who have not met with success in a traditional school setting. These unique features include:

- **Nontraditional School Year /** The Academy is open year-round to serve GCs approximately 230 school days per year.
- **Extended School Day |** Extended hours of operation for both on-site and remote learning allow for flexible scheduling based upon each GC's personal commitments.
- **Key Partner Organizations /** The Academy partners with several key community organizations to provide wraparound services to GCs. Examples of these partnerships include, but are not limited to, American Red Cross, YMCA, Goodwill, and Boys and Girls Club.
- **Proximity to Public Transportation |** The Academy will be located on or near public transportation routes to support GCs in getting to and from the Academy.
- **School Culture |** The Academy's nontraditional approach includes the establishment of a strong school culture with clear expectations for all GCs. This begins upon a GC's enrollment in the Academy by participation in an extended orientation process. Additionally, Acceleration Academies' *Compassionate Schools Framework* focuses on the *Collaborative for Academic and Social Emotional Learning* (CASEL) Standards. The culture we will build at the Academy will include the use of restorative practices such as community circles, restorative conferences and positive language frameworks. In addition, career and college planning workshops are offered to GCs on a weekly basis focused on such things as resume writing, apprenticeship opportunities, career exploration, etc. Special school spirit events and activities are planned throughout the year to promote a positive school climate and culture.
- **Unique Proprietary Protocols |** Acceleration Academies has developed a suite of proprietary processes/protocols in alignment with the model to ensure GC success. Several examples include:

- **GC Orientation** | The orientation of GCs is a critical component of Acceleration Academies' comprehensive system for introducing GCs to the educational model and obtaining relevant personal, academic and social/emotional information about each young adult. Orientation is the first step in establishing culture, articulating expectations, and starting GCs on the path to success. Once a GC is enrolled in the school, the GC attends a series of orientation sessions that continue until the GC has completed his/her first course.
- **GC Engagement Protocol** | Acceleration Academies' *GC Engagement Protocol* is designed to provide a process for monitoring GC attendance and course progress. Each GC is assigned to a GC Advocate (GCA) who serves as the GC's case manager and monitors the GC's attendance in accordance with the individualized commitment schedule. Specific steps/actions are outlined in the protocol to ensure that GCs are meeting attendance standards. All engagement efforts are documented in Atlas (Acceleration Academies' proprietary service management system) on a daily basis. The *Engagement Protocol* is proprietary and available to share with District staff pursuant to a separate nondisclosure agreement.
- **Data Dialogue Protocol** | Acceleration Academies' *Data Dialogue Protocol* features two distinct components that promote the analysis of data, determining strengths and weaknesses, and identifying action plans to improve results. Weekly data meetings are held at the site level and provide an opportunity for staff to review student performance and progress and develop specific action steps to improve outcomes. A weekly performance management call occurs every Monday, providing an opportunity for the Acceleration Academies network leadership team and national site level leadership to review progress on key performance indicators and collaborate to improve GC and program outcomes. The *Data Dialogue Protocol* is proprietary and available to share with District staff pursuant to a separate non-disclosure agreement.

The Academy will serve 250 GCs during year one. As the school grows, its enrollment capacity will eventually increase to 575 in the fifth year of operation. With the nontraditional structure of the Academy's educational model, there is no set number of classes per grade level, nor number of GCs per class. Regardless of grade or tier (Acceleration Academies assign GCs to a "tier" based upon the number of credits needed for graduation), GCs work together when they are on-site at the Academy. Throughout any given day, the Content Coaches create small groups for GCs to work on skills and/or particular content of a subject area, as needed.

1.3.B Basic Learning Environment
The Academy will serve GCs in grades 9-12. While GCs are assigned a grade level in the District's Student Information System (SIS), the Academy will assign each GC to a tier based on the number of credits earned and still needed for graduation as part of the personalized learning plan (PLP) development process. The placement of GCs in *tiers* rather than *grade levels* takes away any stigma of being over-age for a particular grade.
The Academy will provide instruction through the research-based practice of blended learning, incorporating online learning using Edmentum (or similar) as the content platform. Content Coaches (certified teachers) provide GCs with tutoring, small group instruction, experiential learning, and support for independent study. GCs are enrolled in one course at a time based on their personalized learning plans (PLP). The layout of the school allows for GCs to

work in multiple environments in one day. The Academy expects each GC to be on-site weekly to meet with a Content Coach to review progress, get needed support, and take assessments. If a GC does not attend on a commitment day, the staff at the Academy immediately implement Phase 1 of the *Academy Engagement Protocol*, which involves calls to the GC and his/her parent or guardian. *Engagement Protocol* phases increase in intensity, eventually including home visits.

1.3.C Research

In 2014, Dr. Joseph Wise, CEO of Acceleration Academies, conducted a study[2] to develop a deeper understanding of the specific factors influencing a young person's decision to drop out of school. The goals of the study were to:

1. identify behavioral indicators of potential dropouts through examination of statistical evidence, student survey data and interview/testimonial verification;
2. pinpoint specific drivers that motivate dropouts to reconsider their options, and;
3. make recommendations to inform practices conducive to re-engaging youth who have dropped out of school prior to earning their high school diplomas.

The findings of the study are documented in the report entitled *Dropping Out: Stereotypes, Reality and Recovery*[1]. The study identified a specific set of program features that optimize student success; they are the foundation of the Acceleration Academy model that will be implemented by the Academy. Excerpts from the report are included in Addendum FF. A full version of the report can be provided upon request.

- **Flexible Scheduling** | The Academy provides flexible scheduling for GCs. It operates year-round and is open from 8:00 am to 6:00 pm each weekday, with the exception of Friday, when the site closes at 3:00 pm for data team meetings and professional development. Additionally, GCs can access their coursework, Content Coaches, GCAs and other staff remotely during established extended hours. Extended hours enable GCs to create their schedule around their work, family obligations and other personal responsibilities. In addition, GCs are able to walk into the Academy at any time to work on coursework or receive help from a Content Coach or other staff member. GCs are expected to work on their coursework a minimum of 25 hours each week.
- **Blended Learning** | The Academy's blended learning model provides an opportunity for GCs to engage in learning through the online content platform, Edmentum (or similar), both on and off campus. Content Coaches (certified teachers) provide direct instruction through small group and individual tutoring sessions to GCs. GCs take one course at a time and move through their course work at their own pace. Content Coaches monitor their progress and provide differentiated instruction and content, based upon a GC's progress and mastery of content.
- **Engaging Instructional Models and Rigorous Curriculum** | The Academy will provide a variety of engaging instructional models that include instructional support tactics and strategies to increase the likelihood of success. The Academy's online curriculum platform, Edmentum (or similar), features courses aligned to Florida state standards. The Academy will ensure that all staff are adequately trained in the curriculum and the methods to use in implementing the program model. Coaching of program staff occurs daily by leaders of each site. At the network level, Model Fidelity Coaches

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[2] Flowers, S., Sundstrum, D., Wise, J., Yoder, C. (2014) *Dropping Out: Stereotypes, Reality and Recovery.* Atlantic Research Partners.

(MFCs) offer both leadership and professional coaching based on professional development topics that are focused on learning outcomes for both GCs and staff. Each MFC is responsible for coaching staff members on an ongoing basis, using coaching cycle protocols and real-time feedback coaching.

- **Targeted Professional Development for Staff** | The Academy is committed to providing ongoing professional development throughout the year for all staff. Professional development is provided through the following formats: 1) monthly professional development days, 2) weekly collaboration sessions, and 3) daily coaching. Monthly professional development sessions designed and facilitated by the MFC target research-based instructional methods in literacy and numeracy.
- **Wraparound Supports** | The Academy employs a Life Coach (licensed social worker) to address the behavioral and social-emotional needs of GCs in order to minimize non-instructional barriers to success. Additionally, each GC is assigned a Graduation Candidate Advocate (GCA) who serves as a mentor, providing a daily meeting with each GC. This ensures regular attendance and progress in courses.
- **Data-Informed Practices** | The Academy has a comprehensive process for using data (assessment, attendance, retention, recruitment, enrollment, etc.) to inform decision-making and measure outcomes.
- **Alternative Locations** | Academy facilities are located in neutral locations rather than a traditional school setting where the GC has not necessarily met with success. By locating academies in neutral locations, the GC is more likely to view the educational opportunity in a positive light and experience greater success.

1.3.D Structure of School Day

The Acceleration Academy's educational program model does not include a bell schedule or block scheduling. The Academy is open Monday through Thursday from 8:00am to 6:00pm and Friday from 8:00 am to 3:00 pm. GCs develop commitment schedules during orientation allowing them to build schedules that accommodate other variables in their lives (i.e. employment, child care, care of elders, etc.). GCs may choose to come in, leave for work, and then return to complete more classwork. GCs may take breaks as needed, allowing those with attention difficulties to take more breaks than the traditional environment allows. GCs work on one class at a time, reducing the stress of managing multiple classes and assignments at one time. GCs are expected to spend a minimum of 25 hours per week (ensuring an average of 300 minutes of daily instruction) working in Edmentum (or similar), with at least half that time being on-site. This schedule provides the opportunity to complete up to 2 courses (1 credit) each month.

The Academy's GCs have the opportunity to learn in a blended learning environment when they are on-site. Online learning allows each GC to proceed at his or her own pace through a course aligned to Florida's standard 24-credit pathway to graduation and designed by curriculum content specialists at Edmentum (or similar). A GC's subject-specific Content Coach monitors GC progress through a course and provides additional support to the GC based upon performance on assignments and assessments. GCs are able to access the curriculum any time during the day or evening both on-site and off-site.

Each GC meets all state testing required for graduation. Currently, this includes Algebra EOC exam and FSA reading. Additionally, the GC takes the EOC exams in Geometry, Biology and U.S. History, each counting for 30% of the final grade in each course. The Academy will

adjust these requirements to meet any new Florida state requirements for a standard diploma. Requirements would be adjusted for students who have received a testing waiver through the IEP process.

Once GCs have scheduled appropriate "commit" days and times, they schedule a variety of instructional and learning opportunities throughout the week. They may schedule independent guided learning through Edmentum (or similar), small group instruction with Content Coaches, or customized support through a Content Coach or other support staff for individualized support. There are also multiple student support services that are offered throughout each week. Services include tutoring, community service events, and college or career guidance. GCs may also schedule meetings with a Life Coach to review their personalized learning plans (PLPs), time with a Career Coach to review their graduation plans or participate in guest speaker sessions. Each week, on campus, there are also community and wellness sessions in the form of Restorative Circles and incentive programs with topics such as soft skills in the workplace, business development, and personal self-care. Each of these opportunities is available for GCs to schedule weekly. Because the blended learning model offers flexibility in scheduling, each GC's schedule will be unique to his or her educational, social, and emotional needs. A sample daily schedule and school annual calendar, including the number of days and hours of instructional time are included as **Attachment B.**

1.3.E. How Services Support Attainment of Standards

During orientation, each GC takes the Graduation Persistence Scale (GPS), a proprietary tool designed to measure a GC's social-emotional well-being and the potential for a GC to persist in the program to earn a standard high school diploma. During the orientation process, the Life Coach reviews the data and meets with the GC to develop a social-emotional learning plan that is part of the PLP. Plans are reviewed with the student monthly and by team members weekly to ensure the GC is finding success, and identify any needed additional resources or services. Each GC is assigned to a Graduation Candidate Advocate (GCA) who serves as a case manager, supporting GCs with a trauma-informed case management model.

In addition to the extensive support of the PLP, the Academy will support the attainment of the of skills in the Florida State Standards through the implementation of the key features outlined below:

Personalized Learning | The Academy requires all GCs to participate in orientation upon enrollment. During orientation, staff members collect academic and non-academic data to drive development of a PLP for each GC. PLPs are developed electronically in Atlas (Acceleration Academies' proprietary GC information management system) and are designed to provide a pathway for GCs as they progress toward earning their high school diplomas. The Career Coach conducts a transcript review and documents all previously earned high school credits onto the PLP. Based upon credits earned to date that align with FL graduation requirements, the Career Coach maps out a plan for the GC to complete all graduation requirements for a standard diploma. Career Coaches meet with each GC regularly to review and update his/her PLP.

Competency-Based Learning | The Academy's *Competency-Based Learning Model* refers to a system of instruction, assessment, grading and reporting based on GCs demonstrating that they have acquired the knowledge and skills to progress through their coursework. Content Coaches work with GCs and provide support if a GC is struggling to grasp a concept or skill. Content Coaches are able to customize courses at the GC level

based on how the GC is responding to instruction. For example, if a GC has demonstrated mastery of a particular concept or skill on an assignment or pretest, the Content Coach is able to customize the course by reducing the number of similar assignments or lessons. This type of adjustment allows GCs to move more quickly onto each learning opportunity. If a GC is showing progress above grade level, the GC will be encouraged to take the Accuplacer test. A high score on this test qualifies the GC to enroll in dual credit courses at local community colleges. For example, instead of taking English IV, the GC could take English 101 and earn both high school and college credit simultaneously. The Academy intends to negotiate dual enrollment agreements with local community colleges prior to opening day.

Social-Emotional Learning | The Academy's *Social-Emotional Learning Model* is based on the *Compassionate Schools Framework*. The curriculum is built on the CASEL standards and includes strategies such as a positive language framework, an incentive system, restorative circles and restorative conferences. All staff are trained in restorative practices. The Academy will conduct restorative circles twice weekly for GCs. Staff members participate weekly on Fridays after the team data meeting (designed to review GC data on progress in courses, attendance, etc.). Restorative conferences are the primary method of resolving conflict and repairing harm between students, between staff members, and between students and staff at the Academy. This includes explicitly stating the trauma-responsive tenets of safety, choice, collaboration, trustworthiness and empowerment, ensuring that these principles are embedded into all aspects of the program.

Post-secondary Planning | The Academy provides GCs with career and college planning opportunities. Naviance serves as the career and college planning platform, allowing GCs to discover their individual strengths and learning styles and explore college and career options based on the results. Naviance provides support in academic goal setting, resume design and life skills development. The dedicated Career Coach then steps in to help each GC develop a customized plan so the GC can move straight from high school to opportunities in post-secondary education, work, or the military.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.
B.
- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence[3] for each core subject for each division (elementary, middle, and high school) the school would serve.
- If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
- Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.

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

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

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

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

[3] Do not include a course code directory.

Evaluation Criteria: Curriculum and Instructional Design

- Reviewers will look for a curriculum and instructional program design, whether fully developed or not, that:
- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;

- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

1.4.A Curriculum in the Core Academic Areas

All content courses are computer-based and delivered through a nationally accredited online learning platform, Edmentum or similar. Acceleration Academies (ESP) continually assesses the efficacy of its curricular tools and platforms, and may choose to transition to another platform if it proves superior to Edmentum. Edmentum (or similar) will be the backbone of our blended learning approach – engaging GCs with interactive, media-rich content proven effective by independent studies. Information on the curriculum is included in Attachment C.

Edmentum offers interactive, mastery-based lessons in English, math, science, social science, foreign language, visual and performing arts, and elective courses. Courses are monitored and facilitated by the Academy's Content Coaches, who are Florida certified teachers in applicable content areas, and are skilled in providing instructional strategies specific to online learning. Content is accessible to GCs at all times, making Edmentum an ideal platform for GCs whose work schedules limit the frequency of their visits to the Academy's school site. For GCs who do not have access to a computer or internet services, we provide necessary resources and technology to ensure each GC has adequate access.

The Edmentum online learning programs are as diverse as our GCs' needs, providing effective educational options for every learner. The programs are grounded in a tradition of solid research, sound pedagogy, and applied innovation. They are designed by educators, for educators, and provide flexibility to support our model of instruction. The structures of Edmentum's scaffolded learning throughout each course ensures that GCs obtain important skills as they advance in curricular rigor. This ensures GCs are able to achieve Florida's state content standards. Edmentum has been reviewed and found to meet high standards for quality set by numerous state and national organizations. The program is designed to deliver individualized learning to students and to provide teachers with essential student data to tailor their instruction.

Although the curriculum comes from an online platform, GCs have daily access to in-person content experts - Content Coaches who meet with GCs individually and in small groups to provide support and intervention on content-specific concepts or skills. This "on-demand" availability enables GCs, in many cases, to keep their flexible work hours or provide child care for their own children and still have access to support from certified teachers when it works best for them.

The Academy considers GC growth and consistent, continuous progress through the Academy's curriculum as key indicators of GC engagement. The Academy offers multiple support mechanisms to ensure each GC progresses through coursework, including a diverse range of differentiated instructional strategies, extended instructional hours, on-site tutors, and low caseloads for each Content Coach. All of these resources combine, allowing each GC to meet or exceed Florida's state standards. This growth, in turn, allows the Academy to play a critical role in improving graduation rates for underserved students in the community.

If a GC is struggling with the content, the Academy has multiple avenues to provide intervention and support. Initially, the Content Coach reviews data to identify the concept/skill the GC is struggling with and other potential issues that may be impacting learning. If the issue is content related, the Content Coach provides intervention individually or in small groups. If it

is related to social-emotional issues, the Content Coach engages the Life Coach and the GCA in accessing appropriate supports/services.

The Academy's MTSS (Multi-Tiered Systems of Support) is a framework for providing targeted support to struggling GCs. The system focuses on the "whole GC" providing support for academic growth and achievement as well as behavior and social-emotional needs. The Academy's proactive MTSS includes several key elements:

- Universal screening for all GCs upon entry into the Academy (reading and math assessment through Edmentum's Exact Path);
- Increasing levels of targeted support for GCs who are struggling;
- Integrated plans that address GCs' academic, behavioral, social-emotional needs
- The use of evidence-based strategies to address deficiencies;
- An academy-wide approach to GC support: Content Coaches, Career Coaches, Life Coaches, and other specialists work as a team to assess GCs and plan appropriate interventions. This includes a dedicated MTSS team to provide a team-based support system to create, implement, and monitor more intensive support for students who need additional support;
- Professional development so staff can deliver interventions and monitor progress effectively;
- Family involvement so parents can understand the interventions and provide support at home;
- Frequent monitoring of GCs' progress so the team can use this data to help decide if more interventions are needed.

GCs are identified for MTSS through weekly Friday data team meetings, referrals, and the universal screening assessments. The MTSS Team meets twice a month to discuss and create individualized plan(s) with more intensive levels of support for identified GCs. Parents/guardians are a critical part of this plan and will be an active part of the team.

The Academy's MTSS includes three tiers of support:

Tier I | Core Instruction All GCs are engaged in courses identified on their PLPs in a blended learning environment with instruction provided by the Content Coach. GCs are provided with both individual and small group instruction based upon how they are responding to instruction. Tier 1 support interventions include a quieter work space, a tangible incentive for positive behavior, and/or something else that would be a minor change to the GC's overall day.

Tier II | Small Group Intervention Based upon the initial universal screening and review of a GC's academic and school records, GCs may be placed in small group interventions to support specific needs. Small group intervention is in addition to the instruction all GCs receive in Tier 1. For example, GCs can participate in an anger management group led by the social worker if they are having difficulty with peer conflict. A GC struggling academically may be given the opportunities to work in a separate room with a small (3-5) group of GCs and a Content Coach to go over the content in more depth, or assigned a specific intervention path in Edmentum's Exact Path. Manipulatives and consumable materials may also be used to enrich the instruction of Edmentum.

Tier III | Intensive, Individualized Support A few GCs who move up to this most intensive level of support continue with Tier 1 instruction but also participate in a higher intensity of intervention. These sessions typically last longer and are more narrowly focused. For example, if the Tier II anger management group was not successful, specific designated attendance days on-site may be given to the GC to prevent additional conflict. For a GC struggling in Algebra I, a Tier III intervention may include one-to-one tutoring from a Content Coach, a review of previous math concerns for a potential IEP referral, and/or the addition of a supplemental math curriculum to bring the GC up to the appropriate grade level.

Progress monitoring occurs in cycles throughout the year over a period of 6-8 weeks to determine how the GC is responding to instruction and interventions. The first Tier II plan is implemented for 6-8 weeks and is followed by an MTSS team meeting to review GC data for achievement and growth. If growth is made, the same plan is continued for another 6–8 weeks; but if the GC does not make progress, a new Tier II plan is created. If after three Tier II plans have been implemented and not found successful, the GC will move to Tier III. Progress monitoring will be done biweekly in the Tier II process. Factors that will be analyzed include: peer relationships, academic progress in course, course completion pace, attendance, and/or behavior while on-site. If a GC does not make growth academically or behaviorally during Tier III, a referral for further specialized testing or evaluation for special education services may be requested and necessary.

1.4.B.1 Blended Learning Curriculum

Acceleration Academies utilizes a blended learning model that combines high quality teaching and learning with delivery of educational curriculum content through Edmentum, our online provider. Each Edmentum course includes learning objectives fully aligned to Florida state standards to support the mastery required for course completion and success on national/state assessments. Course offerings include core courses (ELA, math, science, social studies), elective courses, career and college readiness courses, career and technical education (CTE) courses, and advanced placement (AP) courses. The following six learning principles serve as the foundation for each Edmentum course.

1. **Mastery Learning** | GCs show mastery of key content, invest time on not-yet-mastered content, and learn at their own pace.
2. **Active, Engaged Learning** | GCs are intentionally involved in responding to and manipulating information, increasing their understanding and minimizing passive reception of information.
3. **Deliberate Practice** | Intentional, structured and sustained practice builds in complexity to support increased understanding.
4. **Explicit Instruction** | Clearly articulated skill statements and modeling of learning outcomes support successful learning by reducing the cognitive load.
5. **Scaffolding** | Specific supports are provided when the learner needs them and removed when no longer needed.
6. **Metacognitive Strategies** | GCs are engaged in reflecting on their learning and evaluating their thought processes.

Each course includes assessments designed to continually check understanding, measure mastery, ensure knowledge retention, and prepare for exams and high-stake assessments.

Assessments include unit pretests, lesson mastery tests, unit post-assessment, and end-of-course assessment. Unit pretests identify material that GCs have already mastered and still need to master. Checks for understanding throughout the course inform and streamline instruction.

Scaffolds are provided in each Edmentum course to support GCs as they engage in learning. These scaffolds include: (1) glossary links and pop-ups to support vocabulary development; (2) audio to read text for struggling readers; (3) translations of text for 19 languages; (4) interactive tools such as a dictionary, calculator, and highlighter; (5) video clips to augment instruction; and (6) printable guided notes aligned to key readings.

A sample course scope and sequence for each core subject in our proposed high school curriculum is included as Attachment C.

1.4.B.2 Focus on Reading

Reading will be a primary focus of the Academy. Edmentum was selected as the online curriculum platform because it provides rigorous content that appropriately challenges on and above-grade level readers. Importantly, it also provides extensive scaffolding for students who are reading below grade level. Reading instruction will be individualized to the specific needs of the GC based upon his or her current reading level. GCs who struggle to read will make up approximately 50% or more of our projected population.

The Academy will use Edmentum's Exact Path, an online educational tool designed to support reading instruction. Exact Path includes adaptive diagnostic assessment, individualized instruction and skill practice, progress checks, and additional supporting resources for GCs. Exact Path provides students with immediate feedback and adjusts in real time to student progress. Exact Path incorporates a formative assessment approach to monitoring student progress and adjusting instruction[3].

The Academy will administer the reading and math diagnostic assessments to each GC during orientation. Based upon the assessment results and a review of the GC's academic history, a personalized learning plan (PLP) will be developed to map out a path toward graduation. Included in the plan will be a specific intervention/remediation plan for GCs reading below grade level. This plan may include small group instruction or tutoring on specific skills with the English content coach or an individualized learning progression in Exact Path.

The Exact Path learning progression is a continuous sequence of lessons and skills from kindergarten to high school. The learning sequences are based on Florida content standards in each subject area. Each learning sequence includes lessons and skills from a number of sub-domains. The number of lessons typically range from 20 to 30 per grade. GCs are placed on their reading learning progression to address their most significant weakness. Lessons are assigned to students in groups of three or four, with each lesson targeting a specific skill or set of skills. Once placed on the learning path, GCs work on completing lessons targeted to their achievement levels as indicated by their diagnostic results. Content Coaches monitor the GCs progress, and provide intervention when necessary.

Each lesson is typically followed by a short quiz to check the GC's understanding of the lesson. After completing the lessons for the group of 3-4 skills, GCs take a progress check to assess their understanding of all the skills in the group. When progress checks are passed (80% correct), GCs receive a new set of lessons. If progress checks are not passed, GCs are assigned lessons to support development in needed skills along with receiving direct intervention from the

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[3] Edmentum. *Exact Path Research Base of Reading and Language Arts.* 2017. Edmentum.com/resources/research.

Content Coach. As GCs pass the sequential progress checks, they advance to skills and concepts further along the learning progression.

      Edmentum provides accommodations for different reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the GC in his or her primary language.

      A copy of the Academy's proposed reading curriculum is included as Attachment D.

1.4.C. Additional Standards

We do not have any additional academic standards.

1.4.D. Curriculum Research Base

      Edmentum's courseware is an online learning program grounded in a tradition of solid research and sound pedagogy and fully aligned to the Florida state standards. Edmentum's curriculum specialists develop rigorous, relevant curricula that challenge learners. The content has been built from the ground up based specifically on the standards, which ensures complete and up-to-date standards coverage.

      Edmentum uses a mastery-based model to build the content at the heart of its courses and curriculum. Edmentum courseware provides semester-long courses on a range of core and elective subjects. Developers start with a curriculum structure built around discreet learning objectives. Then, each learning module, or lesson, is focused on one individual objective. Each module includes an introduction to the new material, a chance to practice or apply new knowledge, and an opportunity to demonstrate mastery of the objective before progressing to the next module. This structure is built into units of related material and includes pretests to assess prior knowledge as well as posttests and end-of-semester tests to confirm mastery.

      The development of the Edmentum's Plato courseware is grounded in research[4] including the work of Dr. Bill Dagget, creator of the rigor/relevance framework model for learning and student achievement and Benjamin Bloom's taxonomy. Edmentum courseware is designed to explicitly incorporate the multiple levels of rigor and relevance within an integrated online learning environment. Each course incorporates basic and higher levels of learning within the rigor and relevance dimensions in Daggett's application model. Additionally, the set of standards that is most well regarded and most instructive to understanding the approach to online learning is the iNACOL National Standards for Quality Online Courses. These standards address course content, instructional design, technology, student assessment, and course management.

      Edmentum is actively engaged in ongoing research to determine how to provide the best learning experiences possible for all students. That includes researching online teaching and learning practices as well as the effectiveness of current Edmentum courseware in a variety of school settings. The research used to design the curriculum is based on several important works, including the results from a third-party study conducted by the well-regarded Marzano Institute[5] and case studies that represent the diverse types of school districts using Edmentum's Plato courses and seeing results.

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[4] Edmentum. *Next Generation of Digital Curriculum with Online Courses*. 2014.Edmentum.com/resources/research.

[5] Edmentum. *A Study of Best Practices in Edmentum Online Solutions: An analysis and interpretation of a Marzano Research Laboratory study.* 2017. Edmentum.com/resources/research.

1.4.E. Additional Curriculum Areas

In addition to the proposed core curriculum, The Academy will weave a strong focus of social-emotional learning throughout the learning experience. This will be based on the *Compassionate Schools Framework*[6]. This framework is the product of the most comprehensive study, The Compassionate Schools Project, that has ever been conducted on current health and wellness curriculum in secondary settings. The project's aim is to produce a major impact on children's education, both academically and social-emotionally, nationwide.

Our proposed SEL curriculum is built on the *Collaborative for Academic and Social Emotional Learning* (CASEL)[7] standards and includes strategies such as a positive language framework, an incentive system, restorative circles and restorative conferences. Restorative practices are defined as "an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities." All staff are trained in restorative practices.

The Academy conducts restorative circles twice weekly for GCs, and staff members participate weekly on Fridays after the weekly data meetings. Restorative conferences are the primary method of resolving conflict and repairing harm between students, between staff members, and between students and staff.

During orientation, each GC takes the Graduation Persistence Scale (GPS), a proprietary tool designed to measure a GC's social-emotional well-being and the potential for a GC to persist in the program to earn a standard high school diploma. The Life Coach (a licensed social worker) reviews the data and meets with the GC to develop a social-emotional learning plan that is part of the personalized learning plan (PLP), during the orientation process. Plans are reviewed with the GC monthly, and by staff members weekly, to ensure success. Needs for additional supports, resources and services are identified and deployed through this review process. Each student is assigned to a Graduation Candidate Advocate (GCA) who serves as the case manager, supporting GCs with a trauma-informed case management model.

The Academy's *Pathways Program* provides GCs with career and college planning opportunities. Naviance, a critical tool supporting the *Pathways Program*, serves as the foundational platform, allowing GCs to discover their individual strengths and learning styles and explore college and career options based on the results. Naviance provides support in academic goal-setting, resume design and life skills development, and the dedicated Career Coach then steps in to help each GC develop a customized plan.

The Academy's experiential learning component presents GCs with new challenges, the opportunity to expand their horizons, and develop new leadership, social, and emotional skills. Work-based learning opportunities are offered to GCs at no cost and can cover a wide range of career opportunities.

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[6] Abdul Latif Jameel World Education Lab, Massachusetts Institute of Technology. *Introduction to the Compassionate Schools Framework in Schools*. March, 2019. https://jwel.mit.edu/sites/mit-jwel/files/assets/files/intro-compassionatesystemsframework-march-2019_0.pdf

[7] Robert J. Jagers, Deborah Rivas-Drake & Brittney Williams (2019) *Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence*, Educational Psychologist, 54:3, 162-184.

1.4.F System and Structures

If a GC is struggling with the content, the Academy has multiple avenues to provide intervention and support. Initially, the Content Coach reviews data to identify the concept/skill the GC is struggling with and other potential issues that may be impacting learning. If the issue is content related, the Content Coach provides intervention individually or in a small group. If the issue is related to social-emotional needs, the Content Coach would engage the Life Coach and the GCA in accessing appropriate support services.

The Academy's intervention framework is multi-tiered to provide the right level of support with differentiated strategies. The framework focuses on the "whole GC," providing support for academic growth and achievement as well as behavior and social-emotional needs. Acceleration Academies' intervention framework includes:

- Universal screening for all GCs upon entry into the academy (reading/math assessment via Edmentum's adaptive diagnostic assessment called Exact Path);
- Increasing levels of targeted support for struggling GCs;
- Integrated plans that address GCs academic, behavioral, social and emotional needs;
- The use of evidence-based strategies to address deficiencies;
- An academy-wide team approach to GC support;
- Professional development so staff can effectively deliver interventions and monitor progress;
- Family involvement so parents can understand the interventions and provide support.

GC progress is monitored weekly during data team meetings, including referrals for additional support and the results of universal screening assessments. The team discusses and creates individualized plan(s) with a more intensive level of support for GCs needing it. Parents/guardians are a critical part of this plan and team (for GCs under age 18, and adult students who provide consent).

Acceleration Academies includes these three tiers of support for GCs:

Tier I | Core Instruction All GCs are engaged in Edmentum courses identified on their PLPs in a blended learning environment with instruction provided by the content coach. GCs are provided individual and small group instruction as needed. Examples of Tier 1 support interventions include a quieter work space, a tangible incentive for positive behavior, and/or a strategy that would minimally impact the GC's overall day.

Tier II | Small Group Intervention Based upon the initial universal screening and review of a GC's academic and school records, GCs may also be placed in a small group intervention to support a specific need in addition to the Tier 1 instruction. For example, a GC struggling academically may be given the opportunities to work in a separate room with a small (3-5) group of GCs and a Content Coach to go over the content in more depth, or manipulatives and consumable materials may be used to enrich the instruction provided in an Edmentum course.

Tier III | Intensive, Individualized Support A few GCs who move up to this most intensive level of support continue with Tier 1 instruction but also participate in a higher intensity of intervention. These sessions typically last longer and are more narrowly focused. For example, if the GC is struggling in Algebra I, a Tier III intervention may include designated one-on-one time with the Content Coach, the addition of a supplemental math curriculum to bring the GC up to the appropriate grade level, and/or consideration of a potential IEP referral.

Progress monitoring occurs in cycles to determine how the GC is responding to instruction. The first Tier II plan is implemented for 6-8 weeks and is followed by a team meeting to review GC progress. If growth is made, the same plan is continued for another 6–8 weeks; but if the GC does not make progress, a new Tier II plan is created. If three Tier II plans have been implemented but not found successful, the GC moves to Tier III. Progress monitoring occurs weekly in the Tier II process. Factors that will be analyzed include: academic progress in course, pace of course completion, weekly attendance, and/or behavior while on-site. If a GC does not make growth academically during Tier III, a referral for further specialized testing or evaluation for special education services may be necessary.

Performance Goals
A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.
B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.
Placement and Progression
C. Describe the school's student grade level and course placement procedures.
D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.
E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.
F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
Assessment and Evaluation
G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.
H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.
K. Describe how student assessment and performance information will be shared with students and with parents.
L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Evaluation Criteria: Student Performance

Reviewers will look for:
- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- 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.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements

1.5.A. Performance Goals - Baseline

The Academy will serve students who are struggling and/or who have already left school without earning their high school diplomas. Therefore, it is expected that the incoming baseline of academic achievement of students who enroll in the school will be significantly below grade level in both reading and math and overall credit attainment. The Academy team will be prepared to meet GCs wherever their performance levels are to begin progression toward their diplomas. Upon enrollment in the Academy, each GC will participate in orientation. During orientation, the GC's academic history and transcript will be reviewed, and reading and math assessments will be completed (using Edmentum's Exact Path or similar), social-emotional learning (SEL) surveys will be administered, and each GC will respond to a specific writing prompt. The Career/Life Coach will review all information and schedule a meeting with the GC to review the information and draft a personalized learning plan (PLP) mapping out the GC's plan to earn a standard diploma. If the GC is performing below grade level in reading and/or math, a specific intervention plan will be developed to support the GC in strengthening areas of weakness. Each GC will meet with the Career/Life Coach a minimum of one time a month to review progress and adjust the PLP as needed.

The Academy monitors all GCs' performance on a daily, weekly, and monthly basis. Critical metrics to review include attendance, progress in coursework, course completion, rate of course completion, credits earned and progress toward earning a diploma. Academy staff members meet daily to review key performance indicators and adjust specific interventions to ensure that each GC is meeting with success. Acceleration Academies (ESP) conducts weekly national meetings with its leadership team to review progress on goals by examining weekly key performance indicators.

The Academy's projected baseline data is based on the anticipated enrollment of 250 GCs in the first year of operation. These figures will be realigned once the school collects actual baseline data during the first year of operation. The Academy will establish educational goals for improving student achievement each year through annual measurable objectives (AMOs) in the School Improvement Plan that aim to increase student proficiency from year to year and are

competitive with district/state achievement targets. Once initial enrollment is complete, we will better understand overall performance levels of incoming students. During the first 30 days of operation, the Academy will determine actual baseline achievement of students as a group and set school goals for academic goals and improvements.

The Academy based these goals on the rationale that approximately 50% or more of enrolled GCs will enter the Academy performing below grade level.

Achievement Goals
- **FSA ELA Baseline Goal:** 50% of GCs enrolled in English 10 will meet standards in ELA as evidenced by scoring proficient or higher on the FSA ELA Exam within the first year of operation.
    - **Growth:** The Academy aims to increase 5 percentage points from the Baseline annually.
- **Algebra I Baseline Goal:** 50% of GCs enrolled in Algebra I will meet standards as evidenced by scoring proficient or higher on the End of Course (EOC) Exam in the first year of operation.
    - **Growth:** The Academy aims to increase 5 percentage points from the Baseline annually.
- **Geometry Baseline Goal:** 50% of GCs enrolled in Geometry will meet standards as evidenced by scoring proficient or higher on the End of Course (EOC) Exam in the first year of operation.
    - **Growth:** The Academy aims to increase 5 percentage points from the Baseline annually.
- **Biology Baseline Goals:** 50% of GCs enrolled in Biology will meet standards as evidenced by scoring proficient or higher on the End of Course (EOC) Exam in the first year of operation.
    - **Growth:** The Academy aims to increase 5 percentage points from the Baseline annually.
- **Social Studies US History:** 50% of GCs enrolled in United States History will meet standards as evidenced by scoring proficient or higher on the End of Course (EOC) Exam in the first year of operation.
    - **Growth:** The Academy aims to increase 5 percentage points from the Baseline annually.

Edmentum's Exact Path Assessments (or similar)
- **Reading:** 50% of GCs will demonstrate gains as measured by the growth score on the Exact Path Reading Assessment in the first year of operation.
- **Mathematics:** 50% of GCs will demonstrate growth gains as measured by the growth score on the Exact Path Mathematics Assessment in the first year of operation.

1.5.B. Performance Targets
College and Career Readiness
- **Graduation Plan:** 100% of GCs who graduate from the Academy will have a clear plan to enter a career, the military, certification/trade school, 2-year or 4-year college.

Graduation Goals
- **Enrollment:** 50% of GCs enrolled in the Academy prior to their senior year will or re-enroll the following year
- **Credits Earned:** Each GC enrolled in the Academy will earn a minimum of 8 credits per year by completing a minimum of 16 courses over the year.
- **Graduation:** 50% of GCs entering the Academy as seniors (as measured by credits) will graduate within 12 months of enrolling in the school in 2022-23

1.5.C Grade Level Placements

The Academy will begin the process of reviewing a GC's school record and information immediately after the GC's parent or guardian (or GC if over 18) signs the enrollment form. The registrar will request records from the GC's former school. The Academy's Director begins the process by reviewing the GC's registration packet including the transcript, educational history, and other pertinent school records. Parents or guardians may contact the Academy's Director at any time (if the GC is under 18 or has consented to this communication) to discuss their GC's enrollment or placement status.

After enrollment is complete, GCs participate in an orientation process. During orientation, the GC's academic history and transcript are reviewed and discussed with the GC. The GC completes reading and math assessments (using Edmentum's Exact Path or similar), and social-emotional learning (SEL) surveys. The Career/Life Coach reviews all information and meets with the GC to draft a personalized learning plan (PLP), mapping out the GC's plan to earn a standard high school diploma. The Academy assigns each GC to a tier rather than a grade level based upon the number of credits earned. A student who has earned 1-5 credits and still needs 15.5 or more credits to graduate would be considered tier 1. A student would be considered tier 2 if 10.5-15 credits are needed, tier 3 if 5.5-10 credits are needed, and tier 4 if only 0.5-5 credits are needed to graduate. If the GC is performing below grade level in reading and/or math, a specific intervention plan is developed to support the GC in strengthening areas of weakness. The GC is assigned the first course at this time based upon the credits needed to meet graduation requirements. The GC meets with the Career/Life coach upon completion of each course to review the PLP and receive assignment of the next course. The GC takes just one course at a time to allow for complete focus and faster overall progress. Each GC meets with the Career/Life coach a minimum of one time a month to review progress and adjust the PLP as needed.

1.5.D. Pupil Progression Plan

The Academy will use the local school district's pupil progression plan.

1.5.E. Graduation Requirements

The Academy will follow the general requirements for high school graduation established by FLDOE. The Academy will update graduation requirements as revised by the State and will adhere to all statutory requirements regarding high school graduation and progression, including EOC calculation in final grades. Each GC will have a personalized learning plan (PLP), that includes the graduation plan created upon enrollment and updated as credits are earned. All credits earned and courses completed by each GC are tracked using the District's student information system (SIS). The District's SIS provides access to reports that track student progression toward graduation. High school credits awarded before ninth grade can be counted

toward the required credits for graduation. Students who attend the Academy will have the option to complete one of the following diploma options:
• 24-credit standard diploma (Scholar Diploma Designation or Merit Diploma Designation)
• 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option

24 Credit Standard Diploma (to be adjusted if needed to meet state requirements)	
English	4 Credits
Math	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits additional math
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits additional science identified as equally rigorous *2 courses must have a laboratory component
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics w/Fin. Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in physical education to include the integration of health
Electives	8 Credits
State Assessments	Students must earn a passing score on the Grade 10 FSA ELA statewide standardized assessment or concordant score Students must earn a passing score on the Algebra 1 EOC or concordant score
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)

Scholar Diploma Designation:

In addition to meeting the 24-credit standard high school diploma requirements, a GC must meet all of the following requirements:
• Earn 1 credit in Algebra 2 or an equally rigorous course
• Pass the Geometry EOC
• Earn 1 credit in Statistics or an equally rigorous mathematics course
• Pass the Biology 1 EOC
• Earn 1 credit in Chemistry or Physics
• Earn 1 credit in a course equally rigorous to Chemistry or Physics
• Pass the U.S. History EOC
• Earn 2 credits in the same world language
• Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

Merit Diploma Designation:

GCs must meet the standard high school diploma requirements and attain one or more industry certifications from the list established (per s. 1003.492, F.S.) to receive this designation.

ACCEL Program (18-credit option):

GCs in pursuit of the 18-credit ACCEL have the same requirements as a standard diploma when it comes to math, science, English, social studies and arts. GCs will complete three elective credits instead of the eight required in the standard diploma option. Additionally, they will not be required to complete physical education, or the online course.

All graduation paths include opportunities to take rigorous academic courses designed to prepare GCs for their future academic and career choices. All GCs, regardless of the graduation program, must still earn a minimum of a 2.0 grade point average on a 4.0 scale and achieve passing scores state-mandated assessments, as adopted, in order to graduate.

The Academy will communicate promotion and graduation criteria to parents and GCs upon enrollment, through the Student Handbook, and through the Academy's website. Parents (if student is under 18 or has given consent) and GCs will have access to their PLPs through Atlas, the proprietary case management system of Acceleration Academies (ESP) so that parents are informed of the GC's progress toward graduation. Parents are kept informed of their child's progress formally in writing via a progress report distributed at the end of each semester. Parents have constant online access to their child's grades through the student information system (SIS) and may schedule conferences and contact teachers as necessary.

1.5.F Communication to Parents and Students

Promotion and graduation criteria will be communicated to GCs and their parents or guardians if under the age of 18 in several different ways. First, at the time of enrollment the parent and GC will receive information about promotion and graduation requirements. Weekly newsletters and references on the Academy's website will continuously update readers of Florida's graduation requirements. Lastly, the GC Navigator app, a proprietary tool offered by Acceleration Academies, will feature a parent portal where parents can immediately access their child's progress toward course completion and graduation.

1.5.G Assessments

The Academy will participate in Florida's statewide assessment program. The Academy will administer all state-mandated standardized assessments to measure mastery of state standards across all grade levels and monitor student performance.

In addition to state-mandated assessments, the Academy uses Edmentum's Exact Path (or similar) to assess a GC's current reading and math levels. This assessment is administered during orientation. Additionally, this assessment is administered up to three times a year depending upon how the GC is performing.

Edmentum, the Academy's current online content platform features a course structure that includes multiple assessments designed to continually check, measure mastery, ensure knowledge retention, and prepare GCs for course exams and high-stakes assessments. Edmentum's subject matter specialists and item writers use the Webb's Depth of Knowledge (DOK) framework and content developers utilize technology-enhanced items in tests, which reflect higher DOK complexity. Each standards-aligned course consists of a series of units that include a unit pretest, posttest and end-of-unit test. Each course includes an end-of-semester exam. In addition, Content Coaches (certified teachers) may use ancillary assessments outside of those in Edmentum to ensure that GCs are mastering the concepts/skills outlined in the standards. Examples of such assessments may include performance-based projects, writing assignments, labs/experiments, etc.

The Academy's GCs participate in the ACT/SAT exams. These assessments allow the Academy to gauge a GC's preparedness for college or a career upon graduation. This information immediately impacts the Academy's ability to achieve the school's mission. If GCs are underperforming on these national assessments, Academy staff will develop intervention strategies to improve performance. GCs are made aware of the minimum ACT/SAT score required for admittance to one of Florida's state colleges or universities, and the Academy's educational program ensures that GCs are given the instructional resources necessary to meet or exceed these minimum requirements.

A copy of the Academy's proposed assessment schedule is included as Attachment F of this application.

1.5.H. Data-informed Instruction

Acceleration Academies (ESP) believes that analyzing performance and achievement data is a process that involves the entire staff. Effective data-driven dialogue leads to actionable decision making. When the entire staff is engaged in an ongoing data dialogue, participants own the decisions and action steps that are collectively made by the team and are aimed at having a high impact on GC success.

Acceleration Academies' *Data Dialogue Protocol* features two distinct components that promote the analysis of data, determining strengths and weaknesses, and identifying action plans to improve results. At the same time, the dialogues provide a forum for collaboration among staff at a site and cross-site collaboration across all sites in the Acceleration Academies national network. These two components are (1) weekly data meetings with all team members at each site; and (2) national performance management calls with all site leaders and network team members.

During the weekly data meetings, the Academy team will meet to review key performance indicators such as GC attendance, GC progress in courses, course completions/credits earned, GCs approaching graduation, and graduates. The Academy Director

pulls summative data from Edmentum and Atlas (Acceleration Academies proprietary case management system) and staff members are required to come prepared to share their data for GCs on their caseloads. For example, a Content Coach (certified teacher) will share information about progress of all GCs enrolled in their courses. The data will include the number and percent of GCs who have (1) completed a course, (2) have completed 85% of a course, (3) have completed 50% of a course, (4) have been in a course over 30, 45, 60, 75, and 90 days. Based upon the data, specific action plans are developed to support GCs in successfully completing their courses.

The Academy leadership team monitors the school's progress toward meeting its goals and objectives. Baseline GC performance data (e.g. current number of credits, Edmentum Exact Path data) are entered into Atlas (Acceleration Academies' case management system) upon enrollment and are updated as GCs complete courses and participate in FSAs, end-of-course assessments and ACT/SAT and Exact Path assessments. These data points allow the Academy to evaluate its performance according to the expectations of the school, the District, and Florida requirements.

The Acceleration Academies (ESP) performance management call occurs every Monday and includes leadership teams from academies across the country as well as the ESP's network leadership team. The meetings are led by the Chief Education Officer, Chief Academic Officer, and Chief Operating Officer. Performance on key performance indicators are reviewed and the team collaborates on strategies to address weaknesses.

The Academy will use Atlas to track GC performance data beginning the first day of the Academy's operation. As each year progresses, the Academy and Acceleration Academies actively monitor and evaluate the data to ensure that the Academy is meeting or exceeding the school's performance goals. When areas of improvement are identified, the Academy will work in conjunction with Acceleration Academies' instructional team including curriculum development and professional development staff and network leaders to devise and implement new strategies for continuous improvement. In addition, the Academy has direct access to leadership from other Acceleration Academies' leaders located in the states of Florida, Nevada, South Carolina and Washington. These relationships allow the Academy's leadership team to bring issues forward that other academies may have already faced and overcome. These other network academy leaders are able to offer guidance and direction as the Academy grows.

The Academy's Director will report performance data to the Board of Directors of Own Your Success Academies, Inc. Acceleration Academy's (ESP) leadership team will provide monthly, quarterly and annual reports to inform the Board of progress on goals so that adjustments in staffing and program can be made as needed. Specific dashboards for each report will include both quantitative and qualitative metrics. A few examples of metrics to be provided on the varied level dashboard include course completions, credits earned, number of graduates, and assessment data.

1.5.I. Training and Support

The collection, analysis and interpretation of assessment and performance data are key to the improvement of student outcomes. All staff will participate in data-driven decision-making training where they learn to analyze, extrapolate, and disaggregate school data from a variety of sources and use this data to create effective school improvement plans and increase student achievement. Acceleration Academies' Chief Academic Officer along with the Model Fidelity Coaches will provide training to staff on how to use data to improve GC performance and

outcomes. Training sessions will be focused on providing primary mechanisms for monitoring student progress, implementing instructional adjustments, and determining how effective data-driven decision making will improve teaching and learning.

Hillsborough County Acceleration Academy staff will meet weekly to engage in data analysis and action planning. All staff will be trained in the Acceleration Academies *Data Dialogue Protocols* for data analysis and planning

1.5.J. Corrective Actions

The *Model Fidelity Framework* ("Framework") serves as an internal accountability tool for Acceleration Academy (ESP) sites, requiring that all key performance indicators are reviewed, evaluated, revised, and modified as needed. The Framework helps both site and network leadership to monitor each school's progress and to guide ongoing improvement efforts. Although site leaders receive weekly feedback on progress toward goals, it is the annual Framework review that triggers corrective action. The following section describes the corrective action taken at each level of responsibility:

School Level: Academic achievement is closely monitored at the school level. All academy leaders gather each Monday for a review of academic performance across the network. At this time, Academy Directors outline their response to the previous week's data and indicate how to correct data that is trending in the wrong direction. Furthermore, each Director meets once a month with the Chief Academic Officer (CAO) and the Chief Operating Officer (COO) to review academic achievement as well as specific efforts to address performance issues. At the school level, the Director is responsible for identifying and implementing corrective actions, and the CAO and COO hold the Director accountable for meeting all academic achievement goals.

Classroom Level: The Academy Director meets with team members throughout the week to review academic progress and engagement. During these weekly "huddles," the Director will address both individual and classroom-level gaps in performance. Furthermore, each Director meets individually at least once a month to review classroom data with each Content Coach (certified teacher). The Chief Academic Officer of the ESP tracks classroom data as a component of the overall school-level data and meets with the Director to discuss any potential need for corrective action.

Sub-Group Level: Acceleration Academies' Data Analyst provides sub-group data analysis for all academy directors on a regular basis so they are aware of trends in academic performance by sub-group. This level of analysis is also included in the monthly meetings hosted by the CAO and COO so that gaps in academic performance by sub-groups can be addressed and corrective action can be taken.

Individual Student Level: The Content Coach (certified teacher) serves as the teacher of record for each course offering, and therefore it is the responsibility of the Content Coach (CC) to monitor the individual efforts of each Graduation Candidate (GC) as s/he moves through the course. Each Content Coach manages a caseload of GCs, interacting regularly on academic aspects of the course. If a GC is struggling in the course, it is the responsibility of the CC to introduce Tier 2 support in the form of a small group interventions as described in Section 1.4, and possibly Tier 3 support in the form of intensive intervention. The Academy Director, with the

support of the Chief Academic Officer, oversees caseloads and meets regularly with Content Coaches to ensure that all GCs are receiving the necessary academic support.

1.5.K. Assessment and Performance Information

The Academy's Director is responsible for the efficient and accurate distribution of GC assessment and progress information to each GC and parents/guardians, the Academy's Board of Directors, the District, and the Florida Department of Education. The Academy's Director ensures that systems are in place so that GC grades are distributed to GCs and parents or guardians (if the GC is under 18 or has provided consent) at least once a quarter. Parents and guardians will also obtain information about GC performance through the Academy's Edmentum site (or similar).

1.5.L. Privacy

The Academy's Director distributes information about GC performance and progress to the school's Board of Directors. The Board of Directors will use this information to help evaluate the performance of the Academy's Director as well as that of Acceleration Academies, the school's selected education service provider (ESP).

When communicating with the public, the Academy's Director, the Board of Directors, and Acceleration Academies will abide by the restrictions of the Family Educational Rights and Privacy Act (FERPA). Unless the Academy acquires written consent from the parent or guardian (or GC in the case of an emancipated minor or student over age 18), the Academy will remove any identifiable GC information before sharing the information with any outside person, group, or organization.

Section 6: Exceptional Students

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

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.

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

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

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

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

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

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

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

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

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

Evaluation Criteria: Exceptional Students

Reviewers will look for:
- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-

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> disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
> - 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 through the IEP process.
> - 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 projections.

1.6.A. Projected Population

The Academy, along with Acceleration Academies, it's selected ESP, strongly believes in equity of access to a supportive and strong school program. We understand and are prepared to address a broad range of ability levels, academic and social-emotional needs. The Academy projects the population of special education students to be approximately 14-15% of the enrolled students. This projection is based upon a review of special education enrollment data in the District and enrollment trends across other schools in the Acceleration Academies network.

1.6.B Equal Opportunity

The Academy will ensure that students with disabilities have an equal opportunity of being selected for enrollment. Recruitment is focused on students who have already dropped out, or are at risk of dropping out due to credit deficiency. This population naturally includes many special education students, who are pursuing standard diplomas. The emphasis during the recruitment process is the path to graduation, while focusing on each potential student's strengths. Any young adult who is willing to engage in credit completion is likely a good candidate for our educational program. Acceleration Academies (ESP) has a strong history of being highly inclusive with this population in its recruitment process, and will continue to do so in this charter school.

1.6.C. FAPE and IEPs

The Academy is committed to providing students with disabilities a Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The Academy will utilize the Individual Education Plan (IEP) process to ensure FAPE criteria are met for both disabled and nondisabled GCs alike. A GC identified as eligible for special education services has these services described in the identified GC's IEP. The IEP identifies a GC's academic and behavioral goals, determines the appropriate levels of direct engagement necessary for the GC to make adequate progress toward these goals, and coordinates the delivery of services (e.g. accommodations, interventions, supports and services, outside supports) delineated in the GC's IEP. Student progress is monitored by the Special Education Coach and Content Coach (certified teachers). Content Coaches on the GC's IEP team communicate on a weekly basis to plan additional interventions and discuss achievements.

The Academy monitors GC progress toward IEP goals by charting, observations, and by using progress monitoring methods on curricular formative and summative assessments, as well as on national assessments. GC progress toward IEP goals is shared with parent(s) or guardian(s) (if the GC is under 18 or has provided consent) on a quarterly basis or as provided by the IEP. If

a special education GC is not making adequate progress toward IEP goals, an IEP meeting is held to identify additional interventions, supports, and related services to assist the GC.

The Academy provides all services and instruction for GCs with disabilities in conformity with each GC's IEP and in compliance with IDEA and all applicable Florida laws and regulations. If a GC requires a service that is not readily accessible through the Academy's existing staffing or support services, the Academy can subcontract with a third-party special education provider to provide these supports and services.

1.6.D. New Identification of Disabilities

The Academy will use its multi-tiered system of supports (MTSS) regular review of all individual student data to determine if there is a student with a potential disability who has yet to be identified. Progress monitoring occurs in cycles throughout the year over a period of 6-8 weeks to determine how the GC is responding to instruction. The first Tier II plan is implemented for 6-8 weeks and is followed by an MTSS team meeting to review GC data for achievement and growth. If growth is made, the same plan is continued for another 6–8 weeks; but if the GC does not make progress, a new Tier II plan is created. If after three Tier II plans have been implemented and not found successful, the GC will move to Tier III. Progress monitoring will be done biweekly in the Tier II process. Factors that will be analyzed include: peer relationships, academic progress in course, course completion pace, attendance, and/or behavior while on site. If a GC does not make growth academically or behaviorally during Tier III, a referral for further specialized testing or evaluation for special education services may be requested and necessary.

A parent may request an initial special education evaluation at any time. The Academy's "Child Find" activities include a screening process to determine whether the GC should be referred for a full evaluation to determine eligibility for special education and related services. If a GC is not eligible for special education services through IDEA, the GC may be eligible for appropriate educational services through Section 504 of the Rehabilitation Act of 1973. The Academy addresses the needs of GCs who are considered "handicapped persons" but not necessarily eligible for special education by providing these GCs with a FAPE consisting of the provision of any related aids or services designed to meet the GC's individual needs as adequately as the needs of their nondisabled peers.

1.6.E. and 1.6.F. Programs, Strategies, Supports

The Academy's ESP, Acceleration Academies currently provides special education services to GCs in Florida, Nevada, and Washington. The contract between Acceleration Academies and the Own Your Success Board specifically obligates Acceleration Academies to serve special education GCs based on IEP goals that are written for mild to moderate students with disabilities under IDEA. This classification would include GCs who are able to receive instruction with their nondisabled peers 40% to 100% of the school day. Acceleration Academies may provide these services directly or may contract these services to a third-party special education service provider. The Academy does not provide for a Florida State Alternative Assessment (FSAA) or Access Points. Regardless, the Academy and Acceleration Academies may reach out to the District for support or guidance as we understand that the District is the LEA responsible for compliance with all federal and state laws with respect to students with disabilities.

The Academy's Multi-Tiered Systems of Support includes three tiers of support:

- **Tier I: Core Instruction**. All GCs are engaged in courses identified on their personalized learning plan (PLP) in a blended learning environment with instruction provided by the Content Coach (certified teacher). GCs are provided with both individual and small group instruction based upon how they are responding to instruction. Tier 1 support interventions include a quieter work space, a tangible incentive for positive behavior, and/or something else that would be a minor change to the GC's overall day.
- **Tier II: Small Group Intervention**. Based upon the initial universal screening and review of a GCs academic and school records, GCs may be placed in a small group intervention to support a specific need. This small group intervention is in addition to the instruction all GCs receive in Tier 1. For example, GCs can participate in an anger management group led by the social worker if they are having difficulty with peer conflict. A GC struggling academically may be given the opportunity to work in a separate room with a small (3-5) group of GCs and a Content Coach to go over the content in more depth. Manipulatives and consumable materials may be used to enrich the instruction provided in an online course.
- **Tier III: Intensive, Individualized Support**. A few GCs who move up to this most intensive level of support continue with Tier 1 instruction but also participate in a higher intensity of intervention. These sessions typically last longer and are more narrowly focused. For example, if the Tier II anger management group was not successful, specific designated attendance days and times may be given to the GC to prevent additional conflict. For a GC struggling with Algebra, a Tier III intervention may include providing one-to-one time with the Content Coach, a look at a history of math concerns for a potential IEP referral, and/or the addition of a supplemental math curriculum to bring the GC up to the appropriate grade level.

1.6.G. Meeting More Significant Needs

The Academy will work cooperatively and collaboratively with the District to ensure appropriate placement for every potential student. If a special education student has an IEP that specifies less than 40% instruction with nondisabled peers, the Academy's Director and Special Education Coach (certified teacher), will meet with appropriate team members from the District to determine whether or not the student's needs can be met at the Academy. If there is any way to provide FAPE at the Academy, the student will be accepted and an IEP review/revision will be completed. If FAPE cannot be provided by the Academy in this instance, the Academy will work collaboratively with the District to determine appropriate options and recommendations.

1.6.H. Progress Monitoring and Evaluation

The IEP team reviews and analyzes each special education GC's academic progress multiple times throughout the year. This review includes an evaluation of the special education GC's credit attainment rate, attendance, grades, standardized test scores, and other performance and behavioral data. The decision to transition a GC receiving services out of special education is made with input from all members of the GC's IEP team. If a GC is transitioned out of special education, the GC's Content Coach monitors progress closely and ensures that the GC is making sufficient progress in his or her coursework. GCs who transition out of special education but fail to make progress are reassessed and an initial IEP meeting is held. In addition, a GC over the age

of 14 or a GC's parent(s) or guardian(s) may request reinstatement of special education services. The Academy then conducts an assessment and holds an initial IEP meeting.

1.6.I. Special Education Staffing

The Academy employs a Special Education Coach certified in special education by the State of Florida. The Special Education Coach oversees each GC's IEP and ensures that GCs are delivered services in accordance with their IEPs and in compliance with state law and regulations. For special education services that the Academy is unable to directly provide, the Academy will contract with a third-party special education service provider. The Academy will meet with the GC, LEA and parent to review special education needs for GCs. Funding for the Special Education Coach and contracted services are allocated in the Academy's annual budget, and the Board of Directors will allocate additional funding, if necessary, to meet the needs of the Academy's special education program. The Academy will also retain additional Special Education Coaches as the academy's special education population increases.

1.6.J. Evaluating Special Education Effectiveness

Acceleration Academies (ESP) retains the services of a nationwide expert to provide oversight for the special education program in conjunction with its Chief Education Officer and Chief Academic Officer. The Special Education Consultant visits the Academy monthly to provide support and consultation to ensure compliance with federal and state requirements. Locally, the Academy's Director and Special Education Coach(es) are responsible for evaluating the special education program's success and identifying areas for improvement. To evaluate the special education program, the Director and Special Education Coach review all relevant data (e.g. GC progress toward IEP goals), compare the performance of special education GCs with non-special education GCs, and consider formal and informal feedback from special education GCs, their parent(s) or guardian(s), and Content Coaches. In addition, weekly data team meetings are used to identify areas of strengths and weaknesses in the Academy's special education program and inform the school's professional development.

1.6.K. Gifted and Talented

A GC identified as Gifted and Talented continues to take courses in Edmentum (or similar) which offers a spectrum of honors and AP courses. The Academy's blended learning environment provides many opportunities for offering enrichment and extension for all GCs, including those identified as Gifted and Talented, such as experiential learning opportunities, field trips, and dual enrollment.

Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.
B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.
C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.
D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

Evaluation Criteria: English Language Learners

Reviewers will look for:
- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan 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.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

1.7.A. Meeting Needs of English Language Learners

Florida's Consent Decree addresses the civil rights of English Language Learners and most importantly: their right to equal access to all educational programs. First, upon enrollment, all GCs and their parent/guardian, if under the age of 18, are required to complete a three question survey upon enrollment. The three questions on the language survey, as required by law are:

1. Is a language other than English used in the home?
2. Did/Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If the first answer only is YES, then the student will not be enrolled in an ESOL program. If the second or third or both questions are answered YES, then the GC will be assessed within 20 days of enrollment for eligibility for the ESOL program. This is done through a review of records from the previous school and/or administering the WIDA (ACCESS test) to determine Limited English Proficiency (LEP) levels. The school registrar will maintain an up-to-date log of all eligibility testing and results, and all required documentation will be electronically filed

within the Academy's information and case management system, Atlas. Parents and guardians will be notified immediately, in the language that they understand (when feasible), that their child has been placed in specialized ELL services pending the English language proficiency test.

1.7.B. Instructional Support

Instructional support will be based upon the GCs' LEP level. The Academy will employ a certified ESOL teacher to serve as case manager for all ELL GCs. This teacher is responsible for administering assessments and providing direct instruction and support to the GC based upon the LEP level. Edmentum (or similar), the Academy's online content provider, features several instructional adaptations and options for supporting an ELL GC with coursework. For example, Edmentum offers language translations so a GC can access text material and video content in the home language. GCs not needing full translation can also utilize a translation dictionary while keeping the curriculum content in English.

1.7.C Progress Monitoring and Evaluation

The Academy's certified ESOL teacher will be responsible for monitoring and evaluating the progress of the ELL GCs. The progress of ELLs will be reviewed during weekly data meetings in which each GC's attendance, engagement and course progression are scrutinized. If an ELL is struggling with the content, there are multiple avenues to provide intervention and support that include the afore-mentioned Edmentum accommodations and one-to-one support from our certified ESOL coach. Initially, the ESOL coach reviews data to identify the concept/skill the GC is struggling with and other potential issues that may be impacting learning. If the issue is content related, the Content Coach provides intervention individually or in a small group. If the issue is related to social-emotional learning, the Content Coach would engage the Life Coach and the Graduation Candidate Advocate (GCA) in accessing appropriate supports/services.

All GCs are evaluated through the WIDA Access test at the end of each school year. Services are adjusted according to student LEP levels. Additionally, the ESOL teacher and/or the GC can initiate consideration of changes in services and supports based on student performance and needs. Such changes would be made in compliance with applicable laws and regulations.

1.7.D. Staffing Plan

The Academy will hire sufficient ESOL certified teachers to provide support for all ELLs. For GCs who require intensive language support, the ESOL Content Coach provides direct instruction and curricular adaptations to ensure the GC is meeting with success in academic courses. For example, the ELL Content Coach may choose to administer a quiz or unit test orally rather than have the GC respond in the online platform to ensure that language deficiencies do not impact performance. All staff members participate in professional development on understanding Florida rules and regulations regarding identification and provision of appropriate accommodations for ELLs.

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

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

- Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
- List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
- Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
- Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

Evaluation Criteria: School Culture and Discipline

Reviewers will look for:
- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

1.8.A. Ethos

The Academy's ethos are grounded in the *Compassionate Schools* philosophy that embraces the following three ideals: (1) schools should promote intellectual development while instilling positive attitudes and requiring acceptance and respect for all students; (2) learning environments are organized for collaborative learning with students of varying abilities working together to accomplish learning goals; and (3) schools, families and communities must work

together to educate all students. The Academy will be a place where staff and GCs learn to be aware of the challenges faced by others. The staff will respond to the physical, emotional, and social challenges faced by GCs and families by offering support to remove barriers to learning. The team will not judge the situation or responses to others but rather seek to understand and support each and every GC.

Acceleration Academies (ESP) *Compassionate Schools Framework* is grounded in the CASEL (Collaborative for Academic, Social and Emotional Learning) standards. These standards are infused in day-to-day life at the Academy. The Life Coach will conduct both individual and small group workshops focused on fostering the standards.

Acceleration Academies values the power of intentional, proactive behavior support. The Academy's team will be trained in restorative practices which serve as a foundation for all staff and GC interactions. The team will conduct weekly community circles that include an icebreaker and a central topic question; thus providing an opportunity to build relationships among GCs and staff and the school community. In addition, staff will lead restorative conferences using the *Restorative Conference Script* which serves as the primary method of resolving conflict between and among GCs and staff members.

The Academy will begin developing a Student (GC) Handbook upon approval of this charter application. The GC Handbook will comply with all State and District laws and regulations, and will include a description of GC rights and responsibilities, including behavioral standards and possible disciplinary actions that the Academy's administration may take. Enrollment procedures, graduation requirements, and course offerings will also be included. The list above is not meant to be inclusive, and the Academy will add additional material to the school's GC Handbook as the handbook is developed. The Academy's Board of Directors will approve any and all policies and procedures listed in the school's GC Handbook.

1.8.B. Approach to Student Discipline

The Academy will develop its own student discipline policy. The final discipline policy will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232)(FERPA). Our Own Your Success Board of Directors will submit the final discipline policy to its legal representative for review, will affirm it complies with the statute. The Board will not approve the discipline policy nor the GC Handbook until such affirmation has been made. A draft of this discipline policy, which complies with FERPA, is attached in Appendix G.

The Academy's GCs will be required to adhere to the following school rules:
1. Follow all written and verbal agreements stated in orientation;
2. Follow the Academy's written discipline policy;
3. Be courteous and respectful to others;
4. Respect the property of others, including that of the Academy;
5. Be prepared to learn at all times;
6. Refrain from smoking in or near the school;
7. Permit Content Coaches and staff to monitor their behavior while on campus;
8. Attend the Academy on-site at least twice a week.

1.8.B.a Strategies

The Academy is committed to using the *Compassionate Schools Framework* and a restorative practices approach for the majority of issues requiring intervention and redirection.

The Academy knows that building strong relationships is the backbone of developing safe learning environments, and that many discipline issues in traditional schools stem from power struggles between staff and students. The Academy believes that a restorative ractices approach to almost all minor, and many moderate infractions is the most effective way to support the continued growth of young people, and so will include weekly community circles to enhance relationships among all GCs and staff. Restorative conferences will be used when mild or moderate infractions result in a loss of trust. These conferences include the use of restorative, proactive language grounded in positive presuppositions.

The Academy will use incentives to promote positive behaviors of GCs. A few examples of incentives include positive feedback, recognition for academic progress and performance, awards for outstanding behavior and citizenship. In addition, Acceleration Academies (ESP) has developed a proprietary app called GC Navigator that allows GCs to track their progress in their courses and progress toward a high school diploma. GC Navigator includes specific challenges that encourage GCs to stay engaged in making academic progress, built around a reward system.

1.8.B.b. Infractions and Consequences

The Academy will use the *Compassionate Schools Framework* and a restorative practices approach with the majority of issues requiring intervention and redirection. Building strong relationships is the backbone of developing safe learning environments, and the team will strive to develop powerful, positive relationships with each GC.

The Academy will use a restorative practices approach to Level 1, and some Level 2, infractions to best support the continued growth of GCs, uphold existing relationships, and promote lasting change in a close-knit community of learners. This approach includes weekly community circles to enhance relationships among staff and GCs, and restorative conferences when mild or moderate infractions result in loss of trust, including the use of restorative, proactive language grounded in positive presuppositions.

Level I infractions are defined as those activities which tend to impede instruction and learning, operation of the site, or minor infractions that occur at a frequency that causes disruption.

Examples of **Level I infractions** may include, but are not limited to:
- Academic dishonesty;
- Engaging in any act that disrupts or interferes with the education of another;
- Unauthorized departure from campus;
- Abusive language between or among students;
- Failure to comply with directives from Academy staff;
- Dishonesty
- Use of an electronic device that is disruptive to the learning environment;

Generally, Level I infractions will be addressed with a response grounded in restorative practices. When a GC commits a Level I infraction, staff members may address the action in any or all of the following ways: (1) one-on-one conversation between GC and staff member; (2) restorative conference arranged with all parties involved in the infraction; (3) a recommitment onference with the GC and his/her guardian that includes the signing of a new GC Commitment Form; or (4) an intervention plan that includes daily check-in with a staff member for a designated amount of time.

Level II infractions are defined as those activities directed against persons or property, and the consequences may endanger the health or safety of oneself or others in the Academy. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. Behavioral misconduct (Level I) may be deemed as disruptive conduct (Level II) if the conduct occurs many times.

Examples of **Level II infractions** may include, but are not limited to:
- Use of an intoxicant;
- Profanity directed at any Academy staff or authorized volunteer may be treated as a Level II infraction;
- Fighting;
- Vandalism (minor);
- Theft;
- Verbal or written threats against others;
- Repeated refusal to comply with directives from school personnel;
- Sexual harassment;
- Possession or use of illegal or unauthorized substances including alcohol and controlled substances.

Some Level II infractions may be addressed using a restorative practices approach (see above), alone or in conjunction with the following additional disciplinary responses: (1) verbal and written reprimand; (2) withdrawal of privileges; (3) intervention plan including daily check-in with staff member; (4) out-of-school suspension; (5) staff member, GC, and parent/guardian conference; (6) restitution of property and damages; and/or (7) referral to law enforcement.

Level III Infractions are defined as conduct resulting in violence to oneself or another person or property, or actions which pose a direct and serious threat to the safety of people in the Academy. This conduct usually requires the immediate removal of the student from the school, the intervention of law enforcement, and potential action by the Academy's Board. The provisions of this regulation apply on campus or at an Academy-sponsored or school-related activity on or off Academy property.

Level III Infractions may include, but are not limited to:
- Aggravated assault and battery that poses a serious threat of injury or results in physical harm;
- Extortion;
- Threat of the use of a destructive device such as a bomb;
- Possession, use, or transfer of a dangerous weapon;
- Furnishing, selling and possession of unauthorized substances as defined by law
- Sexual offenses;
- Theft, possession, or sale of stolen property;
- Vandalism – ($50 or more in value);
- Threatening communication which contains a threat to take the life of or to inflict bodily harm.
- Arson

Level III Infractions may result in out-of-school suspension, expulsion, restitution of property and damages, and/or referral to law enforcement.

1.8.B.c. Reporting

Academy staff members have the responsibility to report any disciplinary infraction to the Academy's administrator as soon as the incident occurs. The Academy's administrator will then conduct an investigation, conduct student conferences (as appropriate), notify parents and determine disciplinary action. If the infraction warrants an expulsion, the Academy's administrator will follow all expulsion procedures including notifying the Academy's Board. The Board will be responsible for conducting an expulsion hearing and making any final decisions regarding expulsions.

1.8.B.d. Students with Disabilities

The Academy will have a separate process to handle GC discipline, suspension, and expulsion for GCs with Individualized Education Plans (IEPs). The discipline process for GCs with IEPs will ensure the continued provision of a Free and Appropriate Education (FAPE) for those GCs.

If a GC with an IEP is showing consistent behavioral concerns, a referral to the Academy's MTSS will be completed to develop interventions to help curb the behaviors. Outcomes of this may include an additional IEP meeting to create or update a functional behavior assessment.

For significant behavioral concerns of a GC with an IEP or 504, a manifestation determination review (MDR) hearing will be held within 10 days of the incident to determine if the behavior was a manifestation of the GC's disability or because the school failed to provide appropriate services for the GC's disability. If the behavior is determined to be a manifestation of the GC's disability, compliance with Federal law will result. If the outcome of the MDR meeting is a determination that the behavior was not a manifestation of the GC's disability, disciplinary action, up to and including suspension or expulsion, will occur in accordance with school policies and Florida law. No GC with an IEP or 504 plan will be suspended without services for more than ten days throughout the entire school year.

1.8.B.e Suspensions

The Academy will use specific procedures and processes when a GC is suspended. Following the disciplinary infraction, the Academy's administrator will (1) conduct an investigation and document the findings,; (2) conduct a GC conference; (3) verbally notify the parents/guardian (as appropriate); and (4) provide written notification to the GC and applicable parent/guardian including a description of the offense, length of suspension and a proposal for a parent/guardian conference to be conducted either in person or over the phone within three days of the suspension. After the conference, if a satisfactory way to deal with the student's infractions of Academy rules cannot be found, the adult student or parent/legal guardian may appeal the suspension to an authorized agent of the Academy's Board.

The Academy will use specific procedures and processes when a GC is facing expulsion. The process of expulsion will be initiated by an investigation and documentation of all charges. An administrator will make a written recommendation for an expulsion including the GC's identification, detailed description of conduct causing the recommendation, and any mitigating factors. Notification to the parent/guardian will be provided. Once procedures have been initiated, the parent/guardian (or majority-aged student) shall be notified in writing of the date, time, and place of an expulsion hearing.

The hearing shall take place within fifteen school days of the written notification at a time and place designated by the Board. In the event that a hearing cannot be scheduled within fifteen days of the notice, the GC shall be given the option of receiving off-site educational services from the Academy on a probationary status pending the hearing. The GC will not be permitted on Academy premises prior to the hearing. The GC has the right to be represented by lay or legal counsel with the right to cross-examine witnesses and present evidence. Expulsion hearings will be conducted in a formal manner presided over by an impartial Board-designated hearing officer. All witnesses providing testimony shall be sworn in under oath, and presenting evidence will rest with the school administrator or designee. The GC will be given the opportunity to present evidence and interview witnesses. A decision shall be rendered by the hearing officer within ten school days of the hearing. At the next Board meeting following the decision, the recommendation for expulsion and the hearing officer's decision will be presented to the Board for review. A decision will not be final until ratified or overturned by a quorum of Board members.

Following the decision by the Board, the parent/guardian of the GC (or adult GC) may submit a written request for appeal of the hearing officer's decision to the Board of Directors within ten days upon receipt of the decision. At the next practical meeting of the Board of Directors, the parent/guardian of the expelled student (or adult student) may present a request for appeal in a formal setting. The Board will hear evidence presented and may request additional time to conduct an independent investigation if necessary. Within ten school days of the presentation of an appeal, the Board will render its final decision. Any student, parent or guardian aggrieved by the order of the Board has the statutory right to appeal to the Circuit Court following the decision.

1.8.B.f Student Handbook

The Academy will ensure that every GC receives a copy of the Student Handbook (called the GC Handbook) during orientation. The Academy's Student Handbook will also be available online. The Code of Conduct will be included in the Student Handbook and require that both the GC and the parent/guardian (if student is under 18) sign an acknowledgement statement, confirming receipt of the information.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

Evaluation Criteria: Supplemental Programming

Reviewers will look for:
- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

The Academy is intended to provide basic instruction and extensive support services leading to a high school diploma, for students who have dropped out or are at risk of dropping out. Extra and co-curricular activities or programming may be developed as the school begins operation. These would be in response to needs and wants of GCs and staff, and funded through operational funds or additional fund-raising activities.

II. ORGANIZATIONAL PLAN

Section 10: Governance

Evaluation Criteria: Governance

Reviewers will look for:
- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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

The Own Your Success Academies, Inc. Board (also referred to as Own Your Success Academy or OYSA) is a Florida non-profit organization that will serve as the governing body that establishes and operates the Academy. The OYSA Board is fully incorporated as a State of Florida non-profit organization, and its application for federal 501(c)(3) status is filed with the Internal Revenue Service (currently being processed by the IRS, See Attachment I). OYSA is organized specifically to establish, govern and oversee charter school operations, and is structured to meet critical needs of at-risk high school students. Currently, *Own Your Success Academies, Inc.* has no paid employees, and no paid directors. It is currently led by the following volunteer directors:

- **Chair - Thresa Giles**
- **Member - Jenae Thomas**
- **Member - David Parker**
- **Member - Rick Martin**

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

OYSA's Articles of Incorporation can be found in Attachment H; Tax Exempt Status Letter in Attachment I; By-laws in Attachment J; and Code of Ethics and Conflict of Interest Policy in Attachment K.

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

OYSA Board of Directors is the sole governance authority of the school and is wholly and comprehensively responsible for the successful outcomes of the charter as is established in 1002.33(9) of the Florida State Statutes. Its Bylaws precisely lay out its governance structure, and the manner in which committees of the board are to be established.

OYSA's founding board members are individuals united in their commitment to find, re-engage, educate and serve youth in Hillsborough County who have rejected education, or who are not successful in traditional school environments. Relying on nationwide research, they intend to provide a year-round, comprehensive program of accredited curriculum, coupled with substantial social and emotional supports to meet the individual needs of high-risk students. As part of the local community, the OYSA's charter school will serve students under the age of 21 (through the end of the school year when they turn 21) who have dropped out, or are at risk of dropping out, of school. OYSA founding board members have been carefully vetted, and their backgrounds thoroughly reviewed, to ensure effectiveness. Each comes to the Board with a wide range of skills, professional background and experiences. Additional prospective board members from the community are currently being screened to assure school governance and community commitment remain paramount in the governance and operation of the school.

The Board will select the Academy's Director and will work collaboratively with the Director to ensure fidelity to the accredited program approved by the Board and implemented at the school. The Board shall also hold the Director accountable, and evaluate his or her performance in the following areas (starting with student intake): 1) student recruitment, enrollment, and orientation; 2) assessment of learner needs (academic and non-academic); 3) teaching, learning, and student engagement; 4) collection, analysis, and use of data to achieve results. 5) learning environment and resource management; 6) communication and relationships; and 7) governance and leadership.

All board members will reside within Florida and will have demonstrated successful experience in education, business, working with at-risk youth, involvement with the local community, expertise in school finances, knowledge of charter school law, and other attributes crucial to the Academy's mission. The terms of individuals serving as members will be staggered over years to ensure stability and orderly transitions. The Bylaws (Attachment J) and Articles of Incorporation (Attachment H) detail this process more thoroughly.

The Board of Directors will implement a fully-accredited dropout recovery program; it will do this by retaining the services of a respected education service provider (ESP) known as

Acceleration Academies. Acceleration Academies has a proven success history in working with underserved youth (the Academy's target demographic) in other Florida jurisdictions—as well as nationwide. The Board of Directors has extensively researched this organization and its work, analyzed its outcomes, and has determined its curriculum, professional development, year-round student services, and community engagement practices align most closely with the Board's purpose and goal. The Board of Directors will fully oversee all Acceleration Academies' services to ensure that the following fundamentals of the Academy's mission are met:

- Academic and social-emotional needs assessments to ensure quality educational programming that meets student needs
- Appropriate resource and financial allocations
- Compliance with all state requirements for high school graduation
- Post-secondary planning
- Financial fidelity and fiscal responsibility
- Facility Management
- Discipline/incident management
- Participation in mandatory training and charter conference meetings

Acceleration Academies shall provide monthly reports to the OYSA Board on the items listed above and academic progress of its students. The Board will review these reports prior to each meeting and direct any follow-up questions to the Academy's Director and/or representative from Acceleration Academies present at each board meeting. The Board of Directors will use this information to provide feedback to the District (sponsor) and to the Florida Department of Education, as required. To further assist, the Board of Directors will annually hire a qualified, third-party CPA and will use the results of this audit to evaluate Acceleration Academies' role as the school's accounting services provider. OYSA's Board will approve the school's budget and oversee all operations, including but not limited to serving as ambassadors of the school by connecting community leaders and organizations to the school and ensuring accountability to the charter that ensures success both operationally and academically. The governing body is responsible for all school policy decisions to ensure meaningful and sustained student academic achievement. However, the governing body shall not make programmatic or staffing decisions affecting students. In the event the governing body believes a programmatic or staffing change is required, it shall produce the research and all related data supporting its belief, and make recommendations to Acceleration Academies. If it, in fact, does not adopt a Board recommendation, Acceleration Academies shall provide, in writing, all data and research supporting its decision. Additionally, the governing body shall:

- Adopt appropriate school policies
- Review the Academy's financials and, if any concern arises, submit the concern for review by a qualified third-party accountant or CPA firm
- Accept—and assist Acceleration Academies in implementing—any recommendation by the third-party accountant or CPA firm relating to a financial concern raised by the governing body (or seek a second opinion before proceeding).
- Oversee student disciplinary actions (including expulsions), as described in this charter application.
- Hold Acceleration Academies accountable for student academic performance, school culture and climate, and overall operations in accordance with a rubric agreed upon by the governing body and Acceleration Academies.

OYSA's Board will work in concert with Acceleration Academies to identify the best programmatic and operational head of the school. The Board has the final authority to hire the Director, provide annual evaluations of the Director, and replace the Director if necessary.

The Academy will have legal counsel separate from and independent of that of Acceleration Academies. The Board will maintain a conflict-of-interest policy, and each Board member will be required to disclose any existing or potential conflict promptly upon becoming aware of such actual or perceived conflict. Recusal shall be required of any Board member affected by a conflict or reasonable possibility of such a conflict. Acceleration Academy staff will not be voting board members; however, the Board shall agree to consult with, and consider the feedback from, Acceleration Academies. Each Board candidate shall be required to acknowledge the following:

1. *The Board is responsible for governance of the Academy. Governance includes management oversight of all major operations of the Academy. The Board acknowledges that "management oversight" is not management itself. It is instead:*
   a. *The establishment and/or modification of policies, strategies and principles that govern the Academy.*
   b. *Reviewing and voting on recommendations submitted by the ESP.*
   c. *Reviewing the results of management decisions and modifying policies, strategies or principles on the basis of those results.*
   d. *Analysis of data, including audits, that enable the Board to hold the ESP accountable for effective management of the Academy.*
2. *The Board expressly acknowledges that "management oversight" is not:*
   a. *Intervention in personnel-management disputes.*
   b. *Direction of day-to-day activities, management, or management decisions.*
   c. *Advocating a product or service, or denigrating a product or service.*

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

Per Florida state statutes, OYSA will hold a minimum of two meetings per school year. These meetings will include a review of financial, operational and academic key performance indicators as well as discussing personnel and confidential matters. Each Board meeting will be open to the general public and held in accordance with Florida Sunshine Laws. In order for our school to be successful and tap the richness of resources within our community, we will encourage students, parents, civic leaders and anyone who wishes to support our students to attend these meetings. A schedule of meeting dates will be provided to the sponsor district, posted on the school's website as well as in the school itself. Public notice will be provided that includes all meeting details and specifics and for those who are unable to attend the meeting. Minutes will be made available in accordance with Florida's Public Record Law, Chapter 119, as well as Florida Statutes, online. Meetings will not begin until a quorum is established.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The OYSA Board has four members at present. The Board will always have a minimum of two members and as many as five. Please find a description of each member's relevant experience below:

Thresa Giles stands at the forefront of Business and Operation processes. A finance and operations professional for over 20 years with many industry recognized certifications and degrees, she most recently successfully completed the Wharton School of Business –Strategic CFO Executive program. As the Chief Business Officer (CBO) for Pace Center for Girls, Inc., an organization dedicated to changing the lives of girls through the development of critical life, health, and academic skills and is recognized as one of the nation's leading advocates for girls, she consistently ensures the viability of a strong and healthy financial position. She leads and oversees Information Technology, Finance, Risk Management & Facilities, Compliance and Ethics and Business Intelligence. Under Thresa's leadership, Pace has implemented strategic and methodical business operations processes and financial planning systems that have generated greater productivity and significant cost savings for the organization. These practices have positioned Pace as an industry leader in operational efficiency and have allowed for Pace to maximize its investment into its program and, most importantly, their girls.

Janae E. Thomas is a PhD student in Government in the School of Interdisciplinary Global Studies at the University of South Florida (USF). Her research interests are in the area of public policy. She is a native of Tampa, Florida. She is currently employed at the Office of the State Attorney for the Thirteenth Judicial Circuit, as an Assistant State Attorney. She graduated from the Florida State University with a Bachelor's of Science in Finance, Real Estate and Insurance in 2010. She received her Master's in Business Administration and Juris Doctor from the University of Florida in 2013. She received her Master's in Public Administration from the University of South Florida in 2018. In her free time, she volunteers with Big Brothers Big Sisters, Brandon Regional Hospital, and Metropolitan Ministries.

David Parker is the Business Controls Manager and member of the senior leadership team for Consumer AML Operations at Bank of America. He leads several teams across the United States responsible for providing employee quality monitoring, risk oversight and consulting to major compliance operations segments that execute against key regulatory, Bank Secrecy Act/Anti-Money Laundering, OFAC and Economic Sanctions compliance practices. David also leads the identification and remediation of emerging operational risks, audit/exam management and policy adherence. Prior to this role, David managed multiple teams with a global footprint responsible for developing and executing a Quality Assurance Program with key indicators that certified the end-to-end control environment across multiple major operations segments including Deposit Account Services, Tax Reporting, Escheatment, Legal Order Processing, Cash & Transportation and AML Operations. David joined Bank of America in 2003 with the transition of Countrywide Bank where he was the FVP of Deposit Compliance responsible for developing and managing a compliance monitoring program for multiple business segments of Countrywide Bank. David has over 32 years of experience in the financial services industry including Retail, Retirement Services, Compliance, Technology, and Operations. Supporting programs that narrow the gender gap and promote diversity and inclusion, David participates in the company's employee

networks and is committed to diversity of talent, recruiting women, military veterans, people of color and members of the LGBTQIA community. David is certified and a member of the Association of Certified Anti- Money Laundering Specialists (ACAMS).

Richard W Martin (Rick)   Rick Martin has lived in Central Florida for over 35 years, and understands the opportunity to expand educational opportunities for students. Rick graduated UCF Magna Cum Laude with Bachelor Degree in Business/Marketing 1996, after attending Lake Howell High School, graduating in 1987. He has worked within the Central Florida community as a realtor with Coldwell Banker for the past 11 years, and as Project Engineer previously for 12 years with Everett Charles Technologies. Volunteerism is part of his life as he volunteers with Habitat for Humanity and the Humane Society. He served as Treasury Secretary on Hampton Park HOA Board for 10 years. He is interested in joining FL Charter Board to help expand educational opportunities in Central Florida and focus attention on students who are most in need of our academic services

F. Describe how board members have been and will be selected including term limits and selection of officers.
        The current Board members were identified and nominated by the Board based on their expertise and ties to the community. All future members will join in a similar fashion. The OYSA Board may include a chair, vice chair, secretary and treasurer, each of which will include a 12-month term (in the event of a death or resignation, the position will be filled as soon as possible). Each officeholder must be elected by the Board during the annual meeting of the governing body. As the Board and program grows, additional positions may become necessary and will be acted upon in a similar fashion to those positions already identified. In some cases, multiple positions may be held by the same individual.

G.Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.
        Ms. Giles, Chair of the OYSA Board, has deep experience in charter and contract school management as a current chief business officer of a successful network of schools that operate throughout Florida (Pace Center for Girls). The Board will rely heavily on her expertise as well as the insight from current and former educational leaders on the Board and supporting the program. To ensure timely and deep review of the program, quarterly reports will be produced that share academic, operational, human resources and financial key performance indicators of the program as related to goals set forth in the charter. These reports will be presented to the Board for discussion and feedback as well as all information required in the Charter School Annual Accountability Report.

H. Complete the table below (add lines as necessary) and for each individual identified here provide

1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Thresa Giles	Current	Chair	X Information Sheet X Resume
Janae Thomas	Current	Member	X Information Sheet X Resume
David Parker	Current	Member	X Information Sheet X Resume
Rick Martin	Current	Member	X Information Sheet X Resume

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

As our school becomes embedded in the community, it is our hope that citizens will want to support our efforts by joining the Board. Relationships with community organizations as well as partnerships that grow as a result of staff interactions will also lead to the identification of new OYSA Board members. Therefore, the recruitment and orientation of new members will take place throughout the year. Current Board members will interview prospective members to ensure the philosophical and attitudinal alignment with the school's mission and vision. Selection of Board members will be completed by a vote of the quorum of the Board.

Each member of the Board will complete mandated governance training including the New School Opening sessions if possible. Ongoing professional development hours must also be satisfied as related to state statutes. These trainings will ensure each member is aware of the laws surrounding conflicts of interest/ethics violations, fiduciary responsibilities, governance and leadership, board policies and charter school law in Florida.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

The OYSA Board commits to full and complete adherence to each and every law under Florida State Statute 112.313. Because it is publicly funded, the Board recognizes the extreme importance in upholding the highest integrity of ethical standards by Board members as well as

members of the school staff. No current or prospective Board member will ever be offered any type of gift, favor or promise of a favor in return for support or time as a member of this non-profit Board. Admissible and inadmissible behavior is clearly outlined in FL State Statutes 1002.33 and 112.313 and will be reviewed by the OYSA Board. The Board's Code of Ethics/Conflict of Interest Policy can be found as Attachment K.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

This is not applicable, as our full Board will provide all school advisory functions.

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

If a parent or student has an objection to a governing board policy or decision, the first step in voicing this concern would be to talk with the Academy's Director. If the Director cannot address the concern, the parent or student will be provided with contact information for the Board member and the Academy's Director would help facilitate that contact if necessary. Board members' contact information will also be available on the Academy's website, and updated annually in the Student Handbook. The ESP will also be available to support any parents or students with concerns. Specifics on the handling of grievances will be thoroughly outlined in the Academy's Student Handbook.

Board decisions regarding student discipline, including expulsions, are detailed in Section 8 of this application.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:
M. Name of the partner organization.
N. Name of the contact person at the partner organization and that person's full contact information.
O. A description of the nature and purpose of the school's partnership with the organization.
P. An explanation of how the partner organization will be involved in the governance of the school.

These items are not applicable since this application is not being filed in conjunction with partners.

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
- The pre-operational year;
- The first year of school operations;
- At the end of the charter term; and
- When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

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

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

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

Evaluation Criteria: Management and Staffing

Reviewers will look for:
- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.

- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

The school's Director will be hired by the ESP only with the Board's consent, which shall not be unreasonably withheld. The school's Director will be the primary intermediary between the Academy and Acceleration Academies. S/he will work closely with the Board of Directors and the Acceleration Academies implementation team to efficiently set up the opening of the Academy. This includes facility setup; staff hiring, training, and evaluation; and the full utilization of the academic curriculum. An organizational chart has been included for the Academy in Appendix M.

The Academy's administrative team will consist of a Director for the first year of operation. During the first year of operation, the Director will be responsible for all aspects of operation of the academy. An Assistant Director will be added the second year of operation. In year two, the Director will oversee all instructional and operational staff, and be responsible for the hiring, training, disciplining, and firing (if necessary) of any of the Academy's employees. The Assistant Director will handle the day-to-day responsibilities of the site in consultation with the Director. As the leader, the Director has final responsibility for the academic and operational performance of the Academy. Own Your Success Academies' Board of Directors will oversee the performance of the Director as well as the school's ESP, Acceleration Academies.

Acceleration Academies shall screen prospective Director candidates before submitting candidate recommendations to the Board. Only candidates possessing the following characteristics will be considered for recommendation: successful experience serving at-risk youth, ties to the community and/or school districts, ability to recruit students (Graduation Candidates or GCs), proficiency in data analysis and using data to drive positive educational outcomes for GCs, an understanding of charter school laws and regulations, and an overall desire to work in a nontraditional high school environment.

A Director candidate requires Board approval before Acceleration Academies may make an offer of employment to that Director candidate. Board approval shall not be unreasonably withheld, and in the event of non-approval, the Board shall in writing and on the record specify the basis for its decision.

The school leader will have a genuine passion for helping underserved youth earn their high school diplomas. This person will also be in charge of testing, grant funding, and overall state compliance. The school leader will work closely with the Acceleration Academies network team to implement the school's start-up plan which can be found in Appendix Q. The school leader should also have an administration/principal certification or similar credential, and/or 6+ years of administrative experience at the high school level. Candidates with qualifying experience and credentials then selected to undergo a robust interview process.

A. Organizational Chart

The organizational chart is included as Attachment M.

B. School Leadership

        The Academy is led by a Director, who be in place by May, 2022. The Academy's Director will have oversight responsibility for all Content Coaches (certified teachers) and staff members. The Academy's Director will interview and make the final hiring determination for each Content Coach and all other staff members. Furthermore, the Academy's Director will evaluate each Content Coach and staff member throughout the year. Although the Academy's Board will have the final authority to terminate any employee, it will be required to consider the Academy's employment recommendations, and to reject such recommendations solely on the basis of objective evidence.

C., D. Management Structure and Staffing Plan

        The Academy's staffing plan will be based upon the number of GCs to be served and the number of academy sites. In year one of operation, staff will include (1) Academy Director; (2) 4 certified teachers (English, math, science, social studies); (3) a special education teacher; (4) a certified guidance counselor; (5) three paraprofessionals (Graduation Candidate Advocates; (6) part-time registrar; and (7) an enrollment coach (student recruitment). In year two of operation, it is anticipated that enrollment will grow to 450 GCs and an additional site will be secured. Once this occurs, an Assistant Director will be added as well as additional teachers, paraprofessionals. Please see the table below for more details. Job descriptions are included in Attachment P.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	250	350	450	525	575
Academies	1	2	2--3	3	3
Administrators *Director*	Director	Director Assistant Director	Director Assistant Director	Director Assistant Director (2)	Director Assistant Director (2)
Teachers *Content Coaches*	5 ELA/ESOL M Sc SS Spec Ed	8 ELA/ESOL (2) M(2) SC SS Spec Ed (2)	10 ELA/ESOL (2) M(2) SC (2) SS(2) Spec Ed (2)	13 ELA/ESOL (3) M(3) SC (2) SS(2) Spec Ed (3)	13 ELA/ESOL (3) M(3) SC (2) SS(2) Spec Ed (3)
Certified Support	Career/Life Coach	Career Coach Life Coach	Career Coach (2) Life Coach	Career Coach (2) Life Coach	Career Coach(2) Life Coach
Support Staff	GCA (3) Enrollment Coach (1) Engagement Coach (1)	GCA (6) Enrollment Coach (1) Engagement Coach (2)	GCA (8) Enrollment Coach (2) Engagement Coach (2)	GCA (9-10) Enrollment Coach (2) Engagement Coach (2-3)	GCA (10-11) Enrollment Coach(2) Engagement Coach (3)

E. Recruitment, Selection, Development

        The Academy will use a multi-step process to recruit, select, and employ faculty and staff. Job postings for administrative, instructional, and non-instructional personnel will be posted to multiple job boards. Sample job descriptions are included in Appendix P.

        The Academy will make a concerted effort to employ instructional staff who are familiar with, from, or express a commitment to serve GCs in the communities where the Academy is located. The Academy will achieve this by recruiting Content Coaches from local colleges or universities, via partnerships with Teach For America or similar service-oriented nonprofit organizations, and by identifying potential Content Coaches who are going through Florida's alternative credentialing process. See appendix R for standard operating procedures relating to recruitment and hiring.

        The first step in the application process will be the submission of a resume and cover letter. Candidates who possess the background, experience, and credentials required by the position will be contacted for a phone interview by the ESP's Director of Human Resources (HR). The Director of HR will interview the candidate to validate experience and determine if the candidate is aligned with the Academy's mission.

        After the phone interview is complete, the names, resumes, and cover letters of qualified candidates will be forwarded to the Academy's Director. The Director will then select candidates for an in-person (or virtual) interview. For teaching candidates, this in-person interview may include a sample lesson. Other positions will require a writing sample. The Academy's Director may bring in candidates for multiple interviews throughout the hiring process. Once the Academy's Director has selected a finalist, the job candidate will interview with a member of the ESP's leadership team. Offers are extended by the Director of Human Resources, and remain conditional until a state/federal background check has been completed.

        The Academy will develop all faculty and staff through a training and evaluation process. Details of training are included in Section 13. Evaluations are completed according to a performance review and goal setting framework that is administered through Acceleration Academies' human resources information system, BambooHR (see appendix R for standard operating procedures relating to the performance management process). The Acceleration Academies Model Fidelity Framework will serve as the foundation for the evaluation.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.
B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.
C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?
D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.
F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

Evaluation Criteria: Human Resources and Employment

Reviewers will look for:
- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

12.A Employee Contracts

Employees serving the school will be at-will employees, which means either they or their employer may at any time elect to end their employment relationship, with or without cause. All employees will have an employment contract that will be reviewed annually in June during the performance review process.

See Appendix R for the Draft Personnel Policy Handbook, SOPs, and policies relating to Human Capital Management.

12.B Administrator's Evaluation

The Academy's Director will be evaluated using Acceleration Academies' director evaluation tool that is used nationwide at all of its sites (can be found in Appendix Q). This evaluation will be shared with all members of the Board of Directors. The evaluation tool is based upon Acceleration Academies' *Model Fidelity Process* focusing on the seven standards of the Acceleration Academies model: 1) GC recruitment, registration, enrollment, and orientation; 2) GC engagement; 3) social-emotional learning; 4) collection, analysis and use of data to achieve results; 5) learning environment and facilities; 6) communication and collaboration; and 7) Academy leadership. Acceleration Academies' Chief Education Officer, Chief Operating Officer (COO), and Chief Academic Officer (CAO) are responsible for the direct supervision of academy Directors nationwide. Acceleration Academies' Model Fidelity Coaches will conduct annual visits to the Academy to gauge alignment of the Academy's program to the national model based upon implementation and alignment to the seven standards. During each visit, an action plan is developed identifying specific goals for the Academy to increase success, ensuring a continuous improvement model. Acceleration Academies' Chief Education Officer, Chief Operating Officer, Chief Academic Officer, and the Academy's Director will meet in the following formats to monitor performance on goals: 1) biweekly throughout the year to discuss day-to-day operations and outcomes for the Academy; 2) monthly to review specific targets and goal attainment; and 3) biannually to conduct the final review of the attainment of goals. Should the Director resign or be terminated, Acceleration Academies to execute one of two strategies:

1. Place the Assistant Director into the Director role and begin recruitment efforts to hire an Assistant Director.
2. Retain a 1099 staff member (with administration experience and/or certification) to fulfill the Director vacancy until a new Director is identified and hired.

12.C Compensation and Benefits

Each employee's initial compensation will be based on experience, education, and certifications. Ongoing compensation is based on performance, additional education and/or certifications, and whether the position is considered a critical shortage area. Performance-based pay increases are based on semiannual assessments and all employees are eligible for increases. Employees are able to enroll in the following benefit plans starting on the 1st of the month after their hire date: medical, dental, vision, short-term disability, voluntary life, critical illness, and flexible spending account. Medical benefits are currently provided through Blue Cross Blue Shield and ancillary benefits are provided through Principal Financial Group. Employees are also eligible to participate in a 401(k) plan after 3 full months of employment.

Our salary and benefits package are competitive with local schools. We continually survey teacher and administrator salaries in the neighboring geographic areas to determine the appropriate base salaries for our teachers. Currently the range for new teachers is $48,000-$62,000 annually, and will be adjusted in response to future salary trends.

12.D Hiring Practices

In order to ensure high-quality candidates, the Academy uses a multistep process to recruit, select, and employ instructional staff and other employees. Job postings for administrative, instructional, and non-instructional staff will be posted to multiple job boards. Sample job descriptions are included in Appendix P.

The Academy will make a concerted effort to employ instructional staff who are familiar with, from, or express a commitment to serve students (graduation candidates or "GCs") in the communities where the Academy is located. The Academy will achieve this by recruiting Content Coaches (certified teachers) from local colleges or universities, via partnerships with Teach For America or similar service-oriented nonprofit organizations, and by identifying potential Content Coaches who are going through Florida's alternative credentialing process.

The first step in the application process will be the submission of a resume and cover letter. Candidates who possess the background, experience, and credentials required by the position will be contacted for a phone interview by the ESP's Director of Human Resources. The Director will interview each candidate to validate experience and determine if the candidate is aligned with the Academy's mission. After the phone interview is complete, the names, resumes, and cover letters of qualified candidates will be forwarded to the Academy's Director. The Director will then select candidates for an in-person (or virtual) interview. For teaching candidates, this in-person interview may include a sample lesson. Other positions will require a writing sample. The Academy's Director may conduct multiple interviews throughout the hiring process. Once the Academy's Director has selected a finalist, the candidate will interview with a member of the ESP's leadership team. Offers are extended by the ESP's Director of Human Resources, and remain conditional until a state/federal background check has been completed.

12.E Communication of Employment Policies

Each Academy employee will receive an employee handbook upon hiring. The handbook will communicate the Academy's employment policies and procedures. Academy employees will be made aware of any policy changes via verbal and written communication from the Academy's Director of Human Resources or via the distribution of revised employee handbooks.

12.F Grievance and Termination Procedures

Employees of the Academy will be encouraged to bring any complaints or grievances to their supervisors or to the Academy's Director. Employees who feel unable to take their complaints or grievances to their supervisor or the Academy's Director will be able to contact anyone on the leadership team of the Acceleration Academies network (the ESP). If a complaint or grievance cannot be resolved through the ESP, the employee can take the issue to the Board of Directors.

In all cases, the Academy will prohibit retaliation against any employee for reporting misconduct or for assisting or participating in the investigation of any misconduct by the Academy, an employee of the Academy, Acceleration Academies network, or an employee of the network. When necessary, terminations will be conducted by the Academy's Director and ESP's Director of Human Resources. See appendix R for standard operating procedures relating to terminations/offboarding.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

      1. Identify the person or position responsible for overseeing professional development activities.

      2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

      3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

      4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Evaluation Criteria: Professional Development

Reviewers will look for:
- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

The Academy's unique educational model requires extensive professional development and training for staff. Acceleration Academies' (ESP) Chief Academic Officer provides oversight for professional development and training in alignment with Acceleration Academies' national model. Acceleration Academies' national network team provides professional development and training as needed to ensure local alignment with the national model. Acceleration Academies employs a Model Fidelity Coach (MFC) who supports training and development at the local level and works in conjunction with the Academy's Director to plan and implement professional development and training for staff.

The Acceleration Academies *Model Fidelity Process* informs the identification of the professional development topics. Acceleration Academies *Model Fidelity Framework* is designed to ensure that the Academy operates in full alignment with the model. The *Model Fidelity Framework* is composed of seven standards that guide the implementation of the model and professional development planning. The standards are outlined in Appendix G with sample professional development activities noted including those that would be part of the onboarding of the staff prior to the Academy opening its doors for students (graduation candidates also called "GCs").

The Academy will deliver a minimum of eight days of professional development prior to the school's opening. The goals of the Academy's induction programming are to ensure that

administrators, Content Coaches (certified teachers), and staff members develop a deep understanding of the Academy's: 1) mission/vision, 2) educational model, and 3) expectations for staff and GCs. Examples of professional development offerings can be found in Appendix G.

The Academy is committed to providing ongoing professional development throughout the year for all staff. Professional development is provided through the following formats: 1) monthly professional development days, 2) weekly collaboration sessions, and 3) daily coaching. Topics for professional development are based upon the needs of the staff and are focused on implementation of the Acceleration Academies model with the highest fidelity.

Monthly professional development topics focus on specific topics such as blended learning or restorative practices. Weekly collaboration sessions provide an opportunity for staff to review GC engagement and progress, and develop specific action plans to keep each GC highly engaged in completing graduation requirements. Coaching occurs daily, and the Model Fidelity Coaches (MFCs) offer both leadership and professional coaching based on professional development topics and focused on learning outcomes for both GCs and staff. Each MFC is responsible for coaching 10-11 staff members on an ongoing basis, using 2-week coaching cycle protocols and real-time feedback coaching.

The Academy uses both quantitative and qualitative data to evaluate the effectiveness of professional development and inform future professional development sessions. Quantitative data will include examining GC work and performance (i.e. grades, standardized test scores, credit attainment rates). Qualitative data will include feedback from staff surveys.

The Academy's staff members meet daily for common planning and collaboration. During these sessions, Content Coaches may discuss and share GC progress in course work, strategies for meeting the needs of specific GCs struggling in their coursework, planning small group instructional groups, course completions, planning experiential learning opportunities, etc. At the same time, GC advisors (GCAs) may discuss how GCs may be struggling with attendance, retention practices that are meeting with success, wraparound supports needed for specific GCs, etc.

The Academy's mission is to re-engage young adults not experiencing success in the traditional high school. The Academy's professional development plans highlight how the Academy's curriculum design and instructional methods are tailored to meet the needs of the Academy's anticipated GC population. The focus of the professional development plan is on ensuring that the staff understand the Acceleration Academies research-based educational model and are prepared to implement it with fidelity to ensure excellent outcomes for the students we serve.

Section 14: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.
B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.
C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:
- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

A. Recruitment Plan

The great majority of the Academy's students (called graduation candidates or "GCs") will be students who have dropped out, are at risk of dropping out, or have not experienced success in their traditional high schools. The GC population is predicated on enrolling young people who are not currently in school or who may be in danger of leaving their traditional schools in the future. The Academy will actively recruit "high risk" GCs in area neighborhoods. Student recruitment will begin upon approval of the charter and will operate continuously throughout the school year. The Academy will strive to ensure the GC population will be reflective of the community demographics and the public high schools that currently serve the community. In addition, the Academy's Director will establish positive relationships with the public and charter schools throughout these neighborhoods in order to create a referral network for "high risk" GCs or other GCs who are not succeeding in a traditional academic environment.

The Academy will communicate with people in the neighborhoods and surrounding communities through a variety of methods, including internet presence, open houses for prospective GCs and parents, informational meetings at community centers and similar facilities, media coverage and direct mailings, and other recruitment strategies. The Academy will follow up with parents or guardians as well as GCs who attend information sessions, ask for more information through the Academy's website, or otherwise contact the school with enrollment questions.

Acceleration Academies (ESP) utilizes a central network call center to support recruitment efforts. Network team members use calls, texts and postcards to generate interest and spread awareness of the Academy in the community. Local enrollment teams — including all

staff — will canvass door-to-door to assist with registration and work to eliminate any barriers keeping teens and young adults from enrolling. Additionally, partnerships with community organizations, churches and mission groups will be established to ensure that the youth we serve are aware of our program. These partnerships will help strengthen the resources available to our GCs to ensure they have the support systems they need to succeed.

Community awareness and marketing are an integral part of our recruitment strategies. Local bus ads or billboards may be utilized to recruit those who are no longer receiving traditional school services as well as to promote the Academy's location, hours and open enrollment. Digital marketing, including social media advertising, will be targeted toward young adults within the community to provide details about the Academy and encourage them to visit and enroll. The Academy recognizes the importance of ensuring that information is provided in both English and Spanish; our staffing model includes the preference of bilingual employees who are able to speak about the Academy in Spanish as well as English.

District partnerships and clear communication with school district staff are another important facet of our recruitment strategy. Oftentimes, young adults who may be struggling in traditional schools or are severely credit deficient will learn about our program through friends or our marketing efforts. They may wonder if it is the right fit for their educational path. It is important that our Academy staff create relationships with local guidance counselors who are able to identify young adults who are not experiencing success in a traditional learning environment and are not on track for cohort graduation. This will allow for a smooth transition from one program to the next, ensuring that young adults feel supported as they work toward their diplomas.

A distinctive feature of the Acceleration Academies model is the position of Engagement Coach. The Engagement Coach conducts outreach to local community and faith-based organizations to raise awareness about the school and the referral process for potential GCs. Additionally, Academy staff conduct door-to-door outreach to support the efforts of the Engagement Coach. Radio stations popular within the local area will be targeted for radio ads. Academy staff will meet with area high schools and speak at guidance director meetings to ensure that school counselors have information about the Academy to provide information to GCs who are considering dropping out or struggling with a traditional school model.

Acceleration Academies has conducted outreach within the communities it serves to raise awareness about the nontraditional educational model. Efforts include:

- Buying advertising space on the side of public bus transportation
- Meeting with parole officers for Department of Juvenile Justice to explain the program and potential opportunity for young adults on their caseloads
- Holding community meetings to share Acceleration Academies' nontraditional school model
- Advertising in Parents Magazine, a publication that reaches all school-age children
- Presenting Acceleration Academies' nontraditional school model to the Interdenominational Ministerial Alliance, a group of ministers who serve congregations in the targeted communities
- Sharing information about Acceleration Academies' nontraditional model at the local mall to potential GCs and their families
- Hosting informational booths at local sporting events
- Meeting with guidance counselors of local high schools to explain Acceleration Academies' model

- Participating in interviews with local newspapers to share information about the school
- Participating in interviews aired on a local news station to promote the benefits of Acceleration Academies' model and promote the importance of earning a high school diploma

B. Enrollment Balance

The Academy will target a GC population that is high minority and high poverty. The mission of the Academy is to re-engage GCs in their education, and the Academy will locate in an area of the school district that is easily accessible to GCs who have become disengaged from high schools in that area.

In compliance with s. 1002.33(17)(a)(4) F.S., enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The Academy will also not discriminate in its student admissions policies on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

The Academy's Director will work to ensure that the demographics of its student body are comparable to those of area high schools. Upon enrollment, the Academy will indicate GC demographics into the school's GC information system. The Academy will then be able to compare the school's demographics to that of neighboring schools and ensure that GC demographics align. The Academy will likely enroll GCs who have dropped out — or are on the verge of dropping out — of these schools.

C. Enrollment Procedures

Any GC in grades 9 through 12 and under the age of 21 will be able to enroll at Academy at any time during the school year, provided there is space available. If there is not space available, a student may be placed on a waiting list until space opens up. The Academy will accept all students who meet the age and grade level criteria; however, preference will be given to students who are credit-deficient or have other issues that place them at risk of not completing their high school diplomas. This rolling admissions model, coupled with the Academy's ability to flex and grow to meet local demands, almost always means that students who need the program can enroll immediately. Students who turn 21 while enrolled in the Academy will remain enrolled until the end of that school year.

The Academy will have an anticipated enrollment of 250 GCs in the first year of operation, which will increase to 575 GCs by year 5. The Academy will operate on a year-round academic calendar and will accept applications at any point during the year. Applications may be submitted via postal mail, email, online or in-person. In the event that students are placed on a waiting list, they will be added to the waiting list according to the date and time they apply. As space becomes available, students will be considered on a first-- come/first--served, space--available basis, with preference given to students who have already dropped out, followed by students who are at-risk of dropping out. Preference for siblings of current GCs is also available. Students on the waiting list who are invited to enroll will confirm their intent to enroll within 10 business days.

In order to ensure the integrity of the enrollment process, the Academy administration will have a minimum of two staff members overseeing the application and enrollment processes. Protocols will be in place for those staff members to verify all priority enrollments. The Director

will meet weekly with the staff members overseeing the process in order to review the status of applications, enrollment and waiting list.

If a GC has received an expulsion for that school year, the Academy reserves the right to uphold that expulsion. If a GC is denied because of this, an appeal in writing may be submitted within 10 days to the Director. The Director will take this appeal to the Board of Directors for a final decision. GCs may be withdrawn if they are not attending school and have been absent for five consecutive weeks, the equivalent of a 10 day drop in traditional school. All interventions, including home visits, will be utilized, to support the GC in re-engaging in school.

A GC who wishes to enroll at the Academy will be reviewed immediately after the GC's parents or guardians (or the GC if over 18) sign the Academy's enrollment form. The registrar will request records from the GC's former school. The Academy will review each GC's high school transcript and place newly enrolled GCs in a tier level based upon the number of credits earned and the courses in which those credits were earned. Parents or guardians may contact the Academy's Director at any time to discuss their GC's enrollment or placement status, unless the GC is over 18 years of age. In that case, the Director will encourage the GC to consent to this communication.

Section 15: Parent and Community Involvement

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

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

Evaluation Criteria: Parent and Community Involvement

Reviewers will look for:
- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

A. Parent Engagement

All graduation candidates (GCs) at the Academy are required to attend a new student orientation and are encouraged to bring a parent, guardian, or other members of their support team. The Academy believes that engaging important adults in the GC's life increases the likelihood of success. While parents/guardians of our GCs may not always be engaged or present in a GC's life, the Academy plans to make learning a family and community effort. During the registration process, the Academy requests contact with GC's case worker (if applicable) and probation/parole officer (if applicable), in an effort to stay connected with community members who are already supporting each GC.

The Academy will provide all parents/guardians (for students under 18, or over 18 with consent) with access to their child's Edmentum (or other course program) account so they can monitor progress in their courses. Weekly announcements are posted through Edmentum to keep the GC/GC family updated. The Academy will also offer parents/guardians the option to receive daily, weekly, or monthly academic progress reports. For GCs who are 18 years of age or older, The Academy gives the option to have a party of their choosing receive academic progress reports as an added measure of accountability. Each GC is also assigned to a Graduation Candidate Advocate (GCA) who is in constant contact with the GC/GC family regarding academics, attendance, and/or social-emotional issues. The GCA plays a vital role in helping connect the GC/GC family with the Academy and needed community resources.

Additionally, GCs and parents/guardians will be provided with Academy staff contact information so the GC/GC family can call, text, or email individuals whenever they have questions or concerns.

B. Community Resources

The Acceleration Academies network has a vibrant marketing and social media team. Weekly announcements and pictures are posted to Facebook and Instagram. These posts provide highlights of GC work, information about upcoming school events, and the Acceleration Academies model. Inquiries about opportunities at the school are addressed by a network marketing team that includes bilingual staff members.

The Own Your Success Academies Board will immediately appoint a parental liaison, who will facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, as indicated by s.1002.33(7)(d)1., F.S.

During the planning process, the Board has been focused on building community partnerships to increase our knowledge of the social and emotional needs of disengaged GCs. Aligning ourselves with the non-profit and social organizations in the community will strengthen our outreach, engagement and retention work at the Academy. We are engaging in conversations with Vocational Rehabilitation, Community Foundation of Tampa Bay, A Home for Everyone, A Place Call Home INC, Amateur Athletic Union of the United States, and other local organizations that also serve our target population. We have also been discussing the educational model with the following community organizations: Red Cross, YMCA, Goodwill, and Boys and Girls Club.

Community partnerships are part of the foundation of the Acceleration Academies model for success. These organizations often have first-hand knowledge of, and relationships with, young people who have disengaged or are at risk of disengaging from high school and can make them aware of the nontraditional path to a high school diploma.

We have included our letter(s) of support in Attachment T, and are continuing to develop partnerships that will strengthen our work in the community.

III. BUSINESS PLAN

Section 16: Facilities

<u>If the site is acquired:</u>
A. Describe the proposed facility, including location, size, and layout of space.
B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide a draft lease agreement as Attachment V.
E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

<u>If the site is not yet acquired:</u>
F. Explain the school's facility needs, including desired location, size, and layout of space.
G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.
H. Explain the strategy and schedule that will be employed to secure an adequate facility.
I. Describe the back-up facilities plan.

Evaluation Criteria: Facilities

If a facility is acquired, reviewers will look for:
- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:
- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

F., G., H., I. Facility Needs

The site has not yet been acquired. The Academy plans to lease commercial space and build it out to meet the specifications described below. The ESP will provide financing as a loan, so that the buildout can be completed prior to the opening of the Academy. This financing is reflected in the financial section of this application. We anticipate that about $112,500 will be required for up-front facility costs. We have included $10,000 a month for rent of our facility. However, it is anticipated that an appropriate facility can be leased for only $7,000 a month. Our estimate amortizes some part of that for a security deposit required by the lessor.

Our startup plan includes site selection by March, 2022. This provides ample time to search for sites and will include identification of multiple potential sites. This strategy will allow for backup plan(s) to ensure a certificate of occupancy can be obtained prior to the opening of the site.

The Academy will be strategically located in an area that will be highly visible and functional. By collecting and analyzing school district and geographical data, we will locate the facility in an area where there is a steep dropout rate so that canvassing recruitment efforts can be most effective and efficient. An important variable is transportation; the facility will be situated near public transportation systems, since prospective students (graduation candidates referred to as "GCs") often have challenges with personal travel arrangements. Another important component of our facility selection process is the specifications of the space itself. The Academy will ideally be about 5,200 square feet with an open floor plan that fits the Acceleration Academies' school model. We will have small conference rooms, a kitchenette and comfortable seating to provide a quiet but studious "coffee shop" feel. From a design standpoint, the exterior business front will have branded signage that will be lit so that day or night, when traffic passes by, the Academy will be highly visible. This facility will meet all applicable health, safety, and zoning requirements, and approved by the local planning and zoning departments. The applicable business and occupancy permits will be acquired during the buildout timeline (see section 22 for details). The facility will be handicap-accessible and accommodate the needs of all GCs. The ESP's operations department will work with designers, architects, and contractors to ensure the facility meets all requirements. All learning locations are on the ground floor so there is no need for stairs and/or an elevator.

While the majority of GC learning occurs in one open room, the other spaces in the facility have clearly-defined uses:

- ***Reception area*** - this area is situated so that each person (i.e. student, parent, staff member, etc.) is able to check in with the registrar, an arrangement that ensures safety;
- ***Testing room*** - where GCs will complete the majority of their assessments;
- ***Dual registrar room*** - where GCs check in and potential GCs can also complete applications;
- ***Small meeting rooms*** - which will be used for test storage, IEP meetings, and small discussions with GCs;
- ***Orientation room*** - that is additionally used for restorative circles and guest speakers;
- ***Furniture*** - there will be multiple work tables set up for GCs to complete Edmentum (or similar) coursework while in close proximity to our Academy staff. A CAD drawing will be drafted by the ESP's operations department so that the model floor plan will be produced and executed in order to better visualize the space configuration of the Academy.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

Evaluation Criteria: Transportation

Reviewers will look for an outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

The Academy will ensure that transportation is not a barrier for students, and will provide a variety of transportation choices for enrolled GCs (students). GCs will utilize public transportation and other options:

- The majority of the GCs will most likely reside within 2-3 miles of the Academy so a common mode of commuting is utilizing ***public transportation systems*** (i.e. bus, train, etc.). The Academy will seek, if student ID verification is confirmed, discounts or even free passes since the GCs are attending a public school. The Academy will be located near prominent transportation lines for student and staff accessibility.
- The Academy may own and/or lease buses and/or smaller passenger fleet vehicles designated to transport ten or fewer GCs. This may require working with an ***external private transportation vendor.*** If this option is utilized, the ESP's network operations department will solicit proposals from a few transportation competitors. By initiating this process, our team will be able to narrow down and select the best option.
- The school district may also provide ***school bus transportation*** on behalf of GCs.
- ***Ridesharing*** may be used if the GC meets all the legal passenger requirements.

Designated pick-up and drop-off routes will be established, scheduled and executed accordingly. The ESP's network operations department will manage all transportation agreements as well as acquire essential liability insurance. We will ensure that all safety requirements are fulfilled in accordance with Sections 1006.21-.27, F.S., and other school laws in the Florida Statutes. The Academy will offer transportation to GCs who have specified needs and disabilities noted in their IEPs.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Evaluation Criteria: Food Service

Reviewers will look for:
- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

The Academy is committed to providing all students (graduation candidates - called "GCs"), regardless of household income or need, with equitable access to food, drinks, and meals while at school. The Academy will provide lunch, snacks, and beverage options to all GCs that provide ample nutrition, nourishment, and hydration while GCs are on-site. The Academy will coordinate monthly check-ins to ensure that food service, quality, and meal satisfaction and compliance is maintained. There are three methods by which we may provide food and beverage service:

External Food Service Vendor - The Academy is committed to providing healthy, sustainable meal choices for GCs. The selected food service vendor will work holistically to provide for our needs by managing the following:
- Lunch Program
- On-site Monitoring
- Nutritional Programs & Associated Curriculum
- Development, Implementation & Management of School Wellness

School District - The ESP (Acceleration Academies) network operations department will pursue food services via the National School Lunch Program (District may provide food service to the Academy). This will provide nutritionally balanced free lunches to GCs each day.

Grocery Supplies - The ESP network operations team and the Academy's Director will order food and drinks regularly (i.e. Amazon, Costco, etc.) so that approved snacks may be distributed to GCs who are studying on-site. Enrollment Coaches also prepare snacks including sealed packages of items when they initiate student home visits.

Drinks Options (may include but are not limited to): Crystal Springs Bottled Water, Gatorade, Various Juices (i.e. orange, apple, cranberry, etc.).

Food Options (may include but are not limited to): Cheez-Its, Doritos, Sun Chips, Pringles, Veggie Straws, Trail Mix, Pretzels, Fruit Snacks, Goldfish, Apple Sauce, Yogurts, Pirate's Booty Cheese Puffs.

Section 19: School Safety and Security

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

A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.
B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.
C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.
D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

Evaluation Criteria: School Safety and Security

Reviewers will look for:
- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of school staff or students.

The Academy places the highest priority on the safety and security of all students and staff and will continue the development of its safety and security plan immediately upon approval of this charter application. As we consider potential sites, we will evaluate the safety and security concerns specific to each location.

A. Safe-school Officers
Our budget includes one staff member to be identified as the first safe-school officer (referred to as an Engagement Coach), in compliance with section 1006.12, F.S. After the facility is identified, we will determine how many other safe-school officers are required to ensure adequate coverage at all times students are on-site.

B. Active Assailant Response Plan
We will work collaboratively with local safety officers and/or local law enforcement to establish an active assailant response plan specific to our location and provide annual training on the plan, as required by section 1006.07(6), F.S. This training will also be part of the onboarding

process for each new team member. The ESP (Acceleration Academies) partners with outside surveillance software vendors to supply security equipment and monitoring services. Vendors provide necessary video security cameras and access-control accessories. The cameras will be installed in the new facility so that complete visibility of the site is captured for monitoring purposes. The ESP's network staff and the Director at the site will collaborate and communicate to ensure safety at the site.

The Academy will require staff to participate in active shooter training so that every staff member is equipped to handle emergencies should they arise. The Academy has the right to deny any person access to the building if the situation appears suspicious. Additionally, only pre-approved personnel will be permitted to gain access to the school site. Once a site location has been confirmed, staff will be trained on policies and procedures for emergency drills and actual emergencies including, but not limited to, active shooter and hostage situations, bomb threats, fires, and natural disasters.

C., D. Threat Assessment and Reporting

The Academy's Director will lead a threat assessment team, which will meet the requirements of 1006.07(7), F.S. and timely reporting as required by 1006.07(9), F.S. The entire Academy team meets weekly to review student progress. A standing agenda item during this meeting will be to identify any potential threats among the student population. Any significant change in student behavior, social media posts that involve bullying or language of violence, or significant behavioral incidents at the Academy will be discussed during this time, and action steps will be identified. Any emergent issues regarding student behavior or language will be reported to the Academy's Director immediately. This threat reporting protocol is part of the training process for every new employee of the Academy. If there are safety issues associated with an employee, the Academy's Director will ensure proper action is taken. Escalation to the network team is immediate in this case.

Additionally, students are directed to report any incidents or language that is of concern immediately to a staff member. This reporting practice is reviewed during student orientation, and repeated frequently when students are on-site. Any potential threats are reported immediately to the ESP's network team and/or law enforcement as appropriate. All students (graduation candidates - "GCs") must sign and adhere to the Code of Conduct. Restorative practices and student-centered behavior conferences are used to maintain a safe and orderly school environment which promotes Acceleration Academies' (AA-the ESP) philosophy of providing a college preparatory education for all of its GCs. The Code of Conduct applies to the actions of all GCs during school hours, before and after school, while on school property, at all AA sponsored events, and when the actions affect the mission of AA. AA will hire and train an Engagement Coach to assume the responsibilities of a safe-school officer. The Engagement Coach will oversee the safety and security of the school utilizing the *Compassionate Schools Framework* and a restorative practices approach to behavioral intervention. When appropriate, the Academy will coordinate with local law enforcement and probation services to address emergent issues. Additional staff members will be trained as safe-school officers to ensure there is a safe-school officer on-site whenever the facility is open.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Evaluation Criteria: Budget

Reviewers will look for:
- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Own Your Success Academies, Inc. (OYSA) has selected Acceleration Academies (AA) as its ESP. This ESP was selected because of its ability to provide a complete, "turnkey" management solution for our school. Revenues listed on our budget, included in Attachment X, assume revenues consistent with the 2020-2021 Charter School Revenue Worksheet. We maintained reliance on revenue estimates from the 2020-2021 funding levels for the entire five-year plan.

Our ESP has also agreed to provide us with a startup loan to ensure we can create an appropriate facility and hire staff prior to the receipt of FEFP funds. Disbursement and repayment of this loan are included in our attached budget.

We assumed a conservative ESE rate of 12%, based on current District averages, and AA's experience in other Florida districts.

Projected enrollment by year is as follows:

Year ended June 30, 2023   250 students; 12% ESE
Year ended June 30, 2024   350 students; 12% ESE
Year ended June 30, 2025   450 students; 12% ESE
Year ended June 30, 2026   525 students; 12% ESE
Year ended June 30, 2027   575 students; 12% ESE

Expenditures

Personnel costs are the largest and most important category of all expenses. All projected additional payroll costs including retirement, employee payroll taxes, group insurances and workers' compensation costs are included. Details of positions funded are included on the "Personnel Budget" page contained in Attachment X.

Facility lease costs are included in the budget at $10,000 a month. We anticipate the actual lease will be about $7,000 a month, but our estimate amortizes some part of that for a security deposit required by the lessor. We included this cushion to ensure we would have enough cash in case leasing costs escalate, and/or to provide additional funds to cover buildout costs that may not be financed by a landlord.

Details of other line items are included in the budget documents in Attachment X.

Contingency Plan

In the event anticipated revenues are materially below expectations, the Board has the following plan in place:

- 25% of the projected year 1 expenses are variable in nature and are dependent on student enrollment. Should enrollment be less than anticipated, the expenses will fall proportionally.
  - Year 1 staffing is based on 250 students. In the event it is materially less, staffing will be reduced, with a reduction in teachers, and a shift to contracted services for special education students.
- Some management expenses are related to network support from the ESP. These expenses can be reduced if needed.
- The budget has been created very conservatively, with ending balances each year. These balances provide a cash reserve to address shortfalls.
- The ESP is prepared to provide additional financial support as needed to ensure the school is successful.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.
B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.
C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.
D. Describe the method by which accounting records will be maintained.
E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.
F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.
G. Describe how the school will store financial records.
H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:
- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

A. School Finances

The Board plans to enter into a contract with a CPA or back-office accounting firm experienced in GASB, GAAP and Florida charter school accounting rules to ensure the school's financial records are at all times compliant with all requirements. A provision for this is included in the operating budget.

The accounting firm will be tasked with preparing monthly operating statements compared to budget and will present these statements monthly to the Board via email, and in-person at scheduled Board meetings, and more often if needed.

B. Monitoring Compliance

As outlined above, the Board will review the operating results as presented by the accounting firm monthly. In addition, all material budget variances will be reviewed with the ESP and updated budgets will be prepared when needed to ensure the school operates with a projected surplus.

C. Audit

The Board will contract with a CPA firm experienced in performing GASB and GAAP audits. The Board anticipates that it will interview at least three firms and will select the best firm based on its references and cost estimate.

D. Accounting Method

The school's accounting method will be as required per FL DOE guidance and will include the required object and function codes.

E. Financial Transparency

All monthly financial statements will be presented to the Board in meetings open to the public. The statements will also be provided to the authorizer as well as posted on the school's website.

The annual budget will be presented to the Board in public session for discussion and review and will be formally ratified at a subsequent Board session after there has been an opportunity for review and discussion.

F. Outsourced Services

It is anticipated that payroll processing and related reporting will be performed by the ESP. The cost for these services is included in the budget. Third party accounting services will be performed by either a back-office accounting or CPA firm. These costs are estimated at $30,000 per year for budget purposes. The external audit costs are estimated at $12,000 per year.

G. Financial Records

The School's accounting records will be maintained in a cloud-based accounting platform that will be used by the contracted accounting or CPA firm. The school will require 24/7 access to the accounting software. The School's bill payments will be made via the Bill.com payment platform and will have numerous, segregated approval levels in place before payments can be initiated.

H. Insurance

It is expected that the School's employees will be offered health insurance by the ESP's insurance provider.

The school will hire an insurance broker experienced in Florida charter schools to make sure all required coverage is in place at adequate levels to ensure property coverage. This coverage will include workers' compensation, general liability, excess liability, property and directors' and officers' liability coverage.

Section 22: Start-Up Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

      I. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
      ii. Identifying and securing facility
      iii. Recruiting and hiring staff (leaders, teachers, and other staff)
      iv. Staff training
      v. Finalizing curriculum and other instructional materials
      vi. Governing board training
      vii. Policy adoption by Board (if necessary)
      viii. Recruiting students
      ix. Enrollment lottery, if necessary
      x. Establishing financial procedures
      xi. Securing contracted services
      xii. Fundraising, if applicable
      xiii. Finalizing transportation and food service plans
      xiv. Procuring furniture, fixtures and equipment
      xv. Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement.)

Evaluation Criteria: Start-Up Plan

Reviewers will look for a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

      The start-up plan will be managed by the ESP, Acceleration Academies. Acceleration Academies has developed charter schools and programs in a variety of settings, including urban, suburban, rural, and commercial centers. A team of project managers develops the school-opening milestones and benchmarks and oversees their implementation. All project-related schedules are tracked and accessible online to ensure the most up-to-date information is available at all times. The project managers will drive the project to successful completion by leading weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

      A model project timeline for the school's opening will include, but not be limited to, the milestones/benchmarks outlined in the table below. Detailed project plans will be created for each phase of the project. The ESP has developed a proprietary comprehensive checklist to ensure a successful and safe school opening. In order to ensure the Academy is ready to open for its starting year, Acceleration Academies' (ESP) School Opening Team (SOT) will oversee the start-up process. The SOT consists of a team of professionals representing each functional area

within the organization. During the school opening process, these team members ensure all tasks required to open a new school area are completed on time and correctly. A project manager who is responsible for planning, implementing, and directing the operational procedures of all new Acceleration Academies schools leads the team. The project manager:

- Facilitates weekly or biweekly (depending on time of year) meetings to identify issues, develop recommendations, and ensure oversight of project status;
- Implements systems for quality assurance, support, oversight, and accountability;
- Develops full-scale project plans;
- Tracks project deliverables;
- Consistently monitors and reports the progress of the projects to department heads and the Acceleration Academies leadership team.

Meetings are attended by SOT team members and the new school leadership team (Director, Assistant Directors, etc.) once hired. Meetings are tailored to the corresponding timeline in the project plan. Each team member is responsible for providing updates/information on their respective tasks and alerting the team to any potential issues. Any deficiencies or delays noticed by the project manager are also addressed in these meetings.

Task Description	Point Person	Planned Start Date	Planned End Date	Notes
Securing Legal Status				
Obtain Business License	Chief Financial Officer	3/1/2022	6/1/2022	
Obtain Insurance	Chief Financial Officer	3/1/2022	6/1/2022	
Obtain 504c3 status	Chief Financial Officer	3/1/2022	6/1/2022	
Identifying and Securing Facility				
Online Scouting	Director of Operations	12/15/2022	1/30/2022	
In-person Scouting	Director of Operations	1/30/2022	2/15/2022	
Site Viewings with Contractors	Director of Operations	2/15/2022	2/28/2022	
Select Space	Director of Operations	3/1/2022	3/15/2022	
Sign LOI	Director of Operations	3/15/2022	3/28/2022	
Bid Contractors	Director of Operations	4/1/2022	4/15/2022	
Identify Construction Needs	Director of Operations	4/15/2022	4/30/2022	

Select Contractors	Director of Operations	4/30/2022	5/20/2022	
Finalize Lease	Director of Operations	3/28/2022	5/1/2022	
Create Fire Safety/Evacuation Plan	Director of Operations	5/1/2022	7/15/2022	
Fire Marshal Inspection	Director of Operations	7/15/2022	8/1/2022	
Obtain CO	Director of Operations	7/15/2022	8/1/2022	
Recruiting and Hiring Staff				
Create Staffing Model	Human Resource Director	1/1/2022	3/2/2022	
Post Available Positions	Human Resource Director	3/2/2022	3/15/2022	
Hire School Director	Human Resource Director	4/1/2022	5/1/2022	
Hire School Assistant Director	Human Resource Director	4/1/2022	5/1/2022	
Hire teachers and support staff	Human Resource Director	5/2/2022	7/1/2022	
Staff Training				
Establish Salary Schedule	CEO & CFO	3/2/2022	3/15/2022	
Determine dates/location for training	School Director	5/1/2022	6/1/2022	
Atlas Training	Manager of Systems and Support	7/1/2022	8/1/2022	
Systems Training: Atlas; Intranet; Bamboo; ADP;	Manager of Systems and Support	7/1/2022	8/1/2022	
Compassionate Learning Training	Chief Academic Officer	7/1/2022	8/1/2022	
Community Circles Training	Manager of Systems and Support	7/1/2022	8/1/2022	

Case Management Training	Manager of Systems and Support	7/1/2022	8/1/2022	
GPI Training	Manager of Systems and Support	7/1/2022	8/1/2022	
Edmentum Exact Path Training	Chief Academic Officer	7/1/2022	8/1/2022	
Edmentum Courseware Training	Chief Academic Officer	7/1/2022	8/1/2022	
Naviance Training	Manager of Systems and Support	7/1/2022	8/1/2022	
Literacy Training	Chief Academic Officer	7/1/2022	8/1/2022	
Blended Learning Training	Chief Academic Officer	7/1/2022	8/1/2022	
Onboarding - Segment 1	Chief Academic Officer	7/1/2022	8/1/2022	
Onboarding - Segment 2	Chief Academic Officer	7/1/2022	8/1/2022	
Onboarding - Segment 3	Chief Academic Officer	7/1/2022	8/1/2022	
Curriculum and Instructional Materials				
Attend local SIS training	Academy Director	2/2/2022	7/1/2022	
Setup up SIS	Academy Director	2/2/2022	7/1/2022	
Setup up Edmentum Course Guide	Chief Academic Officer	2/2/2022	7/1/2022	
Setup Atlas Engagement Hub	Manager of Systems and Support	2/2/2022	7/1/2022	

Board Governance				
Publish Board Member Contact Information on School's Website	Marketing Director	2/2/2022	4/1/2022	
Schedule Board Retreat	School Director	4/1/2022	6/1/2022	
Policy Adoption				
Board Approves Student Parent Handbook	School Director	4/1/2022	6/1/2022	
Board Approves Employee Handbook	School Director	4/1/2022	6/1/2022	
Board Approves Truancy Plan	School Director	4/1/2022	6/1/2022	
Board Approves Crisis Plan	School Director	4/1/2022	6/1/2022	
Finalize MTSS Plan	School Director	4/1/2022	6/1/2022	
Recruiting Student				
Order School Merch and Swag	Marketing Director	3/1/2022	5/1/2022	
Identify Recruitment Hot Spots	AA President	3/1/2022	5/1/2022	
Schedule Staff Recruitment Training/Canvassing	Manager of Systems and Support	5/1/2022	7/1/2022	
Press Release	Marketing Director	5/1/2022	7/1/2022	
TV/Radio Add	Marketing Director	5/1/2022	7/1/2022	
School Open House	School Director	5/1/2022	7/1/2022	
Attend Local Community Events	School Director	5/1/2022	7/1/2022	
Send Mailers	Marketing Director	5/1/2022	7/1/2022	
Calling Campaign Starts	Comms Team	5/1/2022	8/1/2022	
Schedule Ribbon Cutting	School Director	6/1/2022	8/1/2022	
List of Community Organizations & Stakeholders	Marketing Director	3/1/2022	5/1/2022	
Set-up all new accounts for - Facebook, Instagram	Marketing Director	3/1/2022	5/1/2022	
Create social media calendar for 60 days out from opening. 2 Facebook + 2 Instagram posts per week.	Marketing Director	3/1/2022	5/1/2022	
Paid social media Campaign	Marketing Director	3/1/2022	5/1/2022	

Task	Responsible	Start Date	End Date	
Advertise to schools, restaurants, farmers markets, grocery stores	Marketing Director	3/1/2022	5/1/2022	
Write press release	Marketing Director	3/1/2022	5/1/2022	
Distribute press release	Marketing Director	3/1/2022	5/1/2022	
Schedule Open House and invite community members	Marketing Director	7/1/2022	8/1/2022	
Lottery Procedures				
Submit Lottery Procedure to Board Approval	School Director	4/1/2022	6/1/2022	
Financial Producers				
Get board approval for school budget	Chief Financial Officer	4/1/2022	6/1/2022	
Construct Spending and Reimbursement Policies and Procedures	Chief Financial Officer	4/1/2022	6/1/2022	
Submit Monthly Financial Report to Board	Chief Financial Officer	4/1/2022	6/1/2022	
Contracted Services	Director of Operations			
Technology Support	Director of Operations	4/1/2022	6/1/2022	
Utility Companies (Internet, Electric, Phones, Cleaning Service, etc.)	Director of Operations	4/1/2022	6/1/2022	
Security Service	Director of Operations	4/1/2022	6/1/2022	
Transportation & Food Services				
Outsource Transportation	Director of Operations	4/1/2022	6/1/2022	
Identify Transportation Hubs	Director of Operations	4/1/2022	6/1/2022	
Furniture, Fixtures and Equipment				
Create Inventory Management System	Director of Operations	4/1/2022	6/1/2022	
Design Scheme Created	Director of Operations	4/1/2022	6/1/2022	
Order Furniture	Director of Operations	4/1/2022	6/1/2022	

Order Technology	Director of Operations	4/1/2022	6/1/2022	
Procuring Instructional Materials	n/a			
Fundraising	n/a			

Chart of Attachments
Please tab or separate attachments as noted below

Attachments

Addendums

Hillsborough County Acceleration Academy

Attachment A: Evidence of teacher and parental support for conversion, if applicable.

Evidence of teacher and parental support for conversion is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Attachment B: Sample daily school schedule and annual school calendar

Appendix Item B: School Calendar and Daily Schedule

Sample Daily GC Schedule

The Academy's Blended Learning Model provides students the option for self-selected commitment days and flexible schedules each week on campus. This allows students with alternative needs the option of earning a high school diploma through a flexible scheduled model. Students are required to attend campus 12 hours per week and to work off site virtually for 12 hours per week. When GCs attend orientation, they are required to set a schedule and to commit to the number of days and hours they will attend each week. Students may select creative and flexible schedules in a year round setting any time Monday through Thursday, 8:00am -6:00pm and Friday 8:00am -3:00pm . A total of 24-25 hours of academic engagement in coursework per week is required.

Once GCs have scheduled appropriate commit days and times, each GC will schedule a variety of instructional and learning opportunities throughout the week. They may schedule independent guided learning through Edmentum, small group instruction with content coaches, or customized support through a content coach or other support staff for individualized support. There are also multiple GC support services that are offered throughout each week. Services include tutoring, community service events, and college or career guidance. GCs may also schedule meetings with a Life Coach to review their Personalized Learning Plan (PLP), time with Graduate Candidate Advocates to review their graduation plan, Career Coaches, or participate in guest speaker sessions. Each week there are community and wellness sessions in the form of Restorative Circles and incentive programs with topics such as soft skills in the workplace, business development, and personal self-care. Each of these opportunities are available for GCs to schedule weekly. Because the Blended Learning Model offers flexibility in scheduling, each GC's schedule will be unique to his or her educational, social, and emotional needs.

Below are two examples of schedules that are typical for Graduate Candidates.

Example 1: Algebra II Student

Day	Onsite	Offsite
Mon	**9:00-3:00 (6 hours)** *Self-Selected choices* A: Independent Study in Edmentum B: Small Group Instruction C: 1-1 Content Support D: Community or Wellness Group E: Meet with Support Staff	

Tue		10:00-2:00 (4 hours) Independent Study on Edmentum with Content Coaches available for support by conference call
Wed	9:00-3:00 (6 hours) *Self-Selected choices* A: Independent Study on Edmentum B: Small Group Instruction C: 1-1 Content Support D: Community or Wellness Group E: Meet with Support Staff	
Thu		10:00-2:00 (4 hours) Independent Study on Edmentum with Content Coaches available for support by conference call
Fri		10:00-2:00 (4 hours) Independent Study on Edmentum with Content Coaches available for support by conference call

Example 2: English IV Student

Day	Onsite	Offsite
Mon	10:00-2:00 (4 hours) *Self-Selected choices* A: Independent Study on Edmentum B: Small Group Instruction C: 1-1 Content Support D: Community or Wellness Group E: Meet with Support Staff	10:00-1:00 (3 hours) Independent Study on Edmentum with Content Coaches available for support by conference call
Tue		10:00-1:00 (3 hours) Independent Study on Edmentum with Content Coaches available for support by conference call

Wed	**10:00-2:00 (4 hours)** _Self-Selected choices_ A: Independent Study on Edmentum B: Small Group Instruction C: 1-1 Content Support D: Community or Wellness Group E: Meet with Support Staff	**10:00-1:00 (3 hours)** Independent Study on Edmentum with Content Coaches available for support by conference call
Thu		
Fri	**10:00-2:00 (4 hours)** _Self-Selected choices_ A: Independent Study on Edmentum B: Small Group Instruction C: 1-1 Content Support D: Community or Wellness Group E: Meet with Support Staff	
Sat		**10:00-1:00 (3 hours)** Independent Study on Edmentum with Content Coaches available for support by conference call

Aug-21

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days Open 21

Sep-21

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days Open 20

Oct-21

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days Open 20

Nov-21

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days Open 18

Dec-21

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days Open 19

Jan-22

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days Open 19

Feb-22

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Days Open 18

Mar-22

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days Open 22

Apr-22

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Days Open 20

May-22

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days Open 20

Jun-22

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days Open 20

Jul-22

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days Open 18

Total GC Days= 235

Total Staff Days= 248

Date	Event
8/2/2021	1st Day of School
8/27/2021	August Staff PD
9/6/2021	Labor Day
8/24/2021	September Staff PD
10/29/2021	October Staff PD
11/11/2021	Veterans' Day
11/24/2021	November Staff PD
11/25-26/2021	Thanksgiving Holiday
12/23/2021	December Staff PD
12/24-27/2021	Holiday Break
12/29/2021	New Years Holiday
1/17/2022	MLK Day
1/28/2022	January Staff PD
2/18/2022	February Staff PD
2/21/2022	Presidents' Day
3/25/2022	March Staff PD
4/29/2022	April Staff PD
5/27/2022	May Staff PD
5/30/2022	Memorial Day
6/20/2022	Juneteenth
6/24/2022	June Staff PD
7/4/2022	4th of July
7/5-6/2022	July Staff PD
7/29/2022	Last Day of School Year

Notes

Holiday/Academies Closed
Professional Development
1st Day of School/ Last Day of School

Hillsborough County Acceleration Academy

Attachment C: Sample curriculum scope and sequence

Florida Algebra 1, Semester A

Florida Course Code: 1200310   Credits: 0.5

Course Overview

Florida Algebra 1, Semester A, is a single-semester course designed to build, develop, and periodically assess your subject-matter knowledge while strengthening your mathematical skills. Linear relationships are a main focus of this course. You will graph, create, and solve linear equations and apply function notation to describe linear relationships. You will also study linear transformations and represent linear data using scatter plots and mathematical models. You will write and solve systems of linear equations and inequalities. At the end of this course, you will represent, compare, and analyze data sets in a variety of contexts.

By the end of this course, you will be able to do the following:

- ❖ Solve linear equations and inequalities in one variable.
- ❖ Apply function notation to describe relationships between quantities and interpret function notation to solve problems.
- ❖ Interpret and create graphs of linear relationships.
- ❖ Write one-variable and two-variable linear equations and use them to solve problems.
- ❖ Describe transformations defined by changes in the slope or the y-intercept of linear functions.
- ❖ Represent data with scatter plots and apply mathematical models to solve problems.
- ❖ Write systems of equations and solve them using algebraic and graphical methods.
- ❖ Represent data with dot plots, box plots, and histograms.
- ❖ Analyze, interpret, and justify conclusions from a set of data.

Scope and Sequence

This document outlines the design of Florida Algebra 1, Semester A, as well as the coverage of the Florida Standards within the course.

Florida Standards Algebra 1

UNIT 1: THE REAL NUMBER SYSTEM (DAYS 1 – 13)

In this unit, you will develop the skills to use linear expressions and equations to describe and solve problems.

Lesson/*Florida Standards*	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Expressions *MAFS.912.A-SSE.1.1a, MAFS.912.A-APR.1.1*	Use expressions to model and solve problems.
Linear Equations *MAFS.912.A-CED.1.1, MAFS.912.A-REI.2.3*	Solve one-step and two-step linear equations in one variable.
Radical Expressions *MAFS.912.N-RN.1.2*	Rewrite numerical radical expressions involving square roots.
Relationships Between Real Numbers *MAFS.912.N-RN.2.3*	Explain the result of adding or multiplying rational and irrational numbers.
Unit Activity *MAFS.912.N-RN.1.2, MAFS.912.A-REI.2.3*	Use expressions and radical relationships to solve problems.

UNIT 2: LINEAR EQUATIONS (DAYS 14 – 24)

In this unit, you will develop the skills necessary to solve linear equations and inequalities in real-world and mathematical contexts.

Lesson/*Florida Standards*	Lesson Objective
Solving Linear Equations *MAFS.912.A-CED.1.1, MAFS.912.A-REI.1.1,* *MAFS.912.A-REI.2.3*	Solve multistep linear equations in one variable.
Solving Advanced Linear Equations *MAFS.912.A-CED.1.1, MAFS.912.A-REI.1.1,* *MAFS.912.A-REI.2.3*	Solve multistep linear equations in one variable by applying the distributive property.
Solving Literal Equations *MAFS.912.N-Q.1.1, MAFS.912.A-CED.1.4,* *MAFS.912.A-REI.1.1, MAFS.912.A-REI.2.*	Solve literal equations and formulas for a specified variable.
Solving Linear Inequalities *MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.3,* *MAFS.912.A-REI.1.1, MAFS.912.A-REI.2.3*	Solve multistep linear inequalities in one variable and graph the solution set.

UNIT 3: FUNCTIONS (DAYS 25 – 37)

In this unit, you will become familiar with how functions can describe relationships between quantities. You will learn to interpret function notation to solve real-world problems.

Lesson/*Florida Standards*	Lesson Objective
Graphing Relations *MAFS.912.N-Q.1.1, MAFS.912.N-Q.1.2, MAFS.912.A-REI.4.10, MAFS.912.F-IF.2.5*	Identify variables in real-world situations and model the relationships graphically.
Functions *MAFS.912.F-IF.1.1, MAFS.912.F-IF.2.5*	Identify functions in multiple representations and relate the domains and ranges.
Function Notation *MAFS.912.F-IF.1.1, MAFS.912.F-IF.1.2*	Use function notation to describe relationships between quantities and interpret function notation accurately to solve problems.
Inverse Functions	Determine inverses of functions.
Unit Activity *MAFS.912.F-IF.1.1, MAFS.912.F-IF.1.2, MAFS.912.F-IF.2.4*	Use function notation to describe relationships between quantities and interpret function notation accurately to solve problems.

UNIT 4: LINEAR RELATIONSHIPS (DAYS 38 – 49)

In this unit, you will examine how linear functions, equations, and graphs describe the characteristics of linear relationships.

Lesson/*Florida Standards*	Lesson Objective
Slope and Graphing *MAFS.912.A-CED.1.2, MAFS.912.F-IF.2.4, MAFS.912.F-IF.2.6, MAFS.912.F-IF.3.7a, MAFS.912.F-LE.1.1a, MAFS.912.F-LE.1.1b, MAFS.912.F-LE.1.2, MAFS.912.F-LE.2.5*	Determine the slope of a line and graph a linear equation in two variables.
Writing Linear Functions and Equations *MAFS.912.A-SSE.1.1a, MAFS.912.A-CED.1.2, MAFS.912.A-CED.1.3, MAFS.912.F-IF.2.4, MAFS.912.F-BF.1.1a, MAFS.912.F-LE.1.2, MAFS.912.F-LE.2.5*	Write linear functions and equations in two variables and graph them to display the relationship.
Linear Function Transformations *MAFS.912.A-CED.1.2, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.7a, MAFS.912.F-BF.2.3*	Determine the effects of transforming the linear parent function and identify key features of linear functions.

Lesson/*Florida Standards*	Lesson Objective
Unit Activity *MAFS.912.F-IF.2.6, MAFS.912.F-IF.3.7a, MAFS.912.F-IF.3.9*	Write linear equations in two variables to represent real-world problems and compare their key features.

UNIT 5: SPECIAL LINEAR RELATIONSHIPS (DAYS 50 – 63)

In this unit, you will extend your knowledge of linear relationships to special mathematical cases, real-world situations, data analyses, and linear inequalities.

Lesson/*Florida Standards*	Lesson Objective
Special Lines *MAFS.912.A-CED.1.2, MAFS.912.F-IF.2.6, MAFS.912.F-IF.3.7a, MAFS.912.F-IF.3.9, MAFS.912.F-LE.1.2*	Write equations of parallel, perpendicular, vertical, and horizontal lines.
Direct Variation *MAFS.912.N-Q.1.1, MAFS.912.A-SSE.1.1a, MAFS.912.A-CED.1.2, MAFS.912.A-CED.1.3, MAFS.912.A-REI.2.3, MAFS.912.F-IF.2.6, MAFS.912.F-IF.3.7a, MAFS.912.F-BF.2.3, MAFS.912.F-LE.1.1b, MAFS.912.F-LE.1.2, MAFS.912.F-LE.2.5*	Represent direct variation situations with graphs and equations.
Representing Data *MAFS.912.A-CED.1.2, MAFS.912.F-LE.1.2, MAFS.912.S-ID.2.6a, MAFS.912.S-ID.2.6c, MAFS.912.S-ID.3.9*	Represent data using scatter plots and the equation of the line of best fit.
Using Models from Data *MAFS.912.A-SSE.1.1a, MAFS.912.A-CED.1.2, MAFS.912.F-LE.1.2, MAFS.912.F-LE.2.5, MAFS.912.S-ID.2.6a, MAFS.912.S-ID.2.6b, MAFS.912.S-ID.2.6c, MAFS.912.S-ID.3.7, MAFS.912.S-ID.3.8*	Evaluate the reasonableness of mathematical models and use them to make predictions.

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Lesson/*Florida Standards*	Lesson Objective
Linear Inequalities *MAFS.912.A-CED.1.3, MAFS.912.A-REI.4.12, MAFS.912.F-IF.2.6, MAFS.912.F-LE.1.2, MAFS.912.F-LE.2.5*	Write and graph linear inequalities in two variables.
Unit Activity *MAFS.912.A-REI.2.3, MAFS.912.F-LE.2.5, MAFS.912.S-ID.2.6a, MAFS.912.S-ID.2.6c, MAFS.912.S-ID.3.7, MAFS.912.S-ID.3.8*	Draw a scatter plot and the line of best fit to analyze a situation.

UNIT 6: SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES (DAYS 64 – 75)

In this unit, you will learn that many situations can be described through systems of linear equations and inequalities. You will write systems of equations and inequalities and solve them algebraically and graphically.

Lesson/*Florida Standards*	Lesson Objective
Systems of Linear Equations *MAFS.912.N-Q.1.3, MAFS.912.A-CED.1.3, MAFS.912.A-REI.3.6*	Write and graph systems of linear equations to determine the solutions.
Writing and Solving Systems Using Substitution *MAFS.912.A-REI.3.6*	Write and solve systems of linear equations algebraically using substitution.
Writing and Solving Systems Using Elimination *MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6*	Write and solve systems of linear equations algebraically using elimination.
Systems of Inequalities *MAFS.912.A-CED.1.3, MAFS.912.A-REI.4.12*	Represent the solution of a system of two linear inequalities graphically and determine solutions.
Unit Activity *MAFS.912.A-CED.1.3, MAFS.912.A-REI.2.3, MAFS.912.A-REI.3.6, MAFS.912.S-ID.2.6a, MAFS.912.S-ID.2.6c*	Write and solve a system of linear equations that represents real-world data.

UNIT 7: DESCRIPTIVE STATISTICS (DAYS 76 – 90)

In this unit, you will be introduced to different ways of representing, analyzing, and comparing data sets.

Lesson/*Florida Standards*	Lesson Objective
Visual Representations of Data *MAFS.912.N-Q.1.1, MAFS.912.N-Q.1.2, MAFS.912.S-ID.1.1*	Represent data with dot plots, box plots, and histograms.
Comparing Data Sets *MAFS.912.S-ID.1.2, MAFS.912.S-ID.1.3*	Compare multiple data sets using statistics and interpret differences in shape, center, and spread.
Two-Way Frequency Tables *MAFS.912.S-ID.2.5, MAFS.912.S-ID.3.9*	Construct two-way frequency tables for categorical data and interpret measures and associations within the data, including relative frequencies.
Unit Activity *MAFS.912.S-ID.1.1, MAFS.912.S-ID.1.2, MAFS.912.S-ID.1.3*	Analyze, interpret, and justify conclusions from a set of data.

Florida English 1, Semester A

Florida Course Code: 1001310   Credits: 0.5

Course Overview and Goals

Florida English 1, Semester A, is a single-semester course designed to cultivate reading comprehension and writing skills. In this course, you will read and analyze literature in several different genres. In addition, you will explore many types of writing, such as creative, descriptive, expository, narrative, and persuasive. Dramatic conventions and the structural elements of poetry are also a focus of this course. You will sharpen your writing skills as you evaluate literary works and informational texts by examining formal techniques, form, and writing structures.

By the end of this course, you will be able to do the following:

❖ Understand what is expected of a high school student

❖ Evaluate your current academic skills

❖ Explore dramatic conventions and the structural elements of poetry

❖ Perform a close reading of fiction and nonfiction texts and apply reading strategies

❖ Employ reference materials to clarify and validate the meanings of words

❖ Distinguish between the denotative and connotative meanings of words

❖ Plan, paraphrase, summarize, write, and edit a draft using standard English conventions

❖ Engage in meaningful and respectful discussions

❖ Make and support inferences with textual evidence

❖ Synthesize information to create a new understanding

❖ Analyze an author's purpose, audience, and message

Scope and Sequence

This document outlines the design of Florida English 1, Semester A, as well as the coverage of the Florida Standards within the course.

LAFS: Language Arts Florida Standards

UNIT 1: FOUNDATIONS OF ACADEMIC SUCCESS (DAYS 1 – 30)

In this unit, you will learn skills to prepare you to meet the expectations and challenges you will face as a high school student. You will sharpen key reading and writing strategies and explore ways to improve presentation of your ideas to others.

Lesson/*Florida Standards*	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Reading Strategies *LAFS.910.RL.1.1, LAFS.910.RI.1.1*	Interact with texts to deepen your understanding.
Using Reference Materials *LAFS.910.L.3.4.c, LAFS.910.L.3.4.d, LAFS.910.L.3.6*	Employ reference materials to determine the meanings and characteristics of words.
Context Clues *LAFS.910.RL.2.4, LAFS.910.RI.2.4, LAFS.910.L.3.4.a, LAFS.910.L.3.4.b, LAFS.910.L.3.4.d, LAFS.910.L.3.6*	Interpret context to deduce the meanings of words and phrases.
Denotation and Connotation *LAFS.910.RL.2.4, LAFS.910.RI.2.4, LAFS.910.L.3.5.b, LAFS.910.L.3.6*	Analyze context to understand denotative and connotative meanings of words.
Paraphrasing and Summarizing *LAFS.910.RL.1.2, LAFS.910.RI.1.2, LAFS.910.L.3.6*	Paraphrase and summarize texts.
Planning and Drafting *LAFS.910.W.2.4, LAFS.910.W.2.5, LAFS.910.W.4.10*	Plan and draft a letter.
Editing and Presenting *LAFS.910.W.2.5, LAFS.910.SL.2.4, LAFS.910.SL.2.6, LAFS.910.L.1.2.a, LAFS.910.L.1.2.b, LAFS.910.L.1.2.c, LAFS.910.L.2.3.a*	Edit a draft using standard English conventions and present your ideas.
Unit Activity *LAFS.910.RL.1.1, LAFS.910.RL.1.2, LAFS.910.RL.4.10, LAFS.910.W.3.9.a, LAFS.910.L.3.4.d*	Apply reading strategies to a text.

UNIT 2: SEARCHING FOR IDENTITY (DAYS 31 – 62)

In this unit, you will read a variety of genres of literature on the subject matter of searching for identity. You will examine diction, analyze examples of characterization, plot development, and literary theme, and learn how to support inferences with textual evidence.

Lesson/*Florida Standards*	Lesson Objective
Diction in Literary Texts *LAFS.910.RL.2.4, LAFS.910.RL.4.10, LAFS.910.W.3.9.a, LAFS.910.L.3.5.b, LAFS.910.L.3.6*	Analyze how the author's word choices contribute to the meaning and tone of a text.
Characterization *LAFS.910.RL.1.3, LAFS.910.RL.4.10, LAFS.910.W.3.9.a*	Analyze how authors develop characters.
Inferences and Evidence *LAFS.910.RL.1.1, LAFS.910.RI.1.1, LAFS.910.W.2.4*	Provide textual evidence to support both explicit information and inferences.
Analyzing Informational Texts *LAFS.910.RI.1.2, LAFS.910.RI.1.3*	Analyze how authors develop ideas in informational texts.
Linear and Nonlinear Plot Development *LAFS.910.RL.2.5, LAFS.910.RL.4.10, LAFS.910.W.3.9.a*	Analyze an author's choices concerning structure and plot development.
Theme *LAFS.910.RL.1.2, LAFS.910.RL.1.3, LAFS.910.RL.2.6, LAFS.910.W.3.9.a*	Analyze how themes are developed.
Meaningful Discussions *LAFS.910.SL.1.1.a, LAFS.910.SL.1.1.b, LAFS.910.SL.1.1.c, LAFS.910.SL.1.1.d*	Engage in meaningful and respectful discussions.
Writing a Narrative Text *LAFS.910.W.1.3.a, LAFS.910.W.1.3.b, LAFS.910.W.1.3.c, LAFS.910.W.1.3.d, LAFS.910.W.1.3.e, LAFS.910.W.2.4, LAFS.910.W.2.5*	Develop a draft into a clear and engaging narrative.
Unit Activity *LAFS.910.W.2.5, LAFS.910.L.1.2.a, LAFS.910.L.1.2.b, LAFS.910.L.1.2.c*	Edit a narrative using standard English conventions.

UNIT 3: LOVE AND CONFLICT (DAYS 63 – 90)

In this unit, you will explore the ideas of love and conflict within the context of dramatic conventions and as part of the structural elements of poetry. You will explore literary concepts, such as setting, theme, and figurative language, as well as examine the purpose, audience, and message in literature.

Lesson/*Florida Standards*	Lesson Objective
Structure of an Informational Text *LAFS.910.RI.1.2, LAFS.910.RI.1.3, LAFS.910.RI.2.5*	Analyze the structural elements of informational texts.
Characteristics of a Drama *LAFS.910.RL.2.5, LAFS.910.RL.4.10, LAFS.910.W.3.9.a,* *LAFS.910.L.3.6*	Analyze dramatic conventions.
Characteristics of a Poem *LAFS.910.RL.1.1, LAFS.910.RL.2.5, LAFS.910.W.3.9.a*	Analyze the structural elements and characteristics of poetry.
Purpose, Audience, and Message *LAFS.910.RL.2.6, LAFS.910.RL.4.10, LAFS.910.RI.10,* *LAFS.910.W.3.9.a*	Analyze the author's purpose, audience, and message.
Setting and Theme *LAFS.910.RL.1.2, LAFS.910.RL.4.10, LAFS.910.W.3.9.a*	Analyze how the setting influences the theme.
Artistic Mediums *LAFS.910.RL.3.7*	Analyze the representation of a subject in different artistic mediums.
Revisions in Writing *LAFS.910.W.2.5, LAFS.910.W.4.10, LAFS.910.L.1.1.a,* *LAFS.910.L.1.1.b*	Revise drafts to improve writing.
Unit Activity *LAFS.910.RL.1.1, LAFS.910.RL.3.9*	Analyze how an author draws from and transforms source material.

![PLATO COURSEWARE]

The Correlation of PLATO® Curricula to Common Core State Standards: Florida United States History

September 4, 2014

INTRODUCTION
Edmentum Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the CPALMS Course Florida United States History. URL: http://www.cpalms.org/Public/PreviewCourse/Preview/4475.
It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:
PLATO® Course Florida United States History, Semester A
PLATO® Course Florida United States History, Semester B

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

US History Course Standards (115)

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

> PLATO Course Florida United States History, Semester B
> > Government in a Mostly Market Economy

LACC.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, gaining insight from specific details to an understanding of the text as a whole.

> PLATO Course Florida United States History, Semester A
> > All Lessons
> PLATO Course Florida United States History, Semester B
> > All Lessons

LACC.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.

> PLATO Course Florida United States History, Semester A
> > All Lessons

Inspired solutions for teaching and learning™

PLATO Course Florida United States History, Semester B
    All Lessons

LACC.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

    PLATO Course Florida United States History, Semester A
        All Lessons
    PLATO Course Florida United States History, Semester B
        All Lessons

LACC.1112.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

    PLATO Course Florida United States History, Semester A
        All Lessons
    PLATO Course Florida United States History, Semester B
        All Lessons

LACC.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

    PLATO Course Florida United States History, Semester A
        All Lessons
    PLATO Course Florida United States History, Semester B
        All Lessons

LACC.1112.RH.2.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

    PLATO Course Florida United States History, Semester A
        All Lessons
    PLATO Course Florida United States History, Semester B
        All Lessons

LACC.1112.RH.3.7: Integrate and evaluate multiples sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

    PLATO Course Florida United States History, Semester A

All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.RH.4.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

> PLATO Course Florida United States History, Semester A
> > All Lessons
> PLATO Course Florida United States History, Semester B
> > All Lessons

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

> PLATO Course Florida United States History, Semester A
> > All Lessons
> PLATO Course Florida United States History, Semester B
> > All Lessons

LACC.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

> **LACC.1112.SL.1.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas.**
>
> > PLATO Course Florida United States History, Semester A
> > > All Lessons
> > PLATO Course Florida United States History, Semester B
> > > All Lessons
>
> **LACC.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals, and deadlines, and established individual roles as needed.**
>
> > PLATO Course Florida United States History, Semester A
> > > All Lessons
> > PLATO Course Florida United States History, Semester B
> > > All Lessons
>
> **LACC.1112.SL.1.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure hearing for a full range**

of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.SL.1.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

PLATO Course Florida United States History, Semester A
All Lessons
PLATO Course Florida United States History, Semester B
All Lessons

LACC.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

PLATO Course Florida United States History, Semester A
All Lessons

PLATO Course Florida United States History, Semester B
   All Lessons

LACC.1112.WHST.1.1: Write arguments focused on *discipline-specific content*.

LACC.1112.WHST.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

PLATO Course Florida United States History, Semester A
   Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
   Numerous Lessons and Activities

LACC.1112.WHST.1.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

PLATO Course Florida United States History, Semester A
   Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
   Numerous Lessons and Activities

LACC.1112.WHST.1.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PLATO Course Florida United States History, Semester A
   Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
   Numerous Lessons and Activities

LACC.1112.WHST.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

PLATO Course Florida United States History, Semester A
   Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
   Numerous Lessons and Activities

LACC.1112.WHST.1.1e: Provide a concluding statement or section that follows from or supports the argument presented.

> PLATO Course Florida United States History, Semester A
> > Numerous Lessons and Activities
> PLATO Course Florida United States History, Semester B
> > Numerous Lessons and Activities

SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

> PLATO Course Florida United States History, Semester A
> > All Lessons
> PLATO Course Florida United States History, Semester B
> > All Lessons

LACC.1112.W.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

> **LACC.1112.WHST.1.2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**

> > PLATO Course Florida United States History, Semester A
> > > Numerous Lessons and Activities
> > PLATO Course Florida United States History, Semester B
> > > Numerous Lessons and Activities

> **LACC.1112.WHST.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

> > PLATO Course Florida United States History, Semester A
> > > Numerous Lessons and Activities
> > PLATO Course Florida United States History, Semester B
> > > Numerous Lessons and Activities

> **LACC.1112.WHST.1.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.1.2d: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.912.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.2.6: Use technology, including the Internet, to produce and publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

LACC.1112.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PLATO Course Florida United States History, Semester A
  Numerous Lessons and Activities
PLATO Course Florida United States History, Semester B
  Numerous Lessons and Activities

SS.912.A.1.1: Describe the importance of histiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

> PLATO Course Florida United States History, Semester A
> > Numerous Lessons and Activities
> PLATO Course Florida United States History, Semester B
> > Numerous Lessons and Activities

SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

> PLATO Course Florida United States History, Semester A
> > The Making of Urban America (1877-1920)
> PLATO Course Florida United States History, Semester B
> > Prosperity, Then Terrorism in the Clinton-Bush Years (1993-)

SS.912.A.2.1: Review causes and consequences of the Civil War.

> PLATO Course Florida United States History, Semester A
> > Sectional Anger Splits the Union Apart (1850-1861)
> > North and South Fight a Civil War (1861-1865)
> > Reconstruction (1865-1877)

SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.

> PLATO Course Florida United States History, Semester A
> > North and South Fight a Civil War (1861-1865)
> > Reconstruction (1865-1877)
> > The Politics of the Gilded Age (1870-1900)

SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.

> PLATO Course Florida United States History, Semester A
> > Reconstruction (1865-1877)

SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

> PLATO Course Florida United States History, Semester A
> > North and South Fight a Civil War (1861-1865)
> > The Politics of the Gilded Age (1870-1900)
> > The Making of Urban America (1877-1920)
> > Progressive Era (1890-1920)

SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

> PLATO Course Florida United States History, Semester B
>> The Eisenhower Years (1953-1961)

SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

> PLATO Course Florida United States History, Semester A
>> Reconstruction (1865-1877)
>> The Making of Urban America (1877-1920)
>> Progressive Era (1890-1920)

SS.912.A.2.7: Review the Native American experience.

> PLATO Course Florida United States History, Semester A
>> Indian Way of Life Ends as the West is Settled (1865-1890)
>> The Western Frontier is Settled (1865-1890)

SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

> PLATO Course Florida United States History, Semester A
>> Indian Way of Life Ends as the West is Settled (1865-1890)
>> America's Domestic and Foreign Policies (1800-1825)
>> American Culture Continues to Change (1800-1860)
>> The Western Frontier is Settled (1865-1890)
>> Industrializing America (1865-1914)

SS.912.A.3.10: Review different economic and philosophic ideologies.

> PLATO Course Florida United States History, Semester A
>> Industrializing America (1865-1914)
> PLATO Course Florida United States History, Semester B
>> The Government in a Mostly Market Economy

SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

> PLATO Course Florida United States History, Semester A
>> Industrializing America (1865-1914)

SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

PLATO Course Florida United States History, Semester A
The Making of Urban America (1877-1920)
Progressive Era (1890-1920)
U.S. Involvement in the Pacific/Latin America (mid-1800s-1914)

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

PLATO Course Florida United States History, Semester A
Florida Industrialization

SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19ᵗʰ century.

PLATO Course Florida United States History, Semester A
American Cultures Continues to Change (180-1860)
The Western Frontier is Settled (1865-1890)
Industrializing America (1865-1914)
The Making of Urban America (1877-1920)

SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.

PLATO Course Florida United States History, Semester A
Sectional Anger Splits the Union Apart (1850-1861)
American's Domestic and Foreign Policies (1800-1825)
The Western Frontier is Settled (1865-1890)
Industrializing America (1865-1914)
The Making of Urban America (1877-1920)

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

PLATO Course Florida United States History, Semester A
Industrializing America (1865-1914)
The Making of Urban America (1877-1920)

SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.

PLATO Course Florida United States History, Semester A

American Cultures Continues to Change (1800-1860)
Industrializing America (1865-1914)
Progressive Era (1890-1920)

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

PLATO Course Florida United States History, Semester A
Progressive Era (1890-1920)
PLATO Course Florida United States History, Semester B
America Changes during the Roaring 20s (1920-1929)
World War II and the Post-War Peace (1939-1945)

SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

PLATO Course Florida United States History, Semester A
Industrializing America (1864-1914)
The Making of Urban America (1877-1920)

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

PLATO Course Florida United States History, Semester A
Progressive Era (1890-1920)

SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

PLATO Course Florida United States History, Semester A
American Culture Continues to Change (1800-1860)
Industrializing America (1865-1914)
The Making of Urban America (1877-1920)
Progressive Era (1890-1920)

SS.912.A.4.1: Analyze the major factors that drove United States imperialism.

PLATO Course Florida United States History, Semester B
U.S. Involvement in the Pacific/Latin America (mid-1800s-1914)

SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United Nations to support the League of Nations.

> PLATO Course Florida United States History, Semester A
>> America Becomes Involved in World War I (1914-1918)

SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.

> PLATO Course Florida United States History, Semester A
>> Florida During the Spanish American War

SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.

> PLATO Course Florida United States History, Semester A
>> U.S. Involvement in the Pacific/Latin America (mid-1800s-1914)

SS.912.A.4.3: Examine the causes, course, and consequences of the Spanish American War.

> PLATO Course Florida United States History Semester A
>> U.S. Involvement in the Pacific/Latin America (mid-1800s-1914)

SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

> PLATO Course Florida United States History Semester A
>> U.S. Involvement in the Pacific/Latin America (mid-1800s-1914)

SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.

> PLATO Course Florida United States History, Semester A
>> Sectional Anger Splits the Union Apart (1850-1861)
>> America Becomes Involved in World War I (1914-1918)
> PLATO Course Florida United States History, Semester B
>> Cold War and the Truman Years (1945-1953)
>> Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

> PLATO Course Florida United States History, Semester A
>> America Becomes Involved in World War I (1914-1918)

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SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

> PLATO Course Florida United States History, Semester A
> > World War II and the Post-War Peace (1939-1945)

SS.912.A.4.8: Compare the experience Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

> PLATO Course Florida United States History, Semester A
> > America Becomes Involved in World War I (1914-1918)
> PLATO Course Florida United States History, Semester B
> > World War II and the Post-War Peace (1939-1945)

SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

> PLATO Course Florida United States History, Semester A
> > America Becomes Involved in World War I (1914-1918)
> PLATO Course Florida United States History, Semester B
> > World War II and the Post-War Peace (1939-1945)

SS.912.A.5.1: Discuss the economic outcomes of demobilization.

> PLATO Course Florida United States History, Semester A
> > America Becomes Involved in World War I (1914-1918)
> PLATO Course Florida United States History, Semester B
> > World War II and the Post-War Peace (1939-1945)
> > Cold War and the Truman Years (1945-1953)
> > The Eisenhower Years (1953-1961)

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

> PLATO Course Florida United States History, Semester A
> > American Culture Continues to Change (1800-1860)
> > Reconstruction (1865-1877)
> > The Making of Urban America (1877-1920)
> > Progressive Era (1890-1920)
> > America Becomes Involved in World War I (1914-1918)

SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.

PLATO Course Florida United States History, Semester B
Great Depression and New Deal (1929-1941)
U.S. Foreign Policy between the Two World Wars (1919-1941)

SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.

PLATO Course Florida United States History, Semester B
Florida in the 1920s

SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

PLATO Course Florida United States History, Semester B
America Changes during the Roaring 20s (1920-1929)

SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.

PLATO Course Florida United States History, Semester B
America Changes during the Roaring 20s (1920-1929)
Great Depression and New Deal (1929-1941)
U.S. Foreign Policy between the Two World Wars (1919-1941)

SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

PLATO Course Florida United States History, Semester A
Industrializing America (1865-1914)
PLATO Course Florida United States History, Semester B
America Changes during the Roaring 20s (1920-1929)
U.S. Foreign Policy between the Two World Wars (1919-1941)

SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.

PLATO Course Florida United States History, Semester A
U.S. Involvement in the Pacific/Latin America (mid-1800s-1914)

SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

PLATO Course Florida United States History, Semester A
Progressive Era (1890-1920)
PLATO Course Florida United States History, Semester B

America Changes during the Roaring 20s (1920-1929)

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

> PLATO Course Florida United States History, Semester B
> > The Eisenhower Years (1953-1961)
> > Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
> > The Nixon, Ford, and Carter Years (1969-1981)

SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

> PLATO Course Florida United States History, Semester A
> > Industrializing America (1865-1914)
> > The Politics of the Gilded Age (1870-1900)
> > Progressive Era (1890-1920)
> > America Becomes Involved in World War I (1914-1918)
> PLATO Course Florida United States History, Semester B
> > America Changes during the Roaring 20s (1920-1929)
> > U.S. Foreign Policy between Two World Wars (1919-1941)

SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

> PLATO Course Florida United States History, Semester A
> > Reconstruction (1865-1877)
> > The Making of Urban America (1877-1920)

SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.

> PLATO Course Florida United States History, Semester B
> > U.S. Foreign Policy between the Two World Wars (1919-1941)
> > World War II and the Post-War Peace (1939-1945)

SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

> PLATO Course Florida United States History, Semester B
> > World War II and the Post-War Peace (1939-1945)
> > Cold War and the Truman Years (1945-1953)

SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

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PLATO Course Florida United States History, Semester B
   The Eisenhower Years (1953-1961)
   World War II and the Post-War Peace (1939-1945)

SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.

PLATO Course Florida United States History, Semester B
   Cold War and the Truman Years (1945-1953)

SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

PLATO Course Florida United States History, Semester B
   The Eisenhower Years (1953-1961)
   Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

SS.912.A.6.14: Analyze causes, course and consequences of the Vietnam War.

PLATO Course Florida United States History, Semester B
   Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
   The Nixon, Ford, and Carter Years (1969-1981)

SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.

PLATO Course Florida United States History, Semester B
   Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

PLATO Course Florida United States History, Semester B
   U.S. Foreign Policy between the Two World Wars (1919-1941)
   World War II and the Post-War Peace (1939-1945)

SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

PLATO Course Florida United States History, Semester B
   World War II and the Post-War Peace (1939-1945)

SS.912.A.6.4: Examine efforts or contract rights for various populations during World War II.

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World War II and the Post-War Peace (1939-1945)

SS.912.A.6.5: Explain the impact of World War II on domestic government policy.

    PLATO Course Florida United States History, Semester B
        World War II and the Post-War Peace (1939-1945)

SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

    PLATO Course Florida United States History, Semester B
        U.S. Foreign Policy between the Two World Wars (1919-1941)
        World War II and the Post-War Peace (1939-1945)

SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.

    PLATO Course Florida United States History, Semester B
        World War II and the Post-War Peace (1939-1945)

SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.

    PLATO Course Florida United States History, Semester B
        America Changes during the Roaring 20s (1920-1929)
        Cold War and the Truman Years (1945-1953)
        The Eisenhower Years (1953-1961)

SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

    PLATO Course Florida United States History, Semester B
        World War II and the Post-War Peace (1939-1945)

SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.

    PLATO Course Florida United States History, Semester B
        World War II and the Post-War Peace (1939-1945)

SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.

    PLATO Course Florida United States History, Semester B

Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
The Nixon, Ford, and Carter Years (1969-1981)

SS.912.A.711: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

PLATO Course Florida United States History, Semester B
World War II and the Post-War Peace (1939-1945)
Cold War and the Truman Years (1945-1953)

SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

PLATO Course Florida United States History, Semester B
Prosperity, then Terrorism in the Clinton-Bush Years (1993-)

SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

PLATO Course Florida United States History, Semester B
Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969

SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

PLATO Course Florida United States History, Semester B
Prosperity, then Terrorism in the Clinton-Bush Years (1993-)

SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.

PLATO Course Florida United States History, Semester B
Prosperity, then Terrorism in the Clinton-Bush Years (1993-)

SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.

PLATO Course Florida United States History, Semester B
Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.

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PLATO Course Florida United States History, Semester B
  The 2000 Election

SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

PLATO Course Florida United States History, Semester A
  World War II and the Post-War Peace (1939-1945)
  Cold War and the Truman Years (1945-1953)

SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.

PLATO Course Florida United States History, Semester A
  The Politics of the Gilded Age (1870-1900)
PLATO Course Florida United States History, Semester B
  World War II and the Post-War Peace (1939-1945)

SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.

PLATO Course Florida United States History, Semester B
  The Eisenhower Years (1953-1961)
  Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

PLATO Course Florida United States History, Semester A
  Progressive Era (1890-1920)
PLATO Course Florida United States History, Semester B
  The Eisenhower Years (1953-1961)
  Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
  The Nixon, Ford, and Carter Years (1969-1981)

SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

PLATO Course Florida United States History, Semester A
  Progressive Era (1890-1920)
PLATO Course Florida United States History, Semester B
  The Eisenhower Years (1953-1961)
  Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
  The Nixon, Ford, and Carter Years (1969-1981)

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SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

    PLATO Course Florida United States History, Semester B
        The Eisenhower Years (1953-1961)
        Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
        The Nixon, Ford, and Carter Years (1969-1981)

SS.912.A.7.8: Analyze significant Supreme Court decisions relating to irrigation, busing, affirmative action, the rights of the accused, and reproductive rights

    PLATO Course Florida United States History, Semester B
        The Eisenhower Years (1953-1961)
        Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
        The Nixon, Ford, and Carter Years (1969-1981)
        Cold War Ends, Conservatives Rise in the Reagan-Bush Years (1981-1993)
        Prosperity, then Terrorism in the Clinton-Bush Years (1993-)

SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

    PLATO Course Florida United States History, Semester B
        The Eisenhower Years (1953-1961)
        Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)
        The Nixon, Ford, and Carter Years (1969-1981)

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

    PLATO Course Florida United States History, Semester A
        Thinking Geographically

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

    PLATO Course Florida United States History, Semester A
        Thinking Geographically

SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.

    PLATO Course Florida United States History, Semester A
        Thinking Geographically

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SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

    PLATO Course Florida United States History, Semester A
        Industrializing America (1865-1914)
        The Making of Urban America (1877-1920)
        Progressive Era (1890-1920)
    PLATO Course Florida United States History, Semester B
        America Changes during the Roaring 20s (1920-1929)

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

    PLATO Course Florida United States History, Semester B
        America Changes during the Roaring 20s (1920-1929)
        Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

    PLATO Course Florida United States History, Semester B
        America changes during the Roaring 20s (1920-1929)
        The Politics of the Gilded Age (1870-1900)

SS.912.H.1.3: Relate works in the arts to various cultures.

    PLATO Course Florida United States History, Semester B
        America Changes during the Roaring 20s (1920-1929)

SS.912.H.1.5: Examine artistic responses to social issues and new ideas in various cultures.

    PLATO Course Florida United States History, Semester A
        Industrializing America (1865-1914)
        America Becomes Involved in World War I (1914-1918)

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

    PLATO Course Florida United States History, Semester B
        Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969)

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Florida Biology, Semester A

Course Overview

Florida Biology, Semester A, is a single-semester course designed to develop and enrich your knowledge in several core areas of biology. You will study cells, organs and organ systems, and heredity. This course consists of three units. In the first unit, you'll broaden your understanding of the nature of science and examine cell theory and cellular processes. In the next unit, you will explore how human body systems function and interact. In the final unit of this course, you'll study the role of cell division in an organism's growth and development and learn more about heredity and genetics, including genetic mutations and inheritance patterns. You will also have the option to learn more about biology through augmented reality and the use of the Edmentum AR Biology app on your mobile device.

Course Goals

By the end of this course, you will be able to do the following:

- Use the scientific method to investigate a biology question.
- Explain how atoms combine to form larger molecules that are necessary for various biological functions.
- Explain how different proteins produced by a cell carry out critical life functions through systems of specialized cells.
- Explain the working of different body systems using models.
- Conduct experiments to study the effect of exercise on muscles and heart rate and the effectiveness of enzymes under different conditions.
- Use a model to illustrate the role of mitosis and meiosis in producing and maintaining complex organisms.
- Make and defend a claim based on evidence that inheritable genetic variations may result from genetic mutations.
- Develop genetic models to calculate the probability of expressed traits in a population over several generations.
- Use statistics and probability to calculate variation and distribution of expressed traits in a population.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida Biology, Semester A, is a 0.5 credit course.

Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- (optional) mobile device with Edmentum AR Biology app downloaded

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Cells

Summary
In this unit, you'll practice using the scientific method to investigate scientific questions. Then you'll examine the nature of scientific knowledge, including scientific hypotheses, theories, and laws. You'll explore the foundational concepts of biochemistry. You'll learn to use a compound microscope and describe the vital importance of water in biology. You'll also explore the differences between the two types of cells: prokaryotic and

eukaryotic. Toward the end of the unit, you'll develop and explain a scientific argument supporting or opposing the view that AIDS currently meets the definition of a pandemic.

Day	Activity/*Objective*	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**Introduction to Biology** *Use the scientific method to investigate a biology question.*	Lesson
3 days: 5–7	**Scientific Theories and Laws** *Explain the nature of scientific theories and laws.*	Lesson
3 days: 8–10	**Introduction to Biochemistry** *Explain how atoms combine to form larger molecules that have various biological functions.*	Lesson
3 days: 11–13	**The Importance of Water** *Describe the properties of water that make it an essential molecule of life.*	Course Activity
3 days: 14–16	**Using a Microscope** *Use a compound microscope to investigate structures of different organisms.*	Course Activity
3 days: 17–19	**Cells: The Basic Units of Life** *Explain cell theory and the differences between prokaryotic and eukaryotic cells.*	Lesson
4 days: 20–23	**The AIDS Epidemic** *Construct and present a scientific argument supporting or opposing the view that AIDS currently meets the definition of a pandemic.*	Course Activity
3 days: 24–26	**Cell Processes and Transport** *Explain how different proteins produced by a cell carry out critical life functions through systems of specialized cells.*	Lesson
4 days: 27–30	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion

Day	Activity/*Objective*	Type
1 day: 31	**Posttest—Unit 1**	Assessment

Unit 2: Organ Systems

Summary

In this unit, you'll develop models to explain the functioning of the nervous, circulatory, respiratory, integumentary, immune, lymph, endocrine, and human reproductive systems. You'll study the effects of exercise on muscles and heart rate and investigate the effectiveness of enzymes under different conditions.

Day	Activity/*Objective*	Type
4 days: 32–35	**The Nervous System** *Develop and use a model to show how the nervous system processes and responds to stimuli from all other body systems.*	Lesson
4 days: 36–39	**The Effects of Exercise on Muscles and Heart Rate** *Plan and conduct an investigation to explain how exercise affects heart rate and muscle activity.*	Course Activity
4 days: 40–43	**The Respiratory and Circulatory Systems** *Develop a model to show how the circulatory and respiratory systems work together to provide oxygen to the body.*	Lesson
4 days: 44–47	**Enzymes** *Conduct an investigation that tests the effectiveness of an enzyme under different conditions.*	Course Activity
4 days: 48–51	**The Integumentary, Immune, Lymph, and Endocrine Systems** *Use models to explain how the integumentary, immune, lymph, and endocrine systems regulate the body and maintain homeostasis.*	Lesson

Day	Activity/*Objective*	Type
4 days: 52–55	**Human Reproduction and Development** *Use models to explain how human reproduction is controlled by anatomical and biochemical processes.*	Lesson
4 days: 56–59	**Unit Activity and Discussion—Unit 2** *Includes an Augmented Reality exploration: Frog Dissection*	Unit Activity with AR/ Discussion
1 day: 60	**Posttest—Unit 2**	Assessment

Unit 3: Heredity

Summary

This unit delves into the roles of mitosis, meiosis, DNA, and chromosomes in an organism's growth and development. You'll present supporting materials to answer questions based on the search for a cancer cure. Toward the end of this unit, you'll use genetic models, statistics, and probability to learn more about inheritance patterns.

Day	Activity/*Objective*	Type
4 days: 61–64	**Mitosis and Meiosis** *Use a model to illustrate the role of mitosis and meiosis in producing and maintaining complex organisms.*	Lesson
3 days: 65–67	**Genes: The Heredity Code** *Ask questions to clarify relationships about the role of DNA and chromosomes in passing traits from parents to offspring.*	Lesson
4 days: 68–71	**The Cure for Cancer** *Present evidence to answer questions about the search for a cancer cure.*	Course Activity
4 days: 72–75	**Genetic Mutations** *Make and defend a claim based on evidence that inheritable genetic variations may result from genetic mutations.*	Lesson
4 days: 76–79	**Genetic Models** *Develop genetic models to calculate the probability of expressed traits in a population over several generations.*	Course Activity

Day	Activity/*Objective*	Type
4 days: 80–83	**Inheritance Patterns and Genetic Research** *Use statistics and probability to calculate variation and distribution of expressed traits in a population.*	Lesson
4 days: 84–87	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 3**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Hillsborough County Acceleration Academy

Attachment D: Reading curriculum

edmentum™

K-12 Reading Learning Progression

Kindergarten

Skill Number	Skill	Domain	Skill Statement
1	Upper and Lowercase Letters	Reading Foundations	Print most uppercase and lowercase letters.
2	Words and Spaces	Reading Foundations	Demonstrate knowledge that words are separated by spaces in sentences.
3	Letters and Sounds	Reading Foundations	Demonstrate knowledge of one-to-one letter-sound correspondence and isolate the initial and final sounds in single syllable words.
4	Beginning Sounds	Reading Foundations	Isolate the initial sound in single syllable words.
5	Ending Sounds	Reading Foundations	Isolate the final sound in single syllable words.
6	Syllables	Reading Foundations	Count and segment syllables in single- and multi-syllable words.
7	Rhyming Words	Reading Foundations	Recognize and produce rhyming words.
8	Blending Sounds	Reading Foundations	Blend and segment onsets and rimes of single-syllable spoken words.
9	Emergent Texts	Reading Foundations	Read emergent level texts with sufficient accuracy and fluency to support comprehension.
10	Categories of Objects	Language and Vocabulary	Sort objects into categories, and identify whether a word is a noun or verb.
11	Connections Between Words	Language and Vocabulary	Identify connections between words.
12	Parts of a Book	Reading Literature	Identify parts of a book and the direction of print.
13	Pictures and Illustrations	Reading Literature	Describe what is conveyed in an illustration and how an illustration connects to a story.
14	Asking and Answering Questions	Reading Literature	Ask and answer questions to demonstrate understanding of a literary text.

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Skill Number	Skill	Domain	Skill Statement
15	Retelling Stories	Reading Literature	Retell familiar stories using key details.
16	Asking Informational Questions	Reading Informational Text	Ask and answer questions to demonstrate understanding of an informational text.
17	Parts of an Informational Book	Reading Informational Text	Identify the parts of an informational text, including the front cover, back cover, and title page.
18	Informational Illustrations	Reading Informational Text	Describe what is conveyed in an illustration and how an illustration connects to a text.
19	Characters	Reading Literature	Identify characters in a story.
20	Setting	Reading Literature	Identify a setting in a story.
21	Major Events	Reading Literature	Identify major events in a story.
22	Main Topic	Reading Informational Text	Identify the main topic in an informational text.
23	Comparing Information	Reading Informational Text	Compare and contrast information and illustrations in two informational texts about a similar topic.
24	Compare and Contrast	Reading Literature	Compare and contrast characters in familiar stories.
25	New Meanings of Words	Language and Vocabulary	Identify the definitions of multiple meaning words used in context.
26	Shades of Meaning	Language and Vocabulary	Determine shades of meaning among words that describe similar actions.
27	Roots and Affixes	Language and Vocabulary	Use common inflections and affixes to determine the meaning of a word, and identify the meaning of common affixes.
28	Antonyms	Language and Vocabulary	Identify the antonym of a word.
29	Types of Texts	Reading Literature	Recognize common types of text such as poetry, literary, and informational and the characteristics of each type.

Skill Number	Skill	Domain	Skill Statement
30	Range of Literary Texts	Reading Literature	Read and comprehend emergent level literary texts proficiently by the end of the year.
31	Supporting Points	Reading Informational Text	Identify the reasons an author uses to support points in a text.
32	Range of Informational Texts	Reading Informational Text	Read and comprehend emergent level informational texts proficiently by the end of the year.

1st Grade

Skill Number	Skill	Domain	Skill Statement
1	Beginning Sounds	Reading Foundations	Isolate the initial sound in words.
2	Ending Sounds	Reading Foundations	Isolate the final sound in words.
3	Syllables	Reading Foundations	Count and segment syllables in single- and multi-syllable words.
4	Blending Sounds	Reading Foundations	Blend and segment onsets and rimes of single- and multi-syllable spoken words.
5	Reading Fluently	Reading Foundations	Read grade 1 appropriate texts with sufficient accuracy and fluency to support comprehension.
6	Word Categories	Language and Vocabulary	Identify a common concept among words, and categorize words according to a key attribute.
7	Connections Between Words	Language and Vocabulary	Identify connections between words.
8	Using Context	Language and Vocabulary	Demonstrate effective use of sentence-level context to determine the meaning of words and phrases in a text.
9	Asking and Answering Questions	Reading Literature	Ask and answer questions to demonstrate understanding of a literary text.
10	Retelling Stories	Reading Literature	Retell stories using key details.
11	Central Message and Lessons	Reading Literature	Determine the central message or lesson of a literary text.

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Skill Number	Skill	Domain	Skill Statement
12	Characters	Reading Literature	Describe characters in a story.
13	Setting	Reading Literature	Describe a setting in a story.
14	Major Events	Reading Literature	Describe major events in a story.
15	Asking About Informational Texts	Reading Informational Text	Ask and answer questions to demonstrate understanding of an informational text.
16	Main Topics and Ideas	Reading Informational Text	Identify the main topic and key details in an informational text.
17	Supporting Points	Reading Informational Text	Identify the reasons an author uses to support points in a text.
18	Text Features	Reading Informational Text	Know and use various text features.
19	Comparing Information	Reading Informational Text	Compare and contrast information and illustrations in two informational texts about a similar topic.
20	Appealing to the Senses	Reading Literature	Identify sensory words in a literary text.
21	Categories of Writing	Reading Literature	Identify different types of text such as poetry, literary, and informational and the characteristics of each type.
22	Identifying the Speaker	Reading Literature	Identify the speaker in a literary text.
23	Shades of Meaning	Language and Vocabulary	Distinguish shades of meaning among closely related verbs and closely related adjectives.
24	Multiple Meaning Words	Language and Vocabulary	Demonstrate effective use of sentence-level context clues to define multiple meaning words.
25	Roots and Affixes	Language and Vocabulary	Use common inflections and affixes to determine the meaning of a word.
26	Compare and Contrast	Reading Literature	Compare and contrast characters in a literary text.

Skill Number	Skill	Domain	Skill Statement
27	Pictures and Illustrations	Reading Literature	Describe what is conveyed in an illustration and how an illustration connects to a story.
28	Range of Literary Texts	Reading Literature	Read and comprehend grade 1 literary texts proficiently by the end of the year.
29	Informational Illustrations	Reading Informational Text	Use both the illustrations and details in a text to describe its key ideas.
30	Range of Informational Texts	Reading Informational Text	Read and comprehend grade 1 informational texts proficiently by the end of the year.

2nd Grade

Skill Number	Skill	Domain	Skill Statement
1	Phonics	Reading Foundations	Demonstrate use of spelling-sound connection for vowel teams and decode two-syllable words with long vowels.
2	Roots and Affixes	Reading Foundations	Decode words with common prefixes and suffixes.
3	Syllables	Reading Foundations	Decode and Distinguish between one and two syllable words with long and short vowels.
4	Spelling	Reading Foundations	Recognize irregular spelling of words and inconsistent spelling-sound correspondences.
5	Reading Fluently	Reading Foundations	Read grade 2 appropriate texts with sufficient accuracy and fluency to support comprehension.
6	Context Clues	Language and Vocabulary	Demonstrate effective use of sentence-level context to determine the meaning of words and phrases in a text.
7	Connections Between Words	Language and Vocabulary	Identify real-life connections between words and their use.
8	Compound Words	Language and Vocabulary	Use knowledge of the meaning of individual words to predict the meaning of compound words.
9	Asking and Answering Questions	Reading Literature	Ask and answer questions to demonstrate understanding of a literary text.

Skill Number	Skill	Domain	Skill Statement
10	Recounting Stories	Reading Literature	Recount stories, including fables and folktales from diverse cultures.
11	Lessons and Morals	Reading Literature	Determine the central message, lesson, or moral of a literary text.
12	Major Events and Challenges	Reading Literature	Describe major events and challenges in a literary text.
13	Characters	Reading Literature	Describe how characters in a literary text respond to major events and challenges.
14	Setting	Reading Literature	Describe the setting in a literary text.
15	Main Topic and Focus	Reading Informational Text	Identify the main topic and focus of an informational text.
16	Describing Connections	Reading Informational Text	Determine the relationship between a set of historical events, scientific ideas, or steps in procedures in a text.
17	Text Features	Reading Informational Text	Know and use various text features.
18	Rhythm and Meaning	Reading Literature	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
19	Point of View	Reading Literature	Acknowledge differences in the points of view of characters.
20	Compare and Contrast	Reading Literature	Compare and contrast two or more versions of the same text.
21	Shades of Meaning	Language and Vocabulary	Distinguish shades of meaning among closely related verbs and closely related adjectives.
22	Multiple Meaning Words	Language and Vocabulary	Demonstrate effective use of sentence-level context clues, dictionaries, and glossaries to define multiple meaning words.
23	Formal and Informal Language	Language and Vocabulary	Demonstrate effective use of formal and informal language.
24	Images and Illustrations	Reading Literature	Demonstrate effective use of images and illustrations and text to show understanding of characters, plot, or setting.
25	Range of Literary Texts	Reading Literature	Read and comprehend grades 2-3 literary texts proficiently by the end of the year.

Skill Number	Skill	Domain	Skill Statement
26	Comparing Information	Reading Informational Text	Compare and contrast the most important ideas presented by two texts on the same topic.
27	Main Purpose	Reading Informational Text	Identify the main purpose of a text.
28	Diagrams, Charts, and Graphs	Reading Informational Text	Explain how diagrams, charts, and graphs help clarify information in a text.
29	Range of Informational Texts	Reading Informational Text	Read and comprehend grades 2-3 informational texts proficiently by the end of the year.

3rd Grade

Skill Number	Skill	Domain	Skill Statement
1	Syllable Patterns	Reading Foundations	Determine syllable patterns to decode multisyllable words.
2	Root Words and Affixes	Reading Foundations	Use root words and affixes as clues to define the meaning of a word.
3	Spelling	Reading Foundations	Determine the correct spelling of grade appropriate words, including irregularly spelled words.
4	Reading Fluently	Reading Foundations	Read grade 3 appropriate texts, including prose and poetry, with sufficient accuracy and fluency to support comprehension.
5	Context Clues	Language and Vocabulary	Demonstrate effective use of sentence-level context to determine the meaning of words and phrases in a text.
6	Connections Between Words	Language and Vocabulary	Identify real-life connections between words and their use.
7	Asking and Answering Questions	Reading Literature	Ask and answer questions to demonstrate understanding of a literary text, using textual evidence to support answers.
8	Recounting Stories	Reading Literature	Recount stories, including fables and folktales from diverse cultures, and identify key details to create a summary.

Skill Number	Skill	Domain	Skill Statement
9	Central Message and Morals	Reading Literature	Determine the central message, lesson, or moral of a literary text, including fables, folktales, and myths, and explain how it is developed with key details.
10	Characters	Reading Literature	Describe characters by their traits, motivations, and feelings, and explain how they contribute to the plot.
11	Setting	Reading Literature	Describe the setting in a literary text.
12	Sequence of Events	Reading Literature	Identify a character's problem and solution, and describe the sequence of events in a literary text.
13	Structures of Texts	Reading Literature	Describe how sections of a story, drama, or poem build upon each other using structural element terms such as chapter, scene, and stanza.
14	Distinguishing Figurative Language	Reading Literature	Determine the meaning of figurative language, including similes, metaphors, personification, and hyperboles, in context.
15	Asking Informational Questions	Reading Informational Text	Ask and answer questions to demonstrate understanding of an informational text, using textual evidence to support answers.
16	Main Idea	Reading Informational Text	Determine the main idea and supporting details of an informational text.
17	Events, Ideas, and Procedures	Reading Informational Text	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures.
18	Relationships Between Ideas	Reading Informational Text	Describe the connections between sections of a text, including cause and effect and sequential.
19	Academic Language	Reading Informational Text	Determine the meaning of academic and domain-specific language.
20	Text Features	Reading Informational Text	Know and use various text features.
21	Employing Dialogue	Reading Literature	Analyze characters in a literary text based on their dialogue.
22	Point of View	Reading Literature	Identify the narrator or speaker in a literary text, and determine the point of view of the narrator, speaker, or a character.

Skill Number	Skill	Domain	Skill Statement
23	Compare and Contrast	Reading Literature	Compare and contrast the themes, plots, and settings in two or more stories that include the same or similar characters, written by the same author.
24	Shades of Meaning	Language and Vocabulary	Distinguish shades of meaning among closely related words.
25	Multiple Meaning Words	Language and Vocabulary	Demonstrate effective use of sentence-level context clues, dictionaries, and glossaries to define multiple meaning words and distinguish between homophones.
26	Using Words for Effect	Language and Vocabulary	Explain how an author uses descriptive words for effect.
27	Illustrations	Reading Literature	Explain how an illustration adds to the meaning of a text.
28	Range of Literary Texts	Reading Literature	Read and comprehend grades 2-3 literary texts proficiently by the end of the year.
29	Comparing Texts	Reading Informational Text	Compare and contrast the most important ideas presented by two texts on the same topic.
30	Maps, Charts and Photographs	Reading Informational Text	Explain how illustrations, including maps, charts, and photographs, help clarify information in a text.
31	Author's Point of View	Reading Informational Text	Determine an author's point of view in a text, and distinguish their own point of view from that of the author.
32	Range of Informational Texts	Reading Informational Text	Read and comprehend grades 2-3 informational texts proficiently by the end of the year.

4th Grade

Skill Number	Skill	Domain	Skill Statement
1	Reading Unfamiliar Words	Reading Foundations	Read unfamiliar words using grade-level phonics and word analysis skills.
2	Reading Fluently	Reading Foundations	Read grade 4 appropriate texts, including prose and poetry, with sufficient accuracy and fluency to support comprehension.

Skill Number	Skill	Domain	Skill Statement
3	Context Clues	Language and Vocabulary	Demonstrate effective use of context clues, such as definitions, examples, or restatements, and reference materials to determine the meaning of words, including those found in mythology.
4	Multiple-Meaning Words	Language and Vocabulary	Demonstrate effective use of context clues, such as definitions, examples, or restatements, and reference materials to determine the meaning of words with multiple meanings.
5	Formal and Informal Language	Language and Vocabulary	Understand when it is appropriate to use formal and informal language.
6	Reference Materials	Language and Vocabulary	Demonstrate effective use of reference materials to clarify precise meanings of words and phrases, including dictionaries, thesauruses, and glossaries.
7	Textual Evidence	Reading Literature	Refer to text evidence in literary text to explain explicit and implicit information.
8	Drawing Inferences	Reading Literature	Refer to text evidence to explain explicit and implicit information, and make inference about a character.
9	Characters	Reading Literature	Describe a character using a character's thoughts, words, or actions.
10	Plot	Reading Literature	Describe the plot in a literary text, and compare and contrast events.
11	Informational Evidence	Reading Informational Text	Refer to text evidence in Informational text to explain explicit and implicit information.
12	Inferences from Information	Reading Informational Text	Refer to text evidence in Informational text to draw inferences from information.
13	Main Idea and Supporting Details	Reading Informational Text	Determine the main idea and supporting details of an informational text.
14	Summarizing Information	Reading Informational Text	Summarize information in an informational text.
15	Events, Procedures, and Ideas	Reading Informational Text	Explain events, procedures, ideas, or concepts based on specific information in a historical, scientific, or technical text.

Skill Number	Skill	Domain	Skill Statement
16	Academic Language	Reading Informational Text	Determine the meaning of academic and domain-specific language.
17	Text Structure	Reading Informational Text	Describe the overall structure in a text or part of a text.
18	Cause and Effect	Reading Informational Text	Determine the cause and effect relationship in an informational text.
19	Root Words and Affixes	Language and Vocabulary	Use root words and affixes as clues to define the meaning of a word.
20	Figurative Meanings	Language and Vocabulary	Explain the meaning of simple similes and metaphors in context, including allusions to mythological characters.
21	Setting	Reading Literature	Describe a setting in a literary text, such as a story or drama.
22	Summarizing Stories	Reading Literature	Summarize information in a literary text, such as a story, drama, or poem.
23	Theme	Reading Literature	Determine the theme in a literary text, such as a story, drama, or poem. Compare and contrast similar themes between texts from different cultures.
24	Idioms, Adages, and Proverbs	Language and Vocabulary	Recognize and explain the meaning of common idioms, adages, and proverbs.
25	Synonyms and Antonyms	Language and Vocabulary	Demonstrate understanding of words by relating synonyms and antonyms.
26	Poems, Drama, and Prose	Reading Literature	Explain differences in structural elements between poems, drama, and prose.
27	Comparing Points of View	Reading Literature	Compare first- and third-person points of view from which different stories are narrated.
28	Visual Presentation of Text	Reading Literature	Use visuals and graphics to represent ideas in a text.

Skill Number	Skill	Domain	Skill Statement
29	Comparing Stories	Reading Literature	Compare and contrast themes and plot in literary texts.
30	Range of Literary Texts	Reading Literature	Read and comprehend 4-5 grade literary texts proficiently by the end of the year.
31	First and Secondhand Accounts	Reading Informational Text	Compare and contrast a firsthand and secondhand account of the same event or topic.
32	Graphic Features	Reading Informational Text	Interpret graphic features to help with understanding of the text.
33	Analyzing Claims and Evidence	Reading Informational Text	Use evidence to support claims.
34	Integrating Information	Reading Informational Text	Integrate information from two informational texts on the same topic.
35	Range of Informational Texts	Reading Informational Text	Read and comprehend grade 4-5 Informational texts proficiently by the end of the year.

5th Grade

Skill Number	Skill	Domain	Skill Statement
1	Reading Fluently	Reading Literature	Read grade 5 appropriate texts, including prose and poetry, with sufficient accuracy and fluency to support comprehension.
2	Textual Evidence	Reading Literature	Use text evidence in literary text to explain explicit and implicit information.
3	Drawing Inferences	Reading Literature	Use text evidence to support implicit information.
4	Context Clues	Language and Vocabulary	Demonstrate effective use of context clues, such as cause and effect relationships and comparisons to determine the meaning of words or phrases.
5	Multiple Meaning Words	Language and Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words using different strategies.

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Skill Number	Skill	Domain	Skill Statement
6	Theme	Reading Literature	Determine a theme in a literary text, and explain how the theme is conveyed through a character's response to a challenge.
7	Summarizing Literature	Reading Literature	Summarize information in a literary text using key details.
8	Characters	Reading Literature	Describe characters using their interactions with others, and compare and contrast characters within a literary text.
9	Setting	Reading Literature	Explain how the setting affects the characters or plot, and compare and contrast settings within a literary text.
10	Plot	Reading Literature	Describe the plot in a literary text, and compare and contrast events.
11	Figurative Language	Reading Literature	Determine the meaning of figurative language, including similes and metaphors, in context.
12	Informational Evidence	Reading Informational Text	Use text evidence in informational text to explain explicit and implicit information.
13	Inferences from Information	Reading Informational Text	Use text evidence to support implicit information.
14	Main Idea	Reading Informational Text	Determine one or more main ideas in an informational text.
15	Summarizing Information	Reading Informational Text	Summarize information in an informational text based on key details.
16	Supporting Details	Reading Informational Text	Determine the details and evidence that support a main idea or argument in a text.
17	Events, Ideas, and Concepts	Reading Informational Text	Explain the connections between two or more events, procedures, ideas, or concepts in a historical, scientific, or technical text.
18	Academic Language	Reading Informational Text	Determine the meaning of academic and domain-specific language.
19	Root Words and Affixes	Language and Vocabulary	Use root words and affixes as clues to determine the meaning of a word.

Skill Number	Skill	Domain	Skill Statement
20	Reference Materials	Language and Vocabulary	Use reference materials to find the pronunciation of a word and clarify its precise meaning.
21	Idioms, Adages, and Proverbs	Language and Vocabulary	Recognize and explain the meaning of common idioms, adages, and proverbs.
22	Synonyms and Antonyms	Language and Vocabulary	Demonstrate understanding of words by relating synonyms and antonyms.
23	Structures of Texts	Reading Literature	Explain how sections of a literary text fit together to provide an overall structure.
24	Narrator's Point of View	Reading Literature	Explain how a narrator's point of view influences how events are described.
25	Text Structure	Reading Informational Text	Describe the overall structure in a text or part of a text, and compare and contrast the text structure in two or more texts.
26	Cause and Effect	Reading Informational Text	Determine the cause and effect relationship in an informational text.
27	Point of View in Multiple Accounts	Reading Informational Text	Compare and contrast multiple accounts of the same event or topic.
28	Information from Sources	Reading Informational Text	Use information from multiple sources to answer a question.
29	Integrating Information	Reading Informational Text	Integrate information from several texts in order to understand a topic.
30	Range of Informational Texts	Reading Informational Text	Read and comprehend grade 4-5 Informational texts proficiently by the end of the year.
31	Visual Elements	Reading Literature	Explain how visual or multimedia elements contribute to the meaning, tone or beauty of a text.
32	Comparing Literature	Reading Literature	Compare and contrast characters, setting, and plot in two literary texts with a similar theme or topic.
33	Range of Literary Texts	Reading Literature	Read and comprehend grades 4-5 literary texts proficiently by the end of the year.

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6th Grade

Skill Number	Skill	Domain	Skill Statement
1	Textual Evidence	Reading Literature	Cite text evidence in literary text to explain explicit and implicit information.
2	Inferences	Reading Literature	Cite text evidence in literary text to explain explicit and implicit information, including inferences.
3	Theme	Reading Literature	Determine the theme and how it is conveyed through particular details in a literary text.
4	Summary	Reading Literature	Summarize information in a literary and informational text distinct from personal opinions or judgments.
5	Context Clues	Language and Vocabulary	Demonstrate effective use of context clues, including entire sentences or paragraphs, to determine the meaning of words or phrases.
6	Multiple Meaning Words	Language and Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
7	Figurative Language	Language and Vocabulary	Interpret figurative language, such as personification, in context.
8	Connotative Language	Language and Vocabulary	Distinguish between the connotations of words with similar denotations.
9	Characters	Reading Literature	Analyze and describe a character using the character's thoughts, words, and actions, and their impact on the plot.
10	Setting	Reading Literature	Describe and analyze a setting in a literary text.
11	Plot	Reading Literature	Analyze and describe the plot in a literary text and examine how the characters influence the plot.
12	Figurative Meanings	Reading Literature	Interpret figurative language in context.
13	Meaning and Tone	Reading Literature	Analyze the impact of specific word choice on meaning and tone.
14	Connotation and Denotation	Reading Literature	Distinguish among the connotations of words with similar denotations, including the impact of a specific word choice on meaning and tone.

Skill Number	Skill	Domain	Skill Statement
15	Root Words and Affixes	Language and Vocabulary	Use root words and affixes as clues to determine the meaning of a word.
16	Reference Materials	Language and Vocabulary	Use reference materials to find the pronunciation of a word, clarify its precise meaning, and clarify its part of speech.
17	Word Relationships	Language and Vocabulary	Use relationships between words, such as analogies, to better understand each of the words.
18	Informational Evidence	Reading Informational Text	Cite text evidence in informational text to explain explicit and implicit information.
19	Inferences from Information	Reading Informational Text	Cite text evidence in informational text to explain explicit and implicit information, including inferences.
20	Central Ideas	Reading Informational Text	Determine the central idea of an informational text and about how a particular event, individual, or idea is communicated throughout a text.
21	Summarizing Information	Reading Informational Text	Summarize information in an informational text distinct from personal opinions or judgments.
22	Figurative Language in Information	Reading Informational Text	Determine the meaning of figurative language used in informational text.
23	Connotations in Information	Reading Informational Text	Determine the meaning of connotative language used in informational text.
24	Technical Meanings	Reading Informational Text	Use context to determine technical meanings of words or phrases in an informational text.
25	Text Structure	Reading Informational Text	Analyze how a part fits into a whole text structure in informational texts.
26	Evaluating Arguments	Reading Informational Text	Evaluate arguments, claims, and supporting reasons in an informational text.
27	Comparing Presentation of Events	Reading Informational Text	Compare and contrast one author's presentation of events with that of another in an informational text.

Skill Number	Skill	Domain	Skill Statement
28	Range of Informational Texts	Reading Informational Text	Read and comprehend informational texts in the grades 6-8 text complexity band proficiently.
29	Structures of Texts	Reading Literature	Analyze how a part fits into a whole text structure in literary texts.
30	Literary Point of View	Reading Literature	Explain how an author develops the point of view of the narrator or speaker in a literary text.
31	Compare and Contrast	Reading Literature	Compare and contrast literary texts in terms of their approaches to similar themes and topics.
32	Range of Literary Texts	Reading Literature	Read and comprehend literary texts in the grades 6-8 text complexity band proficiently.

7th Grade

Skill Number	Skill	Domain	Skill Statement
1	Textual Evidence	Reading Literature	Cite text evidence in literary text to explain explicit and implicit information.
2	Inferences	Reading Literature	Cite text evidence to support implicit information, and make inferences based on textual evidence.
3	Theme	Reading Literature	Determine the theme or recurring theme, and analyze how it is developed in a literary text, including cultural literature.
4	Summary	Reading Literature	Summarize information in a literary and informational text distinct from personal opinions or judgments.
5	Context Clues	Language and Vocabulary	Demonstrate effective use of context clues to determine the meaning of words or phrases.
6	Multiple Meaning Words	Language and Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues or reference materials.
7	Root Words and Affixes	Language and Vocabulary	Use root words and affixes as clues to determine the meaning of a word.
8	Characters	Reading Literature	Analyze a character, and explain how the character interacts with other elements in the story, such as plot or setting.

Skill Number	Skill	Domain	Skill Statement
9	Plot	Reading Literature	Analyze a plot, and explain how it interacts with other elements in the story, such as characters and setting.
10	Figurative Meanings	Reading Literature	Interpret figurative language in context.
11	Connotation and Denotation	Reading Literature	Distinguish among the connotations of words with similar denotations
12	Sound and Structure	Reading Literature	Analyze how the structure and sound devices, including rhyme and repetition, affect the meaning of a poem, story, or drama.
13	Informational Evidence	Reading Informational Text	Cite text evidence in informational text to explain explicit and implicit information.
14	Inferences from Information	Reading Informational Text	Cite text evidence to support implicit information, and make inferences based on textual evidence.
15	Reference Materials	Language and Vocabulary	Use reference materials to find the pronunciation of a word, clarify its precise meaning, and clarify its part of speech.
16	Word Relationships	Language and Vocabulary	Use relationships between words, such as antonyms and synonyms, to better understand each of the words.
17	Central Ideas	Reading Informational Text	Determine the central idea of an informational text, and analyze how it is developed over the course of the text.
18	Summarizing Information	Reading Informational Text	Summarize information in an informational text distinct from personal opinions or judgments.
19	Technical Meanings	Reading Informational Text	Use context to determine technical meanings of words or phrases in an informational text.
20	Meaning and Tone	Reading Informational Text	Analyze the impact of specific word choice on meaning and tone.
21	Text Structure	Reading Informational Text	Analyze the overall structure of a text, and explain how a section contributes to the entire structure.

Skill Number	Skill	Domain	Skill Statement
22	Literary Point of View	Reading Literature	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
23	Setting	Reading Literature	Analyze a setting, and explain how it interacts with other elements in the story, such as characters and plot.
24	Compare and Contrast	Reading Literature	Compare and contrast texts, including fictional and historical accounts of the same topic, to analyze their approaches to similar themes and topics.
25	Author's Point of View	Reading Informational Text	Determine an author's point of view or purpose in a text.
26	Evaluating Arguments	Reading Informational Text	Evaluate arguments, claims, and supporting reasons and evidence in an informational text.
27	Comparing Information	Reading Informational Text	Compare and contrast two or more authors' interpretations and development of ideas on similar topics.

8th Grade

Skill Number	Skill	Domain	Skill Statement
1	Textual Evidence	Reading Literature	Cite text evidence in literary text to explain explicit and implicit information.
2	Inferences	Reading Literature	Cite text evidence to support implicit information, and make inferences based on textual evidence.
3	Theme	Reading Literature	Determine the theme or recurring theme and analyze how it is developed in a literary text, including cultural literature.
4	Summary	Reading Literature	Summarize information in both literary and informational texts in a clear, concise, and objective manner.
5	Context Clues	Language and Vocabulary	Demonstrate effective use of context clues to determine the meaning of words or phrases.
6	Multiple Meaning Words	Language and Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues or reference materials.

Skill Number	Skill	Domain	Skill Statement
7	Root Words and Affixes	Language and Vocabulary	Use root words and affixes as clues to determine the meaning of a word.
8	Characters	Reading Literature	Analyze a character, and explain how the dialogue contributes to the plot or helps develop a character.
9	Setting	Reading Literature	Analyze a setting and explain how it affects other elements in the story, including characters and plot.
10	Plot	Reading Literature	Analyze a plot and explain how it is impacted by other elements in the story, including characters and setting.
11	Figurative Meanings	Reading Literature	Interpret figurative language in context, including verbal irony, puns, and analogies.
12	Connotation and Denotation	Reading Literature	Distinguish between the connotations of words with similar denotations.
13	Meaning and Tone	Reading Literature	Analyze the impact of specific word choice on meaning, tone, and mood.
14	Informational Evidence	Reading Informational Text	Cite text evidence in informational text to explain explicit and implicit information.
15	Inferences from Information	Reading Informational Text	Cite text evidence to support implicit information, and make inferences based on textual evidence.
16	Central Ideas	Reading Informational Text	Determine the central idea of an informational text, and analyze how it is developed over the course of the text.
17	Technical Meanings	Reading Informational Text	Use context to determine technical meanings of words or phrases in an informational text.
18	Text Structure	Reading Informational Text	Analyze the structure of a text or parts of a text, and explain how a section contributes to the entire structure.
19	Summarizing Information	Reading Informational Text	Summarize information in an informational text distinct from personal opinions or judgments.
20	Reference Materials	Language and Vocabulary	Use reference materials to find the pronunciation of a word and to clarify its precise meaning.

Skill Number	Skill	Domain	Skill Statement
21	Word Relationships	Language and Vocabulary	Use relationships between words, such as analogies, antonyms, and synonyms, to better understand the meanings of words.
22	Literary Point of View	Reading Literature	Identify point of view and analyze how an author uses it to create suspense and other effects.
23	Producing Suspense and Humor	Reading Literature	Analyze how authors use irony to create effects such as suspense and humor.
24	Cultural Literature	Reading Literature	Analyze how an author uses cultural context and allusions in a literary work.
25	Compare and Contrast	Reading Literature	Compare and contrast themes, characters, and events in two texts with a similar topic, including a modern and traditional text.
26	Author's Point of View	Reading Informational Text	Determine an author's point of view or purpose in a text, and analyze how an author responds to conflicting evidence.
27	Evaluating Arguments	Reading Informational Text	Evaluate arguments, claims, and supporting evidence in an informational text, and identify evidence that is irrelevant.
28	Conflicting Information	Reading Informational Text	Analyze two texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

9th Grade

Skill Number	Skill	Domain	Skill Statement
1	Plot and Conflict	Reading Literature	Analyze a literary text's plot, and explain how elements in the text, including characters and setting, advance the plot and develop conflict.
2	Setting	Reading Literature	Analyze a literary text's setting, examining location, scenery, time, and social conditions, and explain how setting affects other elements in the text, including characters and plot.
3	Character Development	Reading Literature	Analyze how characters develop and change over the course of a literary text.
4	Textual Evidence: Supporting Analysis Literature	Reading Literature	Cite strong textual evidence in literary text to support analysis of what the text says explicitly.

Skill Number	Skill	Domain	Skill Statement
5	Identifying Theme	Reading Literature	Determine the theme in a literary text.
6	Summarizing Literature	Reading Literature	Objectively summarize a literary text, focusing on key elements and important details in the text.
7	Figurative Meanings	Reading Literature	Interpret figurative language in a literary text and determine its meaning in context.
8	Connotation and Denotation	Reading Literature	Determine the connotation of specific words and phrases in a literary text, distinguishing the connotative meaning from a word or phrase's denotation.
9	Context Clues: Vocabulary	Language and Vocabulary	Use context to determine the meaning of unfamiliar words or phrases.
10	Compare and Contrast Literary Elements	Reading Literature	Compare and contrast events, characters, setting, and themes in two texts that treat the same topic. Analyze similarities and differences between each treatment, including what is emphasized or absent.
11	Cultural Literature	Reading Literature	Examine and analyze the diversity of different cultural experiences and points of view represented in literary texts written by authors from outside the United States.
12	Reference Materials: Meaning and Parts of Speech	Language and Vocabulary	Use print and digital reference materials to find the pronunciation of a word or clarify its precise meaning or part of speech.
13	Multiple Meaning Words	Language and Vocabulary	Determine or clarify the meaning of unfamiliar multiple-meaning words by using strategies such as context clues, parts of speech, or reference materials.
14	Identifying Root Words and Affixes	Language and Vocabulary	Use knowledge of root words and affixes as strategies to determine the meaning of a word.
15	Text Structure	Reading Informational Text	Determine how an author introduced, develops, and connects ideas in exposition or argument.
16	Central Ideas	Reading Informational Text	Determine the central idea of exposition or argument.
17	Textual Evidence: Supporting Analysis Nonfiction	Reading Informational Text	Cite strong evidence in informational text to support what the text explicitly says.

Skill Number	Skill	Domain	Skill Statement
18	Summarizing Information	Reading Informational Text	Objectively summarize exposition or argument, focusing on key elements and important details in the text.
19	Technical Meanings	Reading Informational Text	Use context to determine the meaning of domain-specific technical terms or phrases in exposition or argument.
20	Author's Point of View	Reading Informational Text	Determine an author's point of view or purpose in exposition or argument.
21	Analyzing Documents	Reading Informational Text	Analyze a seminal U.S. document of historical and literary significance, and assess how it addresses an idea or issue.
22	Evaluating Arguments	Reading Informational Text	Trace and evaluate the arguments, claims, and supporting evidence in exposition or argument. Assess whether the reasoning and evidence provided is valid, relevant, and sufficient to support the author's claims.

10th Grade

Skill Number	Skill	Domain	Skill Statement
1	Analyzing Plot Effects	Reading Literature	Analyze an author's choices regarding text structure, sequence, pacing, and other time elements to create mystery, tension, or surprise.
2	Character Analysis	Reading Literature	Analyze how characters develop over the course of a literary text, including how their complexities, motivations, and interactions with other characters impact the plot or develop the theme.
3	Context Clues: Function of Language	Language and Vocabulary	Use context to determine the meaning of unfamiliar words or phrases, including examine a word or phrase's function in the text.
4	Figurative Meanings	Reading Literature	Interpret figurative language in a literary text and determine its meaning in context.
5	Meaning and Tone in Literature	Reading Literature	Analyze the impact that an author's specific word choices have on creating meaning and tone in a literary text.
6	Inferences in Literature	Reading Literature	Make inferences based on textual evidence in literary text, and support analysis of what the text says implicitly by citing evidence from the text.

Skill Number	Skill	Domain	Skill Statement
7	Analyze Word Nuances	Language and Vocabulary	Demonstrate understanding of nuances in word meanings by analyzing shades of difference and subtle distinctions in the meaning of words with similar denotations.
8	Multiple Meaning Phrases	Language and Vocabulary	Determine or clarify the meaning of unfamiliar multiple-meaning phrases by using strategies such as context clues, parts of speech, or reference materials.
9	Allusions in Literature	Reading Literature	Analyze how an author draws inspiration from or transforms a previously published source text to create new literary work.
10	Analyzing Theme	Reading Literature	Analyze theme in a literary text, including how plot, setting, characterization, social conditions, issues, and language shape and refine themes.
11	Compare and Contrast Artistic Mediums	Reading Literature	Compare and contrast events, characters, setting, and themes in two different artistic mediums that are based on the same subject or a key scene. Analyze similarities and differences between each subject, including what is emphasized or absent.
12	Reference Materials: Etymology	Language and Vocabulary	Use print and digital reference materials to find the origin of a word.
13	Analyzing Central Ideas	Reading Informational Text	Determine the central idea of exposition or argument, and analyze how the author uses specific details to develop, shape, and refine the idea over the course of the text.
14	Analyzing Text Structure	Reading Informational Text	Analyze how an author structures ideas in exposition or argument, including how the author develops and refines ideas or claims in particular sentences or sections of the text.
15	Inferences in Nonfiction	Reading Informational Text	Make inferences based on textual evidence in informational text, and support analysis of what the text says implicitly by citing evidence from the text.
16	Meaning and Tone in Informational Text	Reading Informational Text	Analyze the impact that an author's specific word choices have on creating meaning and tone in exposition or argument.
17	Rhetoric	Reading Informational Text	Determine an author's point of view or purpose in exposition or argument, and analyze how an author uses rhetorical and persuasive techniques in writing to advance a point of view or purpose.
18	Fallacies	Reading Informational Text	Trace and evaluate the arguments, claims, and supporting evidence in exposition or argument. Identify false statements and fallacious reasoning used to support an argument.
19	Analyzing Theme in U.S. Documents	Reading Informational Text	Analyze multiple seminal U.S. documents of historical and literary significance, including how they address related themes.

11th Grade

Skill Number	Skill	Domain	Skill Statement
1	Textual Evidence in Fiction	Reading Literature	Cite strong textual evidence in literary text to support analysis of what the text says explicitly.
2	Theme	Reading Literature	Determine two or more themes in a literary text.
3	Summarizing Literature	Reading Literature	Objectively summarize a literary text, focusing on key elements and important details in the text.
4	Setting	Reading Literature	Analyze the impact of a literary text's setting and how it relates to other elements, such as characters and plot.
5	Plot	Reading Literature	Analyze the impact a literary text's plot, including how the action is ordered, and how it relates to other elements, such as setting and characters.
6	Characters	Reading Literature	Analyze the impact of a literary text's characters, including how characters are introduced and developed, and how characterization relates to other elements, such as setting and plot.
7	Figurative Meanings in Fiction	Reading Literature	Determine the meaning of figurative language in a literary text.
8	Connotation and Denotation	Reading Literature	Determine the connotation or denotation of a word or phrase in a literary text.
9	Literal and Intended Meaning	Reading Literature	Determine the meaning of a word or phrase in a literary text that has both a literal and an intended meaning.
10	Interpret Figures of Speech	Language and Vocabulary	Interpret figures of speech in context, and analyze their effect in a text.
11	American Literature	Reading Literature	Demonstrate knowledge of American literature, ranging from the Colonial period to the early 20th century.
12	Textual Evidence in Nonfiction	Reading Informational Text	Cite strong evidence in informational text to support what the text explicitly says.
13	Central Ideas	Reading Informational Text	Determine two or more central ideas in exposition or argument.

Skill Number	Skill	Domain	Skill Statement
14	Summarizing Information	Reading Informational Text	Objectively summarize exposition or argument, focusing on key elements and important details in the text.
15	Analyzing Sequence of Events	Reading Informational Text	Analyze a sequence of events in exposition or argument.
16	Technical Meanings	Reading Informational Text	Use context to determine the meaning of domain-specific technical terms or phrases in exposition or argument.
17	Figurative Meaning in Nonfiction	Reading Informational Text	Use context to determine the meaning of figurative words or phrases in exposition or argument.
18	Text Structure	Reading Informational Text	Identify the structure an author uses to present ideas in informational or argumentative text. Determine how the author uses structure to develop ideas.
19	Evaluating Argument	Reading Informational Text	Evaluate how an author advances an argument by defining terms and using details.
20	Author's Point of View	Reading Informational Text	Determine an author's point of view or purpose in an informational or argumentative text.
21	Reference Materials	Language and Vocabulary	Consult print and digital general and specialized reference materials to find the pronunciation of a word or to determine or clarify its precise meaning.
22	Multiple Meaning Words	Language and Vocabulary	Determine or clarify the meaning of unfamiliar multiple-meaning words by using strategies such as context clues, parts of speech, or reference materials.
23	Evaluating Different Media	Reading Informational Text	Evaluate a source of information presented in different media or formats in addition to text.
24	Analyzing U.S. Documents	Reading Informational Text	Analyze foundational U.S. documents of historical and literary significance, ranging from the Colonial period to the end of the nineteenth century.

12th Grade

Skill Number	Skill	Domain	Skill Statement
			169

Skill Number	Skill	Domain	Skill Statement
1	Inferences in Fiction	Reading Literature	Analyze what a text says implicitly. Cite strong textual evidence in literary text to support analysis of inferences, including determining where the text leaves matters uncertain.
2	Analyzing Theme	Reading Literature	Determine two or more themes in a literary text. Analyze how the author develops the themes throughout the text and how they interact and build on each other in the text.
3	Analyzing Author's Choices	Reading Literature	Analyze the impact of the author's choices in developing elements of a literary text, such as setting, plot events, character introduction and description, and pacing.
4	Relation of Story Elements	Reading Literature	Analyze how the elements of a literary text are related and interconnected in the work as a whole.
5	Analyzing Figures of Speech in Fiction	Reading Literature	Analyzing the impact of figurative language on the meaning of a literary text, including how it engages the reader with its freshness or beauty.
6	Impact and Tone	Reading Literature	Analyzing the impact of word choices on the tone of a literary text.
7	Literary Text Structure	Reading Literature	Analyze how an author's choices regarding the structure of parts of a literary text impacts or contributes to the narrative's overall meaning and aesthetic impact.
8	Nuances in Word Meaning	Language and Vocabulary	Analyze nuances in the meaning of words with similar denotations.
9	Satire and Irony in Fiction	Reading Literature	Distinguish between what an author states explicitly from what the text means, including examining the meaning of satire, sarcasm, irony, overstatement, and understatement.
10	Context Clues	Language and Vocabulary	Use context in a sentence or paragraph as a clue to determine the meaning of a word or phrase.
11	Literary Interpretations	Reading Literature	Analyze two or more interpretations of a story, poem, or drama, and evaluate how each version interprets the source text.
12	Comparing American Literary Works	Reading Literature	Analyze two or more foundational works of American literature from the same era, ranging from the Colonial period to the early 20th century, including examining how the texts treat similar themes or topics.
13	Inferences in Nonfiction	Reading Informational Text	Analyze what a text says implicitly. Cite strong textual evidence in exposition and argument to support analysis of inferences, including where the text leaves matters uncertain.

Skill Number	Skill	Domain	Skill Statement
14	Analyzing Central Ideas	Reading Informational Text	Analyze two or more central ideas in exposition or argument, including how the author develops them over the course of the text.
15	Analyzing Complex Ideas in Text	Reading Informational Text	Analyze a complex set of ideas in exposition or argument. Explain how specific individuals, ideas, or events interact and develop over the course of the text.
16	Analyzing Figures of Speech in Nonfiction	Reading Informational Text	Analyze how the author uses figures of speech in exposition or argument for a specific purpose.
17	Analyzing Text Structure	Reading Informational Text	Analyze and evaluate the effectiveness of the structure an author uses in exposition or argument.
18	Author's Argument	Reading Informational Text	Analyze and evaluate how the author makes points clear, convincing, and engaging in exposition or argument.
19	Purpose of Rhetoric in Text	Reading Informational Text	Analyze how an author uses rhetoric to make ideas and claims clear, convincing, and engaging.
20	Using Word Patterns	Language and Vocabulary	Identify and correctly use patterns of word changes that indicate different meanings, such as noun, verb, and adjective forms of a word.
21	Applying Sources of Information	Reading Informational Text	Integrate multiple sources of information presented in different formats, including text, charts, timelines, and graphics, in order to address a question or solve a problem.
22	Analyzing Works of Public Advocacy	Reading Informational Text	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public advocacy.

Skill Number	Skill	Domain	Skill Statement

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Hillsborough County Acceleration Academy

Attachment E: Pupil Progression plan, if applicable

A Pupil Progression plan is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Attachment F: Assessment Schedule

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2021–2022 SCHEDULE*

English Language Arts (ELA), Mathematics, and Science	
Dates	**Assessment**
April 4–15, 2022	Grades 4–10 ELA Writing Grade 3 ELA Reading
May 2–13, 2022	Grades 4–6 ELA Reading Grades 3–6 Mathematics
May 2–27, 2022	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics
May 9–20, 2022	Grades 5 & 8 Science
End-of-Course Assessments	
Dates	**Assessment**
September 13–October 1, 2021 November 29–December 17, 2021 May 2–27, 2022 July 11–22, 2022	Algebra 1, Biology 1, Civics, Geometry & U.S. History
Florida Standards Assessments (FSA) Retakes	
Dates	**Assessment**
September 13–October 1, 2021	Grade 10 ELA Reading Retake Grade 10 ELA Writing Retake
February 21–March 11, 2022	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 Retake

∗ School districts establish daily testing schedules within these windows according to state-provided guidance.
For more detailed scheduling information for a specific school or district, please visit that organization's
website.

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FLORIDA STATEWIDE ASSESSMENT PROGRAM
2021–2022 SCHEDULE

Other Statewide Assessments	
Dates	**Assessment**
July 12–October 15, 2021	Florida Kindergarten Readiness Screener (FLKRS) (Administered within the first 30 instructional days of the school year)
August 2021–June 2022	Florida Assessments for Instruction in Reading (FAIR) (optional: Grades 3–12)
September 27–October 15, 2021	**Florida Standards Alternate Assessment (FSAA)—Performance Task** Grade 10 ELA Makeup Algebra 1 Makeup
September–December 2021	Preliminary ACT (PreACT)
October 13, 2021	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
January–May 2022	National Assessment of Educational Progress (NAEP) Grade 8 Civics Grade 8 U.S. History Age 17 Long-term Trend
January 24–March 18, 2022	ACCESS for ELLs Alternate ACCESS for ELLs
February 28–April 15, 2022	**FSAA—Performance Task** Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 14–April 29, 2022	**FSAA—Performance Task** Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry & U.S. History)
Data Collection Periods: September–October 2021 November–December 2021 March–April 2022	**FSAA—Datafolio** Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry & U.S. History)
May 2022	Advanced Placement (AP) Exams

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Acceleration Academy | Assessment Schedule
In addition to participating in all Florida state assessments, Hillsborough County Acceleration Academy will participate in National Assessments and academy specific assessments.

National Assessments

- **ACT Schedule for 2021-2022**

Test Date	Deadline	Late Deadline
Sept 11, 2021	Aug 6, 2021	Aug 20, 2021
Oct 23, 2021	Sept 19, 2021	Oct 3, 2021
Dec 11, 2021	Nov 5, 2021	Nov 19, 2021
Feb 5, 2022	Jan 7, 2022	Jan 14, 2022
Apr 9, 2022	Mar 4, 2022	Mar 18, 2022
June 11, 2022	May 6, 2022	May 20, 2022
July 16, 2022	June 10, 2022	June 24, 2022

- **SAT Schedule for 2021-2022**

  August 2, 2021
  October 2, 2021
  November 6, 2021
  December 4, 2021
  March 12, 2022
  May 7, 2022
  June 4, 2022

Exact Path Schedule
Hillsborough County Acceleration Academy will have open enrollment allowing students to enroll any day throughout the year. Upon enrollment, all students will take the Exact Path Reading and Math Assessments. The next administration will be the following assessment window with identified students taking these assessments no more than 3 times per year.

Assessment Windows	Subjects	Frequency
• Fall 2022 | Sept - Nov 2022 • Winter 2022 | Dec - Feb 2023 • Spring 2022 | March - May 2023 • Summer 2022 | June - Aug 2023	Reading Mathematics	Upon enrollment No more than 3 times per year

Hillsborough County Acceleration Academy
Attachment G: Student Conduct Policy

Hillsborough COUNTY ACCELERATION ACADEMY Discipline Code of Conduct

General Code of Conduct

The Hillsborough County Acceleration Academy expects all Graduation Candidates to conduct themselves in a socially responsible manner. Restorative Practices and Graduation Candidate-Centered Behavior Conferences are used to maintain a safe and orderly school environment which promotes Hillsborough County Acceleration Academy's philosophy of providing a college preparatory education for all of its Graduation Candidates.

The Hillsborough County Acceleration Academy Code of Conduct applies to the actions of all Graduation Candidates during school hours, before and after school, while on school property, at all Hillsborough County Acceleration Academy sponsored events, and when the actions affect the mission of Hillsborough County Acceleration Academy. Graduation Candidates may also be subject to discipline for serious acts of misconduct which occur either off-campus or during non-school hours, when the misconduct disrupts the safe and secure positive learning environment and poses a threat to the education of self or others at Hillsborough County Acceleration Academy.

All staff members have the obligation, authority, and responsibility to ensure understanding of, and compliance with, these expectations, even though violations may occur outside of the immediate learning environment. Staff may and should take appropriate action wherever they find a violation on site grounds. Authority to suspend students is prescribed by Florida State Law.

Our Compassionate Schools Framework & Restorative Practices Approach

At Hillsborough County Acceleration Academy, we are committed to using the Compassionate Schools Framework and a Restorative Practices approach with the majority of issues requiring intervention and redirection. We know that building strong relationships is the backbone of developing safe learning environments, and we strive to develop powerful, positive relationships with each of our Graduation Candidates.

We also know that discipline issues in traditional schools often stem from power struggles between staff and students. In reviewing the discipline records of the bulk of our Graduation Candidates, we found that small issues (cursing, cell phone use, and dress code violations) often escalated into power struggles and resulted in

disproportionately harsh discipline measures, deteriorated relationships, and the marginalization of students within their school communities.

We believe that a Restorative Practices approach to Level 1, and some Level 2, infractions best supports the continued growth of our Graduation Candidates, upholds existing relationships, and leads to lasting change in a close-knit community of learners.

Our Restorative Practices approach includes weekly Community Circles to enhance relationships among staff and Graduation Candidates, Restorative Conferences when mild or moderate infractions result in loss of trust, and the use of restorative, proactive language grounded in positive presuppositions.

Infraction Levels and Intervention Response:

Level I infractions are defined as those activities which tend to impede instruction and learning, operation of the site, or minor infractions that occur at a frequency that causes disruption. All Level I infractions should be documented in Atlas, and the appropriate staff members tagged.

Examples of Level I infractions may include, but are not limited to:

❖ Academic dishonesty – See "Academic Honesty" section;

❖ Engaging in any act that disrupts or interferes with the education of another;

❖ Unauthorized departure from campus;

❖ Abusive language between or among students;

❖ Failure to comply with directives from Hillsborough County Acceleration Academy personnel;

❖ Lying;

❖ Use of an electronic device that is disruptive to the learning environment;

❖ Other acts of behavioral misconduct as determined by Hillsborough County Acceleration Academy staff.

Level I Intervention Response:

Generally, Level I infractions are best addressed with a response grounded in Restorative Practices. When a Graduation Candidate commits a Level I infraction, staff members may address the action in any or all of the following ways:

❖ One-on-one conversation between Graduation Candidate and staff member (may include Life Coach, Graduation Candidate Advocate, or Director);

❖ Restorative Conference arranged with all parties involved in the infraction, including those harmed by the infraction, if applicable;

❖ A Recommitment Conference with the Graduation Candidate and his/her guardian that includes the signing of a new GC Commitment Form;

❖ Intervention plan that includes daily check-in with a staff member for a designated amount of time;

Level II infractions are defined as those activities directed against persons or property, and the consequences may endanger the health or safety of oneself or others in the Academy. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. Behavioral misconduct (Level I) may be deemed as disruptive conduct (Level II) if the conduct occurs many times. All Level II infractions should be documented in Atlas, and the appropriate staff members tagged.

Examples of Level II infractions may include, but are not limited to:

❖ Violation of a Level I infraction intervention plan or repeated Level I infractions;

❖ Use of an intoxicant;

❖ Profanity directed at any Hillsborough County Acceleration Academy staff or authorized volunteer may be treated as a Level II infraction;

❖ Fighting;

❖ Vandalism (minor);

❖ Theft;

❖ Verbal or written threats against others;

❖ Repeated refusal to comply with directives from school personnel;

❖ Sexual Harassment;

❖ Possession or use of illegal or unauthorized substances including alcohol and controlled substances;

❖ Illegally occupying or blocking in any way school property with the intent to deprive others of its use;

❖ Unlawful assembly;

- ❖ Disrupting lawful assembly;
- ❖ Inappropriate use of technology;
- ❖ Other acts as determined and communicated by Hillsborough County Acceleration Academy staff.

Level II Intervention Response:

Some Level II infractions may be addressed using a Restorative Practices approach (see above), alone or in conjunction with the following additional disciplinary responses:

- ❖ Verbal and written reprimand;
- ❖ Withdrawal of privileges;
- ❖ Intervention plan including daily check-in with staff member;
- ❖ Out-of-school suspension;
- ❖ Staff member, GC, and Parent/Guardian Conference;
- ❖ Restitution of property and damages;
- ❖ Referral to law enforcement;
- ❖ Other sanctions approved by administrators;
- ❖ Repeated violations of Level II infractions may result in recommendation for expulsion.

Level III Infractions are defined as conduct resulting in violence to oneself or another's person or property, or actions which pose a direct and serious threat to the safety of people in the Academy. This conduct usually requires the immediate removal of the student from the school, the intervention of law enforcement, and potential action by the Academy board. The provisions of this regulation apply on campus or at an Academy-sponsored or school-related activity on or off Academy property. All Level III infractions should be documented in Atlas, and the appropriate staff members tagged.

Level III Infractions may include, but are not limited to:

- ❖ Aggravated assault and battery that poses a serious threat of injury or results in physical harm;
- ❖ Extortion;
- ❖ Threat of the use of a destructive device such as a bomb;
- ❖ Possession, use, or transfer of a dangerous weapon;

❖ Furnishing, selling and possession of unauthorized substances as defined by law;

❖ Sexual offenses;

❖ Theft, possession, or sale of stolen property;

❖ Vandalism – ($50 or more in value);

❖ Threatening communication which contains a threat to take the life of or to inflict bodily harm.

❖ Arson;

❖ Other acts as determined and communicated by Hillsborough County Acceleration Academy authorities.

Level III Infractions may result in:

❖ Out-of-school suspension

❖ Expulsion

❖ Restitution of property and damages

❖ Referral to law enforcement

Academic Honesty

Hillsborough County Acceleration Academy Is strongly committed to nurturing academic   excellence, truth, responsibility, and integrity. Our guided individualized learning program expects all Graduation Candidates to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty includes, but is not limited to the following:

❖ Copying from another Graduation Candidate or knowingly allowing another to copy;

❖ Using unauthorized materials and/or technologies;

❖ Plagiarizing work, defined as the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work. This definition includes electronic media such as the Internet;

❖ Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another;

- ❖ Theft or the altering of grades, records (written or electronic) and/or teaching materials (written or electronic).

Any Graduation Candidate found to have broken the Academic Honesty policy is subject to any or all of the following consequences:

- ❖ Immediate removal from the course(s) where the infraction occurred (without replacement) and may result in failure of the course.
- ❖ An Academic Conference involving the Content Coach, Director, GC, and her/her guardian;
- ❖ A repeated infraction of the Academic Honesty policy may result in suspension.

Suspension Policy

Suspension is the temporary exclusion of a student from Academy property and associated Academy activities for a period of time not to exceed ten (10) school days for any one offense as determined by an Academy administrator. Graduation Candidates are entitled to make up work missed during suspension in accordance with State Law and each school's policy. Upon the GC's return to campus, a written behavior contract may be required.

Hillsborough County Acceleration Academy will undergo the following steps, not necessarily in order:

- ❖ Conduct an investigation and document the findings;
- ❖ Conduct a student conference;
- ❖ Immediately verbally notify the parents/guardian, if possible;
- ❖ Provide written notification to GC and applicable parent/guardian including a description of the offense, length of suspension and a proposal for a parent/guardian conference to be conducted either in person or over the phone within three days of the suspension.

Suspension Appeal Process

When an out-of-school suspension is decided for a GC, an administrator will notify, in writing, the parents or legal guardian of the GC, giving the reason for such suspension and offering a time and place when the administrator shall be available

for a conference with the parent or legal guardian. The conference shall be set as soon as practical.

After the conference, if a satisfactory way to deal with the student's infractions of Academy rules cannot be found, the adult student or parent/legal guardian may appeal the suspension to an authorized agent of the board.

Expulsion Policy

Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by the Hillsborough County Acceleration Academy Board for a specified period of time as designated by the Hillsborough County Acceleration Academy Board. Expulsion can be recommended for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and promulgated regulations established by the Hillsborough County Acceleration Academy Board or the State Board of Education or when the presence of the student is detrimental to the best interest of the Academy.

The process of expulsion is initiated by an investigation and documentation of all charges. An administrator will make a written recommendation for an expulsion including the GC's identification, detailed description of conduct causing the recommendation, and any mitigating factors. Notification to the parent/guardian will be provided. Once procedures have been initiated, the parent/guardian (or majority-aged student) shall be notified in writing of the date, time, and place of an Expulsion Hearing. The hearing shall take place within fifteen school days of the written notification at a time and place designated by the board.

In the event that a hearing cannot be scheduled within fifteen days of the notice, the GC shall be given the option of receiving off-site educational services from the Academy on a probationary status pending the hearing. The GC will not be permitted on Academy premises prior to the Hearing.

The GC has the right to be represented by lay or legal counsel with the right to cross- examine witnesses and present evidence. Notification must be provided to Hillsborough County Acceleration Academy three days in advance of the hearing if the family will be represented by legal counsel. Hillsborough County Acceleration Academy will not incur the cost of legal counsel for the student.

Expulsion Hearing

Expulsion hearings shall be conducted in a formal manner presided over by an impartial board-designated Hearing Officer. All witnesses giving testimony shall be sworn in under oath, and presenting evidence will rest with the school administrator or designee. When possible, the Hillsborough County Acceleration Academy administration will make available any witness or evidence within the control of Hillsborough County Acceleration Academy when requested to do so. The GC will be given the opportunity to present evidence and interview witnesses. A decision shall be rendered by the Hearing Officer within ten school days of the hearing. At the next Hillsborough County Acceleration Academy Board meeting following the decision, the recommendation for expulsion and Hearing Officer's decision will be presented to the Board for review. A decision will not be final until ratified or overturned by a quorum of Hillsborough County Acceleration Academy Board members.

Appealing an Expulsion Decision

The parent/guardian of the GC (or adult GC) may submit a written request for appeal of the Hearing Officer's decision to the Hillsborough County Acceleration Academy Board of Directors within ten days upon receipt of the decision. At the next practical meeting of the Hillsborough County Acceleration Academy Board of Directors, the parent/guardian of the expelled student may present their request for appeal in a formal setting. The Board will hear evidence presented and may request additional time to conduct an independent investigation if necessary. Within ten school days of the presentation of an appeal, the Board will render their final decision. Any student, parent or guardian aggrieved by the order of the Hillsborough County Acceleration Academy Board has the statutory right to appeal to the Circuit Court following the decision.

Disciplinary Procedures for Students with IEPs and 504 Plans

Section 504 disabled GCs and GCs with Individualized Education Plans are subject to the same disciplinary action as a non-disabled student, provided that the student's behavior is not a manifestation of his or her qualifying disability. A manifestation determination must be conducted whenever a disabled student is subject to out-of-school suspension for 10 consecutive school days or more.

Hillsborough County Acceleration Academy

Attachment H: Articles of incorporation

Amended Articles of Incorporation
For
OWN YOUR SUCCESS ACADEMIES, INC.
("Organization" or "Corporation")

ARTICLE I

NAME OF ORGANIZATION. The name of the corporation is: OWN YOUR SUCCESS ACADEMIES, INC.

ARTICLE II

ADDRESS OF ORGANIZATION. The principal place of business address is:

1600 EAST CENTRAL, ORLANDO, FLORIDA 32803-5902

ARTICLE III

SPECIFIC PURPOSE OF ORGANIZATION. The specific purpose for which this nonprofit corporation is organized is to operate exclusively as a Florida nonprofit company and shall be operated exclusively to carry out such purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now or hereafter in effect (the "Code"). All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to these purposes. Specifically, the Organization shall be operated to provide public charter school educational services.

ARTICLE IV

MANNER IN WHICH DIRECTORS ARE ELECTED OR APPOINTED. The directors shall be elected or appointed only as provided by the Bylaws.

ARTICLE V

REGISTERED AGENT , REGISTERED ADDRESS, REGISTERED AGENT CERTIFICATION

REGISTERED AGENT. The name and Florida street address of the registered agent is: **Registered Agents Inc.**

REGISTERED ADDRESS

The Organization's Registered Address is **7901 4th St N, STE 300, St. Petersburg , FL 33702**

**CERTIFICATION OF REGISTERED AGENT ACCEPTANCE OF
RESPONSIBILITIES**
As counsel for the Organization's Founding Board, I certify that the Registered Agent
acknowledged and accepted all responsibilities of Registered Agent on November 20, 2020.

David Sundstrom, Legal Counsel

**ARTICLE VI
INCORPORATOR**

The name and address of the incorporator of the Organization is Thresa Giles. 426 Grant Logan
Drive, St. Johns, FL 32259.

ARTICLE VII

INITIAL OFFICERS AND DIRECTORS

The number of Directors constituting the first Board of Directors is THREE (3); their titles,
names and addresses are:

Name and Address:	Title:
Thresa Giles 426 Grant Logan Drive St Johns, FL 32259	President/Chairperson
Janae Thomas 9222 Stone River Place Riverview, Florida 33578	Vice Chairperson
Todd Zoellick 1611 NE 20th Street Fort Lauderdale, FL 33305	Secretary

ARTICLE VIII

PERSONAL LIABILITY. No incorporator, director, officer, employee, or representatives or agents of the Organization shall be personally liable for the payment of any debts or obligations of the Organization of any nature whatsoever, nor shall any of the property of the members or of any of the directors, officers, employees, representatives or agents be subject to the payment of the debts or obligations of the Organization to any extent.

ARTICLE IX

NO MEMBERS. The Organization shall have no members. The management of the affairs of the Organization shall be vested in a Board of Directors, as defined in the Organization's bylaws. No Director shall have any right, title, or interest in or to any property of the Organization.

ARTICLE X

NO PECUNIARY GAIN. The Organization shall not pay any pecuniary gain to any member (should Article IX ever be subsequently amended to authorize existence of members). No part of the net income or net earnings of the Organization shall inure, directly or indirectly, to the benefit of any member, director or officer of the Organization or any private individual, except that reasonable compensation may be paid for services rendered to or for the Organization in the performance of its corporate purpose.

ARTICLE XI

DISSOLUTION. The Organization may be dissolved in accordance with the laws of the State of Florida. At the time of dissolution of the Organization, the Board of Directors shall, after paying or making provision for the payment of all debts, obligations, liabilities, costs and expenses of the Organization, dispose of all assets of the Organization; provided, however, that in no case shall a liquidation, transfer or disposition be made which would not qualify as a charitable contribution under Section 170(c)(1) or (2) of the Code, and all assets shall be turned over and transferred to one or more organizations qualified as exempt pursuant to Section 501(c)(3) of the Code, or to the State of Florida or any political subdivision thereof for exclusively public purposes.

Hillsborough County Acceleration Academy

Attachment I: 501(c)(3) tax-exempt status determination letter (or copy of the filing form)

Form 1023

(Rev. January 2020)

Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0047

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I	Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)
OWN YOUR SUCCESS ACADEMIES INC

b Care of Name (if applicable)

c Mailing Address (Number, street and room/suite)
1600 EAST CENTRAL ST

d City
ORLANDO

e Country
UNITED STATES

f State
FLORIDA

g Zip Code + 4
32803-5902

h Foreign Province (or State)

i Foreign Postal Code

2 Employer Identification Number
86-1184795

3 Month Tax Year Ends
JUNE

4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)
DAVID SUNDSTROM PER BYLAWS ART 6

5 Contact Telephone Number
904-662-0620

6 Fax Number (optional)

7 User Fee Submitted
$600.00

8 Organization's Website (if available):

9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: THRESA	Last Name: GILES	Title: CHAIRPERSON
Mailing Address: 426 GRANT LOGAN DRIVE	City: ST. JOHNS	
State (or Province): FL	Zip Code (or Foreign Postal Code): 32259	
First Name: JANAE	Last Name: THOMAS	Title: VICE-CHAIRPERSON
Mailing Address: 9222 STONE RIVER PLACE	City: RIVERVIEW	
State (or Province): FL	Zip Code (or Foreign Postal Code): 33578	
First Name: TODD	Last Name: ZOELLICK	Title: SECRETARY
Mailing Address: 1611 NE 20TH STREET	City: FORT LAUDERDALE	
State (or Province): FL	Zip Code (or Foreign Postal Code): 33305	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	

☐ Check here to add more officers, directors, and/or trustees.

For Paperwork Reduction Act Notice, see instructions.   Cat. No. 17133K   Form **1023** (Rev. 01-2020)

Part II	Organizational Structure

1 You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

◉ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

◯ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

◯ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

◯ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

2 Enter the date you formed. (MM/DD/YYYY)   11/23/2020

3 Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.   Florida

4 Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.   ◉ Yes   ◯ No

5 Are you a successor to another organization?   ◯ Yes   ◉ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III	Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

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1 Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?   ⦿ Yes   ◯ No

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1a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

ARTICLE III, PAGE 1

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2 Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?   ⦿ Yes   ◯ No

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2a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Article XI

Part IV	Your Activities

1   Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document. For each past, present, or planned activity, include information that answers the following questions:

   a.   What is the activity?
   b.   Who conducts the activity?
   c.   Where is the activity conducted?
   d.   What percentage of your total time is allocated to the activity?
   e.   How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
   f.   How does the activity further your exempt purposes?

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a) Finding, recruiting, re-engaging and educating high school drop outs as a blended-learning charter school, in accordance with rigorous State standards. These services include:

 (i) Flexible Scheduling: Approximately 10 hours daily licensed staff specifically training in serving students who have abandoned education before graduation. Because dropouts often have job, transportation, and/or child care issues, our students are provided flexible scheduling options to make their return to academic rigor less onerous.

 (ii) Blended Delivery: Students who have failed or opted-out of traditional classroom instruction respond to blended and technology- enhanced educational options; empowered, they attain mastery of content at a pace best suited to their needs, consistent with Christensen Institute research and Marzano Research Laboratory recommendations.

 (iii) Highly Engaging Instructional Practices: Research confirms the pivotal role of student engagement in the process of mastering content, particularly when working with individuals who have already rejected education. Our teams focus on data rich tactics, strategies and interventions for high-need learners, and tailor instruction to meet those needs most effectively.

 (iv) Project and Competency Based Learning: To ensure that students connect their learning to their actual career and college readiness aspirations, project-based learning and competency based learning form the core of the program's instruction.

b) Certified teachers, administrators, social workers and support staff shall provide all student services.

c) Physical attendance will be at school sites to be situated within the State of Florida; this is a blended learning program with some instruction occurring online.

d) It is anticipated 100% of the organization's time will be spent in these activities.

e) State of Florida per pupil public charter school funding.

f) The exempt purpose is advanced through provision of educational and social/emotional supports to a high needs student population.

Part IV	Your Activities *(continued)*

2   Enter the 3-character NTEE Code that best describes your activities.   B29

   Or check here if you want the IRS to select the NTEE Code that best describes your activities.   ☐

3   Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.   ○ Yes   ⦿ No

4   Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.   ○ Yes   ⦿ No

5   Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.   ○ Yes   ⦿ No

6   Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.   ○ Yes   ⦿ No

Part IV	Your Activities *(continued)*

6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.   ○ Yes   ○ No

7 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.   ○ Yes   ● No

8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain.   ○ Yes   ● No

9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10.   ○ Yes   ● No

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Part IV	**Your Activities** *(continued)*

9a Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes.   ○ Yes   ○ No

9b Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10.   ○ Yes   ○ No

9c Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.   ○ Yes   ○ No

9d Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.   ○ Yes   ○ No

9e Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately.   ○ Yes   ○ No

Part IV	Your Activities *(continued)*

9f　Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.　　○ Yes　○ No

9g　When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.　　○ Yes　○ No

9h　Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?　　○ Yes　○ No

9i　Will you acquire from OFAC the appropriate license and registration where necessary?　　○ Yes　○ No

10　Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.　　○ Yes　● No

10a　When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.　　○ Yes　○ No

10b　Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?　　○ Yes　○ No

10c　Will you acquire from OFAC the appropriate license and registration where necessary?　　○ Yes　○ No

Part IV	**Your Activities** *(continued)*

11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. — ○ Yes ● No

12 Do you or will you operate a school?
If "Yes," complete Schedule B. — ● Yes ○ No

13 Is your principal purpose or function to provide hospital or medical care?
If "Yes," complete Schedule C. — ○ Yes ● No

14 Do you or will you provide low-income housing?
If "Yes," complete Schedule F. — ○ Yes ● No

15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section I. — ○ Yes ● No

16 Check any of the following fundraising activities that you will undertake (check all that apply):

☐ Website, mail, email, personal, and/or phone solicitations

☐ Receive donations from another organization's website

☐ Bingo

☐ Other (describe)

☐ Foundation grant solicitations

☒ Government grant solicitations

☐ Other (non-bingo) gaming activities

☐ We will not engage in fundraising activities.

17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. — ○ Yes ● No

Part V	**Compensation and Other Financial Arrangements**

1 Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. ○ Yes ◉ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

1a Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? ○ Yes ○ No

1b Do or will you approve compensation arrangements in advance of paying compensation? ○ Yes ○ No

1c Do or will you document in writing the date and terms of approved compensation arrangements? ○ Yes ○ No

1d Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ○ Yes ○ No

1e Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? ○ Yes ○ No

1f Do or will you record in writing both the information on which you relied to base your decision and its source? ○ Yes ○ No

1g Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ○ Yes ○ No

2 Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ◉ Yes ○ No

3 Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ○ Yes ◉ No

Part V	**Compensation and Other Financial Arrangements** *(continued)*

4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.   ○ Yes   ◉ No

5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.   ○ Yes   ◉ No

6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.   ○ Yes   ◉ No

Part V	Compensation and Other Financial Arrangements *(continued)*

7 Does or will someone other than your own employees or volunteers manage your activities or facilities?   ⦿ Yes   ○ No
If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

> The Organization's Board intends to enter a contract with Acceleration Academies, a nationwide and accredited educational management provider that would furnish all curriculum, instruction, human resource management and school operation services, under the governance of the Organization's Board.   This provider has been selected because of its historical student academic achievement data, it accreditation, and its focus on personalized learning.   The State of Florida establishes the amount of per pupil funding statewide, and the provider is to be compensated at only a percentage of per-pupil funding earmarked by the State of Florida for the education of each student that the provider serves.   There is no business or family relationship between this educational management provider and any officer, director or trustee, and the Organization's bylaws and policies prohibit such relationships.

8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes.   ○ Yes   ⦿ No

Part VI	Financial Data

1   Select the option that best describes you to determine the years of revenues and expenses you need to provide.

⦿ You completed less than one tax year.

   Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed at least one tax year but fewer than five.

   Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed five or more tax years.

   Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI	Financial Data *(continued)*

A. Statement of Revenues and Expenses

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 11/23/2020 To: 06/30/2021	From: 07/01/2021 To: 06/30/2022	From: 07/01/2022 To: 06/30/2023	From: To:	From: To:
1 Gifts, grants, and contributions received (do not include unusual grants)	$0	$0	$0		
2 Membership fees received	$0	$0	$0		
3 Gross investment income	$0	$0	$0		
4 Net unrelated business income	$0	$0	$0		
5 Taxes levied for your benefit	$0	$0	$0		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	$0	$275,000	$350,000		
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	$0	$0	$0		
8 Total of lines 1 through 7	$0	$275,000	$350,000	$0	$0
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	$0	$0	$0		
10 Total of lines 8 and 9	$0	$275,000	$350,000	$0	$0
11 Net gain or loss on sale of capital assets (provide an itemized list below)	$0	$0	$0		
12 Unusual grants (provide an itemized list below)	$0	$0	$0		
13 Total Revenue (add lines 10 through 12)	$0	$275,000	$350,000	$0	$0
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses	$0	$0	$0		
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	$0	$0	$0		
16 Disbursements to or for the benefit of members (provide an itemized list below)	$0	$0	$0		
17 Compensation of officers, directors, and trustees	$0	$0	$0		
18 Other salaries and wages	$0	$240,000	$308,000		
19 Interest expense	$0	$0	$0		
20 Occupancy (rent, utilities, etc.)	$0	$30,000	$36,000		
21 Depreciation and depletion	$0		$0		
22 Professional fees	$0	$5,000	$6,000		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	$0	$0			
24 Total Expenses (add lines 14 through 23)	$0	$275,000	$350,000	$0	$0

25 Itemized financial data

Part VI	Financial Data *(continued)*		

B. Balance Sheet (for your most recently completed tax year)		Year End:	12/31/2020
Assets			
1	Cash		$1,000
2	Accounts receivable, net		$0
3	Inventories		$0
4	Bonds and notes receivable (provide an itemized list below)		$0
5	Corporate stocks (provide an itemized list below)		$0
6	Loans receivable (provide an itemized list below)		$0
7	Other investments (provide an itemized list below)		$0
8	Depreciable assets (provide an itemized list below)		$0
9	Land		$0
10	Other assets (provide an itemized list below)		$0
11	Total Assets (add lines 1 through 10)		$1,000
Liabilities			
12	Accounts payable		$0
13	Contributions, gifts, grants, etc. payable		$0
14	Mortgages and notes payable (provide an itemized list below)		$0
15	Other liabilities (provide an itemized list below)		$0
16	Total Liabilities (add lines 12 through 15)		$0
Fund Balances or Net Assets			
17	Total fund balances or net assets		$1,000
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)		$1,000

19 Itemized financial data

Part VII	Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1   Select the foundation classification you are requesting from the list below.

○   You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.

○   You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).

○   You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.

◉   You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.

○   You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.

○   You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.

○   You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.

○   You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.

○   You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.

○   You are a publicly supported organization and would like the IRS to decide your correct classification.

○   You are a private foundation.

1a   As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law.   ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b   Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section II.   ○ Yes   ○ No

1c   Are you a private operating foundation?   ○ Yes   ○ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII	Foundation Classification *(continued)*

1d Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

2 If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

   i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A?　　　　　　　　　○ Yes　　○ No

     If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

   ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization?　　　　　　　　　○ Yes　　○ No

2a If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

   i. Did you receive amounts from any disqualified persons?　　　　　　　　　○ Yes　　○ No

     If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

   ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of $5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses?　　　　　　　　　○ Yes　　○ No

     If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

   iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income?　　　　　　　　　○ Yes　　○ No

Part VIII	Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1   Are you submitting this application within 27 months of the end of the month in which you were legally formed?   ⦿ Yes   ◯ No

If "No," complete Schedule E.

Part IX	Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1   Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?   ◯ Yes   ⦿ No

If "Yes," are you claiming you are excepted from filing because you are:

◯   A church or association of churches

◯   An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)

◯   A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577

◯   A school below college level affiliated with a church or operated by a religious order

◯   A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries

◯   An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)

◯   Other (describe)

Part X	Signature

☒   I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Thresa Giles
(Type name of signer)

CHAIRPERSON
(Type title or authority of signer)

01/05/2021
(Date)

Upload checklist:

☒ Organizing document (and any amendments)

☒ Bylaws, if adopted

☐ Form 2848, Power of Attorney and Declaration of Representative (if applicable)

☐ Form 8821, Tax Information Authorization (if applicable)

☐ Supplemental responses (if applicable)

☐ Expedited handling request (if applicable)

Schedule A. Churches

1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs.   ◯ Yes   ◯ No

2 Do you have a literature of your own? If "Yes," describe your literature.   ◯ Yes   ◯ No

3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.   ◯ Yes   ◯ No

4 Describe your religious hierarchy or ecclesiastical government.

5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain.   ◯ Yes   ◯ No

6 Do you have a form of worship? If "Yes," describe your form of worship.   ◯ Yes   ◯ No

7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services.   ◯ Yes   ◯ No

7a What is the average attendance at your regularly scheduled religious services?

8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services.   ◯ Yes   ◯ No

Schedule A. Churches *(continued)*

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10.   ○ Yes   ○ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process.   ○ Yes   ○ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.   ○ Yes   ○ No

9d May your members be associated with another denomination or church?   ○ Yes   ○ No

9e Are all of your members part of the same family?   ○ Yes   ○ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites?   ○ Yes   ○ No

11 Do you have a school for the religious instruction of the young?   ○ Yes   ○ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study.   ○ Yes   ○ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders?   ○ Yes   ○ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.   ○ Yes   ○ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.   ○ Yes   ○ No

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Schedule B. Schools, Colleges, and Universities

1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on?   ⦿ Yes   ◯ No

2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3.   ⦿ Yes   ◯ No

2a Select the best description(s) of your school:

☐ Elementary school

☐ Secondary school

☒ Charter school

☐ College or university

☐ Technical school

☐ Other school (describe)

3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.   ⦿ Yes   ◯ No

Upon State of Florida authorization to serve and educate former high school dropouts, the organization will be governed by its State-sanctioned charter authorizer, and be required to comply with all state state statutes, regulations and policies governing public education.

4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located?   ◯ Yes   ◯ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.   ◯ Yes   ◯ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.   ◯ Yes   ◯ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body?   ◯ Yes   ◯ No

State where the policy is located or if adopted by resolution of your governing body.

8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9.   ◯ Yes   ◯ No

8a ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities *(continued)*

9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.   ○ Yes   ○ No

9a ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully.   ○ Yes   ○ No

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities *(continued)*

13 List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

14 Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.   ○ Yes   ○ No

15 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.   ○ Yes   ○ No

Schedule C. Hospitals and Medical Research Organizations

1 Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2.   ◯ Yes   ◯ No

1a Name the hospitals with which you have a relationship and describe the relationship.

1b List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

2 Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain.   ◯ Yes   ◯ No

Do not complete the remainder of Schedule C.

3 Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.   ◯ Yes   ◯ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

4	Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain.	○ Yes	○ No

5	Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6.	○ Yes	○ No
5a	Are you a specialty hospital or would emergency services be duplicative based on your region or locality?	○ Yes	○ No
6	Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community.	○ Yes	○ No

7	Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.	○ Yes	○ No

8	Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.	○ Yes	○ No

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Schedule C. Hospitals and Medical Research Organizations *(continued)*

9 Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10.   ◯ Yes   ◯ No

9a List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

10 Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C.   ◯ Yes   ◯ No

10a Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain.   ◯ Yes   ◯ No

10b Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain.   ◯ Yes   ◯ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain. ○ Yes ○ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain. ○ Yes ○ No

Schedule D. Section 509(a)(3) Supporting Organizations

1 List the names, addresses, and EINs of the organizations you support.

2 Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3.   ◯ Yes   ◯ No

2a Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2).   ◯ Yes   ◯ No

3 Which of the following describes your relationship with your supported organization(s)?

   ◯ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)

   ◯ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)

   ◯ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

4 Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations (continued)

5 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons.

◯ Yes   ◯ No

6 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons.

◯ Yes   ◯ No

7 Does your organizing document specify your supported organization(s) by name?
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

◯ Yes   ◯ No

7a Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification.

If you selected Type II above, do not complete the rest of Schedule D.

◯ Yes   ◯ No

8 Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain.

◯ Yes   ◯ No

If you selected Type I above, do not complete the rest of Schedule D.

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Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

9 Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain.   ○ Yes   ○ No

10 In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If 'No,' explain.   ○ Yes   ○ No

11 Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain.   ○ Yes   ○ No

12 Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D.   ○ Yes   ○ No

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Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

13 Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.   ○ Yes   ○ No

13a How much do you contribute annually to each supported organization?

13b What is the total annual revenue of each supported organization?

13c Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.   ○ Yes   ○ No

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Schedule E. Effective Date

1 Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2.   ○ Yes   ○ No

1a Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

○ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

○ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

○ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

○ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

2 Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

○ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

○ Check this box if you are requesting an earlier effective date than the submission date.

2a Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

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Schedule F. Low-Income Housing

1 Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

2 Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

3 Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?   ○ Yes   ○ No

4 Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.   ○ Yes   ○ No

5 Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.   ○ Yes   ○ No

Schedule F. Low-Income Housing *(continued)*

6 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.   ⚪ Yes   ⚪ No

7 Do you provide social services to residents? If "Yes," describe these services.   ⚪ Yes   ⚪ No

8 Do you participate in any government housing programs? If "Yes," describe these programs.   ⚪ Yes   ⚪ No

Schedule G. Successors to Other Organizations

1   List the name, last address, and EIN of your predecessor organization and describe its activities.

2   List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

3   Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.   ○ Yes   ○ No

3a Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

4 Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.   ○ Yes   ○ No

5 Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets.   ○ Yes   ○ No

6 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.   ○ Yes   ○ No

7 Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.   ○ Yes   ○ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I	Public charities and private foundations complete lines 1 through 8 of this section.

1 Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain.   ○ Yes   ○ No

3 Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

4 Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

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Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

5 Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

6 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

7 How do you determine who is on the selection committee for the awards made under your program?

8 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?   ◯ Yes   ◯ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

Section II	Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.

1 As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures?   ○ Yes   ○ No

If "No," do not complete the rest of Schedule H.

1a Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution

☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring?   ○ Yes   ○ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2?   ○ Yes   ○ No

4 Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer?   ○ Yes   ○ No

If "No," do not complete the rest of Schedule H.

5 Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives?   ○ Yes   ○ No

6 Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7.   ○ Yes   ○ No

6a Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?   ○ Yes   ○ No

7 Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?   ○ Yes   ○ No

If "No," do not complete the rest of Schedule H.

7a Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?   ○ Yes   ○ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

7b Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

◯ Yes   ◯ No

7c Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

◯ Yes   ◯ No

M Gmail

Sundstrom, David <dsundstrom@davidmsundstrom.org>

Pay.gov Payment Confirmation: Form 1023

1 message

notification@pay.gov <notification@pay.gov>   Thu, Jan 7, 2021 at 7:59 AM
To: dsundstrom@davidmsundstrom.org

An official email of the United States government

Pay.gov

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 26QT6UV8
Agency Tracking ID: 76065589738
Transaction Type: Sale
Transaction Date: 01/07/2021 07:59:02 AM EST
Account Holder Name: David Sundstrom
Transaction Amount: $600.00
Card Type: AmericanExpress
Card Number: ************1153

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.

Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

Hillsborough County Acceleration Academy

Attachment J: Governing board by-laws

BYLAWS OF

OWN YOUR SUCCESS ACADEMIES, INC.

a Florida Nonprofit Corporation

BYLAWS

OF

Own Your Success Academies, Inc.

a Florida Nonprofit Corporation

The Bylaws of Own Your Success Academies, Inc., a Florida nonprofit corporation ("the Corporation"), are hereby stated in their entirety, as of November 16, 2020, (the "Effective Date"), as follows:

SECTION 1 MEMBERS AND PURPOSE

1.1.   Members.   The organization shall not have any members.

1.2.   Purpose.   The purpose of the Corporation shall be to engage in charitable and educational services, including the operation of a charter school or schools.

SECTION 2 DIRECTORS

2.1   Powers. All corporate powers shall be exercised by or under the authority of, and the affairs of the organization managed under the direction of, a Board of Directors.

2.2   Qualifications. All directors must be individuals 18 years of age or older. Directors need not be residents or citizens of the State of Florida or of the United States of America.

2.3   Number. The Board of Directors shall consist of not fewer than three or more than nine persons. The number of directors may be fixed or changed periodically within the minimum and maximum by the Board of Directors.

2.4   Compliance with Sunshine Law. Notice of all meetings shall occur in compliance with Florida's Sunshine Law: (a) The Notice should contain the time and place of the meeting and, if available, an agenda (or if no agenda is available, subject matter summations might be used); (b) The Notice should be prominently displayed in at each school site and readily available for public viewing; (c) Emergency sessions and Executive Committee meetings should afford the most appropriate and effective notice under the circumstances, and special meetings should have at least 24 hours reasonable notice to the public; (d) The use of press releases or phone calls to other media is recommended; and (e) Compliance with the Sunshine Law also requires that the meetings be open to the public and that minutes of the proceedings be taken and preserved.

2.5   Election and Tenure of Office. Directors shall serve for terms of three years, except that the initial term of any director may be one year, two years, or three years, to ensure that the terms of more than one-third of the directors will never expire within a single year. A member of the Board of Directors may serve any number of renewed consecutive terms. Any vacancy occurring in the Board of Directors, and any directorship to be filled by reason of an increase in the number of Directors, will be filled by a majority vote of the remaining Board. The new Director elected to fill the vacancy will serve for the unexpired term of the predecessor in office.

2.6   Board Chair.   A Founding Director shall serve as Board Chair and Chief Executive Officer until: (i) at an annual Board meeting at which directors are elected, a majority of the Board of Directors greater than 75% elect a different Board Chair, or (ii) the death or resignation of the Board Chair. The Board Chair shall preside at all meetings of the Board of Directors, establish meeting agendas in conjunction with the Chief Executive Officer and have other responsibilities and duties as established by the board of directors. In the event that the Board Chair is unable to attend a meeting of the Board of Directors, the Board of Directors shall designate a director in attendance to chair that meeting.

2.7   Vacancies. A vacancy on the board of directors shall exist upon the death, resignation, or removal of any director or an increase of the number of directors. A vacancy on the Board of Directors may be filled by a majority vote of the directors remaining in office. Each director so elected or appointed shall hold office for the balance of the unexpired term of his or her predecessor. If the Board of Directors accepts the resignation of   a director tendered to take effect at a future time, a successor may be elected to take office when the resignation becomes effective.

2.8   Resignation. A director may resign at any time by delivering written notice to the Vice-Chairperson or the secretary. A resignation is effective when received unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board of Directors.

2.9   Removal. Except as otherwise provided in Section 2.4 above, a director may be removed, at any time, with or without cause, by vote of two-thirds of the directors then in office.

2.10   Meetings. A regular annual meeting of the Board of Directors shall be held at a time and place designated by the Board of Directors for the purpose of electing directors and officers. Meetings of the Board of Directors may be held for the transaction of business at any time. If the time and place of any other directors' meeting is regularly scheduled by the Board of Directors, the meeting is a regular meeting. All other meetings are special meetings. The Board of Directors may hold annual, regular or special meetings in or out of the State of Florida.

2.11   Telephonic Participation. The Board of Directors may permit any or all of the directors to participate in a regular or special meeting by, or conduct the meeting through, use of any means of communication by which either of the following

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occurs:

a) All directors participating may simultaneously hear each other during the meeting;

b) All communications during the meeting are immediately transmitted to each participating director, and each participating director is able to immediately send messages to all other participating directors.

A director participating in a meeting by this means is deemed to be present in person at the meeting.

2.12 Action Without Meeting. Any action required or permitted to be taken at a Board of Directors' meeting may be taken without a meeting if the action is taken by all members of the board of directors. The action shall be evidenced by one or more written consents describing the action taken, signed by each director. Action taken under this section is effective when the last director signs the consent, unless the consent specifies an earlier or later effective date. A consent under this section has the effect of a meeting vote and may be described as such in any document.

2.13 Special Meetings. Any special meeting of the Board of Directors must be preceded by at least five days' notice, if given by first-class mail, or 48 hours' notice, if delivered personally or given by telephone, email or fax, to each director of the date, time, and place of the meeting. Except as specifically provided in these bylaws or applicable law, the notice need not describe the purposes of any meeting. Any of the Board Chair, one-third of the directors then in office, or any director given the authority by the Board of Directors pursuant to a policy adopted by the Board of Directors may call and give notice of a meeting of the board.

2.14 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting.

2.15 Quorum and Voting. A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the Board of Directors except to the extent that the articles of inorganization, these bylaws, or applicable law require the vote of a greater number of directors. A director is considered present regardless of whether the director votes or abstains from voting. Each voting director has one vote.

2.16 Presumption of Assent. A director who is present at a meeting of the Board of Directors when corporate action is taken is deemed to have assented to the action taken unless:

(a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting;

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(b) The director's dissent or abstention from the action taken is entered in the minutes of the meeting; or

(c) The director delivers written notice of dissent or abstention to the presiding officer of the meeting before its adjournment or the organization immediately after adjournment of the meeting. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

2.17   Standing Committees. The Board of Directors may create one or more standing committees of the Board of Directors and appoint members of the board to serve on them or designate the method of selecting committee members. Each committee shall consist of two or more directors who serve at the pleasure of the board of directors. The creation of a committee and the appointment of directors to the committee or designation of a method of selecting committee members must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the Board of Directors shall apply to committees and their members as well.

2.18   Standing Committee Limitations.   No committee of the Board of Directors may:

a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the organization's purposes;

b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the organization's assets;

c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or

d) Adopt, amend, or repeal the articles of inorganization or bylaws.

2.19   Directors Emeritus and Honorary Directors.

a) The Board of Directors may appoint one or more former directors of the organization to serve as director emeritus. A director emeritus may be appointed to serve on a committee of the Board of Directors. A director emeritus may resign at any time and may be removed by the Board of Directors at any time with or without cause. The term of a director emeritus shall commence upon appointment and continue for one year or until resignation or removal of the director emeritus. The position of director emeritus shall be advisory in nature only and not be entitled to receive notices of meetings, and a director emeritus shall have no vote or right to consent on any action taken by the Board of Directors. A director emeritus shall not be counted for purposes of determining the number of directors of the organization or the existence of a quorum for the transaction of business at a meeting of the Board of Directors or any committee.

b) The Board of Directors may appoint one or more individuals to serve as Honorary Directors. An Honorary Director may serve in an advisory capacity, and may serve on one or more committees, but shall have no

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voting right.

2.20   Compensation and Reimbursement. Directors shall not be compensated for their services as Board members. Reasonable expenses incurred in the course of a Director's services to or on behalf of the Board may be reimbursed.

2.21   Director Conflict of Interest. A conflict of interest transaction is a transaction with the organization in which a director of the organization has a direct or indirect interest. A conflict of interest transaction is not voidable or the basis for imposing liability on the director if the transaction is fair to the organization at the time it was entered into or is approved by the affirmative vote of a majority of the Board of Directors (or an applicable committee of the Board of Directors) who have no direct or indirect interest in the transaction, and have knowledge or notice of the directors' interest. For purposes of this section, a director of the organization has an indirect interest in a transaction if (a) another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction or (b) another entity in which the director is a director, officer or trustee is a party to the transaction, and the transaction is or should be considered by the Board of Directors of the organization. A transaction may not be authorized, approved or ratified under this section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction votes to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this section.

SECTION 3 OFFICERS

3.1. Officers. The officers of the Organization shall be a President/Chairperson, Vice-Chairperson, Secretary/Treasurer and such other officers as the Board of Directors may designate. Any two (2) or more offices may be held by the same person, except the offices of Vice-Chairperson and Secretary/Treasurer.

3.2. Appointment of Officers; Terms of Office. The office of Chairperson shall be appointed by the Board of Directors. All other officers shall be appointed by the Chairperson. New offices may be created and filled at any time. The term of office of all officers commences upon their appointment and continues until their successors are appointed or until their resignation or removal. The Board of Directors may establish a Successor Plan for key officer positions to ensure uninterrupted leadership, management and continuity of the organization's mission.

3.3. Resignation. Resignations are effective upon receipt by the Secretary of the Board of a written notification.

3.4. Removal. An officer may be removed by the Board of Directors at a meeting, or by action in writing pursuant to Section 2.11, whenever in the Board's judgment the best interests of the Organization will be served thereby. Any such removal shall be without prejudice to the contract rights, if any, of the person so removed.

3.5. President/Chairperson. The President/Chairperson shall be a director of the Organization and will preside at all meetings of the Board of Directors. He or she shall perform all duties attendant to that office, subject, however, to the control of the Board of Directors, and shall perform such other duties as on occasion shall be assigned by the Board of Directors.

3.6. Vice-Chairperson. The Vice-Chairperson shall be a director of the Organization and will preside at meetings of the Board of Directors in the absence of or request of the Chairperson. The Vice-Chairperson shall perform other duties as requested and assigned by the Chairperson.

3.7. Secretary/Treasurer. The Secretary/Treasurer shall be a director of the Organization and shall keep the minutes of all meetings of the Board of Directors in the books proper for that purpose. The Secretary/Treasurer shall also report to the Board of Directors at each regular meeting on the status of the Organization's finances. The Secretary/Treasurer shall work closely with any paid executive staff of the Organization to ascertain that appropriate procedures are being followed in the financial affairs of the Organization, and shall perform such other duties as occasionally may be assigned by the Board of Directors.

3.8. Paid Staff. The Chairperson may appoint such other officers, assistant officers, and agents as he or she shall deem necessary or desirable, who shall hold their offices for such terms and shall have such authority and perform such duties as the CEO determines necessary to facilitate the handling and management of the organization's property and interests.

3.9. Compensation. Directors receive no payment for their services. With board approval, directors may be reimbursed for out-of-pocket expenses incurred on approved board business. Directors must present receipts for all such expenses, which shall be for the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations

SECTION 4   NONDISCRIMINATION

The organization shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, or national origin.

SECTION 5   INDEMNIFICATION

Every member of the Board of Directors, officer or employee of the Organization may be indemnified by the organization against all expenses and liabilities, including counsel fees, reasonably incurred or imposed upon such members of the Board, officer or employee in

connection with any threatened, pending, or completed action, suit or proceeding to which she/he may become involved by reason of her/his being or having been a member of the Board, officer, or employee of the organization, or any settlement thereof, unless adjudged therein to be liable for negligence or misconduct in the performance of her/his duties. Provided, however, that in the event of a settlement the indemnification herein shall apply only when the Board approves such settlement and reimbursement as being in the best interest of the organization. The foregoing right of indemnification shall be in addition and not exclusive of all other rights which such member of the Board, officer or employee is entitled.

SECTION 6 FINANCIAL ADMINISTRATION

6.1. Fiscal Year. The fiscal year of the Organization shall be July 1 – June 30 but may be changed by resolution of the Board of Directors.

6.2. Checks, Drafts, Etc. All checks, orders for the payment of money, bills of lading, warehouse receipts, obligations, bills of exchange, and insurance certificates shall be signed or endorsed by such officer or officers or agent or agents of the Organization and in such manner as shall from time to time be determined by resolution of the Board of Directors or of any committee to which such authority has been delegated by the Board.

6.3. Deposits and Accounts. All funds of the Organization, not otherwise employed, shall be deposited from time to time in general or special accounts in such banks, trust companies, or other depositories as the Board of Directors or any committee to which such authority has been delegated by the Board may select, or as may be selected by the Chairperson, Vice-Chairperson or by any other officer or officers or agent or agents of the Organization, to whom such power may from time to time be delegated by the Board. For the purpose of deposit and for the purpose of collection for that account of the Organization, checks, drafts, and other orders of the Organization may be endorsed, assigned, and delivered on behalf of the Organization by any officer or agent of the Organization.

6.4. Qualifying Distributions. Substantially all distributions the Organization makes each year shall be Qualifying Distributions (distributions that are directly for the active conduct of the activities that comprise the Organization's tax-exempt purpose). Each distribution shall comply with Sections 503(c)(3) and 508(e) of the Internal Revenue Code. "Qualifying distributions" are amounts paid to accomplish exempt purposes or to acquire an asset used (or held for use) directly in carrying out an exempt purpose, and amounts properly set aside for a specific project that is for an exempt purpose. "Substantially all" means 85% or more. Income received by the Organization for each taxable year shall be distributed at such time and in such manner as not to subject the Organization to tax liability under the Internal Revenue Code. To the extent that it remains in such compliance, the Organization may retain funds in whole or in part in cash or be invested and reinvested on occasion in such property, real, personal, or otherwise, or stock, bonds, or other securities, as the Board of Directors may determine appropriate in meeting the Organization's tax-exempt purpose.

6.5. APPLICATION FOR 501(c)(3) NONPROFIT STATUS; REPRESENTATIVE

The Board of Directors authorize David M. Sundstrom of 12029 Cranefoot DR, Jacksonville, Florida to represent the Organization in all matters related to the Organization's application for Federal nonprofit 501(c)(3) status under the Internal Revenue Code. This authorization includes the filing of the application and accompanying documents, and engagement in all communications with representatives of the Internal Revenue Service, and review of any and all documents with the Internal Revenue Service in any manner relating to the application.

SECTION 7 BOOKS AND RECORDS

Correct books of account of the activities and transactions of the Organization shall be public records and kept at the office of the Organization. These shall include a minute book, which shall contain a copy of the Certificate of Incorporation, a copy of these Bylaws, and all minutes of meetings of the Board of Directors.

SECTION 8 AMENDMENT OF BYLAWS

These Bylaws may be amended by a majority vote of the Board of Directors, provided prior notice is given of the proposed amendment in the notice of the meeting at which such action is taken, or provided all members of the Board waive such notice, or by unanimous consent in writing without a meeting pursuant to Section 2.12.

Hillsborough County Acceleration Academy

Attachment K: Governing board code of ethics and conflict of interest policy

Own Your Success Academies' Code of Ethics

As a nonprofit organization engaged in the education of children, Own Your Success Academies' policy is to uphold the highest legal, ethical, and moral standards. Our donors and volunteers support Own Your Success Academies because they trust us to be good stewards of their resources, and to uphold rigorous standards of conduct. Our reputation for integrity and excellence requires the careful observance of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

Own Your Success Academies will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter and spirit of all relevant laws; to refrain from any illegal, dishonest, or unethical conduct; to act in a professional, businesslike manner; and to treat others with respect. Directors and officers should not use their positions to obtain unreasonable or excessive services or expertise from Own Your Success Academies' staff.

In general, the use of good judgment based on high ethical principles will guide directors, officers, and employees with respect to lines of acceptable conduct. However, if a situation arises where it is difficult to determine the proper course of conduct, or where questions arise concerning the propriety of certain conduct by an individual or others, the matter should be brought to the attention of Own Your Success Academies. Employees should contact their immediate supervisor and, if necessary, the director of human resources. Board members should raise any such concerns with the chair or the vice chair of Own Your Success Academies' board.

In all questions involving ethics and conduct, the board will make relevant determinations, except that any individual whose conduct is at issue will not participate in such decisions.

Hillsborough County Acceleration Academy

Attachment L: For each board member, a Board Member Information Sheet,
resume, and Statement of Assurances

PART V, SECTION 3A OF FORM 1023

(Biographies and Data re: Officers/Directors):

Currently, *Own Your Success Academies* has no paid employees, and no paid directors. It is currently led by the following directors:

Thresa Giles stands at the forefront of Business and Operation processes. A finance and operations professional for over 20 years with many industry recognized certifications and degrees, she most recently successfully completed the Wharton School of Business –Strategic CFO Executive program. As the Chief Business Officer (CBO) for Pace Center for Girls, Inc., an organization dedicated to changing the lives of girls through the development of critical life, health, and academic skills and is recognized as one of the nation's leading advocates for girls, she consistently ensures the viability of a strong and healthy financial position. She leads and oversees Information Technology, Finance, Risk Management & Facilities, Compliance and Ethics and Business Intelligence. Under Thresa's leadership, Pace has implemented strategic and methodical business operations processes and financial planning systems that have generated greater productivity and significant cost savings for the organization. These practices have positioned Pace as an industry leader in operational efficiency and have allowed for Pace to maximize its investment into its program and, most importantly, their girls.

Janae E. Thomas is a PhD student in Government in the School of Interdisciplinary Global Studies at the University of South Florida (USF). Her research interests are in the area of public policy. She is a native of Tampa, Florida. She is currently employed at the Office of the State Attorney for the Thirteenth Judicial Circuit, as an Assistant State Attorney. She graduated from the Florida State University with a Bachelor's of Science in Finance, Real Estate and Insurance in 2010. She received her Master's in Business Administration and Juris Doctor from the University of Florida in 2013. She received her Master's in Public Administration from the University of South Florida in 2018. In her free time she volunteers with Big Brothers Big Sisters, Brandon Regional Hospital, and Metropolitan Ministries.

David Parker is the Business Controls Manager and member of the senior leadership team for Consumer AML Operations at Bank of America. He leads several teams across the United States responsible for providing employee quality monitoring, risk oversight and consulting to major compliance operations segments that execute against key regulatory, Bank Secrecy Act/Anti-Money Laundering, OFAC and Economic Sanctions compliance practices. David also leads the identification and remediation of emerging operational risks, audit/exam management and policy adherence.

Prior to this role, David managed multiple teams with a global footprint responsible for developing and executing a Quality Assurance Program with key indicators that certified the end-to-end control environment across multiple major operations segments including Deposit Account Services, Tax Reporting, Escheatment, Legal Order Processing, Cash & Transportation and AML Operations.

David joined Bank of America in 2003 with the transition of Countrywide Bank where he was the FVP of Deposit Compliance responsible for developing and managing a compliance monitoring program for multiple business segments of Countrywide Bank.

David has over 32 years of experience in the financial services industry including Retail, Retirement Services, Compliance, Technology, and Operations.

Supporting programs that narrow the gender gap and promote diversity and inclusion, David participates in the company's employee networks and is committed to diversity of talent, recruiting women, military veterans, people of color and members of the LGBTQIA community.

David is certified and a member of the Association of Certified Anti- Money Laundering Specialists (ACAMS).

Richard W Martin (Rick)

Rick Martin has lived in Central Florida for over 35 years, and understands the opportunity to expand educational opportunities for students.

Rick graduated UCF Magna Cum Laude with Bachelor Degree in Business/Marketing 1996, after attending Lake Howell High School, graduating in 1987.

He has worked within the Central Florida community as a realtor with Coldwell Banker for the past 11 years, and as Project Engineer previously for 12 years with Everett Charles Technologies.

Volunteerism is part of his life as he volunteers with Habitat for Humanity and the Humane Society. He served as Treasury Secretary on Hampton Park HOA Board for 10 years.

He is interested in joining FL Charter Board to help expand educational opportunities in Central Florida and focus attention on students who are most in need of our academic services

THRESA C. GILES, MBA, CPP, CFA, CGFM

426 Grant Logan Drive   **904-651-6494(c)**
Saint Johns, FL 32259   **tgiles08@outlook.com**

<u>**PROFESSIONAL EXPERIENCE**</u>   **2011 - Present**
PACE Center For Girls, Inc.
Is a private not for profit organization established in 1985. PACE is a prevention and early
intervention gender specific organization established to provide girls and young women an opportunity
 for a better future through education, counseling, training and advocacy.
<u>**Chief Business/Operational Officer**</u>
- Direct and managed implementation of new HRIS and Financial system
- Direct and Manage organizational budget of $52 million
- Direct and manage HR, Payroll, Finance, Technology, Business Intelligence and Federal Staff and Risk Management
- Direct, implement and manage medicade program for qualified students
- Manage and Direct funding for a national random control evaluation
- Direct Compliance and Ethics, Risk Management and Quality Control
- Cash and Treasury Management/Investments ($10Million)
- Manage all funding and financial statements
- GAAP /FASB reporting
- Direct PACE expansion team within FL
- Direct and manage real estate purchases, construction and leases
- Direct and manage contract administration
- All Financial Reporting and GAAP compliance
- Received and managed Federal "Social Innovation Fund"

Edison Learning, Inc.   **New York, NY- 2008 - 2011**
Edison is the nation's largest for-profit innovative company that manages education
organizations and education leadership serving over 450,000 children in 20 different states. As Sr.
Vice President, it is my job to work with clients, invest funding for growth and find innovative funding
opportunities as well as new funding opportunities that drive education. Lead role in transition from a
privately held organization to a publicly traded organization.
<u>**Sr. Vice President Financial Services**</u>
- New Business and Relationship Building.
- Lead and manage transition from private to publicly held organization
- Property and Casualty Insurance financial management
- Project management
- Cash and Treasury management
- Investment and management of funds
- Responsible for excellence in service delivery of site financial information to drive consistently superior achievement gains and profitability across all regions and products.
- Financial Management for budgets totaling $106Million.
- Seeking new funding: Federal, State, Local Donation, Foundation
- Responsible for innovated funding strategies to increase revenue and new opportunities
- GAAP/SEC reporting, FASB, SOX
- Auditing
- SEC & 10K reporting
- Supervision of Director of Finance, Grants Managers and Regional Controllers
- Internal Controls
- Cash Flow projections

Duval County Public Schools (DCPS)   **Jacksonville, FL 2006-2008**
DCPS is the 19th largest school district in the United States with an annual budget of **$1.9
Billion.** Treasury and Cash Management average $350 million per month with investments in
short- and long-term mutual funds, bonds, derivatives, and COP's. Project based accounting

with heavy project management. Annual reporting of financials through Generally Accepted Accounting Principles and P & L statements. Heavy SOX through internal controls.

Chief Business Officer/CFO

- Project Management design and implementation using Microsoft Project.
- Investment manager with average monthly investments of $365 million
- Financial reporting, forecasting & Budgeting. $1.9billion annual budget.
- Directly responsible for the administration of the fiscal, budgetary, technology, cash management, organizational effectiveness and business service activities of the District.
- Directs a $15 Million Technology organization.
- Property & Casualty insurance management
- Liability insurance management
- Self-Managed Health Systems management
- Cash Management of an average of $350 million monthly.
- Directs and supervises all treasury aspects of the District ($345 million).
- Directs and supervises Organizational effectiveness for the District.
- Coordinates budgetary activities between departments.
- Directs and supervises all business affairs of the District.
- Directs and supervised the "Project Invest" team to yield the District $6 million in new revenue over a 3-year period.
- Directs and supervises the SAP financial and human resources ERP (Enterprise Reporting Program).
- Directing and Implementing SAP Budget and Financial upgrade.
- Directs and supervises all finance, accounting, budgetary and payroll activities in the District.
- Directs and supervise all financial reporting to State and Federal Agencies: CAFR (Comprehensive Annual Financial Report), Annual Financial Report, and the Comprehensive Annual Budgetary Report.

EDUCATION

University of Pennsylvania, Wharton Business School- Certified Strategic CFO
Philadelphia, PA   May 2015
Wilmington University, MBA - Master Business Administration
Wilmington, Delaware   **Statistical Management,** May 1996
Murray State University, BS - Bachelor of Science
Murray, Kentucky   **Accounting,** May 1988
Duke University, Executive Leadership Certificate
Durham, North Carolina- June 2006, April 2010

COMPUTER/TECHNOLOGY INFORMATION

SAP Financial/Human Resources	Cognos Reporting
PeopleSoft Financials/Human Resources	Black Baud-Financial Edge
Hyperion Financials	Data Dash/Board Score Card
Microsoft Suites/Project Management	Ad Hoc Reporting
MAS 90 FAS	AS400

PROFESSIONAL ACTIVITIES, BOARD OF DIRECTORES & CERTIFICATIONS
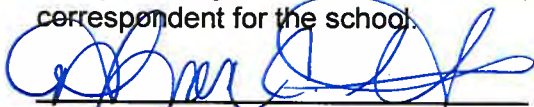
- University of Pennsylvania –Wharton School of Business Strategic CFO Certification
- Board of Directors - CFO Leadership Council of Jacksonville
- 2008 Leadership Jacksonville Class
- Board of Directors - WJCT Public Broadcast Station of Jacksonville, CFO Leadership Council
- Duke Management Development Institute, concentration in Strategic Leadership offered by Duke University.
- CCP (Certified Payroll Professional), CFM (Certified Financial Management), CGFM (Certified Governmental Financial Manager)

IV. Statement of Assurances

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Own Your Success Academy 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 Thresa C Giles, Chairperson, to sign as the legal correspondent for the school.

_____
Signature

Thresa. C. Giles
_____
Printed Name

Board Chair
_____
Title

1/22/21
_____
Date

250

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:
   Own Your Success Academy
2. Full name   Thresa C. Giles

   Home Address   426 Grant Logan Dr., Saint Johns, FL 32259

   Business Name Pace Center for Girls

   Business Address   6745 Phillips industrial Blvd., Jacksonville, FL 32256

   Phone Number   904-651-6494

   E-mail address   tgiles08@outlook.com

   - Resume and professional bio are attached here. Yes

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   - **Yes**   **I chaired a nonprofit in the community**
   - No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   - **Yes**   **CFO of Duval County Public Schools**
   - No

5. Why do you wish to serve on the board of the proposed charter school?
   -Education is an important issue for me from a personal and professional standpoint. By increasing learning opportunities for students and encouraging the use of a variety of productive teaching methods with a focus on leveling the playing field for at-risk youth, we offer a flexible school model in which each student can be successful. I believe I can offer my expertise and perspective to the board and to the success of the charter school.

6. What is your understanding of the appropriate role of a public charter school board member?
   -To protect the interest of all the students and Own Your Success Academy, depending on my position on the board, as a volunteer member who contributes to the legal and moral accountability to the effective success of the academy.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. SEE # 3+4.

8. Describe the specific knowledge and experience that you would bring to the board.
SEE ABOVE .

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
-Our mission is to help young adults identify their goals, overcome obstacles, build confidence and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma. We believe that all young people, regardless of past academic performance or personal obstacles, are capable of graduating from high school ready to engage in post-secondary and job success.

2. What is your understanding of the school's proposed educational program?
-Own Your Success Academy will close the achievement gap between low-performing and high-performing student groups by serving young people who have become disengaged from school and who no longer possess the confidence to enter a classroom ready to learn. Own Your Success Academy will offer a flexible school model in which each graduation candidate's path towards graduation is specific to his/her learning and personal needs. Additionally, because Own Your Success Academy understands the impact of non-academic factors on the lives of many at-risk youth, the staff will work closely with them to engage in developing social-emotional concepts and skills, increasing family and community engagement, and implementing supports for post-secondary readiness.

3. What do you believe to be the characteristics of a successful school?
- A comprehensive online learning platform that will allow students to work at a pace that fits their learning styles, schedules and course-completion goals. This includes a year-round calendar and extended hours that allows students to complete coursework at a steady pace and without interruption, focusing on academic and non-academic support that offers a full menu of options to address their needs.
- A robust post-secondary planning program, and varied learning environments.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
-Board meetings with site leadership providing status reports to the board regarding the progress of the charter school, including a site report (enrollment, withdrawal, graduate status and completions, staffing and facility updates. Quarterly report of accountabilities will include a report with strategic plans with financial, operational and staff highlights.

5. What do you see as your role regarding the school leaders?
-A strong working relationship with Own Your Success Academy leadership to field concerns, questions and highlights regarding management of daily operations. Also, holding site leadership accountable for performance expectations established in the charter agreement.

Governance

1. Describe the role that the board will play in the school's operation.
-The primary role of the board is to establish and preserve the school's mission and vision; to ensure ethical integrity; and maintain academic and financial accountability. Further, the board bears total responsibility for creating and overseeing the school's operational policies; and shall exercise oversight governing all managerial, financial, contractual, legal, and educational operations and services; the board shall monitor academic performance to ensure that adequate progress is made—not just by cohorts of students, but by each student served. It shall manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen programs and services; ensure it remains accountable for all aspects and functions of the school and its work.

2. How will you know if the school is successful at the end of the first year of operation?
-The board will be actively apprised of the school's performance—not just at the end of the first year of operation—but throughout the first year of operation; it will measure success by consistent analysis of student academic performance data as well as analysis of enrollment, financial, community engagement, employee satisfaction surveys, student satisfaction surveys, and operational data. In addition, the Board will receive formalized quarterly and annual reports available to the public. Success will be measured by the academic, financial, enrollment, operational and all other data analyzed, and the relationship of that data to pre-set performance targets.

3. How will you know at the end of four years of the school is successful?
-See response to Question 2 immediately above. If at the end of four years the school's data remains consistent with pre-set targets, and academic, financial and operational services are measured to be effective and sustained, the school will be considered successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
-Pivotal to the success of Own Your Success Academy is the personalized learning protocols it deploys to ensure students are not only re-engaged, but also meeting rigorous and State-approved curricula requirements. To reach dropouts and those at risk of dropping out, the Academy literally finds students who have abandoned education (including students who evidence a likelihood of abandoning education), recruits them one-on-one, and ultimately will develop with each a personalized learning plan focused on their specific learning modalities and needs. The board is committed to monitoring school leadership's student re-engagement practices, as well as the effect those practices have on academic progress. Equally important is the board's vigilant monitoring of all operational, academic, and financial practices of school management. The board recognizes that in any operation of a school, unforeseen issues may arise that interfere with school effectiveness. Consequently, the board must remain highly cognizant of all school data—whether it be educational, financial, operational, or managerial—and intervene when facts establish any possible deficiency. The board acknowledges this duty. And embraces it.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

-The Board has established Bylaws and policies to ensure the highest levels of accountability for each board member. In the event of suspected unethical, disruptive or distracting conduct by one or more board members, the board is equipped—and prepared—to ensure prompt investigation; if the conduct is established, sanctions (including removal from the board and referral to appropriate law enforcement or administrative officials) is compelled. If an

investigation reveals deficiencies in policies and/or safeguards, the board may consult with legal counsel to amend and improve such policies or safeguards.

6. If your school intends to contract with a third-party ESP:
      a. Summarize your involvement in the selection process;

      The Board has analyzed best practices in reaching disengaged youth who have abandoned—or are at risk of abandoning—education. It has examined service providers nationwide who offer solutions for reaching this population, and the results they have achieved. The Board has determined that a twelve-month, extended day program that incorporates flexible scheduling, direct one-on-one instruction coupled with small and large group instruction, lecture and group-led instruction, guided practice and online instruction is most effective with the population the board seeks to serve. Among providers of school management services, Acceleration Academies met all of the requirements the board determined crucial for success.

      b. Explain your understanding of the legal relationship between yourself as a board member and the ESP;

      The Board's duty is to *govern* the school, and to ensure that all academic, financial, operational and administrative functions of the school are fully effective and in compliance with Board policies, State of Florida law, and Federal law. The board recognizes that governance consists of *oversight,* and not day-to-day management of the school. The board's primary responsibility is to hold its ESP accountable for student performance and school operation and management; it essentially must ensure that policies it establishes are adhered to fully by the ESP.

      c. Indicate whether you have been involved in the review/negotiation of the management agreement.

      The Board has reviewed and discussed with the ESP the proposed contract.

Disclosure
1. Indicate whether you or your spouse is an employee of a charter management organization.
- Neither I nor any member of my family is employed by the charter management organization.

<u>**Attestation**</u>

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)
(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)
(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby

agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name:_____Signature

Date_____

JANAE E. THOMAS, ESQ.
9222 Stone River Place | Riverview, Florida 33578 | (813) 362-5573| jet07e@gmail.com

_____

EXPERIENCE

March 2014   **OFFICE OF THE STATE ATTORNEY 13TH JUDICIAL CIRCUIT   TAMPA, FL**
Assistant State Attorney
- Performs prosecutions in a variety of cases
- Engages in pre-trial negotiations, when appropriate, in order to dispose of cases prior to the trial date and
- reduce the court docket and expenditures.
- Tried over 150 Adjudicatory Hearings
- Tried over 50 jury trials, 40 first chair, 34 felony trials
- Tried five homicide trials, which have led to convictions

EDUCATION

In Progress   **UNIVERSITY OF SOUTH FLORIDA   TAMPA, FL**
Doctor of Philosophy (PhD) in Politics, School of Interdisciplinary Global Studies
- Completing full time while working full time
- Awarded Full merit Fellowship
- 3.85 GPA

May 2018   **UNIVERSITY OF SOUTH FLORIDA   TAMPA, FL**
Master's in Public Administration (MPA), School of Public Affairs
- Completed while working full time
- 3.9 GPA

May 2013   **UNIVERSITY OF FLORIDA   GAINESVILLE, FL**
Juris Doctor (JD), Levin College of Law
- Awarded merit scholarship
- Book Award: Comparative Family Law

May 2013   **UNIVERSITY OF FLORIDA   GAINESVILLE, FL**
Master's in Business Administration (MBA), Hough Graduate School of Business
- Awarded full merit scholarship

August 2010   **FLORIDA STATE UNIVERSITY   TALLAHASSEE, FL**
Bachelor of Science (BS) in Finance, Real Estate, and Risk Management / Insurance
- Graduated magna cum laude
- Awarded full merit scholarship

PUBLICATIONS AND INTERVIEWS

- Penacoli, Jerry, et al. "WFLA Daytime Mother's Day Special: Trail Blazers." WFLA, Tampa, Florida, 19 May 2020, https://www.youtube.com/watch?v=umQQcpbpawU&feature=youtu.be
- Thomas, Janae, and Caroline Light. "Perspective | Ahmaud Arbery Was Killed, Allegedly by Vigilantes. Racism Allowed Them to Claim Self-Defense." *The Washington Post*, WP Company, 8 May 2020, www.washingtonpost.com/outlook/2020/05/08/ahmaud-arbery-video-arrest/

LICENSURE

- **Florida Bar License:** September 2013
- **United States Bar License for the Middle District of Florida:** February 2019
- **United States Bar License for the Southern District of Florida** July 2019
- **United States Bar License for the Northern District of Florida:** June 2019
- **Florida Real Estate Agent License:** January 2020
- **Washington D.C. Bar License:** January 2021

PROFESSIONAL MEMBERSHIPS

- **Hillsborough County Bar Association**
  - **Co-Chair,** Community Service Committee
  - **Young Lawyers Division Community Service Committee**
  - **State and Local Trial Committee**
- **Hillsborough Association for Women Lawyers**
- **National Black Prosecutors Association**
  - **Founding Member,** National Black Prosecutors Tampa Bay
  - **Inaugural President 2019-2021,** National Black Prosecutors Tampa Bay

PROFESSIONAL TRAINING

- **Hillsborough County Bar Leadership Institute**
- **Florida Bar Leadership Institute, Class VII**
- **Gerald T. Bennett Prosecutor/Public Defender Trial Training Program**
- **Harvard University Justice Training**

VOLUNTEER SERVICES

- **Board Member,** Hillsborough Leadership Council
- **Committee Chair,** Office of the State Attorney Community Engagement Task Force
- **Mentor,** Big Brothers Big Sisters of Tampa Bay
- **Mentor,** Hillsborough Education Foundation
- **Mentor,** The Sullivan School
- **Volunteer,** Brandon Regional Hospital- NICU
- **Volunteer,** Junior League of Tampa
- **Volunteer,** Metropolitan Ministries
- **Volunteer,** Hillsborough County Teen Court

- **Member,** Hillsborough County League of Women Voters

AWARDS AND RECOGNITION

- **Recipient,** State Attorney's Office Inaugural Community Service Award
- **Recipient,** Junior League of Tampa Provisional of the Month
- **Recipient,** Who's Who of America 2019
- **Recipient,** McKnight Fellowship
- **Recipient,** Tampa Bay Business Journal Top 40 Under 40

REFERENCES

Courtney Derry, Assistant State Attorney
Office of the State Attorney 13th Judicial Circuit
419 N. Pierce Street, Tampa, Florida 33602
(813) 274-5600, derry_c@sao13th.com

Megan Newcomb, Assistant State Attorney
Office of the State Attorney 13th Judicial Circuit
419 N. Pierce Street, Tampa, Florida 33602
(813) 274-5600, newcomb_m@sao13th.com

Marla Ferrera, Assistant Attorney General
Office of the Attorney General
3507 E Frontage Rd Ste 201, Tampa, FL 33607
(813) 287-7218, marla.ferrera@myfloridalegal.com
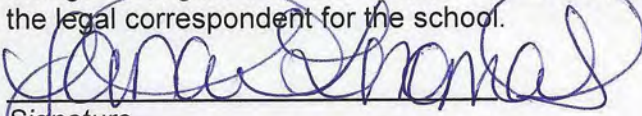
David Ponton, Assistant Professor
University of South Florida
4202 E Fowler Ave, Tampa, FL 33620
(813) 974-2011, dponton@usf.edu

IV. Statement of Assurances

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Own Your Success Academy 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 Janae E Thomas, member of the board, to sign as the legal correspondent for the school.

Signature	Attorney
	Title
Janae Thomas	January 19, 2021
Printed Name	_Date_

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:
   Own Your Success Academy
2. Full name   Janae E Thomas

Home Address   9222 Stone River Place, Riverview, FL., 33578

Business Name Office of the State Attorney for the 13th Judicial Circuit

Business Address 419 North Pierce Street, Tampa Florida 33602

Phone Number   813-362-5573

E-mail address   jet07e@gmail.com

- Resume and professional bio are attached here. Yes

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

    No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

    No

5. Why do you wish to serve on the board of the proposed charter school?
-Education is an important issue for me from a personal and professional standpoint. By increasing learning opportunities for students and encouraging the use of a variety of productive teaching methods with a focus on leveling the playing field for at-risk youth, we offer a flexible school model in which each student can be successful. I believe I can offer my expertise and perspective to the board and to the success of the charter school.

6. What is your understanding of the appropriate role of a public charter school board member?
-To protect the interest of all the students and Own Your Success Academy, depending on my position on the board, as a volunteer member who contributes to the legal and moral accountability to the effective success of the academy.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

I have a unique background, encompassing both a legal and business perspective.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
-Our mission is to help young adults identify their goals, overcome obstacles, build confidence and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma. We believe that all young people, regardless of past academic performance or personal obstacles, are capable of graduating from high school ready to engage in post-secondary and job success.

2. What is your understanding of the school's proposed educational program?
-Own Your Success Academy will close the achievement gap between low-performing and high-performing student groups by serving young people who have become disengaged from school and who no longer possess the confidence to enter a classroom ready to learn. Own Your Success Academy will offer a flexible school model in which each graduation candidate's path towards graduation is specific to his/her learning and personal needs. Additionally, because Own Your Success Academy understands the impact of non-academic factors on the lives of many at-risk youth, the staff will work closely with them to engage in developing social-emotional concepts and skills, increasing family and community engagement, and implementing supports for post-secondary readiness.

3. What do you believe to be the characteristics of a successful school?
   - A comprehensive online learning platform that will allow students to work at a pace that fits their learning styles, schedules and course-completion goals. This includes a year-round calendar and extended hours that allows students to complete coursework at a steady pace and without interruption, focusing on academic and non-academic support that offers a full menu of options to address their needs.
   - A robust post-secondary planning program, and varied learning environments.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
-Board meetings with site leadership providing status reports to the board regarding the progress of the charter school, including a site report (enrollment, withdrawal, graduate status and completions, staffing and facility updates. Quarterly report of accountabilities will include a report with strategic plans with financial, operational and staff highlights.

5. What do you see as your role regarding the school leaders?
-A strong working relationship with Own Your Success Academy leadership to field concerns, questions and highlights regarding management of daily operations. Also, holding site leadership accountable for performance expectations established in the charter agreement.

Governance

1. Describe the role that the board will play in the school's operation.
-The primary role of the board is to establish and preserve the school's mission and vision; to ensure ethical integrity; and maintain academic and financial accountability. Further, the board bears total responsibility for creating and overseeing the school's operational policies; and shall exercise oversight governing all managerial, financial, contractual, legal, and educational operations and services; the board shall monitor academic performance to ensure that adequate progress is made—not just by cohorts of students, but by each student served. It shall manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen programs and services; ensure it remains accountable for all aspects and functions of the school and its work.

2. How will you know if the school is successful at the end of the first year of operation?
-The board will be actively apprised of the school's performance—not just at the end of the first year of operation—but throughout the first year of operation; it will measure success by consistent analysis of student academic performance data as well as analysis of enrollment, financial, community engagement, employee satisfaction surveys, student satisfaction surveys, and operational data. In addition, the Board will receive formalized quarterly and annual reports available to the public. Success will be measured by the academic, financial, enrollment, operational and all other data analyzed, and the relationship of that data to pre-set performance targets.

3. How will you know at the end of four years of the school is successful?
-See response to Question 2 immediately above. If at the end of four years the school's data remains consistent with pre-set targets, and academic, financial and operational services are measured to be effective and sustained, the school will be considered successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
-Pivotal to the success of Own Your Success Academy is the personalized learning protocols it deploys to ensure students are not only re-engaged, but also meeting rigorous and State-approved curricula requirements. To reach dropouts and those at risk of dropping out, the Academy literally finds students who have abandoned education (including students who evidence a likelihood of abandoning education), recruits them one-on-one, and ultimately will develop with each a personalized learning plan focused on their specific learning modalities and needs. The board is committed to monitoring school leadership's student re-engagement practices, as well as the effect those practices have on academic progress. Equally important is the board's vigilant monitoring of all operational, academic, and financial practices of school management. The board recognizes that in any operation of a school, unforeseen issues may arise that interfere with school effectiveness. Consequently, the board must remain highly cognizant of all school data—whether it be educational, financial, operational, or managerial—and intervene when facts establish any possible deficiency. The board acknowledges this duty. And embraces it.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

-The Board has established Bylaws and policies to ensure the highest levels of accountability for each board member. In the event of suspected unethical, disruptive or distracting conduct by one or more board members, the board is equipped—and prepared—to ensure prompt investigation; if the conduct is established, sanctions (including removal from the board and referral to appropriate law enforcement or administrative officials) is compelled. If an investigation reveals deficiencies in policies and/or safeguards, the board may consult with legal counsel to amend and improve such policies or safeguards.

6. If your school intends to contract with a third-party ESP:
    a. Summarize your involvement in the selection process;

    The Board has analyzed best practices in reaching disengaged youth who have abandoned—or are at risk of abandoning—education. It has examined service providers nationwide who offer solutions for reaching this population, and the results they have achieved. The Board has determined that a twelve-month, extended day program that incorporates flexible scheduling, direct one-on-one instruction coupled with small and large group instruction, lecture and group-led instruction, guided practice and online instruction is most effective with the population the board seeks to serve. Among providers of school management services, Acceleration Academies met all of the requirements the board determined crucial for success.

    b. Explain your understanding of the legal relationship between yourself as a board member and the ESP;

    The Board's duty is to *govern* the school, and to ensure that all academic, financial, operational and administrative functions of the school are fully effective and in compliance with Board policies, State of Florida law, and Federal law. The board recognizes that governance consists of *oversight,* and not day-to-day management of the school. The board's primary responsibility is to hold its ESP accountable for student performance and school operation and management; it essentially must ensure that policies it establishes are adhered to fully by the ESP.

    c. Indicate whether you have been involved in the review/negotiation of the management agreement.

    The Board has reviewed and discussed with the ESP the proposed contract.

Disclosure
1. Indicate whether you or your spouse is an employee of a charter management organization.
    • Neither I nor any member of my family is employed by the charter management organization.

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Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)
(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)
(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change

that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Janae Thomas

Signature Jana Thomas

Date January 19, 2021

RICHARD W MARTIN

2115 Ridgewood Street
Orlando, FL 32801
407-497-0098/F: 407-286-7235
Rmartinhomes@gmail.com

OBJECTIVE

Establish long-term commitment for career opportunity using my exceptional experience in sales, management, and customer service.

SKILLS

Microsoft Office, Word, Excel, PowerPoint, Bilingual Spanish, Quicken, AutoCAD, Dotloop, MLS, and ISO9001 Certified.

EDUCATION

Bachelor of Science Business/Marketing   UNIVERSITY OF CENTRAL FLORIDA   Magna Cum Laude Graduate

EXPERIENCE

2010-Present   COLDWELL BANKER RESIDENTIAL REAL ESTATE   Orlando, FL

REALTOR

- Assist buyers and sellers with home sales and marketing in the Orlando regional area
- International President's Elite and Sterling Society 2011-2015, 17M+ sales volume
- Leadership Development Program
- Florida 100

1998-2010   EVERETT CHARLES TECHNOLOGIES, INC.   Orlando, FL

SALES ENGINEER/PROJECT MANAGER

- Coordinate accounts for international corporations.
- Manage test solutions for PCB, computer, and automotive manufacturers
- Maintained high quality production standards to international certification
- Initiated successful growth into key Latin, Asian, and European test markets

1995-1998   JAMES MARSHALL & ASSOCIATES, INC.   Orlando, FL

OPERATIONS MANAGER

- Develop, monitor, and implement management of office operating systems
- Restructured corporate planning system, reducing operating expenses by 35%
- Coordinated visual applications with production companies for televised set designs.

1989-1995   GROSVENOR WALT DISNEY WORLD RESORT   Lake Buena Vista, FL

GUEST SERVICE REPRESENTATIVE

- Public relations and concierge assistant for resort clients and guests
- Coordinated tours and convention planning with department management
- Responsible for guest relations, arrivals, departures, and Spanish interpretation
- Achieved top rating shopper report and honored with employee of the month award

VOLUNTEER/ACTIVITIES

Hampton Park HOA Treasurer, Habitat for Humanity, Second Harvest Food Bank, and Humane Society/SPCA.

REFERENCES AVAILABLE UPON REQUEST

IV. Statement of Assurances

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Own Your Success Academy 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 Richard W Martin, board member, to sign as the legal correspondent for the school.

_____
Signature

_____
Title *Board Member*

Richard W Martin
_____
Printed Name

1/22/21
_____
Date

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IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:
   Own Your Success Academy
2. Full name   Richard W Martin

   Home Address   2115 Ridgewood St., Orlando, FL 32803

   Business Name   Richard W Martin, LLC

   Business Address   2115 Ridgewood St., Orlando, FL 32803

   Phone Number   407-497-0098

   E-mail address   Rmartinhomes@gmail.com

   - Resume and professional bio are attached here. Yes

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   - Yes
   - No X

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   - Yes
   - No X

5. Why do you wish to serve on the board of the proposed charter school?
-Education is an important issue for me from a personal and professional standpoint. By increasing learning opportunities for students and encouraging the use of a variety of productive teaching methods with a focus on leveling the playing field for at-risk youth, we offer a flexible school model in which each student can be successful. I believe I can offer my expertise and perspective to the board and to the success of the charter

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school.

6. What is your understanding of the appropriate role of a public charter school board member?
-To protect the interest of all the students and Own Your Success Academy, depending on my position on the board, as a volunteer member who contributes to the legal and moral accountability to the effective success of the academy.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
-Served as Treasury Secretary on Hampton Park Board Of Directors for ten years.

8. Describe the specific knowledge and experience that you would bring to the board.
-President of a real estate firm in Central Florida with an understanding of educational considerations for current and future residents in our community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
-Our mission is to help young adults identify their goals, overcome obstacles, build confidence and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma. We believe that all young people, regardless of past academic performance or personal obstacles, are capable of graduating from high school ready to engage in post-secondary and job success.

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-Own Your Success Academy will close the achievement gap between low-performing and high-performing student groups by serving young people who have become disengaged from school and who no longer possess the confidence to enter a classroom ready to learn. Own Your Success Academy will offer a flexible school model in which each graduation candidate's path towards graduation is specific to his/her learning and personal needs. Additionally, because Own Your Success Academy understands the impact of non-academic factors on the lives of many at-risk youth, the staff will work closely with them to engage in developing social-emotional concepts and skills, increasing family and community engagement, and implementing supports for post-secondary readiness.

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- A robust post-secondary planning program, and varied learning environments.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
-Board meetings with site leadership providing status reports to the board regarding the

3

progress of the charter school, including a site report (enrollment, withdrawal, graduate status and completions, staffing and facility updates. Quarterly report of accountabilities will include a report with strategic plans with financial, operational and staff highlights.

5. What do you see as your role regarding the school leaders?
-A strong working relationship with Own Your Success Academy leadership to field concerns, questions and highlights regarding management of daily operations. Also, holding site leadership accountable for performance expectations established in the charter agreement.

Governance

1. Describe the role that the board will play in the school's operation.
-The primary role of the board is to establish and preserve the school's mission and vision; to ensure ethical integrity; and maintain academic and financial accountability. Further, the board bears total responsibility for creating and overseeing the school's operational policies; and shall exercise oversight governing all managerial, financial, contractual, legal, and educational operations and services; the board shall monitor academic performance to ensure that adequate progress is made—not just by cohorts of students, but by each student served. It shall manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen programs and services; ensure it remains accountable for all aspects and functions of the school and its work.

2. How will you know if the school is successful at the end of the first year of operation?
-The board will be actively apprised of the school's performance—not just at the end of the first year of operation—but throughout the first year of operation; it will measure success by consistent analysis of student academic performance data as well as analysis of enrollment, financial, community engagement, employee satisfaction surveys, student satisfaction surveys, and operational data. In addition, the Board will receive formalized quarterly and annual reports available to the public. Success will be measured by the academic, financial, enrollment, operational and all other data analyzed, and the relationship of that data to pre-set performance targets.

3. How will you know at the end of four years of the school is successful?
-See response to Question 2 immediately above. If at the end of four years the school's data remains consistent with pre-set targets, and academic, financial and operational services are measured to be effective and sustained, the school will be considered successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

4

-Pivotal to the success of Own Your Success Academy is the personalized learning protocols it deploys to ensure students are not only re-engaged, but also meeting rigorous and State-approved curricula requirements. To reach dropouts and those at risk of dropping out, the Academy literally finds students who have abandoned education (including students who evidence a likelihood of abandoning education), recruits them one-on-one, and ultimately will develop with each a personalized learning plan focused on their specific learning modalities and needs. The board is committed to monitoring school leadership's student re-engagement practices, as well as the effect those practices have on academic progress. Equally important is the board's vigilant monitoring of all operational, academic, and financial practices of school management. The board recognizes that in any operation of a school, unforeseen issues may arise that interfere with school effectiveness. Consequently, the board must remain highly cognizant of all school data—whether it be educational, financial, operational, or managerial—and intervene when facts establish any possible deficiency. The board acknowledges this duty. And embraces it.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

-The Board has established Bylaws and policies to ensure the highest levels of accountability for each board member. In the event of suspected unethical, disruptive or distracting conduct by one or more board members, the board is equipped—and prepared—to ensure prompt investigation; if the conduct is established, sanctions (including removal from the board and referral to appropriate law enforcement or administrative officials) is compelled. If an investigation reveals deficiencies in policies and/or safeguards, the board may consult with legal counsel to amend and improve such policies or safeguards.

6. If your school intends to contract with a third-party ESP:
      a. Summarize your involvement in the selection process;

      The Board has analyzed best practices in reaching disengaged youth who have abandoned—or are at risk of abandoning—education. It has examined service providers nationwide who offer solutions for reaching this population, and the results they have achieved. The Board has determined that a twelve-month, extended day program that incorporates flexible scheduling, direct one-on-one instruction coupled with small and large group instruction, lecture and group-led instruction, guided practice and online instruction is most effective with the population the board seeks to serve. Among providers of school management services, Acceleration Academies met all of the requirements the board determined crucial for success.

      b. Explain your understanding of the legal relationship between yourself as a board member and the ESP;

      The Board's duty is to *govern* the school, and to ensure that all academic, financial, operational and administrative functions of the school are fully effective and in compliance with Board policies, State of Florida law, and Federal law. The board recognizes that governance consists of *oversight,* and not day-to-day management of the school. The board's primary responsibility is to hold its ESP

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accountable for student performance and school operation and management; it essentially must ensure that policies it establishes are adhered to fully by the ESP.

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The Board has reviewed and discussed with the ESP the proposed contract.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

- Neither I nor any member of my family is employed by the charter management organization.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)
(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)
(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal,

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assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

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

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: _Richard W Martin_ _(signature)_ Signature

Date _1/22/21_

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DAVID R. PARKER

SVP, BUSINESS CONTROLS

✉ david.parker@cfl.rr.com

📱 407.247.2473

🏠 1292 Mirror Terrace, NW
Winter Haven, Florida 33881

in www.linkedin.com/in/davi
d-r-parker

SKILLS

Policy Governance

Process Improvement

Contracts & Negotiations

Project Planning

Bank Regulations

Reducing Costs

Risk Assessments

Resource Management

Leadership

Financial Analysis

EDUCATION

Bob Jones University
Greenville, South Carolina
Business Administration
1988 - 1989

Polk Community College
Winter Haven, Florida
1989 - 1992

Certified Anti-Money
Laundering Specialist
ACAMS
Expiration Date: 12/2023

SUMMARY

Accomplished professional and leader with extensive compliance and risk management experience in the financial services industry. Responsible for providing risk oversight and governance over major compliance operations segments that execute against key regulatory, Bank Secrecy Act /Anti-Money Laundering, OFAC and Economic Sanctions compliance requirements. Proven success in the identification and remediation of emerging operational risks, regulatory and/or audit issues, exam management and policy implementation.

PROFESSIONAL EXPERIENCE

SVP, BUSINESS CONTROLS   2015 - Present
Bank of America, Orlando, FL.

Leader of a Business Controls team responsible for providing risk oversight and consulting to a major 1000+ FTE compliance operations group that executes key regulatory, Bank Secrecy Act /Anti-Money Laundering, OFAC and Economic Sanctions compliance practices, including screening for Non-Governmental Organizations, Money Services Businesses, Senior Political Figures, Material Negative News, Consumer Residency Monitoring, Customer Identification Program, Global Account Closures, and Currency Transaction Reporting.

- Manages multiple teams across the United States providing risk management practices and guidance for several AML operations segments.
- Executes Audit/Exam Management including Audit Issue/Action Plan development.
- Provides centralized support for requests from Regulators, Department of Justice, Corporate Audit, and Compliance partners.
- Executes Policy Gap and Operational Risk Assessments and provides remediation oversight.
- Provides development, administration and governance for the Consumer AML Operations Employee Quality Program, facilitating employee coaching, performance trends, and Action Plans.

VP, SR. BUSINESS CONTROLS SPECIALIST   2010 - 2015
Bank of America, Orlando, FL.

Managed multiple teams with a global footprint responsible for developing and executing a Quality Assurance Program with key indicators that certified the end-to-end control environment across multiple major operations groups including Deposit Account Services, Tax Reporting, Escheatment, Legal Order Processing, Cash & Transportation and AML Operations.

- Designed, developed and implemented a consistent Quality Assurance Program across multiple lines of business with execution teams located within the US and India.

DAVID R. PARKER

TECHNICAL SKILLS

AS400

VSE

UNIX

NICE

Microsoft Office

ACHIEVEMENTS

Satisfactory Ratings for 14
Audits/Exams
Bank of America
2019-2020

Maintained KPI's above
97% threshold
Consumer AML Operations
2015-2020

Circle of Excellence
Countrywide Bank
2006

VOLUNTEER EXPERIENCE

Meal Packing Event
Feed my Starving Children
6/2019

Backpacks for Kids
A Gift for Teaching
8/2018

Education/Youth Development
New Pathways for Youth, Inc.
11/2017

VP, SR. BUSINESS CONTROLS SPECIALIST *continued*   2010 - 2015
Bank of America, Orlando, FL.

- Responsible for the Business Enablement and Policy/Procedures teams providing employee/executive communications, learning & development, employee engagement, site strategy, and policy/procedures for the Cash & Transportation and Deposit Product Services lines of business.

VP, PROCESS DESIGN CONSULTANT II   2008 - 2010
Bank of America, Orlando, FL.

- Subject Matter Expert (SME) for Enterprise Operations for the Bank of America/Countrywide Financial Corporation transition, providing operational expertise and oversight for multiple transition projects.

FVP, DEPOSIT QUALITY MONITORING   2004 - 2008
Countrywide Bank, Lake Mary, FL.

- Provided leadership for the Compliance Quality Monitoring Department. Responsible for the development and execution of the Compliance Quality Monitoring Program to assess the adequacy, effectiveness and efficiency of the systems of internal control and for the early detection of compliance and operational weaknesses.
- Managed a procedures team to develop procedures for Deposit Operations.

SELF-EMPLOYED   2002 - 2003
Orlando, FL.

- Worked as a contractor providing business support and solutions for increased efficiencies, policy and procedure development, licensed in Real Estate, Insurance 220, and Mortgage Brokerage.

Getting Better Quicker (GBQ) MANAGER   1999 - 2002
Kirchman Corporation, Altamonte Springs, FL. (Banking Software Company)

- Managed the *Getting Better Quicker* (GBQ) department that executed data mining on multiple platforms – AS400, VSE, and UNIX. Performed financial and software analysis for client banks to increase their software utilization and efficiencies. Provided market analysis, new product development, and customer support for software implementation.

DAVID R. PARKER

PROFESSIONAL EXPERIENCE *continued*

EMPLOYEE COMMUNICATION SPECIALIST   1996 - 1999
SunTrust Bank, Orlando, FL.

- Managed client 401(k) account load, serviced client requests, and met high volume investment deadlines.
- Traveled to client companies to provide education on their 401(k) plan and investments.
- Developed and executed education, documentation, and support for the Trust Accounting software conversion.

TELLER MANAGER/CONSUMER BANKER/FLOATING TELLER   1989 - 1996
NCNB/Bank of America, Orlando, FL.

- Manager of the teller department responsible for scheduling and staffing, general teller duties.
- Responsible for new accounts and business development, retail consumer and mortgage lending.
- Participated on the merger team for the NCNB /C&S Sovran transition.

PROFESSIONAL DEVELOPMENT

Global Financial Crimes Summit Bank of America, Charlotte, NC.	5/2019
AML & Financial Crime Conference ACAMS, Las Vegas	9/2019
Risk Management: Laws, Rules and Regulations Bank of America	3/2018
Compliance Risk Management Program Bank of America	9/2017
AML & Financial Crime Conference ACAMS, Las Vegas	9/2016

IV. Statement of Assurances

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Own Your Success Academy 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 David Parker, board member, to sign as the legal correspondent for the school.

David Parker
Signature

David Parker
Printed Name

Title

_1/21/2021_
Date

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:
   Own Your Success Academy
2. Full name   David Parker

Home Address   1292 Mirror Terrace, NW, Winter Haven, FL 33881

Business Name

Business Address

Phone Number   407-247-2473

E-mail address   david.parker@cfl.rr.com

- Resume and professional bio are attached here. Yes

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

- No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

- No

5. Why do you wish to serve on the board of the proposed charter school?
   - Education is an important issue for me from a personal and professional standpoint. By increasing learning opportunities for students and encouraging the use of a variety of productive teaching methods with a focus on leveling the playing field for at-risk youth, we offer a flexible school model in which each student can be successful. I believe I can offer my expertise and perspective to the board and to the success of the charter school.

6. What is your understanding of the appropriate role of a public charter school board member?
   - To protect the interest of all the students and Own Your Success Academy, depending on my position on the board, as a volunteer member who contributes to the legal and moral accountability to the effective success of the academy.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

- My background as a senior leader providing governance/oversight for key regulatory practices at a major financial institution coupled with the development of performance measures that pinpoint areas of focus for executive leadership give me the appropriate experience and financial competencies to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

- See response to Question 7 immediately above and attached resume and professional bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

- Our mission is to help young adults identify their goals, overcome obstacles, build confidence and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma. We believe that all young people, regardless of past academic performance or personal obstacles, are capable of graduating from high school ready to engage in post-secondary and job success.

2. What is your understanding of the school's proposed educational program?

- Own Your Success Academy will close the achievement gap between low-performing and high-performing student groups by serving young people who have become disengaged from school and who no longer possess the confidence to enter a classroom ready to learn. Own Your Success Academy will offer a flexible school model in which each graduation candidate's path towards graduation is specific to his/her learning and personal needs. Additionally, because Own Your Success Academy understands the impact of non-academic factors on the lives of many at-risk youth, the staff will work closely with them to engage in developing social-emotional concepts and skills, increasing family and community engagement, and implementing supports for post-secondary readiness.

3. What do you believe to be the characteristics of a successful school?

- A comprehensive online learning platform that will allow students to work at a pace that fits their learning styles, schedules and course-completion goals. This includes a year-round calendar and extended hours that allows students to complete coursework at a steady pace and without interruption, focusing on academic and non-academic support that offers a full menu of options to address their needs.
- A robust post-secondary planning program, and varied learning environments.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

- Board meetings with site leadership providing status reports to the board regarding the progress of the charter school, including a site report (enrollment, withdrawal, graduate status and completions, staffing and facility updates. Quarterly report of accountabilities will include a report with strategic plans with financial, operational and staff highlights.

5. What do you see as your role regarding the school leaders?
- A strong working relationship with Own Your Success Academy leadership to field concerns, questions and highlights regarding management of daily operations. Also, holding site leadership accountable for performance expectations established in the charter agreement.

Governance

1. Describe the role that the board will play in the school's operation.
- The primary role of the board is to establish and preserve the school's mission and vision; to ensure ethical integrity; and maintain academic and financial accountability. Further, the board bears total responsibility for creating and overseeing the school's operational policies; and shall exercise oversight governing all managerial, financial, contractual, legal, and educational operations and services; the board shall monitor academic performance to ensure that adequate progress is made—not just by cohorts of students, but by each student served. It shall manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen programs and services; ensure it remains accountable for all aspects and functions of the school and its work.

2. How will you know if the school is successful at the end of the first year of operation?
- The board will be actively apprised of the school's performance—not just at the end of the first year of operation—but throughout the first year of operation; it will measure success by consistent analysis of student academic performance data as well as analysis of enrollment, financial, community engagement, employee satisfaction surveys, student satisfaction surveys, and operational data. In addition, the Board will receive formalized quarterly and annual reports available to the public. Success will be measured by the academic, financial, enrollment, operational and all other data analyzed, and the relationship of that data to pre-set performance targets.

3. How will you know at the end of four years of the school is successful?
- See response to Question 2 immediately above. If at the end of four years the school's data remains consistent with pre-set targets, and academic, financial and operational services are measured to be effective and sustained, the school will be considered successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- Pivotal to the success of Own Your Success Academy is the personalized learning protocols it deploys to ensure students are not only re-engaged, but also meeting rigorous and State-approved curricula requirements. To reach dropouts and those at risk of dropping out, the Academy literally finds students who have abandoned education (including students who evidence a likelihood of abandoning education), recruits them one-on-one, and ultimately will develop with each a personalized learning plan focused on their specific learning modalities and needs. The board is committed to monitoring school leadership's student re-engagement practices, as well as the effect those practices have on academic progress. Equally important is the board's vigilant

monitoring of all operational, academic, and financial practices of school management. The board recognizes that in any operation of a school, unforeseen issues may arise that interfere with school effectiveness. Consequently, the board must remain highly cognizant of all school data—whether it be educational, financial, operational, or managerial—and intervene when facts establish any possible deficiency. The board acknowledges this duty. And embraces it.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

- The Board has established Bylaws and policies to ensure the highest levels of accountability for each board member. In the event of suspected unethical, disruptive or distracting conduct by one or more board members, the board is equipped—and prepared—to ensure prompt investigation; if the conduct is established, sanctions (including removal from the board and referral to appropriate law enforcement or administrative officials) is compelled. If an investigation reveals deficiencies in policies and/or safeguards, the board may consult with legal counsel to amend and improve such policies or safeguards.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;

- The Board has analyzed best practices in reaching disengaged youth who have abandoned—or are at risk of abandoning—education. It has examined service providers nationwide who offer solutions for reaching this population, and the results they have achieved. The Board has determined that a twelve-month, extended day program that incorporates flexible scheduling, direct one-on-one instruction coupled with small and large group instruction, lecture and group-led instruction, guided practice and online instruction is most effective with the population the board seeks to serve. Among providers of school management services, Acceleration Academies met all of the requirements the board determined crucial for success.

   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP;

- The Board's duty is to *govern* the school, and to ensure that all academic, financial, operational and administrative functions of the school are fully effective and in compliance with Board policies, State of Florida law, and Federal law. The board recognizes that governance consists of *oversight,* and not day-to-day management of the school. The board's primary responsibility is to hold its ESP accountable for student performance and school operation and management; it essentially must ensure that policies it establishes are adhered to fully by the ESP.

   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

- The Board has reviewed and discussed with the ESP the proposed contract.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   - Neither I nor any member of my family is employed by the charter management organization.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)
(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)
(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: David Parker _____ David Parker _____ Signature

Date 1/21/2021 _____

Hillsborough County Acceleration Academy

Attachment M: Organization charts that show the school governance, management, and staffing structure

The organizational chart depicts the staffing plan for year one. As enrollment grows, an assistant director will be added and additional staff to meet the needs of growing enrollment. See staffing plan on page 64 of narrative.

Hillsborough County Acceleration Education Academy
Charter School Organizational Chart

Hillsborough County School District

Own Your Success
Board of Directors

Hillsborough County Acceleration Academy Management Group
(Selected CMO)

Director

| Content Coaches | Career & Life Coaches | Graduation Candidate Advocates | Engagement Coach | Enrollment Coach |
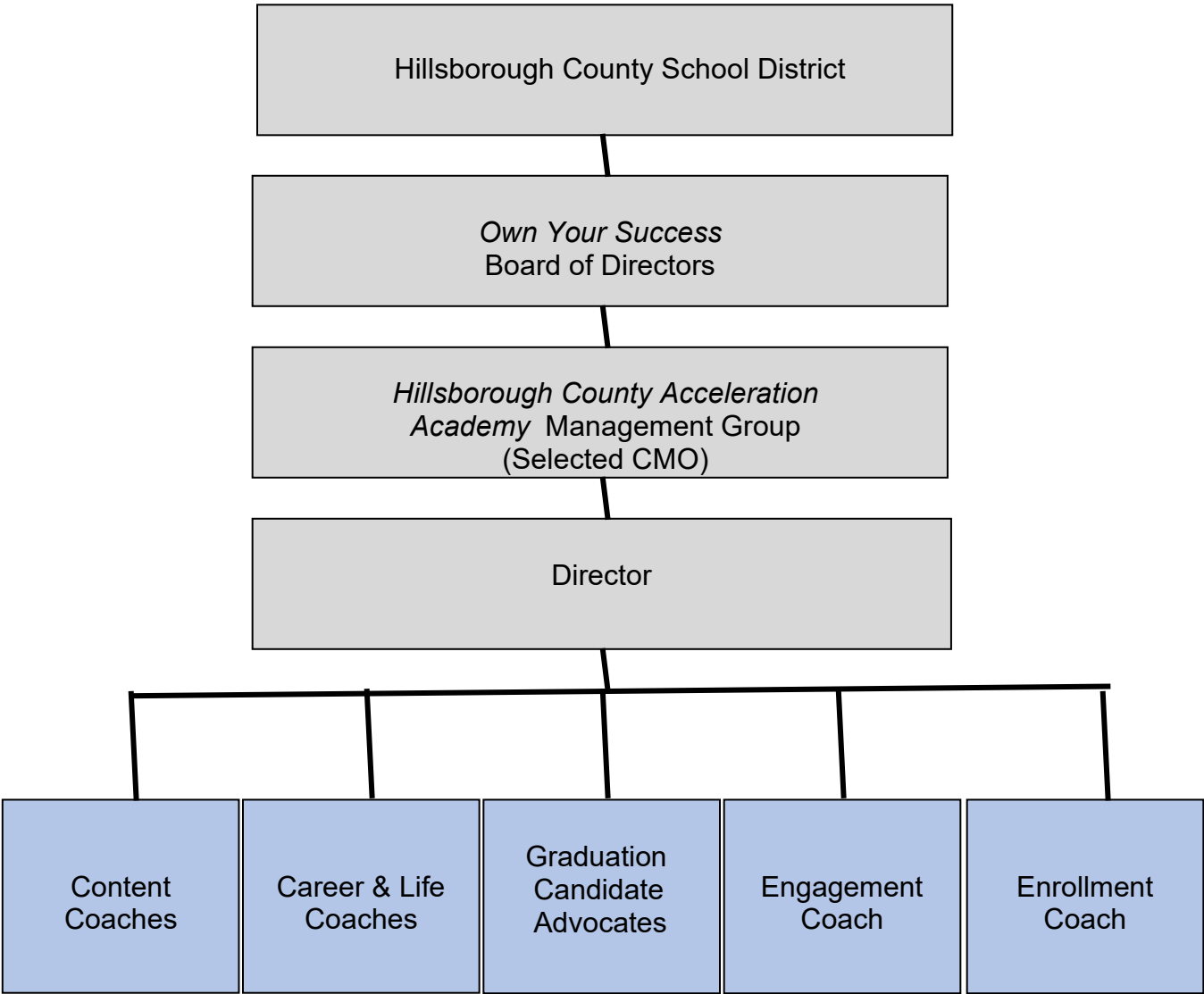
Hillsborough County Acceleration Academy

Attachment N: Job description for the school leader

Position Title: Director
Reports To: Chief Academic Officer
FTE: 1.0

Role Expectations
The District Director serves as the leader of their designated district and maintains primary local responsibility for carrying out the organization's mission, including (1) establishing expectations, providing support and managing accountability for all site-based instructional and non-instructional staff, (2) ensuring equity in programming for the academies' diverse learners, (3) establishing connections within the broader community to expand services for Graduation Candidates (GCs),(4) managing all program operations to ensure fiscal sustainability and legal compliance, and (5) leveraging available resources to increase enrollment and improve Graduation Candidates outcomes, ensuring overall program success.

Role Requirements
- **Education**: Master's Degree or higher, in Education or a closely related field.
- **Years of Experience:** 7 + years of relevant experience
- **Years of Managerial / Supervisory Experience:** 3+ years of direct supervisory experience
- **Background Check:** Demonstration of a clear state and federal criminal history

Highly Preferred Qualification
- **Certification:** Educational Leadership endorsement valid in the state of Florida

Role Responsibilities
Enrollment
- Lead new GC enrollment through recruitment and engagement efforts
- Lead the implementation of GC Orientation
- Lead Friday Fidelity Forum Meetings focused on data review and collaboration
- Support the Career Life Coach in the development of Graduation Candidate individual learning pathways and individual support plans to gauge individual Graduation Candidate progress

Retention
- Train and lead staff in the use of the Retention Cycle Protocol
- Create and maintain a positive school culture and lead the instructional and/or operational vision of the Acceleration Academy program
- Advocate and support site-level incentive programs
- Use technology and Learning Management Systems to track Graduation Candidate progress, assign interventions, and support course completion as determined in individual graduation candidate learning pathways

Academics
- Complete all required data formulation for all AA reports, including local, state, and federal compliance of all ESE and ELL programs
- Lead the staff in the collection and analysis of data for instructional decision-making
- Lead the staff in the documentation and tracking of GC progress, the assignment of academic interventions to support on time course completions as determined by the Personalized Learning Plans for GCs
- Maintain all required documentation for graduation including course completion, GPA, and standardized testing requirements
- Ensure compliance for all ESE and ESOL individualized learning plans
- Implement weekly workshops that focus on non-academic topics

Advocacy
- Lead and manage staff, keeping them strongly connected to the mission of Acceleration Academies
- Act as the primary point of contact between the Academy and the District as well as the Academy and community organizations
- Oversee positive relationship building and collaboration among staff, Graduation Candidates, and their families
- Facilitate communications with community organizations to support the removal of non-academic barriers for GCs (health, social services, mental health, law enforcement)
- Create schedules for employees to ensure adequate and effective staffing at all sites
- Provide ongoing feedback and support in the growth and development of all staff members connected to goals and milestones
- Perform other related duties as assigned

Preferred Qualifications
- Bilingual (Spanish)
- Proficient understanding of ESE (Exceptional Student Education), ELL (English Language Learner), and behavior intervention practices
- Experience working in a non-traditional school setting and/or with youth who may be considered at-risk
- Demonstrates a commitment and passion for supporting high school aged youth, who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Experience reviewing transcripts and general understanding of graduation requirements
- Experience providing supports, interventions, and counseling services with high school aged youth
- Demonstrates a strong understanding of and comfort with the use of technology in an educational setting.
- Experience with any of the following: project-based learning, instructional coaching, portfolio assessment, a competency-based education model, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Additional Qualifications
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Adapts to changing conditions in a fast-paced setting
- Demonstrates the ability to work well independently and as part of a team
- Communicates and builds relationships with internal and external constituencies
- Identifies and implements strategies to improve individual and group productivity and content mastery
- Uses excellent listening, observation, reading, verbal, nonverbal and writing skills
- Demonstrates superior time-management, organizational skills, and accurate record keeping
- Accepts personal responsibility and seeks feedback from colleagues and administration
- Respects personal privacy and maintains the confidentiality of privileged information
- Thorough knowledge of the following:
  - Microsoft Office Suite of applications
  - Google Suite of applications, e.g., Google mail; Google drive, etc.
  - Mobile technologies, e.g., smart phones, tablets, etc.
  - Learning Management Systems (LMS)
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Develops positive rapport with staff, GCs, and the Acceleration Academy community

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to

touch, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is consistent with that of a collaborative school environment.

<div align="center">

Acceleration Academies is an Equal Opportunity Employer

</div>

The following statements are intended to describe the general nature and level of work to be performed and are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. It is understood that other related duties may be assigned. To perform this job successfully, an individual must be able to perform all aspects of the position, described below satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Hillsborough County Acceleration Academy

Attachment O: If the school leader is not yet identified, the qualifications the school

will look for in a school leader

Role Requirements
- **Education**: Master's Degree or higher, in Education or a closely related field.
- **Years of Experience:** 7 + years of relevant experience
- **Years of Managerial / Supervisory Experience:** 3+ years of direct supervisory experience
- **Background Check:** Demonstration of a clear state and federal criminal history

Highly Preferred Qualification
Certification: Educational Leadership endorsement valid in the state of Florida

Preferred Qualifications
- Bilingual (Spanish)
- Proficient understanding of ESE (Exceptional Student Education), ELL (English Language Learner), and behavior intervention practices
- Experience working in a non-traditional school setting and/or with youth who may be considered at-risk
- Demonstrates a commitment and passion for supporting high school aged youth, who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Experience reviewing transcripts and general understanding of graduation requirements
- Experience providing supports, interventions, and counseling services with high school aged youth
- Demonstrates a strong understanding of and comfort with the use of technology in an educational setting.
- Experience with any of the following: project-based learning, instructional coaching, portfolio assessment, a competency-based education model, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Additional Qualifications
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Adapts to changing conditions in a fast-paced setting
- Demonstrates the ability to work well independently and as part of a team
- Communicates and builds relationships with internal and external constituencies
- Identifies and implements strategies to improve individual and group productivity and content mastery
- Uses excellent listening, observation, reading, verbal, nonverbal and writing skills
- Demonstrates superior time-management, organizational skills, and accurate record keeping
- Accepts personal responsibility and seeks feedback from colleagues and administration
- Respects personal privacy and maintains the confidentiality of privileged information
- Thorough knowledge of the following:
    o   Microsoft Office Suite of applications
    o   Google Suite of applications, e.g., Google mail; Google drive, etc.
    o   Mobile technologies, e.g., smart phones, tablets, etc.
    o   Learning Management Systems (LMS)
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Develops positive rapport with staff, GCs, and the Acceleration Academy community

Hillsborough County Acceleration Academy

Attachment P: Job description(s) and qualification requirements for each administrative or leadership position other than the school leader

Position Title: Assistant Director
Reports To: Director
FTE: 1.0

Role Expectations

This role requires a student-centered administrator who is committed to assisting with the leadership and expansion of our unique and highly engaged blended learning model. Our Assistant Directors assist our Directors with leadership of one or more academies and support the Director in carrying out the organization's mission at the local level, including (1) establishing expectations, providing support and managing accountability for all site-based instructional and non-instructional staff, (2) ensuring equity in programming for the academies' diverse learners, (3) establishing connections within the broader community to expand services for students, (4) making strategic program adjustments based on formative and summative data, (5) managing all program operations to ensure fiscal sustainability and legal compliance, and (6) leveraging available resources to increase enrollment and improve student outcomes, ensuring overall program success.

Preferred Qualifications

- **Experience**
  - Assistant Principal or other leadership experience in a school setting
- **Certification**
  - Education leadership certification highly preferred
- Prior work or volunteer experience with at-risk students in an alternative setting.
- Prior training or experience with case management in an education or social service environment.
- Strong commitment to creating and maintaining a PBIS (Positive Behavior Intervention System) culture for Graduation Candidates and staff.
- Proven commitment to supporting disengaged students and helping to create academic and personal breakthroughs that will significantly improve their odds of success.
- Strong understanding of and comfort with the use of technology in an educational setting.
- Comfort with a workshop/coaching approach to instruction.
- Experience with any of the following: project-based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum
- Strong commitment to supporting literacy and problem solving across the curriculum.
- Strong interpersonal skills.

Role Responsibilities

- Lead and maintain a well-organized, clean and inviting Academies.
- Lead and manage Academy staff, keeping them strongly connected to the mission of Acceleration Academies.
- Create and maintain a positive school culture and lead the instructional and/or operational vision of the Acceleration Academy program.
- Ensure compliance with local, state and federal education mandates (i.e. ESE, ESOL, Title 9, etc.)

- Provide ongoing feedback and support in the growth and development of all staff members and students connected to goals and milestones.
- Build systems of accountability and support using data to drive decisions and determine whether outcomes are successful or in need of adjustment.
- Work collaboratively with the District Director to deliver district-contracted agreements.
- Act as the secondary point of contact between the Academy and the District as well as the Academy and community organizations.
- Oversee positive relationship building and collaboration among staff, students, and their families.
- Assist with the development of Graduation Candidate individual learning pathways, individual Graduation Candidate support plans, and conduct regular formative and summative assessments to gauge individual student progress.
- Use technology and Learning Management Systems to track student progress, assign interventions, and support course completion as determined in individual graduation candidate learning pathways.
- Participate in IEP committee meetings and annual reviews.
- Use technology and Learning Management Systems to track student progress, assign interventions, and support course completion as determined in individual graduation candidate learning pathways.
- Conduct regular data collaboration sessions with Academy staff.
- Create schedules for employees to ensure adequate and effective staffing at all sites.
- Manage and distribute Graduation Candidate incentives.
- Perform other related duties to assure smooth, effective and efficient functioning.

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to touch, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is consistent with that of a collaborative school environment.

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Hillsborough County Acceleration Academy

Attachment Q: Job description(s) and qualification requirements for the school's

teachers

ACCELERATION
ACADEMIES
Own Your Success

Position Title: Graduation Candidate Advocate (GCA)
Reports To: Director
FTE: 1.0

Minimum Requirements
Education: Associate degree or higher (Bachelor's preferred)
Years of Experience: At least 1 – 3 years of relevant experience
Background Check: Appropriate state and federal criminal history clearance

Role Expectations
The Graduation Candidate Advocate (GCA) role is key to building strong relationships with Graduation Candidates (GCs) that enable them to successfully earn his/her high school diploma. GCA applicants must feel comfortable having one-on-one conversations with GCs of diverse backgrounds to learn why the traditional school setting was not a good fit. GCAs work collaboratively with other staff to address identified non-academic barriers. GCAs are expected to implement motivational strategies to ensure GCs are attending the academy, provide curriculum support, and assist with identifying post-secondary opportunities based on each GCs interests.

Role Responsibilities
Enrollment
- Assist with new GC registration and enrollment process
- Provide support for GC orientation process

Retention/Attendance
- Serve as a case manager for a cohort of GCs to monitor and report regular attendance
- Implement the Acceleration Academy Retention Protocol daily via outreach communications (i.e. texts, calls, home visits)
- Use technology tools to assist in daily monitoring and maintenance of GC attendance and retention records

Recruitment
- Assist with canvassing and recruitment of new GCs

Academics
- Provide one-on-one academic support/intervention to support GC learning and facilitate the work of our center professionals
- Work closely with the GC's support team to monitor the learning pathway, behavior, and transition plans (including incentives) to improve GC achievement
- Use technology and Learning Management System to assist in monitoring and facilitating GC progress and maintaining GC records including attendance
- Support academic development through participation in professional development

Advocacy
- Advocate for GCs by assisting with finding solutions and services through academy staff for the academic and non-academic barriers to success

Operations
- Provide day-to-day operations support of the academy (i.e. answering telephones, maintaining GC records, etc.)
- Participate in academy meetings and other school/ community events

- Other duties as assigned

Required Qualifications
- Thorough knowledge of the following:
    - Microsoft Office Suite of applications
    - Google Suite of applications, e.g., google mail; google drive, etc.
    - Mobile technologies (i.e. smartphones, tablets, etc.)
    - Learning Management Systems (LMS)
- Excellent listening, observation, reading, verbal, nonverbal, and writing skills
- Ability to communicate and build relationships with internal and external constituencies
- Superior time-management, organizational skills, and accurate record keeping
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Accepts personal responsibility for decisions and conduct
- Wears appropriate work attire and maintains a professional demeanor
- Develops positive rapport with staff, GCs, and the Acceleration Academy community
- Respects personal privacy and maintains the confidentiality of privileged information
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Demonstrates the ability to work well independently and as part of a team

Preferred Qualifications
- Bilingual (Spanish preferred)
- Experience in a non-traditional school setting or education-related field
- Demonstrates a commitment and passion for supporting GCs, who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Strong understanding of and comfort with the use of technology in an educational setting
- Experience with any of the following: project-based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is frequently required to use hands to touch, handle, or feel. The employee is frequently required to stand; walk; reach with hands and arms. The employee is occasionally required to stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision.

Work Environment and Work Demands
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the employee may occasionally be exposed to outside weather conditions. The noise level in the work environment is typical of a collaborative classroom environment.

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ACCELERATION ACADEMIES
Own Your Success

Position Title: Registrar
FTE: 1.0

Role Requirements
Education: Associate degree or higher (Bachelor's preferred)
Years of Experience: 2+ years of administrative experience in an education setting
Background Check: Demonstration of a clear state and federal criminal history

Role Expectation
The Registrar performs a variety of complex clerical and statistical record keeping duties related to the enrollment, graduation, or withdrawal of Graduation Candidates (GC). The Registrar is responsible for tracking attendance of GCs for the organization and partnering district. Additionally, the Registrar collects and enters data into the organization's student information management system (IMS) with class credits and grades, evaluates transcripts for compliance with graduation along with, maintains and archives academic records.

Role Responsibilities
Enrollment
- Enrolls new GCs
- Facilitate orientation to the Academy that includes but not limited to site policies and procedures
- Requests transcript of grades and cumulative files from other schools for new GCs transferring into the Academy and evaluates transcripts with the Director

Retention/Attendance
- Perform attendance compilations consistent with the needs of the Academy and partnering district
- Maintains and updates master course lists along with, preparing the master course schedules
- Prepares and maintains Graduation Candidates permanent records including immunization history, updating GC information, communicating updates to staff when appropriate

Recruitment
- Assist with canvassing and recruitment of new GCs

Academics
- Converts grades and credits to corresponding units used within the District and creates grade sheet files each term
- Maintains GC records on state-mandated tests and reviews records with staff to assure GCs' compliance with advancement and graduation requirements
- Conducts audits for missing or incomplete grade reporting in collaboration with AA staff
- Assists GCs with aspects of the college application process by distributing required transcripts and forms in a timely manner

Operations
- Provide day-to-day operations support of the academy (i.e. answering telephones, maintaining GC records, etc.)
- Compiles accurate graduation lists and communicates with the district point of contact regarding GC diplomas
- Participate in academy meetings and other school/ community events

Performs other duties as assigned

Preferred Qualifications
- Bilingual (Spanish preferred)
- Experience in a non-traditional school setting or education-related field

- Demonstrates a commitment and passion for supporting GCs, who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Strong understanding of and comfort with the use of technology in an educational setting
- Experience with any of the following: project-based learning, portfolio assessment, competency-based education, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Knowledge, Skills, and Abilities
- Thorough knowledge of the following:
  o Microsoft Office Suite of applications
  o Google Suite of applications, e.g., google mail; google drive, etc.
  o Mobile technologies (i.e. smartphones, tablets, etc.)
  o Learning Management Systems (LMS)
- Excellent listening, observation, reading, verbal, nonverbal, and writing skills
- Ability to communicate and build relationships with internal and external constituencies
- Superior time-management, organizational skills, and accurate record keeping
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Accepts personal responsibility for decisions and conduct
- Wears appropriate work attire and maintains a professional demeanor
- Develops positive rapport with staff, GCs, and the Acceleration Academy community
- Respects personal privacy and maintains the confidentiality of privileged information
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Demonstrates the ability to work well independently and as part of a team

Physical Demands
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Work Environment and Work Demands
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ACCELERATION ACADEMIES
Own Your Success

Acceleration Academies is an innovative education partner helping young adults overcome real-life challenges to earn their high school diploma tuition-free with state or local school districts.

Position Title: (Subject Area) Content Coach
Reports To: Director
FTE: 1.0

Role Requirements
- Education: Bachelor's degree or higher
- Years of Experience: At least 1-3 years of relevant teaching experience
- Certification: Secondary (Subject Area) endorsement
- Background Check: Demonstration of a clear state and federal criminal history

Role Expectations
Content Coaches serve as the primary learning resource for our Graduation Candidates (GC), collaborating within a team environment to (1) teach a competency-based blended curriculum in which GCs demonstrate proficiency through summative assessments, (2) develop supplemental lessons and provide interventions in which GCs demonstrate proficiency through formative assessments, and (3) ensure that every GC masters the content on the path to high school graduation and post-secondary success.

Role Responsibilities
Enrollment
- Support new GC enrollment through recruitment and engagement efforts
- Assist with the development of *Personalized Learning Plans* for GCs

Retention
- Serve as an advisor for assigned GCsby facilitating communication between the learner and the GC support team, as well as monitoring attendance, academic progress, and overall wellness

Academics
- Plan and deliver content area instruction in individual and group settings and monitor GC progress toward course completion and content mastery
- Conduct formative and summative assessments to gauge GC academic progress
- Demonstrates skills in analyzing and using data for instructional decision-making
- Basic knowledge of IEP, ESE and ELL accommodations, document assistance with annual goals, short-term objectives, benchmarks, and participate in the appropriate meetings
- Provide remediation and enrichment opportunities for individual and groups of GCs
- Participate in the development and success of GC data meetings, Professional Development workshops, and other school/ community events

Advocacy
- Work closely with the GC) support team to develop a learning pathway, behavior, and transition plans (including incentives) to improve GC academic achievement.
- Participate in academy meetings and other community events

Perform other related duties as assigned

Preferred Qualifications
- Bilingual (Spanish or Haitian/Creole preferred).
- Basic understanding of ESE (Exceptional Student Education), ELL (English Language Learner), and behavior intervention strategiesExperience working in a non-traditional school setting and/or with youth who may be considered at-risk
- Demonstrates a commitment and passion for supporting youth who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Strong understanding of and comfort with the use of technology in an educational setting.
- Experience with any of the following: project-based learning, instructional coaching, portfolio assessment, a competency-based education model, collaborative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Additional Qualifications
- Demonstrates the ability to work well independently and as part of a team
- Adapts to changing conditions in a fast-paced setting
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Communicates and builds relationships with internal and external constituencies
- Identifies and implements strategies to improve individual and group productivity and content mastery
- Uses excellent listening, observation, reading, verbal, nonverbal and writing skills
- Demonstrates superior time-management, organizational skills, and accurate record keeping
- Accepts personal responsibility and seeks feedback from colleagues and administration
- Respects personal privacy and maintains the confidentiality of privileged information
- Thorough knowledge of the following:
  - Microsoft Office Suite of applications
  - Google Suite of applications, e.g., Google mail; Google drive, etc.
  - Mobile technologies, e.g., smart phones, tablets, etc.
  - Learning Management Systems (LMS)
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Develops positive rapport with staff, GCs, and the AA community

Physical Demands
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Work Environment and Work Demands
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ACCELERATION ACADEMIES
Own Your Success

Position Title: Life Coach
Reports To: District Director
FTE: 1.0

Role Expectations
Life Coaches serve as one of the learning resources for our Graduation Candidates (GC), collaborating within a team environment to (1) support GCs both academically and personally through a case management model, (2) develop learning pathways, behavior, and transition plans to improve GC achievement, and (3) ensure that every GC masters the content on the path to high school graduation and post-secondary success.

Role Requirements
- **Education**: Bachelor's degree or higher
- **Years of Experience:** 3-5 years
- **Certification:** School Social Worker endorsement highly preferred
- **Background Check:** Demonstration of a clear state and federal criminal history

Role Responsibilities
Enrollment
- Support new GC enrollment through recruitment and engagement efforts
- Assist with the implementation of GC Orientation
- Collaborate in the development of Personalized Learning Plans(PLP) for GCs
- Guide the GC in the development of his/her schedule to meet attendance requirements
- Assign courses in accordance with the PLP for GCs

Retention
- Collaborate with other staff to ensure that GCs are in attendance as scheduled
- Actively participate in the Retention Cycle Protocol
- Assist with addressing non-academic barriers that impede the GC from attending the academy
- Advocate and support site-level incentive programs

Academics
- Demonstrate skills in analyzing and using data for instructional decision-making
- Document and track GC progress, assign academic interventions, support on time course completions as determined by the PLP for GCs
- Maintain all required documentation for graduation including course completion, GPA, and standardized testing requirements
- Implement weekly workshops that focus on non-academic topics

Advocacy
- Lead group and individual advisory sessions that supports consistent communication between the Graduation Candidate, their parents/guardians, and the Graduation Candidate support team
- Facilitate communications with community organizations to support the removal of non-academic barriers for GCs (health, social services, mental health, law enforcement)
- Complete all required data formulation for all AA reports, including local, state, and federal compliance of all ESE and ELL programs

Perform other related duties as assigned

Preferred Qualifications
- Bilingual preferred (Spanish)
- Proficient understanding of ESE (Exceptional Student Education), ELL (English Language Learner), and behavior intervention practices
- Experience working in a non-traditional school setting and/or with youth who may be considered at-risk
- Demonstrates a commitment and passion for supporting high school aged youth, who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Experience reviewing transcripts and general understanding of graduation requirements
- Experience providing supports, interventions, and counseling services with high school aged youth
- Demonstrates a strong understanding of and comfort with the use of technology in an educational setting.
- Experience with any of the following: project-based learning, instructional coaching, portfolio assessment, a competency-based education model, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Additional Qualifications
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Adapts to changing conditions in a fast-paced setting
- Demonstrates the ability to work well independently and as part of a team
- Communicates and builds relationships with internal and external constituencies
- Identifies and implements strategies to improve individual and group productivity and content mastery
- Uses excellent listening, observation, reading, verbal, nonverbal and writing skills
- Demonstrates superior time-management, organizational skills, and accurate record keeping
- Accepts personal responsibility and seeks feedback from colleagues and administration
- Respects personal privacy and maintains the confidentiality of privileged information
- Thorough knowledge of the following:
    - Microsoft Office Suite of applications
    - Google Suite of applications, e.g., Google mail; Google drive, etc.
    - Mobile technologies, e.g., smart phones, tablets, etc.
    - Learning Management Systems (LMS)
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Develops positive rapport with staff, GCs, and the Acceleration Academy community

Physical Demands
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Work Environment and Work Demands
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ACCELERATION ACADEMIES
Own Your Success

Position Title: Career Coach
Reports To: District Director
FTE: 1.0

Role Requirements
- **Education**: Bachelor's degree or higher
- **Years of Experience:** 3-5 years
- **Certification:** K-12 Counseling endorsement highly preferred
- **Background Check:** Demonstration of a clear state and federal criminal history

Role Expectations
Career Coaches serve as one of the learning resources for our Graduation Candidates (GC), collaborating within a team environment to (1) support the competency-based blended curriculum in which GCS demonstrate proficiency through formative and summative assessments, (2) lead in the development of Personalized Learning Plans for GCs, (3) support and coach GCs to obtain a passing score on required state assessments, End-of-Course exams (OEC), college entry exams and any required standardized assessments, and (4) ensure that every GC masters the content on the path to high school graduation and post-secondary success.

Role Responsibilities
Enrollment
- Support new GC enrollment through recruitment and engagement efforts
- Assist with the implementation of GC Orientation
- Lead in the development of Personalized Learning Plans(PLP) for GCs
- Guide the GC in the development of his/her schedule to meet attendance requirements
- Assign courses in accordance with the PLP for GCs

Retention
- Collaborate with other staff to ensure that GCs are in attendance as scheduled
- Actively participate in the Retention Cycle Protocol
- Assist with addressing barriers that impede the GC from attending the academy
- Advocate and support site-level incentive programs

Academics
- Schedule and coordinate all aspects of local, state and national examsDevelop and monitor post-secondary plans for each GC to support their success in life beyond Acceleration Academy
- Implement career pathway partnerships that provide opportunities for job fair participation, job-shadowing and internships for GCs
- Implement weekly workshops that focus on career planning topics
- Provide guidance and feedback on of resumes, cover letters, and strategies for job interviews for GCs
- Assist the GC with career and college planning

Advocacy
- Keep up-to-date with current trends in employment and employment resources in the local region by facilitating workshops and networking events
- Participate in academy meetings and other community events
- Perform other related duties as assigned

Preferred Qualifications
- Bilingual preferred (Spanish)

- Proficient understanding of ESE (Exceptional Student Education), ELL (English Language Learner), and behavior intervention practices
- Experience working in a non-traditional school setting and/or with youth who may be considered at-risk
- Demonstrates a commitment and passion for supporting high school aged youth, who have disengaged from a traditional school setting, by creating opportunities for academic and personal breakthroughs
- Experience reviewing transcripts and general understanding of graduation requirements
- Experience providing supports, interventions, and counseling services with high school aged youth
- Demonstrates a strong understanding of and comfort with the use of technology in an educational setting.
- Experience with any of the following: project-based learning, instructional coaching, portfolio assessment, a competency-based education model, cooperative learning, integration of technology and cross-disciplinary learning, alternative assessments and integrating school to career experiences into the curriculum

Additional Qualifications
- Displays ability to diplomatically diffuse tension and deal with intense situations
- Adapts to changing conditions in a fast-paced setting
- Demonstrates the ability to work well independently and as part of a team
- Communicates and builds relationships with internal and external constituencies
- Identifies and implements strategies to improve individual and group productivity and content mastery
- Uses excellent listening, observation, reading, verbal, nonverbal and writing skills
- Demonstrates superior time-management, organizational skills, and accurate record keeping
- Accepts personal responsibility and seeks feedback from colleagues and administration
- Respects personal privacy and maintains the confidentiality of privileged information
- Thorough knowledge of the following:
    - Microsoft Office Suite of applications
    - Google Suite of applications, e.g., Google mail; Google drive, etc.
    - Mobile technologies, e.g., smart phones, tablets, etc.
    - Learning Management Systems (LMS)
- Upholds Acceleration Academies' policies and follows guidelines and procedures
- Develops positive rapport with staff, GCs, and the Acceleration Academy community

Physical Demands
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Work Environment and Work Demands
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Position Title: Model Fidelity Coach
Reports To: Chief Academic Officer
FTE: 1099 Contractor

Role of the Model Fidelity Coach

The role of the Model Fidelity Coach is to build the capacity for thinking and learning to meet the needs of all students and ensure for consistent implementation of the Acceleration Academies Model.

The Model Fidelity Coach will be responsible for the following areas:
- ➤ Implementation of the Acceleration Academy Model
- ➤ Instructional coaching on best practices of blended learning.
- ➤ Data driven decision making to inform instructional practice.

In order to improve student achievement, the coach:

- ➢ serves as part of the academy's leadership team.
- ➢ facilitates job-embedded, ongoing professional learning for content coaches, career life coaches, staff, and administration based on Acceleration Academy model and goals.
- ➢ ensures that staff acquires the understanding and skills to enhance instructional practices at the classroom level.
- ➢ differentiates support by collaborating directly with educators (e.g. analyzing data, planning, modeling, observing, co-teaching, reflecting and providing non-evaluative feedback).
- ➢ acquires knowledge, skills, and strategies aligned to research that effectively impact the instructional practices relevant to teaching, learning, and coaching.
- ➢ work collaboratively with the Career/Life Coach to support development and implementation of workshops for Graduation Candidates that support social and emotional growth and post-secondary planning.
- ➢ facilitate professional learning communities across academic to promote collaboration across sites both locally and nationally.
- ➢ serves as the liaison between the Acceleration Academies academic department and the local academy staff supporting training needs.

Qualifications of the Coach

The effectiveness of any coaching initiative hinges on the selection of a candidate that is highly qualified as a teacher, knowledgeable in content, and skilled in the sophisticated practices of coaching. Model fidelity coaches must meet the following criteria:

➢ teaching and/or administrative certification;
➢ experience in instructional coaching and/or developing and implementing professional development;
➢ track record or evidence of improving student achievement;
➢ demonstrated knowledge and use of a rich array of instructional approaches, resources, and technologies in the core content area(s);
➢ demonstrated skills in analyzing and using data for instructional decision-making;
➢ interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff learning;
➢ ability to design and/or broker (individually or in collaboration with others) high quality professional learning for teachers/school staff; and
➢ knowledge of equity issues in current education reform.

Notes: 1099 position, 20 hours per week

Hillsborough County Acceleration Academy

Attachment R: Personnel policies, if developed

Talent Recruitment SOP

EXECUTIVE SUMMARY
Hiring qualified and diverse individuals directly contributes to the overall success of the organization. This SOP identifies the recruitment efforts taken to source and recruit eligible candidates for the organization.

STEPS / MAJOR TOPICS

Posting a Requisition
Step 1
> Who: HR posts the requisition on the organization's ATS platform, BambooHR.
> When: As soon as the request is made by the Chief Education Officer
> Where: [BambooHR](#) (which also automatically posts jobs to Indeed & Glassdoor)

Step 2
> Who: HR posts the position on ZipRecruiter.
> When: As needed. If slots are limited, HR will only post high-needs positions.
> Where: [ZipRecruiter](#)

Recruitment Efforts for Critical Shortage Area Positions
Critical Shortage Area Position
The following factors should be considered when designating a position as "critical shortage area":
- the success of recent efforts to recruit candidates and retain employees in like positions
- the availability in the labor market of well-qualified candidates for employment
- recent turnover in similar positions
- special qualifications needed for the position
- other unique factors that demonstrate difficulty in filling the position

Recruitment Strategy #1: Post to External Job Boards
ZipRecruiter is an employment marketplace for job seekers and employers. With one click, we send your job to 100+ job sites across the web, identify the best candidates, and notify them to apply. Acceleration Academies has a month-to-month 10 slot subscription, which means when we're ready to post another job, simply close the position and reuse that same slot. Other strategies may include posting to education-themed job boards and websites.

Recruitment Strategy #2 - Education Staffing Services
Birch Agency offers staffing solutions to alleviate the critical shortages that school districts across the country are experiencing in Special Education, Related Services, and Health Services. When there is an ESE need, Acceleration Academies reaches out to the Birch Agency by providing a job description request and the timeline for the position. Contracted teachers through the Birch Agency receive an hourly rate and the organization is invoiced on a weekly basis. There's a non-compete clause located in the agreement.

Blazerworks/Sunbelt Staffing is dedicated to putting talented healthcare and educational professionals in communities and work environments where the rewards of the job go well beyond excellent pay and benefits. Sunbelt Staffing offers teleservices i.e. teletherapy where certified SLP can provide services virtually to Graduation Candidates. When there is an instructional critical shortage need, Acceleration Academies reaches out to Sunbelt Staffing by providing the job description request and the timeline for the position. Contracted teachers through Sunbelt Staffing receive an hourly rate and the organization is invoiced on a weekly basis.

Recruitment Strategy #3 - Social Media
Human Resources requests a critical shortage area job vacancy to be posted on the organization's social media pages such as LinkedIn, Facebook, and Instagram. The request is sent directly to the Marketing Coordinator. The posting includes the Human Resource email, hr@accelerationacademy.org, so candidates know who to reach out to for more information.

FAQs

How does one know when to reach out to staffing agencies for assistance?
If a job posting identifies with two or more critical shortage area factors, then Human Resources can reach out to staffing agencies for potential assistance.

Who manages the external job boards and staffing agencies relationships?
Human Resources is responsible for managing recruitment #1 and recruitment #2 strategies.

Who reviews and approves staffing contracts and candidate addendums?
The Chief Education Officer has the final approval of all staffing contracts and addendums and seeks input from the Legal Advisor and Chief Financial Officer.

APPENDIX / REFERENCES
- Human Resource Platforms/Contact Information - Click here
- Bamboo Staffing Workflow SOP

Human Capital Management

Acceleration Academies subscribes to a human capital management system that supports rigorous practices for recruiting and selection of highly qualified staff. Once staff are hired, Acceleration Academies provides comprehensive support and training for all staff beginning with an orientation and onboarding program, as well as ongoing training and professional development. A system of monitoring staff effectiveness is based on clearly articulated standards and performance indicators that promote staff members performing at their best.

HUMAN CAPITAL MANAGEMENT SYSTEM			
Goal: High Levels of Student Achievement through Highly Effective Staff			
Recruitment and Selection	Orientation	Performance Management Assessment & Goals	Ongoing Training & Professional Development
Outcomes Inform Retention, Termination and Promotion			
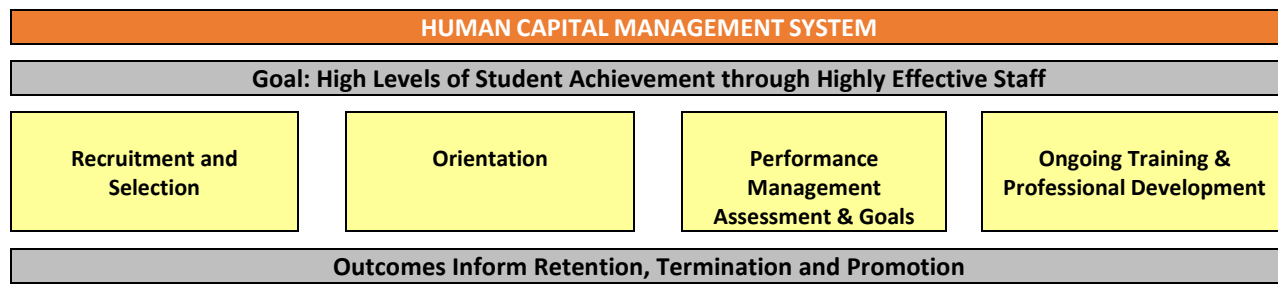
6.0 Hiring Employees for Acceleration Academy Regions

Acceleration Academies subscribe to inclusive practices and policies that recognize that hiring highly qualified, effective staff influences the entire organization which, in turn, makes it stronger.

The Chief Education Officer and Director of Human Resources have established and implemented protocols and processes for the hiring of academy site personnel. Each regional academy employees the following positions:
- Director
- Assistant Director (typically in districts with 2+ academies depending on total enrollment)
- Math Content Coach (teacher)
- English Language Arts Content Coach (teacher)
- Social Studies Content Coach (teacher)
- Science Content Coach (teacher)
- Special Education Content Coach (teacher)
- Life Coach (social worker)
- Career Coach (guidance counselor)
- Graduation Candidate Advocates (paraprofessional)
- Operations Managers (as needed)
- Academy Coordinators (in districts with 3+ academies)
- Enrollment Coaches (as needed)

6.1 Structured Protocols Guide for the Hiring Process

Step by step processes include:

- Week 1: Initiate candidate recruitment and conduct state and district research, post job descriptions on Bamboo, Indeed, ZipRecruiter, Glassdoor and relevant teacher-specific job boards as needed, begin resume reviews.

- Week 2: Begin candidate vetting – review resumes, conduct phone screenings

- Weeks 3-6: Continue candidate vetting – resume reviews, phone screens, reference checks, coordinate subsequent interviews with directors/supervisors and network leadership team members

- Weeks 7 – 8: Finalize hiring of staff – The Director of Human Resources extends job offers and negotiates salaries with candidates that are recommended for hiring. Background checks are conducted on all candidates who accept a job offer after signing an offer letter. All onboarding paperwork is completed in BambooHR.

6.2 Nondiscrimination

Acceleration Academies does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, disability, genetic information, veteran status, marital status or age in its employment or programs. All employees and job applicants are guaranteed equality of employment opportunity.

Acceleration Academies will make reasonable accommodations for Graduation Candidates, job applicants and employees with disabilities in accordance with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act.

All recruitment, selection, placement, training, and layoff decisions or recommendations made by the corporate and academy leadership will be based solely on the basis of an individual's ability and merit (as demonstrated by the individual's performance record).

All personnel policies and practices of *Acceleration Academies*, including compensation, benefits, discipline, safety, and health programs, as well as social and recreational activities, will be administered and conducted without regard to any individual's race, color, religion, sex, sexual orientation, gender expression, gender identity, age, national origin, genetic information, veteran status, marital status or disability.

The Human Resources Office will continually review personnel practices and procedures to ensure employees, supervisors, and managers are adhering to the District's commitment to equal employment opportunity principles and practices.

Employees having equal employment opportunity related questions, problems, or complaints should first communicate their concerns to their immediate supervisor. If they are dissatisfied with the supervisor's handling of the matter, they may pursue their complaint with the Director of Human Resources, COO or Chief Education Officer.

6.3 Acceleration Academies' Staff Orientation and Technical Assistance Program

Staff orientation is an integral part of staff success. All new academy site staff participate in a two-week program of orientation and training that ranges from examining the mission, vision and beliefs of

Acceleration Academies, to intensive training in online learning systems and logistics tracking systems, to actually engaging in the recruitment of Graduation Candidates. After employees complete their initial onboarding through HR/Bamboo, systems training will be conducted by qualified network or site-level staff members. Supervisors are responsible for ensuring each team member completes the training sessions that are applicable to their unique role. Some of these training documents and videos are automatically assigned in Bamboo, while supervisors will provide other relevant training materials.

Professional staff from existing academy sites are brought in to share information and provide technical assistance to staff. All academy staff members have extended opportunities to dialogue with staff from other sites to ask questions and gain insights through monthly huddles with other team members in the same role. The logistics team also works with staff members to model for them best practice strategies for canvassing and engaging in initial discussions with potential Graduation Candidates.

The Chief Education Officer, Chief Operating Officer, Chief Academic Officer, and Model Fidelity Coaches spend extensive time on site at new academies to support the day to day work that takes place in our academies and provide support/coaching to academy directors and staff as they engage in their respective roles. NOTE: Effective March 2020, all travel has been reduced or put on hold due to the COVID-19 pandemic.

6.4 Monitoring Staff Effectiveness – Performance Management

Without question, the most significant factor in raising student achievement is the effectiveness of content coaches who possess a rich depth of understanding and demonstrated proficiency in their subject areas in order to provide high quality instruction. Yet we know that one of the major reasons students dropout of school is due to a lack of positive relationships between students and teachers. It is therefore even more critical that Graduation Candidates enrolled in Acceleration Academies have access to effective Content Coaches, GCAs, and Career & Life Coaches. In designing the *Acceleration Academies'* model for staff evaluation much research was conducted to identify the skills and knowledge that content coaches, Graduation Candidate Advocates, and life/career coaches need to be successful in a drop-out recovery program that utilizes blended learning practices. This set of skills and knowledge is clearly delineated in the job description for *Acceleration Content Coaches*, *Graduation Candidate Advocates, Life Coaches and Career Coach*es.

The performance management process is designed to:
- encourage ongoing dialogue between all employees and all levels of leadership;
- foster the professional growth of staff in terms of increased knowledge and skills;
- propel Acceleration Academies to higher levels of effectiveness as a result of the improved performance of staff; and
- improve Graduation Candidate learning and achievement of personalized goals for achievement.

Acceleration Academies uses the Bamboo Performance Management tool to measure and improve employee engagement, satisfaction, and growth. There are three parts to this tool: assessments, goals, and peer feedback. All employees complete a self-assessment and all supervisors complete the manager's assessment. As employees and supervisors meet to discuss the assessments, a list of SMART

goals is created. Some employee goals are specific to the individual, while other goals are created by network leadership and apply to certain roles within the organization. An entire overview of the process can be found in the [Bamboo Performance Management SOP](#).

6.5 Mentoring, Coaching and Orientation Programs

Acceleration Academies embraces a strong commitment to providing mentoring and coaching support to all academy site staff. Prior to opening, academy site staff participate in a two week orientation and onboarding. During this time staff may visit existing academy sites and will receive comprehensive training in:
- mission, vision, commitments and norms, expectations;
- human resources: hiring, onboarding, payroll, benefits, etc.;
- instructional and learning policies, instructional design philosophy (competency-based, blended-learning models), learning policies, curriculum platforms and assessment system design;
- commitments to Graduation Candidates, time expectations, academy calendars;
- usage of Naviance (college, career and life skills support and training);
- electronic tools, canvassing training, and team canvassing; and

Coaching is a term that is widely used but vaguely defined. Coaching as a practice is not something that is new. We often think of sports when someone mentions the term coaching as teams and players receive extensive coaching from an early age. Students also receive coaching in certain academic areas. Professional fields have long used coaching and internships as a proven practice of developing skills and knowledge. In fact you would hardly consider seeing a physician or lawyer who had not received years of specialized training and coaching.

Acceleration Academies' leaders work collaboratively with staff and provide coaching and mentoring support on several levels. Collaboration is a critical factor of coaching. Through collaboration, site leaders engage staff in dialogue and reflection about their practice. Coaching takes on many forms and is driven by the needs of staff. Effective coaching employs a range of coaching strategies that include:

- Modeling: Just as students need modeling (*Seeing it done right*), so to do teachers need to see and develop a deeper understanding of the strategy, particularly as it plays out in their classroom with their students. In academy sites directors and lead staff provide modeling and support to support the ongoing development and application of best practices.

- Observing and Providing Feedback: One of the most common forms of coaching, observing staff and providing feedback is an important method to support growth in staff. While it sounds simple, this represents a complex process. Observation, even when using structured frameworks, is not free of subjective opinion. Using standardized checklists and evaluation frameworks is important. To ensure higher objectivity, site administrators undergo calibration training which is essential to ensure inter-rater reliability.

- Support: site administrators provide support and resources to staff to enable them to successfully deliver high quality, personalized learning to all Graduation Candidates

6.6 Professional Development

Acceleration Academies is committed to a program of professional development that promotes improving the professional competence of all staff. Staff will acquire and enhance their knowledge, skills, attitudes, and beliefs necessary to successfully implement the *Acceleration Academies* mission, vision, and beliefs and tenets of our program model.

Corporate and site leadership realize that the ultimate outcome of all professional development and learning is to ensure high levels of learning and achievement for all Graduation Candidates.

The Executive Leadership team shares responsibility for designing and implementing a multi-dimensional system of professional learning that is composed of focused opportunities for professional growth and helping all staff to successfully implement the Acceleration Academy program model and expectations as set by leadership. The professional development system includes network, academy site and individual opportunities for continual growth and development.

The Executive Leadership team works in concert with academy district directors to plan, develop and implement relevant job-embedded professional development that reflects the unique needs for training in each state as well as training to reflect the needs of academy site staff as differentiated training results in stronger outcomes than "one size fits all". The Acceleration Academies Monitoring of Staff Effectiveness is designed to grow the skills and knowledge of staff and includes professional goal setting and growth plans.

6.7 Termination of Staff

Prior to initiating any discussion with staff related to termination, the Director and Assistant Director, or Network manager, must have a conversation with their direct supervisor and the Director of Human Resources.

When the termination has been approved, the Director of Human Resources will draft a letter of termination for the employee to be terminated. The termination letter must be printed and provided to the employee during the termination meeting, or sent via email to the employee's personal email address.

Holding the Termination Meeting:

A termination can be carried out by the employee's direct supervisor **and/or** the Director of Human Resources. Certain circumstances may require the Chief Legal Officer to either join the meeting or conduct the meeting alone. Termination meetings may take place via phone or virtual meeting. The Director of Human Resources will manage the supervisor through the entire termination process.

Termination Meeting Tips

- In most cases, supervisors should never hold a termination meeting alone. They should be joined by either the Director of Human Resources or the Chief Legal Officer. However, the Chief Legal Officer or the Director of Human Resources may need to conduct a termination meeting with the employee one on one.

- All employees are at-will employees, which means either party – employer or employee – can terminate the employment relationship without a reason.
- Two weeks' severance pay is typical for involuntary termination, unless the employer ends the relationship because of negative/harmful actions taken by the employee. Severance pay is not provided for voluntary terminations.
- In most cases, less is more, which means that the less that is discussed at this meeting, the better. It's typically easiest to provide a summary of the information contained in the termination letter.

Termination Checklists

Immediately following the termination of an employee, the Director of Human Resources will provide a termination letter to the former employee and complete the following tasks:

- Terminate the employee in Bamboo and upload a copy of the termination letter to the person's HR file
- Submit a ticket to IT to request deactivation of the former employee's Google and Zoom/RingCentral accounts. Some situations may require a ticket to be submitted in advance in order to deactivate the account exactly at the time of termination. Some email accounts may need to be forwarded to the former employee's supervisor.
- Deactivate programs such as Atlas, Edmentum, Naviance, etc.
- Inform insurance representative of benefits ending date (full-time employees only).
- Initiate COBRA paperwork (full-time employees only).
- Inform payroll of last date of employment and severance pay (if applicable).

During the termination meeting, the supervisor and Director of HR will:
- Provide the employee with the at-will termination letter (either for cause or due to position elimination) and explain severance pay and benefits information (if any).
- Discuss collection any key, keyfobs, ID badges, or other Acceleration Academies technology in employee's possession. The Operations Manager will follow up to ensure proper retrieval of assets assigned to the former employee.

6.8 Staff Resignations

All staff are expected to give at least a two week notice of intent to resign. Staff intending to resign shall notify their immediate supervisor and provide a letter outlining the dates for termination of employment. Upon notification by staff of intent to resign, supervisors must notify their supervisor and the Director of Human Resources. As is the case with terminations, a discussion needs to occur as related to eligibility for any severance pay. Once the resignation has been accepted and processed, the Office of Human Resources will follow the same protocols outlined in the termination checklists in Policy 6.6.

6.9 Employee Ethics

The Chief Executive Officer and Executive Leadership team expects that all employees will adhere at all times to recognized standards of professional ethical behavior. Content coaches, Graduation Candidate advocates, life coaches, career coaches and site administrators are role models and must exemplify professionalism and ethical behavior and establish an example of acceptable behavior for Graduation Candidates. Employees must not engage in conduct detracting from a positive learning environment. Inappropriate exploitation of employee/Graduation Candidate's relationships will not be tolerated.

Commercial dealings between Graduation Candidates and Acceleration Academies' staff are not acceptable. Additionally, an employee may not use a 'teacher'/administrator relationship with a Graduation Candidate for personal gain. Employees should be aware that gestures and physical conduct, even though innocent and properly motivated, may be misinterpreted by Graduation Candidates and parents/guardians. Therefore, academy staff must avoid any conduct that might be characterized as evidencing an improper and unprofessional personal involvement with a Graduation Candidate.

In their capacity as role models, employees are expected to establish an example of acceptable behavior standards for students. Employees are expected to encourage respect for the law and the institutions of our democratic society.

Employees are expected to refrain from comments or statements, even in jest, reflecting adversely on any person or group with reference to race, creed, national origin, gender, gender expression, gender identity, marital status, political or religious beliefs, family, social or cultural background, sexual orientation, or disability. Use of ethnic slurs constitutes unprofessional conduct.

6.10 Employee Benefits: The benefits extended to full-time employees are as follows:
   ● Life insurance (basic life paid for by Acceleration Academies, voluntary life is optional)
   ● Medical, dental, and vision insurance (optional)
   ● Long term disability insurance (paid for by Acceleration Academies)
   ● Short term disability insurance (optional)
   ● Critical illness insurance (optional)
   ● Social Security
   ● Leaves of absence (military service, jury duty)
   ● 401(k) program (optional)
   ● Employee Assistance Program

6.11 Acceleration Academies' Safety, Security and Prohibition of Abuse, Exploitation and Harassment Policy

Acceleration Academies is committed to creating and maintaining programs, facilities and a community in which individuals learn and work together in an atmosphere free from all forms of discrimination, harassment, exploitation or intimidation. All persons associated with *Acceleration Academies* should be aware that we are strongly opposed to Sexual Exploitation and Sexual Harassment and that such behavior is prohibited by law and by our own policies. It is the intention of *Acceleration Academies* to take action in an attempt to prevent and correct behavior that is contrary to this policy and, if necessary, to discipline those persons who violate this policy.

It is important that every faculty member of *Acceleration Academies* be adequately prepared and educated in this work of educating individuals who had previously abandoned education. Preparation includes the understanding of the ways in which their use or misuse of authority may impact others.

It is the policy of *Acceleration Academies* to encourage its faculty to nurture safety by being attentive to self-care, education, maintaining appropriate boundaries, and the importance of referring those in need to supportive and helpful resources.

Sexual Exploitation or Sexual Harassment of others by anyone engaged in work on behalf of Acceleration Academies is unethical behavior and wholly prohibited within the *Acceleration Academies* Organization.

Before beginning their duties, all prospective *Acceleration Academies* employees will undergo a background check, including but not necessarily limited to inquiries of references and a criminal history verification by a third party vendor. Further, Employees of Acceleration Academies will attend all workshops required by *Acceleration Academies*.

It is the policy of *Acceleration Academies* to provide adequate supervision and safeguards for all Graduation Candidate activities. It is *Acceleration Academies'* policy to have at its sites, during the hours of operation, no fewer than two unrelated adults present with Graduation Candidates.

The following are expressly prohibited by *Acceleration Academies*:
- Sexual Exploitation, which is sexual activity or contact (not limited to sexual intercourse) in which an individual takes advantage of the vulnerability of another by engaging in sexual behavior with the vulnerable person contrary to that person's wishes.
- Sexual Harassment, which is unwelcomed conduct directed at an individual based on the individual's gender or sexual orientation. It includes behavior directed at another person with the intent of intimidating, humiliating, or embarrassing the other person, or subjecting the person to public ridicule. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, including but not limited to circumstances in which:
    - submission to such conduct is made either explicitly or implicitly a term or condition or circumstance of instruction, employment, or participation in any Acceleration Academies activity.
    - submission to, or rejection of, such conduct by an individual is used as a basis for evaluation in making personnel or *Acceleration Academies* related decisions affecting an individual; or
    - such conduct has the purpose or effect of unreasonably interfering with an individual's performance or participation in *Acceleration Academies'* activities or creating an intimidating, hostile, or offensive work or *Acceleration Academies'* site environment. Prohibited sexual harassment includes unsolicited and unwelcome contact that has sexual overtones, particularly:
        - written contact, such as sexually suggestive or obscene letters, notes, e-mails, or invitations;
        - verbal contact, such as sexually suggestive or obscene comments, threats, slurs, epithets, jokes about gender-specific traits, sexual propositions;
        - physical contact, such as intentional touching, pinching, brushing against another's body, impeding or blocking movement, assault, coercing sexual intercourse; and
        - visual intimidation, such as leering or staring at another's body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters, or magazines.

Sexual harassment also includes continuing to express sexual interest after being informed directly that the interest is unwelcome. Further, it can be the use of sexual behavior to control, influence, or affect the career, salary, work, learning, or worship environment of another.

It is impermissible to suggest, threaten, or imply that failure to accept a request for a date or sexual intimacy will affect a person's job prospects, opportunities for career advancement, or comfortable participation in the life of *Acceleration Academies*. All of the following are expressly prohibited:
- To imply or actually withhold support for an appointment, promotion, or change of assignment in retaliation for another's rejection of a sexual overture;
- To suggest that a poor performance report will be given because a person has declined a personal proposition;
- To hint that benefits, such as promotions, favorable performance evaluations, favorable assigned duties or shifts, recommendations or reclassifications, will be forthcoming in exchange for sexual favors.

Procedures for Handling Complaints of Sexual Exploitation or Harassment

A Response Committee of no less than three members, at least one of whom shall be female, will be established each year in preparation for the possibility of hearing complaints under this Policy. The Response Committee members will be familiar with the terms of this policy, as well as the established procedures of *Acceleration Academies* for dealing with a complaint.

Several approaches may be taken in addressing incidents of alleged sexual exploitation or harassment:
- Informal Option: The complainant may, if he or she wishes, attempt to resolve the matter directly/confidentially with the individual accused of sexual exploitation or harassment. If an informal resolution of the complaint does not seem wise, or is inappropriate, impossible, or unsuccessful, the complainant may request that the Response Team institute formal proceedings which shall include the following steps:

  Formal Proceedings:
  1) An employee-complainant can report the incident to the person to whom he or she directly reports, or to the Chairman of Acceleration Academies.

  2) A Graduation Candidate may report the incident to the applicable site director, or to any employee of Acceleration Academies.

  3) NOTE: ANY EMPLOYEE RECEIVING SUCH A REPORT FROM A Graduation Candidate MUST IMMEDIATELY NOTIFY THE PERSON TO WHOM HE OR SHE DIRECTLY REPORTS, OR—IF NOTICE TO THAT PERSON IS INAPPROPRIATE—PROVIDE THE NOTICE TO THE CHAIRMAN OF ACCELERATION ACADEMIES.

  4) *ANY* SUPERVISORY EMPLOYEE RECEIVING A REPORT FROM OR ABOUT A Graduation Candidate MUST NOTIFY THE CHAIRMAN OF THE REPORT WITHIN 24 HOURS OF ITS RECEIPT.

  5) The Chairman shall appoint a Response Team of at least two neutral individuals recommended by the Director of Human Resources. It is recommended that one of the individuals be of the same

gender as the complainant. The Response Team shall review the Complaint, gather witness statements and other information, and present such information to The Response Committee.

The Response Committee shall make determinations and take actions appropriate to resolve the matter. These may include:
   a) A formal reprimand, with defined expectations for changed behavior;
   b) Recommending or requiring psychological or psychiatric assessment, counseling and/or treatment;
   c) Probationary standing, with the terms of the probation clearly defined;
   d) Dismissal from employment;
   e) A finding that sexual exploitation or harassment did not occur.

The Response Team may seek the advice of legal counsel or others to advise it in performing its functions. A written summary of the Response Team proceedings in such cases will be maintained. The person(s) toward whom the inappropriate behavior is alleged to have been directed need not be the complainant. Moreover, neither consent nor acquiescence will excuse or exonerate inappropriate behavior. At any time Acceleration Academies may initiate or proceed with the formal complaint process.

In determining whether alleged conduct constitutes sexual harassment or exploitation, consideration shall be given to the record of the alleged incident(s) as a whole and to the totality of the circumstances, including the context in which the alleged incident(s) occurred.

Any person bringing a sexual harassment or exploitation complaint or assisting in investigating such a complaint will not be adversely affected in terms and conditions of employment or otherwise be discriminated against or discharged. If the complainant or respondent is not satisfied with the disposition of the matter by the Response Team, he or she has the right to appeal to the Board of Directors of Acceleration Academies.

The subject of any such appeal shall be limited solely to whether the procedures of this policy were followed. The matter will not be reconsidered on the merits and the decision of the Response Team will be the final resolution of the matter. If the Board of Directors determines that the procedures of this policy were not followed, it will refer the matter back to the Response Team to complete the processing of the complaint in accordance with these procedures.

In addition to complying with all legal requirements, *Acceleration Academies* will make a report to appropriate authorities, including but not limited to the applicable State Department of Children and Family Services, if at any time *Acceleration Academies* has reasonable cause to believe that a minor may be an abused or neglected child. Any employee of *Acceleration Academies* who becomes aware of facts or circumstances that child abuse or neglect has occurred or that there exists a substantial risk that child abuse or neglect may occur in the reasonably foreseeable future shall immediately report the matter to appropriate authorities, and to the person he or she directly reports.

6.12 Tobacco Use, Smoking on Academy Sites by Employees, Graduation Candidates, and Visitors

Smoking and the use of all tobacco products is prohibited on Acceleration Academies' property and immediate areas of proximity outside Academies at all times. If employees, Graduation Candidates or visitors refuse to abstain from using tobacco, they will be asked to leave the property.

Prohibited products include, but are not limited to: cigarettes, cigars, loose tobacco, rolling papers, snuff, chewing tobacco, e-cigarettes, personal vaporizers, and electronic delivery systems, or any other form of tobacco product.

Smoking means the carrying by a person or having access to a lighted cigar, cigarette, pipe or other lighted smoking article. Smoking also includes using products which mimic or simulate smoking behavior, regardless of whether such products actually contain tobacco. This prohibition includes but is not limited to e-cigarettes, personal vaporizers, and electronic nicotine delivery systems.
Site managers and supervisors are responsible for the enforcement of this policy. Employee violations will be addressed using disciplinary policies and regulations inclusive of due process for employees.

6.13 Use of Alcohol and Illegal Chemical Substances by Employees and/or Graduation Candidates

Employees and Graduation Candidates may not use, possess, distribute, purchase, sell, or be under the influence of alcohol or illegal chemical substances or lawful drugs being used for an abusive purpose while on premises or engaged in any Acceleration Academies' activity. *Acceleration Academies'* policy and relevant regulations apply to all employees, regardless of position, title, or seniority, and to all Graduation Candidates. The CEO and Chairman of the Board will promulgate and keep current, in accordance with applicable law, regulations for drug and alcohol testing of employees and applicants.

6.14 Personnel Records and Files

The *Acceleration Academies'* Director of Human Resources will maintain a complete and current personnel file for all employees in BambooHR. All employee personnel records are confidential and will be made available only to authorized administrative personnel.

The Human Resources Office's response to requests for employment references shall be limited to confirmation that the individual is or was an employee of *Acceleration Academies*, the dates of employment, and the position held by the employee.

Bamboo Staffing Workflow SOP

EXECUTIVE SUMMARY
This staffing workflow SOP identifies action steps associated with hiring new employees.

SUMMARY OF WORKFLOW
The steps below lay out the action items needed to submit a staffing request, post for an open position, proceed through the interview process, and fill the position with a new hire.

STEPS / MAJOR TOPICS
Step 1

    Who: Leadership team member
    What: Submits a staffing request
    When: Typical reasons include: A current staff member resigns or is terminated; enrollment increases the need for an additional staff member; or a new position is created
    Where: Correspond via email to the Director of Human Resources

Step 2

    Who: Chief Education Officer and/or Chief Financial Officer
    What: Approves or denies the request
    When: Typically 24-48 business hours after the request is made
    Where: Send approval or denial of request to Director of HR

Step 3

    Who: Director of Human Resources
    What: If a request is approved, position is posted. If a request is denied, correspond with the requestee.
    When: Upon approval or denial of the request
    Where: Email or phone

Step 4 (only if request is approved)

    Who: Director of HR
    What: Posts the open position on Bamboo ATS
    When: Within 24 business hours after the staffing request is approved
    Where: Bamboo ATS

Step 5

    Who: Director of HR
    What: Adds collaborators to the job posting. Collaborators should include: the person to whom the new hire would directly report to, the Chief Education Officer, and potentially the Chief Academic Officer, Chief Operating Officer, and/or President.
    When: At the same time the position is posted
    Where: Bamboo ATS

Step 6

    Who: Director of HR

What: Reviews and screens qualified candidates and updates candidate ratings*, statuses**, and notes***. Email templates**** in Bamboo should generally be used for all correspondence between AA staff and candidates.
When: Ongoing while position remains open
Where: Bamboo ATS

NOTE: Collaborators will receive automated emails when new candidates apply, but do not need to take any action until HR changes a candidate's status to "Awaiting second (or final) interview".

Step 7 (only for candidates not being considered for initial interview)
    Who: Director of HR
    What: Updates candidate status to either "not qualified", "overqualified", or "not a good fit"
    When: After reviewing a candidate that will not be considered for an initial interview
    Where: Bamboo ATS

Step 8 (only for qualified candidates that will be interviewed)
    Who: Director of HR
    What: Updates candidate status to "awaiting initial interview with HR" and sends a "Phone Conversation Request" email to the candidate.
    When: Upon review of resume by HR
    Where: Bamboo ATS

Step 9 (only for candidates screened but NOT recommended by HR)
    Who: Director of HR
    What: Updates candidate status to one of the following: "not a good fit", "not qualified", "overqualified" or "poor interview"
    When: Immediately after initial interview
    Where: Bamboo ATS

Step 10 (only for candidates who are recommended for a second interview)
    Who: Director of HR
    What: Updates candidate status to "awaiting second interview" and updates candidate notes with relevant information
    When: Immediately after initial interview
    Where: Bamboo ATS

Step 11
    Who: District Director or other applicable job collaborator
    What: Receives automated email notification when candidate status and note is updated
    When: Immediately after HR updates the candidate
    Where: Email/Bamboo

Step 12
    Who: District Director or other applicable job collaborator
    What: Uses "Invitation to In-Person Interview" email template to send a follow up interview request. Email can be altered to reflect any differing or unique details applicable to the second interview. **Second interviews should be conducted in person or through video conferencing services such as Zoom or RingCentral.**
    When: Within 24-48 business hours after recommendation by HR.
    Where: Bamboo ATS

Step 13
>**Who**: District Director or other applicable job collaborator
>**What**: Interviews candidate and updates candidate "notes" with a summary of the questions and responses from the interview.
>**When**: Immediately after interview
>**Where**: Bamboo

Step 14 (only for candidates recommended for a final interview)
>**Who**: District Director or other applicable job collaborator
>**What**: Initiates a writing prompt for the candidate and shares the candidate's response in their "notes" section. The writing prompt is determined and sent by the DD or applicable collaborator.
>**When**: Immediately after the interview
>**Where**: Email

Step 15 (only for candidates not recommended for a final interview)
>**Who**: Director of HR
>**What**: Reviews notes from second interview and updates candidate status to a "not hired because…" reason.
>**When**: Upon receipt of automated email regarding candidate note update
>**Where**: Bamboo

Step 16 (only for candidates recommended for a final interview)
>**Who**: Director of HR
>**What**: Updates candidate status to "awaiting final interview" and updates candidate note to ensure the appropriate person follows up
>**When**: Upon receipt of automated email regarding candidate note update
>**Where**: Bamboo

Step 17
>**Who**: Chief Education Officer, Chief Academic Officer, or Chief Operating Officer
>**What**: Uses "Invitation to Video Interview" email template to send a follow up interview request. Email can be altered to reflect any differing or unique details applicable to the final interview.
>**When**: Within 24-48 business hours after additional recommendation
>**Where**: Bamboo ATS

Step 18
>**Who**: Chief Education Officer, Chief Academic Officer, or Chief Operating Officer
>**What**: Interviews candidate and updates candidate notes
>**When**: Immediately after interview
>**Where**: Bamboo ATS

Step 19
>**Who**: Director of HR
>**What**: Reviews notes and updates candidate status to either "Offer Pending", "Not a good fit", "Candidate put on hold", or "Position put on hold"
>**When**: Upon receipt of automated email regarding candidate note update
>**Where**: Bamboo ATS

Step 20 (only for candidates approved for hire)
>**Who**: Director of HR
>**What**: Creates and sends an offer letter using the existing template

When: Within 24 business hours after final recommendation for hire, after updating candidate status to "Offer Pending"
Where: Bamboo ATS

Step 21 (only for candidates that decline offer)
    Who: Director of HR
    What: Updates candidate notes and status to "Hired elsewhere" or "Declined Offer"
    When: After salary negotiations fail, or candidate accepts position elsewhere
    Where: Bamboo ATS

Step 22 (only for candidates that have signed the offer letter)
    Who: Director of HR
    What: Hires the employee and sends new employee welcome & onboarding packet
    When: Prior to the agreed upon start date, reflected in the offer letter
    Where: Bamboo ATS

*Candidate Ratings

Candidates can be rated from 1-5 stars. Only candidates recommended by HR will be given a rating, which can be raised or lowered based on feedback from follow up interviews. This will mainly be used as a way to prioritize higher rated candidates in a large candidate pool.

**Candidate Statuses

Candidates can be given an "active status" or a "not hired because…" status.
Active statuses consist of the following: "Awaiting initial interview with HR"; "Awaiting second interview"; "Awaiting final interview"; "Checking References"; "Position put on hold"; "Candidate put on hold"; "Offer Pending"; or "Reviewed, but not yet contacted".

Not hired because statuses consist of the following: "Not qualified"; "Not a good fit"; "Overqualified"; "Poor interview"; "Declined offer"; "Hired elsewhere".

Statuses should be updated after every interview so that the appropriate people (collaborators) are notified.

***Candidate Notes

Candidate notes should be entered after every interview with any important or relevant information. Collaborators are notified when notes are entered. This keeps the process going in the right direction.

****Email Templates

Email templates have been created based on how we operate as an organization. These templates can be modified as needed by anyone sending interview requests. It's important that emails are sent through Bamboo, so that there is a history and timeline of all correspondence with candidates. Do not under any circumstances change the templates on the backend of BambooHR. Please only edit the templates as needed when sending to candidates. If anyone would like to create their own unique email templates, please reach out to the Director of HR.

APPENDIX / REFERENCES

- **Interviewing Guide**
- **Bamboo Hiring Training Manual**
- **Human Resources (hr@accelerationacademy.org)**

Employee Performance Management SOP

EXECUTIVE SUMMARY

Acceleration Academies uses the Bamboo Performance Management tool to measure and improve employee engagement, satisfaction, and growth. There are three parts to this tool: assessments, goals, and peer feedback. Each employee completes a self-assessment and each manager completes a manager assessment on their direct reports. Assessments are due on July 1st and January 1st each year, with automated notifications going out 30 days in advance. A separate "self-assessment evidence template" must be completed and uploaded as a requirement of the self-assessment. HR electronically shares the template with all staff.

Goals should be created based on conversations between employees and managers. Employees should not create their own goals without prior approval of each goal by their manager. Managers can create goals for their direct reports. Goals are ongoing, living entities in Bamboo and should be updated in real-time as progress is made or as goals are completed. Goals that are not completed within each 6-month review period rollover to the next review period.

Peer feedback occurs each quarter and managers have the option to select up to two people in the organization (per employee) to provide feedback on their direct reports. This is also a way that managers can receive feedback on their own direct reports who manage a team of employees. Peer feedback is never shared with the employee and the manager is responsible for maintaining anonymity of the person who provided the feedback.

Please be sure to review the resources linked at the bottom of this document.

SUMMARY OF WORKFLOW

The steps below lay out the action steps required for employees and managers to participate in the performance management process.

STEPS / MAJOR TOPICS

Step 1

> **Who**: HR/Bamboo
> **What**: Sends assessment notifications to all employees via email and through notifications on the "What's Happening?" widget on the Bamboo homepage.
> **When**: 30 days before assessments are due, with follow up reminders 10 days before, 3 days before, and 1 day before assessments are due.
> **Where**: Email and Bamboo

Step 2

> **Who**: HR
> **What**: Shares the self-assessment evidence template with all employees
> **When**: 30 days before assessments are due
> **Where**: Employees can access the electronic form through the email notification or their Bamboo inbox. Once the form is filled out, it's moved to the "documents" tab of the employee's "my info" section in Bamboo. The form can be downloaded from there so that it can be uploaded with the self-assessment.

Step 3
   Who: Employee
   What: Complete the self-assessment and upload the corresponding "self-assessment evidence template".
   When: Before the assessment due date (July 1 or January 1)
   Where: The assessment is located on the "performance" tab of the "my info" section in the employee's Bamboo profile. The evidence template can be found in the employee's Bamboo inbox before it's filled out, or in the employee's "documents" tab after it's filled out. The employee needs to download it from the "documents" tab in order to upload it during the self-assessment.

Step 4
   Who: Manager
   What: Complete the manager evaluations for each direct report.
   When: Before the assessment due date (July 1 or January 1)
   Where: Bamboo Performance

Step 5
   Who: Manager
   What: Once the employee completes the self-assessment and the manager completes the manager assessment, responses become visible to both people - unless the manager chose a specific date for his/her responses to become visible for the employee. The specific date would be chosen if a manager doesn't want the employee to view his/her responses until a 1:1 meeting can be scheduled. Employees will never see the responses to the first two questions of the manager assessment.
   When: Once the self-assessment and manager assessment are completed for an employee
   Where: Bamboo Performance

Step 6
   Who: Employee and Manager
   What: Review the assessment responses, and evidence document, together and come up with a few goals for the employee to focus on during the next 6 months. Remember to use S.M.A.R.T goals (Specific, Measurable, Attainable, Relevant, Time-bound). See the resources at the bottom of this SOP for an example.
   When: During 1:1 meeting, after assessments are completed
   Where: Bamboo Performance

Step 7
   Who: Manager or Employee
   What: Add the goals, each with a due date and description.
   When: After the 1:1 meeting between employee and manager
   Where: Bamboo Performance

Step 8 (ongoing)
   Who: Employee
   What: Updates goal status % and comments along the way to completion
   When: When any type of progress is made on any goal
   Where: Bamboo Performance

Step 9 (ongoing - see resources at the bottom for further guidance)
   Who: Manager
   What: Meets with team members once per month and adds updates to each employee's goals - either as a response, requesting an update on goal status, or as a celebration of goal progress or completion.

When: Once per month, or upon receiving notification of a goal status update or completion.
Where: Bamboo Performance

Step 10

    Who: Manager
    What: Chooses up to two employees (per direct report) to provide feedback about other direct reports.
    When: Upon receipt of peer feedback request email/notification
    Where: Bamboo Performance

Step 11

    Who: Employee
    What: Answers questions regarding feedback on requested peer(s) and/or supervisor(s)
    When: Within 2 weeks of receiving the request
    Where: Bamboo Performance

Step 12

    Who: Manager
    What: Receives feedback from requested employees and maintains their anonymity
    When: Upon receipt
    Where: Email/Bamboo Performance

Step 13

    Who: Manager
    What: Considers feedback and decides what, if anything, should be addressed with the individual that the feedback pertains to (always maintaining the anonymity of the person who provided the feedback).
    When: Ongoing
    Where: Bamboo Performance

Step 14

    Who: BambooHR
    What: Automatically rolls over goals that aren't completed to the next review period (every 6 months) and sends reminders for the next assessment 30 days prior to the due date (July 1st or January 1st).
    When: Every 6 months
    Where: Bamboo Performance

RESOURCES

- **Guidance/FAQs (Goals and accountability conversations)**
- **Bamboo Performance Management FAQs**
- **Bamboo Performance Management Help Center**
- **Performance for Managers** - A 15-minute training video regarding the manager's role
- **Performance for Employees** - A 13-minute training video regarding the employee's role
- **Training Folder (includes tutorial)**
- **SMART Goals - Template and Sample**
- **Human Resources (hr@accelerationacademy.org)**

ACCELERATION ACADEMIES
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Time Off SOP

EXECUTIVE SUMMARY

This process will ensure that time off requests are properly tracked and approved. Although current policy doesn't necessarily limit PTO requests for full time employees, requests must always be approved by an employee's immediate supervisor and will be done so on a first-come, first-served basis. Directors have the authority to decline any request that an employee makes for time off. Bamboo streamlines this process for both the employee and the supervisor, and allows for easy tracking and reporting of PTO hours. Any employee who has unplanned hours of absence (last minute doctor's appointments, being sick, bereavement, emergencies) must have a supervisor inform HR, immediately upon the employee's return to work, so that HR can enter the absence into Bamboo. A request for time off can only be approved or denied by supervisors that have direct reports in Bamboo. This does not currently include Assistant Directors. The Chief Education Officer and the Director of Human Resources can also approve, deny, and record time off for any employee if needed. Only the Chief Education Officer and Director of Human Resources can go back and record time off for an employee who wasn't able to submit a formal request. Please see the "PTO/Sick Leave Policy" section below for further information.

SUMMARY OF WORKFLOW

The steps below lay out the process and timeline for the submission and approval of PTO requests. It is important for each step to be completed so that requests can be approved in a timely manner, so as not to disrupt workflow processes.

STEPS / MAJOR TOPICS

Process For Initiating a PTO Request

Step 1
> **Who:** Employee requests time off in Bamboo.
> **When:** At least two weeks prior to the start of the requested PTO
> **How:** Input total number of hours requested (8 for a full day) and the specific reason for the absence.
> **Where:** BambooHR

Step 2
> **Who:** Supervisor receives time off request notification via email.
> **When:** Immediately after the employee requests PTO
> **Where:** Email notification from Bamboo
> **How:** Supervisors can approve or deny directly through the email or by logging into Bamboo.

Step 3
> **Who:** Employee receives notification of approval or denial

When: Immediately after the supervisor responds to the request
Where: Email notification

Process For Recording Unplanned (Excused) Absences
Step 1

Who: Supervisor sends an email to HR with the total number of hours an employee was absent from work during the entire duration of the absence.
When: Immediately upon an employee's return to work.
How: HR will then input the total number of hours taken off (8 for a full day) along with the specific reason for the unplanned absence.
Where: BambooHR

PTO/Sick Leave Policy

Acceleration Academies has a flexible/negotiated PTO and Sick Leave policy for full time employees. When an employee wishes to take PTO, it must be approved by the direct supervisor beforehand and there must be a plan in place to ensure that work is completed. PTO is typically granted unless the employee's performance has been lacking or attendance has been an ongoing issue. **Supervisors reserve the right to deny any request for paid time off**. Reasons for denial may include, but are not limited to, the following: the request was made within two weeks of the requested dates; an employee at the same site previously requested some or all of the same days; the employee has already taken excessive days off during the calendar year. Supervisors may also request a doctor's note if an employee is out sick for multiple days. Please check the multi-region common calendar, or Bamboo, to view days that Acceleration Academies are closed. Employees do not need to request time off on those days, and no official time off needs to be recorded. Full time employees are paid for days that Acceleration Academies are closed. Full time, hourly employees (or their supervisor) must enter hours in ADP for those days.

APPENDIX / REFERENCES
- Bamboo Training Guide Outline
- Contact Human Resources with any questions.

HR Offboarding SOP

EXECUTIVE SUMMARY
The Offboarding process serves as a guide to ensure deactivating both voluntary and involuntary staff members' email, payroll, and any other applicable accounts are deactivated in a timely manner. Additionally, the Offboarding process serves as a guide to ensure accurate record keeping of inactive new employees.

SUMMARY OF WORKFLOW
The steps below lay out the action items needed to offboard an employee in the organization. Some of the steps are required to follow in order, which is highlighted below.

STEPS / MAJOR TOPICS
Involuntary Termination
Step 1

Who: Director of HR, employee's supervisor and/or Chief Education Officer
What: Discusses potential termination of said employee
When: Before the meeting takes place with the employee
Where: Phone/Video/In Person

Step 2

Who: Director of HR and General Counsel
What: Discuss terms and any legal implications before HR finalizes a termination letter (either "for cause" or "position elimination")
When: Before the meeting takes place with the employee
Where: Correspond via phone - draft termination letters in Google Drive

Step 3

Who: Director of HR (sometimes in conjunction with employee's supervisor and/or General Counsel)
What: Terminates employee
When: On the agreed upon date with employee's supervisor, General Counsel, and Chief Education Officer
Where: Employee's supervisor should meet face to face with the employee (if applicable). HR and/or General Counsel can have the discussion via phone or video conference.

Step 4

Who: HR
What: Schedules G-Suite and Zoom/RingCentral account suspension via a service ticket. If email needs to be forwarded, the supervisor needs to inform HR. Accounts remain in suspension for 30 days before they are terminated. Essential files are transferred to the supervisor if applicable and at the supervisor's request.
When: ASAP after conversation with employee
Where: TechOps Atlas ticket portal

Step 5

    Who: HR

    What: Deactivates other applicable accounts

    When: ASAP after termination meeting

    Where: Includes but not limited to Atlas, Bamboo, Edgenuity, Edmentum, Naviance, Expensify, EASE, etc.

Step 6

    Who: HR

    What: Submits PCF to CTP Payroll with termination details

    When: Immediately after the termination meeting

    Where: Payroll Change Form

Step 7

    Who: Benefit Partners Group

    What: Receives notification when employee is terminated in EASE and initiates COBRA paperwork (if applicable)

    When: Soon after the termination

    Where: EASE/email

Step 8

    Who: HR and Operations (Automated Bamboo Offboarding Task)

    What: HR triggers the Bamboo offboarding process which will inform the operations team to retrieve any loaned company devices and suspend licenses for any applicable Atlas IT users. The operations team then records the date an item is returned under the employee's "assets" tab.

    When: Termination date

    Where: Bamboo

Voluntary Resignation

Step 1

    Who: Employee

    What: Submits a formal resignation to their supervisor and/or HR

    When: N/a

    Where: Email

Step 2

    Who: HR

    What: Submits PCF to CTP Payroll with termination details and terminates employee in EASE

    When: Immediately after the formal resignation is submitted

    Where: EASE, Payroll Change Form, Email

Step 3

    Who: HR

    What: Sends a resignation confirmation notice to the employee

    When: After the formal resignation is submitted and HR reaches out to the employee's supervisor

    Where: Correspond via email

Step 4

    Who: HR

What: Submits a service ticket request to deactivate G-Suite and RingCentral accounts. If email needs to be forwarded, the supervisor needs to inform HR. Accounts remain in suspension for 30 days before they are terminated. Essential files are transferred to the supervisor if applicable and at the supervisor's request. All employee Google emails, chats, messages, Google Drive documents, and Google Meeting Recordings are automatically and indefinitely saved to Google Vault.

When: Before the employee's last day

Where: TechOps Atlas Ticket Portal

Step 5

Who: HR

What: Deactivates the employee's other accounts

When: On their last day worked

Where: Includes but not limited to Atlas, Bamboo, Edmentum, Naviance, Expensify, EASE, etc.

Step 6

Who: Benefit Partners Group

What: Receives notification when employee is terminated in EASE and initiates COBRA paperwork (if applicable)

When: Soon after the termination

Where: EASE/email

Step 7

Who: HR and Operations (Automated Bamboo Offboarding Task)

What: HR triggers the Bamboo offboarding process which will inform the operations team to retrieve any loaned company devices and suspend licenses for any applicable Atlas IT users. The operations team then records the date an item is returned under the employee's "assets" tab.

When: Termination date

Where: Bamboo

FAQs

If time allots, should HR conduct an exit interview with the employee?

Yes, HR schedules an exit interview with the employee prior to their last day.

If an employee is entering a leave of absence, what should happen with their email account?

Email should be forwarded to the supervisor or, in some cases, an interim position. Human Resources will handle this transition.

Which accounts need to be deactivated for each job role?

Please refer to the New Hire Set-Up sheet to see which accounts were activated

APPENDIX / REFERENCES

- Payroll Contact Information: Chicago Transom, payroll@accelerationacademy.org | |+1 (800) 781-6330
- Operations: operations@accelerationacademy.org

Hillsborough County Acceleration Academy

Attachment S: Student enrollment application

Hillsborough Acceleration Academy Enrollment Procedures

Welcome to Hillsborough Acceleration Academy!

We are excited to get you started on your enrollment process.

1. **Here's the 1st step**
   - You will need to get proof of your age.
   - You will need to get proof of your residency because all students must live in Florida.
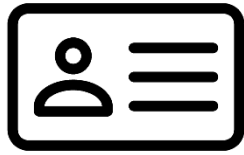
PROOF OF AGE
- Birth Certificate *or*
- State ID *or* Driver's License
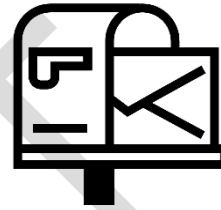
PROOF OF RESIDENCY
- A bill that lists your current address

(Bill does not need to be in your name)

2. **Here's the 2nd step**
   Send us your 2 documents- proof of age and proof of residency.
   You need to send them to:

   Registrar
   Email: XXXX@accelerationacademy.org
   Phone: XXX-XXX-XXXX

   - You can t**ake a picture on your phone** and **text** them to:
     Registrar Phone: XXX-XXX-XXXX

   OR

   - You can **scan the documents** and **send them in an email** to:
     XXXX@accelerationacademy.org
   - You can also **upload** your documents here:

3. **That was easy! Now you are ready for the** <u>last step.</u>

Complete and sign the enrollment forms. If you have any questions while filling out this application, please call or text:

      Our Registrar: XXX-XXX-XXXX, or email them at XXXX@accelerationacademy.org

Hillsborough Acceleration Academy does not discriminate in our enrollment practices on the basis of race, gender/orientation, religion, disability, ethnic or national origin.

Registration Date:_____   Student Name: _____

ENROLLMENT FORM

Name: _____
        (First)   (Middle)   (Last)

_____

CONTACT INFORMATION

Address: _____
                          (House # + Street)

Address: _____
            (City)   (State)   (Zip)

Phone Number: _____

Email: _____

ACCELERATION ACADEMY INFORMATION

Transportation Needed?   ☐ Bus Pass   ☐ None

DEMOGRAPHIC INFORMATION

Date of Birth: _____
                              (mm/dd/yyyy)

Race: ☐ African-American/Black   ☐ Hispanic/Latino   ☐ Caucasian/White   ☐ Asian

☐ American Indian/Alaskan   ☐ Native Hawaiian/Other Pacific Islander   ☐ Other

☐ Two or more races   ☐ Not disclosed

Primary Language: ☐ English   ☐ Spanish   ☐ Creole   ☐ Other   ☐ Not disclosed

PAST SCHOOL INFORMATION _____

Reason for Leaving School:

Registration Date:_____   Student Name: _____

_____

Last Year Enrolled:_____   Last Grade Enrolled: _____

Last High School Attended:_____   Student ID (if available):_____

All High Schools Attended:

_____

_____

TELL US ABOUT YOU

Marital Status   ☐ Married   ☐ Single   ☐ Other   ☐ Not Disclosed

Has Children?   ☐ Parent   ☐ Expectant Parent   ☐ None   ☐ Other   ☐ Not Disclosed

Legal Status   ☐ On Probation   ☐ Parent Incarcerated   ☐ Recently/Currently Incarcerated

                         ☐ None   ☐ Other   ☐ Not Disclosed

Living Situation ☐ Living with Parent/Legal Guardian   ☐ Living with Other Family/Friend

                         ☐ Homeless   ☐ Temporary Housing   ☐ Living Independently   ☐ Other

                         ☐ Not Disclosed

Special Programs? ☐ IEP   ☐ 504   ☐ ELL/ESOL   ☐ None   ☐ Not Disclosed

EMERGENCY CONTACT

Name: _____
              (First)   (Middle)   (Last)

Phone Number: _____   Phone Type: ☐ Mobile   ☐ Work   ☐ Home

Email:_____   Primary Language:_____

HOW DID YOU HEAR ABOUT US?

☐ Call/Text   ☐ Facebook/Instagram   ☐ Internet/Google   ☐ Radio/Spotify   ☐ TV

☐ Home Visit   ☐ Community Event   ☐ Postcard/Flyer   ☐ Other

If Other, please specify:

Why do you want to attend Hillsborough Acceleration Academy?

_____

_____

GC REFERRALS

Do you have a friend or family member that would be interested in finishing their high school diploma at Acceleration Academies? ☐ Yes   ☐ No

If yes, please provide their name and the best phone and/or email address to reach them:

Name: _____

Phone Number: _____   Email: _____
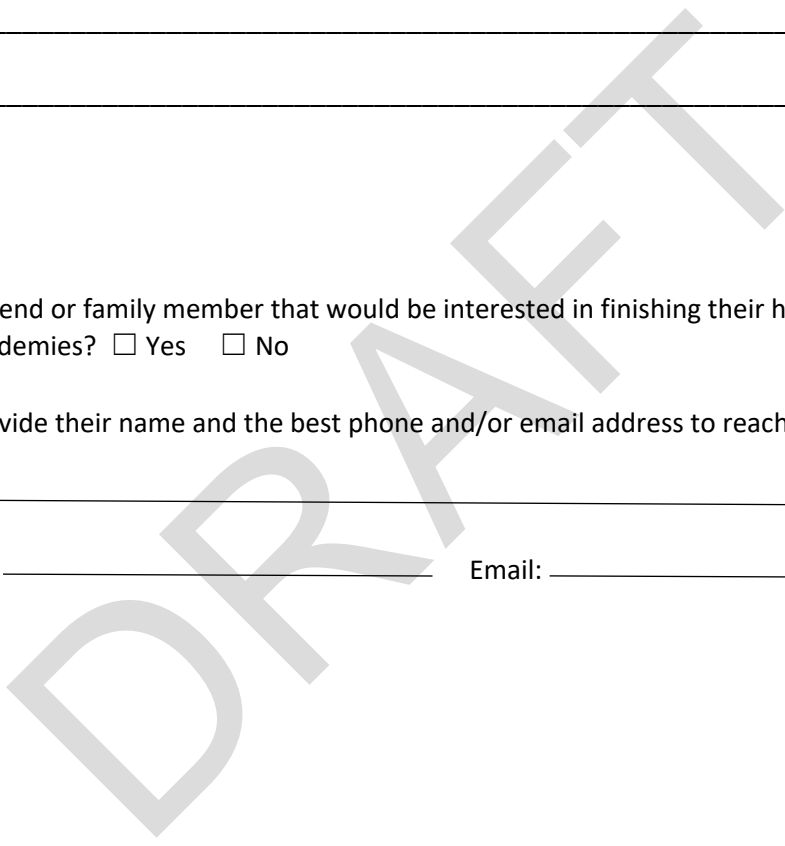
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) CONSENT FORM

The Family Educational Rights and Privacy Act (FERPA) gives parents of students and students over 18 years of age ("eligible students") certain rights regarding the student's education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student's education records.

Hillsborough Acceleration Academy believes that to best serve the student's education needs, it is necessary to disclose a student's name and address to the following classes of vendors that provide important services related to your student's education. In all cases, these vendors will have agreed to ensure the confidentiality of the student's name and address and to not use the information for purposes other than what is contracted for the student's education needs.

- Suppliers of computers and educational materials for purposes of shipping to and from the student's home.
- Customer care providers that handle overflow calls.
- Internet services provider.
- Companies that enter the student information into a computer database for use by school officials.
- Other contractors and subcontractors that Hillsborough Acceleration Academy identifies as necessary for providing education services.

I hereby agree that my student's name and address be provided to the above identified contractors to ensure that Hillsborough Acceleration Academy can best meet my student's education needs.

GC/Legal Guardian Signature*:_____   Date: _____

[*Graduation Candidates (GCs) over the age of 18 are authorized to sign as themselves. Parent or Guardian signature is required for all GCs under the age of 18.

INFORMATION REGARDING PHOTOGRAPH/VIDEO/AUDIO RECORDING AND GC ENRICHMENT PARTICIPATION

To GCs—or if the GC is under 18 years of age—the GC's parent or guardian:

Occasionally GCs are photographed, interviewed, or video or audio- recorded while engaged in Acceleration Academies' activities. All such images or recordings are to be for the benefit of GCs, their families and the community, and may appear in Acceleration Academies' news releases, publications, video productions, or educational projects, or on social media and the Acceleration Academies' website. However, if you are a GC (or a parent/guardian of a GC who is under age 18) who wishes to opt out of this practice, please notify your Acceleration Academies' Director in writing of your preference, and it will be honored.

Additionally, Acceleration Academies offers enrichment opportunities to aid in social, emotional, and academic, and behavioral growth. Enrichment opportunities include voluntary groups, workshops, and community circles available for all GCs. Groups and workshops are hosted by some of our trained academy staff or outsourced via presenters or guest speakers. Community Circles are facilitated internally by trained academy staff; circles are intended to create a safe space for student conversation while building culture and community. However, if you are a GC (or a parent/guardian of a GC who is under age 18) who wishes to opt out of this practice, please notify your Acceleration Academies' Director in writing of your preference, and it will be honored.

ACCELERATION
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Registration Date:_____   Student Name: _____

GRADUATION CANDIDATE MEDICAL INFORMATION

Graduation Candidate Name: _____

Phone: _____   ☐ Cell   ☐ Work   ☐ Other

Staff ONLY: Phone Number Verified: ☐ Yes   ☐No

Emergency Contact Information:

Name: _____   Relationship: _____

Email: _____   Phone (Home): _____

Phone (work): _____

Additional Contact Name:_____   Phone: _____

Case Manager: _____   Phone: _____

Probation Officer: _____   Phone: _____

Medical Information:
Do you have any medical issues or concerns?   ☐ Yes   ☐ No

☐ Asthma   ☐ Diabetes   ☐ Pregnancy   ☐ Allergies   ☐ Epilepsy

☐ Hemophilia   ☐ Heart Condition   ☐ Other

Please list all medications that you routinely take for a specific reason (such as allergies, ADHD, etc.) and purpose:

Medication Taken	Purpose of Medication

In the event my child is injured or becomes ill and no responsible person can be reached, I hereby designate the Acceleration Academies staff to do whatever is in the best interest of my child.

In the event my child is seriously ill (medical emergency), I hereby designate Acceleration Academies staff to call 911 as the first emergency procedure.

Preferred hospital: _____

STUDENT RECORDS REQUEST

Graduation Candidate Name: _____

Date of Birth: _____
(mm/dd/yyyy)

School Attended: _____

School Address: _____

GC/Legal Guardian Signature*:_____   Date:_____

*[*Graduation Candidates (GCs) over the age of 18 are authorized to sign as themselves. Parent or Guardian signature is required for all GCs under the age of 18.*

Requested by: _____   Date: _____

Position:_____

Signature: _____

GRADUATION CANDIDATE ENROLLMENT SIGNATURE AND FINAL APPROVAL

Overview: This page includes signatures for the forms you have reviewed and completed as part of the enrollment process to become a Graduation Candidate (GC) at Acceleration Academies.

Enrollment Form: The information on this application form is true as of this data. I understand that falsification of information may be cause for revocation of enrollment or assignment to the Acceleration Academies.

Emergency Information: My signature below indicates that the information provided is true. I understand that falsification of information may be cause for revocation of enrollment or assignment to the Acceleration Academies.

I understand that all application packages are pending final approval until cleared through administration, ensuring that all Graduation Candidates meet the requirements set by the corresponding School District. The submission of the application does not guarantee acceptance into the Acceleration Academies program.

Notification of acceptance will come in the form of an email from the Life and/or Career Coach.

GC/Legal Guardian Signature*: _____   Date: _____

[*Graduation Candidates (GCs) over the age of 18 are authorized to sign as themselves. Parent or Guardian signature is required for all GCs under the age of 18.

Hillsborough County Acceleration Academy

Attachment T: Evidence of demand for the school or support from

intended community partners, if applicable

Eckerd Connects
100 Starcrest Dr.
Clearwater, FL 33765
January 22, 2021

Dear Public Schools/School Boards:

The heart of Eckerd Connects is servicing our youth and providing needed support for them and their family. As a way of helping 25 children and their families get a second chance, Jack & Ruth founded Eckerd Connects. Which has grown to help hundreds of thousands of clients get something everyone deserves "A Second Chance!"

Through such, Eckerd has created various relationships, partnerships, and memorandum of agreements to continuously strengthen and empower our clients "Second Chance Success." Acceleration Academies is one our most entrusted partners whose provided our youth with a means to learn and complete diploma at their own pace (through a web-based curriculum, individual learning plan, flexible instruction from staff, and socio-economic support); gain a sense of community (through connecting with a mentor, fostering caring adult & youth relationships, and providing a safe environment) lastly, they've also brought a wealth of resources—providing our youth with phenomenal community based referrals for increasing their odds of succeeding with this "Second Chance.

We extend this letter of support to say—in having them as our community partner their work is admirable and has become a worthy entry point for our youth's personal access, progress and continued success!

Yours sincerely,

Kim Johnson
Community Engagement Specialist

Project Bridge

350

Hillsborough County Acceleration Academy

Attachment U: Evidence of facility funding

sources, if applicable

Evidence of facility funding sources is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Attachment V: Draft rental agreement or lease for facility, if applicable

Draft rental agreement or lease for facility, is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Attachment W: Florida Charter School Revenue Estimating Worksheet

Revenue Estimate Worksheet for_____Charter School
Based on the 2020-21 FEFP Second Calculation

School District: **Hillsborough**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation $4,319.49   District Cost Differential: 1.0045

Program (1)	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2020-21 Base Funding (WFTE x BSA x DCD) (5)
101 Basic K-3		1.124	0.0000	$ -
111 Basic K-3 with ESE Services		1.124	0.0000	$ -
102 Basic 4-8		1.000	0.0000	$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	$ -
103 Basic 9-12	220.00	1.012	222.6400	$ 966,019
113 Basic 9-12 with ESE Services	30.00	1.012	30.3600	$ 131,730
254 ESE Level 4 *(Grade Level PK-3)*		3.644	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.644	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.644	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.462	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.462	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.462	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.184	0.0000	$ -
130 ESOL *(Grade Level 4-8)*		1.184	0.0000	$ -
130 ESOL *(Grade Level 9-12)*		1.184	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.012	0.0000	$ -
Totals	**250.00**		**253.0000**	$ **1,097,749**

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	2020-21 Base Funding (WFTE x BSA x DCD)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Total Additional FTE 0.0000 Additional Base Funds		$ -
Total Funded Weighted FTE 253.0000 Total Base Funding		$ **1,097,749**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	2020-21 Base Funding
		PK-3	251	$ 1,016	$ -
		PK-3	252	$ 3,282	$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	253	$ 6,697	$ -
		4-8	251	$ 1,139	$ -
		4-8	252	$ 3,405	$ -
		4-8	253	$ 6,820	$ -
	30.00	9-12	251	$ 811	$ 24,330
		9-12	252	$ 3,076	$ -
		9-12	253	$ 6,491	$ -
Total FTE with ESE Services	**30.00**			**Total ESE Guarantee**	$ **24,330**

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share.   Charter School UFTE: 250.00   ÷   District's Total UFTE: 223,019.25

=   **0.1121%**

3B. **Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's**
   WFTE share.   **Charter School WFTE:**   253.00   ÷   **District's Total WFTE:**   245,299.42
   = 0.1031%

4.	Supplemental Academic Instruction (UFTE share)	(b)	52,178,801	x	0.1121% $	58,492
5.	Discretionary Millage Compression Allocation					
	.748 Mills (UFTE share)	(b)	41,762,585	x	0.1121% $	46,816
6.	Digital Classrooms Allocation (UFTE share)	(b)(d)	154,739	x	0.1121% $	173
7.	Safe Schools Allocation (UFTE share)	(b)	11,052,925	x	0.1121% $	12,390
8.	Instructional Materials Allocation (UFTE share)	(b)	17,528,511	x	0.1121% $	19,649
	Dual Enrollment Instructional Materials Allocation	(e)				
	ESE Applications Allocation:					

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9.	Mental Health Assistance Allocation (UFTE share)	(b)	7,348,987	x	0.1121% $	8,238
10.	Total Funds Compression Allocation (UFTE share)	(b)	2,984,454	x	0.1121% $	3,346
11.	Sparsity Supplement (WFTE share)	(c)	0	x	0.1031% $	-
12.	Reading Allocation (WFTE share)	(c)	9,503,814	x	0.1031% $	9,798
13.	Discretionary Local Effort (WFTE share)	(c)	87,761,470	x	0.1031% $	90,482
14.	Proration to Funds Available (WFTE share)	(c)	0	x	0.1031% $	-
15.	Discretionary Lottery (WFTE share)	(c)	0	x	0.1031% $	-
16.	Teacher Salary Increase Allocation	(f)				

17. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		1.0045	1,301.57	=	0
4-8	0.0000		1.0045	887.80	=	0
9-12	253.0000		1.0045	889.95	=	226,171
Total *	253.0000			Total Class Size Reduction Funds $		226,171

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

18. Student Transportation (g)

Enter All Adjusted Fundable Riders	x	413 $	-
Enter All Adjusted ESE Riders	x	1,475 $	-

19. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00 $	-
Civilians on Federal Lands		$0.00	$0.00 $	-
Students with Disabilities			$0.00 $	-
Total			$	-

20. Florida Teachers Classroom Supply Assistance Program	(i)		
21. Food Service Allocation	(j)		
		Total $	1,597,634

22. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)

   If you have more than a 75% ESE student population, please place a 1 in the following box: $ -

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

(f) 80 percent of each district's Teacher Salary Increase Allocation, pursuant to section 1011.62, F.S., is for school districts and charter schools to provide a minimum base salary of $47,500 or the maximum amount achievable for full-time classroom teachers as defined in s. 1012.01(2)(a), F.S., including pre-kindergarten teachers funded through the FEFP but not including substitute teachers. The remaining 20 percent of the allocation, plus any remaining funds from the district's share of the 80 percent allocation, shall be used by the school districts as specified in s. 1011.62, F.S., to provide salary increases to full-time classroom teachers that did not receive an increase, full-time classroom teachers who received an increase of less than 2 percent, or other instructional personnel.

This allocation was calculated in the 2020-21 FEFP Second Calculation and will not be recalculated throughout the year. Charter schools should contact their sponsoring school district to determine the school's allocation amount.

(g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.
Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Hillsborough County Acceleration Academy

Attachment X: Proposed Operating Budget

Hillsborough Acceleration Academy
Hillsborough County, Florida
Budgeted Statement of Revenue, Expenditures, and Changes in Fund Balance
For The Academic Year Ending June 30, 2023

FTE Projected -250

Attachment Y

	Account Number	Annual Funding	Pre-Opening	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Revenues																
FEDERAL SOURCES																
Federal direct	3100			0	0	0	0	0	0	0	0	0	0	0	0	0
Federal through state and local	3200			0	0	0	0	0	0	0	0	0	0	0	0	0
STATE SOURCES																
FEFP, at 95%, less 8% Board fee	3310	959,433		79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	959,433
Capital outlay	3397			0	0	0	0	0	0	0	0	0	0	0	0	0
Class size reduction	3355	226,171		18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	226,171
School recognition	3361			0	0	0	0	0	0	0	0	0	0	0	0	0
Other state revenue	33XX	412,030		34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	412,030
LOCAL SOURCES																
Interest	3430			0	0	0	0	0	0	0	0	0	0	0	0	0
Local capital improvement tax	3413			0	0	0	0	0	0	0	0	0	0	0	0	0
Other local revenue	34XX			0	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenues		1,597,634	0	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	1,597,634
Expenditures																
Current Expenditures																
Instruction	5000		24,459	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	343,511
Instructional support services	6000		16,737	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	400,849
Board	7100			0	0	0	0	0	0	0	0	0	0	0	0	0
School administration	7300		13,285	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	168,424
Facilities and acquisition	7400		110,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Fiscal services	7500		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Food services	7600		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Central services	7700		0	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Pupil transportation services	7800			0	0	0	0	0	0	0	0	0	0	0	0	0
Operation of plant	7900		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Maintenance of plant	8100		500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Administrative technology services	8200		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Community services	9100		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt service	9200		4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000
Total Expenditures			166,982	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	1,277,784
Excess (Deficiency) of Revenues Over Expenditures			(166,982)	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	319,850
Other Financing Sources (Uses)																
Transfers in (loan from management company)	3600		200,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfers out	9700		0	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
Total Other Financing Sources (Uses)			200,000	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
Net Change in Fund Balances																
Fund balances, beginning			0	33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	
Adjustments to beginning fund balance			0													
Fund Balances, Beginning as Restated			0													
Fund Balances, Ending			33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868	

Hillsborough Acceleration Academy
Hillsborough County, Florida
Budgeted Balance Sheet
For The Academic Year Ending June 30, 2023
Attachment Y

FTE- 250

	Accounts	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ASSETS														
Cash and cash equivalents	1110	33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868
Investments	1160	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant receivables	1130	0	0	0	0	0	0	0	0	0	0	0	0	0
Other current assets	12XX	0	0	0	0	0	0	0	0	0	0	0	0	0
Deposits	1210	0	0	0	0	0	0	0	0	0	0	0	0	0
Due from other funds	1140	0	0	0	0	0	0	0	0	0	0	0	0	0
Other long-term assets	1400	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Assets		33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868
LIABILITIES AND FUND BALANCE														
Liabilities														
Accounts payable	2120	0	0	0	0	0	0	0	0	0	0	0	0	0
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	0	0	0	0	0	0	0	0	0	0	0	0	0
Deferred revenue	2410	0	0	0	0	0	0	0	0	0	0	0	0	0
Notes/bonds payable	2180, 2250, 2310, 2320	0	0	0	0	0	0	0	0	0	0	0	0	0
Lease payable	2315	0	0	0	0	0	0	0	0	0	0	0	0	0
Other liabilities	21XX, 22XX, 23XX	200,000	190,000	180,000	170,000	160,000	150,000	140,000	130,000	120,000	110,000	100,000	90,000	80,000
Total Liabilities		200,000	190,000	180,000	170,000	160,000	150,000	140,000	130,000	120,000	110,000	100,000	90,000	80,000
Fund Balance														
Nonspendable	2710													
Restricted	2720													
Committed	2730													
Assigned	2740													
Unassigned	2750	(166,982)	(140,328)	(113,674)	(87,019)	(60,365)	(33,711)	(7,057)	19,597	46,251	72,906	99,560	126,214	152,868
Total Fund Balance		(166,982)	(140,328)	(113,674)	(87,019)	(60,365)	(33,711)	(7,057)	19,597	46,251	72,906	99,560	126,214	152,868
TOTAL LIABILITIES AND FUND BALANCE		33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868

Hillsborough Acceleration Academy
Hillsborough County, Florida
Budgeted Statement of Revenue, Expenditures, and Changes in Fund Balance
For The Five Academic Years Ending June 30, 2027

Attachment X

	FTE Projected	250	350	450	525	575

	Account Number	6/30/23	6/30/24	6/30/25	6/30/26	6/30/27
Revenues						
FEDERAL SOURCES						
Federal direct	3100	0	0	0	0	0
Federal through state and local	3200	0	0	0	0	0
STATE SOURCES						
FEFP	3310	959,433	1,343,206	1,726,979	2,014,809	2,206,695
Capital outlay	3397	0	0	0	0	0
Class size reduction	3355	226,171	316,639	407,108	474,959	520,193
School recognition	3361	0	0	0	0	0
Other state revenue	33XX	412,030	576,843	741,655	865,264	947,670
LOCAL SOURCES						
Interest	3430	0	0	0	0	0
Local capital improvement tax	3413	0	0	0	0	0
Other local revenue	34XX	0	0	0	0	0
Total Revenues		**1,597,634**	**2,236,688**	**2,875,741**	**3,355,031**	**3,674,558**
Expenditures						
Current Expenditures						
Instruction	5000	343,511	480,915	618,319	721,372	790,074
Instructional support services	6000	400,849	561,189	721,529	841,784	921,954
Board	7100	0	0	0	0	0
School administration	7300	168,424	235,794	303,163	353,690	387,375
Facilities and acquisition	7400	120,000	168,000	216,000	252,000	276,000
Fiscal services	7500	30,000	42,000	54,000	63,000	69,000
Food services	7600	12,000	16,800	21,600	25,200	27,600
Central services	7700	65,000	91,000	117,000	136,500	149,500
Pupil transportation services	7800	0	0	0	0	0
Operation of plant	7900	30,000	42,000	54,000	63,000	69,000
Maintenance of plant	8100	6,000	8,400	10,800	12,600	13,800
Administrative technology services	8200	48,000	67,200	86,400	100,800	110,400
Community services	9100	0	0	0	0	0
Debt service	9200	54,000	75,600	97,200	113,400	124,200
Total Expenditures		**1,277,784**	**1,788,897**	**2,300,011**	**2,683,346**	**2,938,903**
Excess (Deficiency) of Revenues Over Expenditures		**319,850**	**447,790**	**575,730**	**671,685**	**735,655**
Other Financing Sources (Uses)						
Transfers in (loan from management company)	3600	0	0	0	0	0
Transfers out	9700	(120,000)	(80,000)	0	0	0
Total Other Financing Sources (Uses)		**(120,000)**	**(80,000)**	**0**	**0**	**0**
Net Change in Fund Balances						
Fund balances, beginning		**33,018**	**232,868**	**600,658**	**1,176,389**	**1,848,074**
Adjustments to beginning fund balance						
Fund Balances, Beginning as Restated						
Fund Balances, Ending		**232,868**	**600,658**	**1,176,389**	**1,848,074**	**2,583,729**

Hillsborough Acceleration Academy
Personnel Budget
For The Year Ending June 30, 2023

Code	Position	Annual Salary	Number of Positions	Total	200-210 Retirement	200-220 FICA	200-230 Group Ins	200-240 Work Comp	200-250 FUTA - SUTA	Grand Total
Instruction										
100-120	Classroom Teacher (Regular)	48,000	4	192,000	7,680	14,688	12,000	960	1,200	228,528
100-120	Classroom Teacher (Special Ed)	55,000	1	55,000	2,200	4,208	3,000	275	300	64,983
				247,000	9,880	18,896	15,000	1,235	1,500	293,511
Instructional Support Services										
100-130	Other Certified (Counselors)	55,000	1	55,000	2,200	4,208	3,000	275	300	64,983
100-150	Paraprofessional	37,440	3	112,320	4,493	8,592	9,000	562	900	135,867
				167,320	6,693	12,800	12,000	837	1,200	200,849
School Administration										
100-100	Administrator	80,000	1	80,000	3,200	6,120	3,000	400	300	93,020
100-160	Registrar (part-time)	20,000	1	20,000	800	1,530	0	100	300	22,730
100-160	Recruitment	36,000	1	36,000	1,440	2,754	3,000	180	300	43,674
				136,000	5,440	10,404	6,000	680	900	159,424
Grand Total				550,320	22,013	42,099	33,000	2,752	3,600	653,784

Hillsborough Acceleration Academy
Expense Budget Detail
For The Year Ending June 30, 2023

Projected Enrollment | 250

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Instruction													
Personnel Costs (see attached)	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	293,511
Educational Software ($100/student)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
ChromeBook Lease ($100/student)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	343,511
Instructional Support Services													
Personnel Costs (see attached)	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	200,849
Regional & Nat'l Support Costs ($800/student)	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	400,849
School Administration													
Personnel Costs (see attached)	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	159,424
Insurance (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	168,424
Facilities & Acquisition													
Rent (estimate)	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Fiscal Services													
External Accountant (estimate)	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Food Services													
Snacks, water, etc (estimate)	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Central Services													
Student Recruitment ($200/student)	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Student Incentives ($60/student)	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Pupil Transportation Services													
	0	0	0	0	0	0	0	0	0	0	0	0	0
Operation of Plant													
Utilities (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Telephone & Internet (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Security (estimate)	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Janitorial (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Mainenance of Plant													
Repairs and Maintenance (estimate)	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Administrative Tecnology Services	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Debt Service	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000
Total Expense	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	1,277,784

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Hillsborough County Acceleration Academy

Attachment Y: Proposed Startup Budget

Startup Budget

The ESP is prepared to provide a loan to cover startup costs for the Academy. It is anticipated that $200,000 will be needed prior to the receipt of FEFP funds. Our annual budgets, found here and in Attachment X include repayment of this loan by approximately February of the 2nd fully operational year. Additional funds can be provided if necessary.

We have included $10,000 a month for rent of our facility. However, it is anticipated that an appropriate facility can be secured for only $7,000 a month, but our estimate amortizes some part of that for a security deposit required by the lessor. We included this cushion to ensure we would have enough cash in case leasing costs escalate, and/or to provide additional funds to cover buildout costs that may not be financed by a landlord.

Loan from ESP	$200,000
Staffing costs prior to opening	(54,482)
Facility costs prior to opening	(112,500)

Hillsborough Acceleration Academy
Hillsborough County, Florida
Budgeted Statement of Revenue, Expenditures, and Changes in Fund Balance
For The Academic Year Ending June 30, 2023

FTE Projected -250

Attachment Y

	Account Number	Annual Funding	Pre-Opening	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Revenues																
FEDERAL SOURCES																
Federal direct	3100			0	0	0	0	0	0	0	0	0	0	0	0	0
Federal through state and local	3200			0	0	0	0	0	0	0	0	0	0	0	0	0
STATE SOURCES																
FEFP, at 95%, less 8% Board fee	3310	959,433		79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	79,953	959,433
Capital outlay	3397	0		0	0	0	0	0	0	0	0	0	0	0	0	0
Class size reduction	3355	226,171		18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	18,848	226,171
School recognition	3361	0		0	0	0	0	0	0	0	0	0	0	0	0	0
Other state revenue	33XX	412,030		34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	34,336	412,030
LOCAL SOURCES																
Interest	3430			0	0	0	0	0	0	0	0	0	0	0	0	0
Local capital improvement tax	3413			0	0	0	0	0	0	0	0	0	0	0	0	0
Other local revenue	34XX			0	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenues		1,597,634	0	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	133,136	1,597,634
Expenditures																
Current Expenditures																
Instruction	5000		24,459	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	343,511
Instructional support services	6000		16,737	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	400,849
Board	7100		0	0	0	0	0	0	0	0	0	0	0	0	0	0
School administration	7300		13,285	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	168,424
Facilities and acquisition	7400		110,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Fiscal services	7500		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Food services	7600		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Central services	7700		0	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Pupil transportation services	7800		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operation of plant	7900		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Maintenance of plant	8100		500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Administrative technology services	8200		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Community services	9100		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt service	9200		4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000
Total Expenditures			166,982	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	1,277,784
Excess (Deficiency) of Revenues Over Expenditures			(166,982)	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	26,654	319,850
Other Financing Sources (Uses)																
Transfers in (loan from management company)	3600		200,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfers out	9700		0	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
Total Other Financing Sources (Uses)			200,000	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
Net Change in Fund Balances																
Fund balances, beginning		0	0	33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	
Adjustments to beginning fund balance		0														
Fund Balances, Beginning as Restated																
Fund Balances, Ending			33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868	

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Hillsborough Acceleration Academy
Hillsborough County, Florida
Budgeted Balance Sheet
For The Academic Year Ending June 30, 2023
Attachment Y

FTE- 250

	Accounts	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ASSETS														
Cash and cash equivalents	1110	33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868
Investments	1160	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant receivables	1130	0	0	0	0	0	0	0	0	0	0	0	0	0
Other current assets	12XX	0	0	0	0	0	0	0	0	0	0	0	0	0
Deposits	1210	0	0	0	0	0	0	0	0	0	0	0	0	0
Due from other funds	1140	0	0	0	0	0	0	0	0	0	0	0	0	0
Other long-term assets	1400	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Assets		33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868
LIABILITIES AND FUND BALANCE														
Liabilities														
Accounts payable	2120	0	0	0	0	0	0	0	0	0	0	0	0	0
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	0	0	0	0	0	0	0	0	0	0	0	0	0
Deferred revenue	2410	0	0	0	0	0	0	0	0	0	0	0	0	0
Notes/bonds payable	2180, 2250, 2310, 2320	0	0	0	0	0	0	0	0	0	0	0	0	0
Lease payable	2315	0	0	0	0	0	0	0	0	0	0	0	0	0
Other liabilities	21XX, 22XX, 23XX	200,000	190,000	180,000	170,000	160,000	150,000	140,000	130,000	120,000	110,000	100,000	90,000	80,000
Total Liabilities		200,000	190,000	180,000	170,000	160,000	150,000	140,000	130,000	120,000	110,000	100,000	90,000	80,000
Fund Balance														
Nonspendable	2710													
Restricted	2720													
Committed	2730													
Assigned	2740													
Unassigned	2750	(166,982)	(140,328)	(113,674)	(87,019)	(60,365)	(33,711)	(7,057)	19,597	46,251	72,906	99,560	126,214	152,868
Total Fund Balance		(166,982)	(140,328)	(113,674)	(87,019)	(60,365)	(33,711)	(7,057)	19,597	46,251	72,906	99,560	126,214	152,868
TOTAL LIABILITIES AND FUND BALANCE		33,018	49,672	66,326	82,981	99,635	116,289	132,943	149,597	166,251	182,906	199,560	216,214	232,868

Hillsborough Acceleration Academy
Hillsborough County, Florida
Budgeted Statement of Revenue, Expenditures, and Changes in Fund Balance
For The Five Academic Years Ending June 30, 2027

Attachment X

	FTE Projected	250	350	450	525	575

	Account Number	6/30/23	6/30/24	6/30/25	6/30/26	6/30/27
Revenues						
FEDERAL SOURCES						
Federal direct	3100	0	0	0	0	0
Federal through state and local	3200	0	0	0	0	0
STATE SOURCES						
FEFP	3310	959,433	1,343,206	1,726,979	2,014,809	2,206,695
Capital outlay	3397	0	0	0	0	0
Class size reduction	3355	226,171	316,639	407,108	474,959	520,193
School recognition	3361	0	0	0	0	0
Other state revenue	33XX	412,030	576,843	741,655	865,264	947,670
LOCAL SOURCES						
Interest	3430	0	0	0	0	0
Local capital improvement tax	3413	0	0	0	0	0
Other local revenue	34XX	0	0	0	0	0
Total Revenues		**1,597,634**	**2,236,688**	**2,875,741**	**3,355,031**	**3,674,558**
Expenditures						
Current Expenditures						
Instruction	5000	343,511	480,915	618,319	721,372	790,074
Instructional support services	6000	400,849	561,189	721,529	841,784	921,954
Board	7100	0	0	0	0	0
School administration	7300	168,424	235,794	303,163	353,690	387,375
Facilities and acquisition	7400	120,000	168,000	216,000	252,000	276,000
Fiscal services	7500	30,000	42,000	54,000	63,000	69,000
Food services	7600	12,000	16,800	21,600	25,200	27,600
Central services	7700	65,000	91,000	117,000	136,500	149,500
Pupil transportation services	7800	0	0	0	0	0
Operation of plant	7900	30,000	42,000	54,000	63,000	69,000
Maintenance of plant	8100	6,000	8,400	10,800	12,600	13,800
Administrative technology services	8200	48,000	67,200	86,400	100,800	110,400
Community services	9100	0	0	0	0	0
Debt service	9200	54,000	75,600	97,200	113,400	124,200
Total Expenditures		**1,277,784**	**1,788,897**	**2,300,011**	**2,683,346**	**2,938,903**
Excess (Deficiency) of Revenues Over Expenditures		**319,850**	**447,790**	**575,730**	**671,685**	**735,655**
Other Financing Sources (Uses)						
Transfers in (loan from management company)	3600	0	0	0	0	0
Transfers out	9700	(120,000)	(80,000)	0	0	0
Total Other Financing Sources (Uses)		**(120,000)**	**(80,000)**	**0**	**0**	**0**
Net Change in Fund Balances						
Fund balances, beginning		**33,018**	**232,868**	**600,658**	**1,176,389**	**1,848,074**
Adjustments to beginning fund balance						
Fund Balances, Beginning as Restated						
Fund Balances, Ending		**232,868**	**600,658**	**1,176,389**	**1,848,074**	**2,583,729**

Hillsborough Acceleration Academy
Personnel Budget
For The Year Ending June 30, 2023

Code	Position	Annual Salary	Number of Positions	Total	200-210 Retirement	200-220 FICA	200-230 Group Ins	200-240 Work Comp	200-250 FUTA - SUTA	Grand Total
Instruction										
100-120	Classroom Teacher (Regular)	48,000	4	192,000	7,680	14,688	12,000	960	1,200	228,528
100-120	Classroom Teacher (Special Ed)	55,000	1	55,000	2,200	4,208	3,000	275	300	64,983
				247,000	9,880	18,896	15,000	1,235	1,500	293,511
Instructional Support Services										
100-130	Other Certified (Counselors)	55,000	1	55,000	2,200	4,208	3,000	275	300	64,983
100-150	Paraprofessional	37,440	3	112,320	4,493	8,592	9,000	562	900	135,867
				167,320	6,693	12,800	12,000	837	1,200	200,849
School Administration										
100-100	Administrator	80,000	1	80,000	3,200	6,120	3,000	400	300	93,020
100-160	Registrar (part-time)	20,000	1	20,000	800	1,530	0	100	300	22,730
100-160	Recruitment	36,000	1	36,000	1,440	2,754	3,000	180	300	43,674
				136,000	5,440	10,404	6,000	680	900	159,424
Grand Total				550,320	22,013	42,099	33,000	2,752	3,600	653,784

Hillsborough Acceleration Academy
Expense Budget Detail
For The Year Ending June 30, 2023

Projected Enrollment 250

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Instruction													
Personnel Costs (see attached)	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	24,459	293,511
Educational Software ($100/student)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
ChromeBook Lease ($100/student)	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	28,626	343,511
Instructional Support Services													
Personnel Costs (see attached)	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	16,737	200,849
Regional & Nat'l Support Costs ($800/student)	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	33,404	400,849
School Administration													
Personnel Costs (see attached)	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	13,285	159,424
Insurance (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	14,035	168,424
Facilities & Acquisition													
Rent (estimate)	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Fiscal Services													
External Accountant (estimate)	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Food Services													
Snacks, water, etc (estimate)	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Central Services													
Student Recruitment ($200/student)	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Student Incentives ($60/student)	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Pupil Transportation Services	0	0	0	0	0	0	0	0	0	0	0	0	0
Operation of Plant													
Utilities (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Telephone & Internet (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Security (estimate)	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Janitorial (estimate)	750	750	750	750	750	750	750	750	750	750	750	750	9,000
	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Mainenance of Plant													
Repairs and Maintenance (estimate)	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Administrative Tecnology Services	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Debt Service	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000
Total Expense	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	106,482	1,277,784

Hillsborough County Acceleration Academy

Attachment Z: Evidence of external funding
(e.g. foundations, donors, grants), if applicable.

Evidence of external funding (e.g. foundations, donors, grants), is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Addendum AA: Commissioner's letter(s) of verification of high-performing status
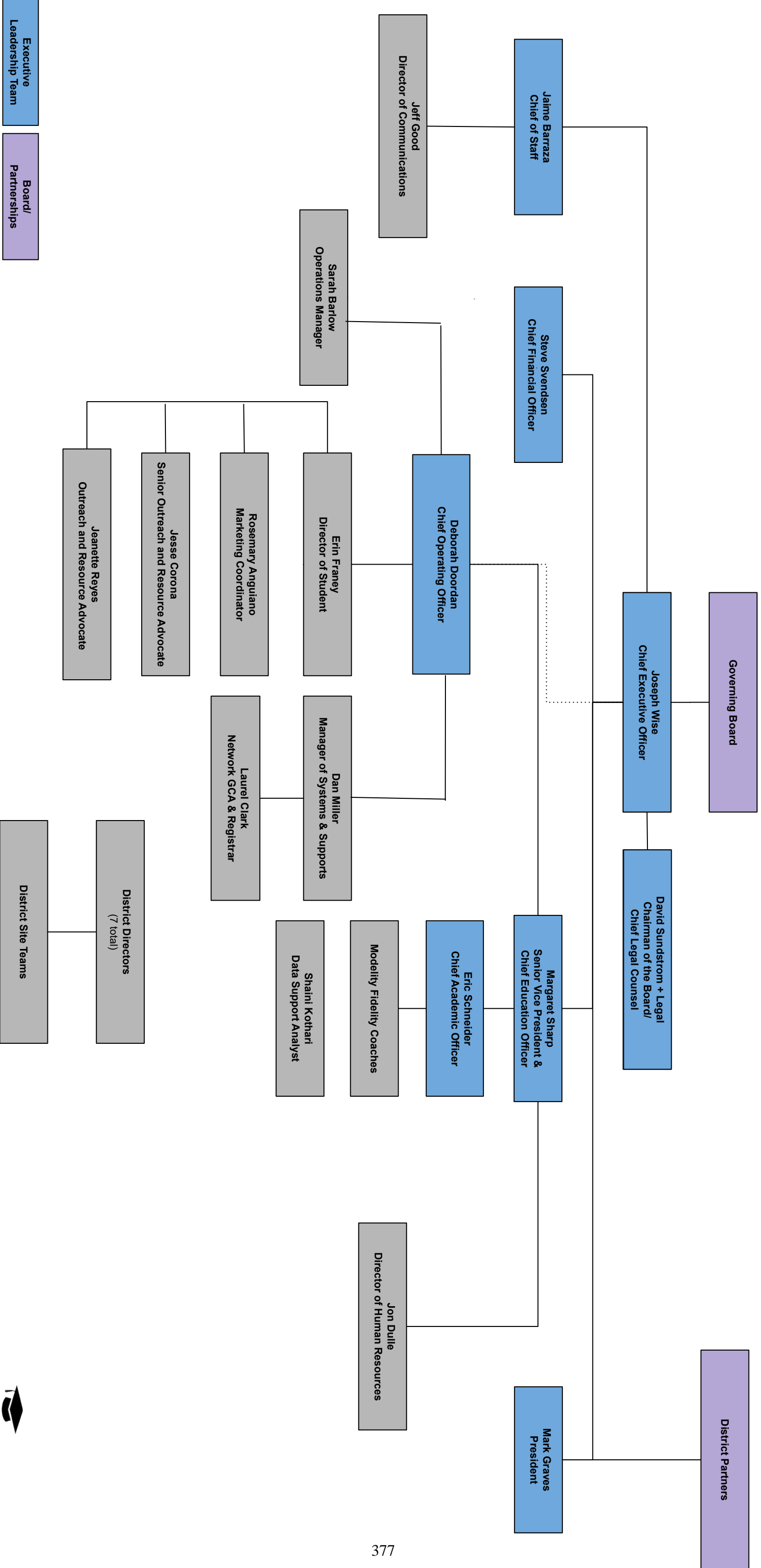
A commissioner's letter of verification of high-performing status is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Addendum BB: ESP's organization chart

ACCELERATION ACADEMIES | 2020 Organizational Chart

Legend:
- Executive Leadership Team
- Board/ Partnerships
- Senior Advisors
- AA Staff

Revised: 09/03/2020

Jaime Barraza — Chief of Staff

Jeff Good — Director of Communications

Steve Svendsen — Chief Financial Officer

Sarah Barlow — Operations Manager

Deborah Doordan — Chief Operating Officer

Erin Franey — Director of Student

Rosemary Anguiano — Marketing Coordinator

Jesse Corona — Senior Outreach and Resource Advocate

Jeanette Reyes — Outreach and Resource Advocate

Dan Miller — Manager of Systems & Supports

Laurel Clark — Network GCA & Registrar

Joseph Wise — Chief Executive Officer

Governing Board

David Sundstrom + Legal — Chairman of the Board/ Chief Legal Counsel

Margaret Sharp — Senior Vice President & Chief Education Officer

Eric Schneider — Chief Academic Officer

Modelity Fidelity Coaches

Shaini Kothari — Data Support Analyst

District Directors (7 total)

District Site Teams

Jon Dulle — Director of Human Resources

Mark Graves — President

District Partners

ACCELERATION ACADEMIES
Own Your Success

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Hillsborough County Acceleration Academy

Addendum CC: ESP's organization chart after any anticipated

growth

Addendum CC is not applicable for Hillsborough County Acceleration Academy because the ESP does not anticipate any changes to their organization chart at this time.

Hillsborough County Acceleration Academy

Addendum DD: Applicant history worksheet (Form IEPC-M1A)

An applicant history worksheet (Form IEPC-M1A) is not applicable for Hillsborough County Acceleration Academy.

Hillsborough County Acceleration Academy

Addendum EE: Draft contract between school and ESP

EDUCATION PROGRAM AND ADMINISTRATION AGREEMENT BETWEEN OWN YOUR SUCCESS ACADEMIES, INC. AND ACCELERATION ACADEMIES, LLC.

This Education Program And Administration Agreement is entered on _____, 2021 by Own Your Success Academies, Inc. ("School"), a Florida nonprofit public charter school with its office at 1600 East Central, Orlando, Florida 32803 and Acceleration Academies, an education services provider with its Florida business address at 12029 Cranefoot DR, Jacksonville, Florida.

To the maximum extent permitted by law, the School and Acceleration Academies hereby agree that Acceleration Academies shall provide the School with all academic, programmatic, administrative, operational, managerial services and personnel necessary to operate the school, in accordance with the School's charter with its authorizer and the written policies of the School's Board of Directors ("Board"). The Board shall retain responsibility for meeting remaining duties, if any, that are not identified as Acceleration Academies' under this Agreement.

I.   PURPOSE OF AGREEMENT

●   The School seeks to reengage and educate students who remain eligible to receive School services but who have dropped out or are at-risk of dropping out of school;

●   Acceleration Academies already provides to Florida public school districts its accredited educational services program and services, and seeks through this Agreement to enable the School to serve Eligible Students (as defined in Section 1.1 below) who have abandoned education; it intends to do so by finding, recruiting, engaging and educating those students through a 12-month-per-year, extended daily hours program that encompasses research-based supports and intensive academic rigor.

II.   AFFIRMATIONS & ACKNOWLEDGEMENTS

●   **Compliance.** The School affirms that its execution of this Agreement is authorized by law and by the contract it has signed, or intends to sign, with its charter authorizer. Both the School and Acceleration Academies acknowledge that, if the School's contract with its charter authorizer is pending, this Agreement does not take effect unless and until that contract is executed, and this Agreement is approved by the School's charter authorizer. The School affirms that at all times while this Agreement is in effect the School's Board shall be authorized by its Charter Application, Charter Contract and Charter Authorizer to govern the School, and shall have all powers necessary to enable Acceleration Academies to carry out all educational, operational and managerial services as specified in this Agreement.

●   **Governance.** The School affirms that its Board shall govern the School in accordance with the terms of this Agreement, and acknowledges that governance consists of program and services oversight and not day-to-day management of school operations.

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● **Accountability.** Acceleration Academies affirms that it shall remain accountable to the School for performance of all programmatic, administrative, operational and managerial services necessary to operate the school. Further, it will engage in no act or omission that would cause the School to be in violation of its charter.

III. TERMS AND CONDITIONS

In consideration of the mutual promises contained in this Agreement and for other good and valuable consideration, The School and Acceleration Academies agree as follows:

1. PROGRAM DESCRIPTION

1.1. Acceleration Academies will provide a community-based alternative education program ("Program") that includes all operational, employment, supervision and instructional services required to meet the needs of the School's Eligible Students, and ensure the School's compliance with its charter. "Eligible Students" mean current and former students who:
● Are not high school graduates; and
● Qualify under State law for public education services from the School.

1.2. The Acceleration Academies Program's instructional content and curriculum will be fully aligned to State of Florida and School standards. The Parties expect that eligible students shall receive academic services sufficient to satisfy State of Florida and the School's educational requirements for achieving a School-issued high school diploma. Acceleration Academies' assigned classes shall be in accordance with the State of Florida Course Code Directory to the extent mandated by Florida law.

1.3. The Acceleration Academies Program is a 12-month per year program to recruit, re-engage and educate Eligible Students who dropped out or are at risk of dropping out of school. Program content and curriculum is fully aligned to State of Florida standards. Research-based instructional methodologies shall include 1:1 face-to-face instruction, small group instruction, full-group instruction, guided practice, online instruction, lecture and group- led instruction and computer/direct face-to-face concurrent instruction. Instruction shall be made available to Eligible Students generally 8 to 10 or more hours per academic day. The Program shall comply with all State of Florida student attendance and faculty staffing requirements under state law. The Program shall adopt and enforce the School's Student Code of Conduct. The Program shall, with the School, ensure the legal entitlements of special students including those identified as exceptional and limited English proficiency. The Program shall comply with ESSA and any School plan addressing limited English language proficiency, and special education services under Section 504 of the Individuals with Disabilities Education Act.

1.3.1. Program students' academic growth will be assessed and graded in the manner required by Florida law and the School's Charter agreement with its charter authorizer. Subject to the charter authorizer's and the Board's oversight, the supervision and control of any student participating in an Acceleration Academies Program shall be the sole responsibility of Acceleration Academies while the student is attending an Acceleration Academies Program site.

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1.3.2.   To the maximum extent permitted by law, Acceleration Academies shall be provided access to any and all applicable student educational records for Acceleration Academies' Program purposes. Such records include but are not limited to, academic assessments, psychosocial profiles, limited English proficiency, grade reports, attendance   data, and cumulative records. The Acceleration Academies Program shall comply fully with laws, policies and rules guaranteeing the confidentiality of student educational records and access thereto.

1.4.   Acceleration Academies shall comply with all Federal and State laws governing students with disabilities and those who are limited English proficient, through Acceleration Academies' compliance with the Every Student Succeeds Act (ESSA), and with any School plan addressing limited English proficiency.

1.5.   Acceleration Academies shall provide the School with its written procedures governing intake, evaluation, dismissal, and separation of Acceleration Academies' students upon request. Further, Acceleration Academies shall:
●   At the Board's direction, arrange for student due process hearings that comply with state and federal law governing discipline, special education, confidentiality, and records access. (Notwithstanding anything to the contrary, the Board retains the right to provide due process itself if it chooses to do so).
●   Comply with all federal, state, and local statutory requirements, unless such requirements are or have been waived.
●   Enforce rules, regulations and procedures adopted by the Board that are compliant with federal, state and local statutes.
●   Adopt and enforce statutory-required school year and school day schedules as approved by the Board.

1.6.   Acceleration Academies shall collaborate with the School's Board in the development of a student code of conduct, and shall submit to the School's Board—for the School Board's approval— a proposed student code of conduct. At the time of intake Acceleration Academies shall secure student and parent/guardian signatures acknowledging an understanding of the rules and penalties for violating them. Acceleration Academies' administrative staff will meet quarterly or more as needed with the School's designated Board committee to discuss the Program and progress of its students.

1.7.   The Parties acknowledge and agree that time is of the essence in meeting their respective obligations under this Agreement.

1.8.   Acceleration Academies shall ensure that all authorized instructional and educational support personnel are trained to efficiently and effectively enter student data and use the basic functions of the School's maintenance of academic records in accordance with Federal and State law. Additionally, Acceleration Academies shall submit electronic applications for quarterly progress reports on each student within the required time frame. For students previously approved by the School exiting the Program prior to the end of a grading period, student withdrawal progress reports shall be completed and forwarded to receiving schools.

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1.9.   Acceleration Academies shall develop and implement a security plan for the safety of all students and personnel at the School. The plan shall include the development of a Critical Incident Response Plan (CIRP) in collaboration with School and shall include School safety and security recommended best practices. In the event that an imminent danger to student health, safety, or welfare exists and is not immediately remediable—as determined by an independent medical or law enforcement agency—this Agreement may be terminated immediately.

1.10.   Acceleration Academies shall license the School to use its trade name and logo in association with the School, and shall collaborate and cooperate with the School in marketing strategies. Lowcountry Acceleration Academy.   The trade name and logo may be used solely under this Agreement during the Term of this Agreement. The School and its Board acknowledges no proprietary interest in Acceleration Academies' various trade names and logos.

2.   FACILITIES

2.1   Unless otherwise agreed upon in a writing signed by the Parties, Acceleration Academies agrees to lease and provide educational services at one or more sites within the community (sites described with specificity in Exhibit 1), which shall first be approved by the School's Board. Such approval shall not be unreasonably withheld. The number of sites will be determined by preliminary estimates of projected enrollments in the Acceleration Academies Program. Acceleration Academies agrees to maintain facilities in accordance with federal, state and local laws, city ordinances, and School policy including any State Uniform Building Code for governing Educational Facilities and the State Department of Education's requirements for educational facilities. Acceleration Academies welcomes School recommendations and/or suggestions of viable sites for the Acceleration Academies sites.

2.1   Acceleration Academies will comply with the standard requirements as specified for the Program use, as determined in the State Building Code, Americans with Disabilities Act (Guidelines) and the National Fire Protection Association (NFPA) 101 Life Safety Code 2012 Edition (or latest edition). Acceleration Academies shall ensure that the property owner maintains current sanitation and health certificates and that all leased sites receive an annual fire inspection. Each site utilized in the Program by Acceleration Academies shall be made available for inspection by School personnel.

3.   PERSONNEL   RESPONSIBILITY.

3.1.   Acceleration Academies will have the sole responsibility and authority to select and hire qualified administrative, teaching and support staff to operate each site and Facility within the staffing levels approved by the School in its annual Board Budget, and to select evaluate, assign, discipline, supervise, manage, transfer or terminate the employment of personnel, as necessary to carry out Acceleration Academies' obligations under this Agreement

3.2.   If applicable and unless prohibited by applicable statute, court or administrative decision, or Attorney General's opinion, the School may make payments to any applicable public retirement system on behalf of its employees. the School may employ such other employees as it determines necessary who are not supervised by Acceleration Academies, provided that the costs therefore are included in the School's Board Budget.

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3.3.   Acceleration Academies will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on its employees and on its own employees to the extent required under State law and other applicable laws and regulations. Upon request, Acceleration Academies will provide the School with documentary evidence of such background checks and with a detailed listing of the actual compensation and fringe benefit costs for all employees supervised by Acceleration Academies who are providing services at School sites and facilities.

3.4.   Acceleration Academies will comply with the requirements of applicable law regarding the evaluation of the School teachers and administrators and all other employees retained under this Agreement pursuant to Florida law. All other the School employees will be evaluated pursuant to Florida law and the School policy.

3.5.   **(Teachers)**   Acceleration Academies will recruit, screen and hire such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Subject to the School's Board Budget, Acceleration Academies will determine the number and assignments of such teachers. Such teachers may work at the School on a full or part time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, and, to the extent required under State law and other applicable laws and regulations, hold a valid teaching certificate. The teachers will be employees of Acceleration Academies, and Acceleration Academies shall have the sole right to evaluate the teachers and to determine promotions, salaries, discharge and other factors relating to their employment.

3.6.   **(Support Staff)**   Acceleration Academies shall select and hire such support staff for the School as are required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the School Director, bookkeepers and maintenance personnel. Such support staff may work at the School on a full or part time basis.

3.7.   **(Staff Development)**   Acceleration Academies will provide to the School employees it manages staff development   that is required by law (including, but not limited to prevention of workplace sexual harassment instruction, anti-bullying instruction, etc.). Further, Acceleration Academies will provide staff development in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuing basis. Such staff development will enable the site's Director and the School's instructional staff to provide staff development to each other. Non-instructional personnel will receive such staff development as Acceleration Academies determines to be reasonable and necessary under the circumstances. Acceleration Academies will provide the School's Board with an overview of its proposed professional development for each academic year.

3.8.   Acceleration Academies shall identify an Acceleration Academies' administrator who shall have authority to make decisions on behalf of Acceleration Academies and who will represent Acceleration Academies at, including but not limited to, all required administrative meetings and training. In the event that such administrator is not available, an Acceleration Academies designee approved by the School may represent Acceleration Academies.

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3.9.   All Acceleration Academies employees, appointees, or agents who come into contact with students as part of any Acceleration Academies Program must submit to a background check at Acceleration Academies' expense in a manner prescribed by the School. Acceleration Academies agrees to remove any person providing services to students under this Agreement who does not meet the standards under School Policies and administrative procedures on criminal background checks and employee history checks.

3.10.   Acceleration Academies shall employ a minimum of one certified Special Education teacher to develop, implement and determine mastery of the Individual Educational Plan (IEP) goals for special education students, who shall participate in admission and exiting conferences, IEP preparation and staffing, and maintaining special education compliance for special education students. Acceleration Academies shall promptly notify designated School personnel and complete all appropriate forms and paperwork in the event that any Acceleration Academies teacher or staff suspects that a particular School student in the Program may have a disability which may qualify that student for special education services.

3.11.   Acceleration Academies shall employ appropriately certified substitute teachers for permanent instructional personnel who are temporarily absent due to illness or personal reason.

3.12.   Acceleration Academies shall provide its teachers with up to ten (10) paid hours annually during which they may upgrade skills through participation in Acceleration Academies in-service activities. The cost of such activities, if any, shall be borne by Acceleration Academies. Acceleration Academies shall assume responsibility for the credentialing of its employees, including, but not limited to, paying costs associated with participation in a Professional Orientation Program.

4.   STUDENT EVALUATION:
(All students will be recipients of a personalized learning path.)

4.1   Acceleration Academies shall conduct an academic assessment of each student upon intake. The results of this assessment combined with the student's previous class schedule and educational goals shall determine the instructional strategies employed while the student is enrolled in Acceleration Academies' Educational Program. Acceleration Academies shall design a student schedule outlining a course of study that the student is to follow. All courses offered must lead toward a standard high school diploma approved by the School unless otherwise provided for in a student's IEP. Acceleration Academies agrees to use the School or State course matrices. All Acceleration Academies students shall be subject to the School's or State's approved academic credit standard for a high school diploma. If appropriate, Special Education students shall be subject to curriculum modifications as stated in applicable student IEPs to enable the student to meet the requirements of a high school diploma.

4.2. Acceleration Academies shall implement a written philosophy, curriculum, and methodology for all students, which will be cooperatively developed between the School and Acceleration Academies, and is consistent with the Student Progression Plan and School Policy. Acceleration Academies shall provide the School with a master schedule indicating certified teachers and a list of course codes for the credit courses it intends to offer. The master schedule

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must reflect the minimum standards specified by School or its charter authorizer.

4.3. Subsequent to the review of academic history, each non-ESE student shall have developed an Academic Intervention Plan (AIP) that shall identify the academic needs of the student, and state short term and long-term academic goals. The AIP shall be reviewed and revised with the student participating on regularly scheduled intervals.

4.4. Acceleration Academies agrees to prepare students for any end-of-course examinations, and any other School-mandated assessment by ensuring that each Acceleration Academies teacher delivers appropriate instruction.

4.5. Acceleration Academies agrees to administer end-of-course examinations, and other School or State mandatory tests on-site, proctored only by Acceleration Academies' staff members certified to meet all legal mandates and State policies. All course grading shall use the identical formula for course grading used in Florida's Uniform Grading Scale.

4.6. Acceleration Academies shall implement the School's student achievement-testing program mandated or approved by the State or the School. Acceleration Academies is responsible for the security of all testing materials and documents provided by the School or the State for the assessment of enrolled students. Acceleration Academies must adhere to all State and School policies and procedures relative to test preparation, test administration, test materials, and test security in accordance with State of Florida Statutes and School Policy. Acceleration Academies must complete and sign the applicable Administration and Security Agreement for each testing program. Acceleration Academies will also administer all School sponsored student assessments in accordance with established procedures and timelines.

4.7. Acceleration Academies shall maintain individual achievement records in a form prescribed by the School for each student. Included therein must be a record specifying which competencies have been mastered, the date on which mastery was achieved, and the signature of the certified teacher verifying mastery.

4.7. Acceleration Academies shall make available a quiet, private room for psychological evaluations and Special Education and/or ESOL interviews or parent/teacher meetings.

4.8. Acceleration Academies shall permit School staff to conduct site visitations and reviews of the instructional Program provided by Acceleration Academies and to confer with staff of Acceleration Academies at reasonable times. The School shall monitor and evaluate the Program on a semi-annual basis to ensure compliance with contractual provisions relative to the delivery of instructional and support services to students. Acceleration Academies may be visited and reviewed by a School review team at any reasonable time. Acceleration Academies shall collaborate with the School to prepare and implement any Action Plan in response to any findings and/or recommendations of the Program review conducted by the School's review team. Said plan shall target any deficiencies and should be submitted within reasonable timelines specified in any visitation report.

5. CONTENT, CURRICULA AND SCHOOL TEXTS/MATERIALS

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Acceleration Academies' Program shall employ School-approved and/or Acceleration Academies-established educational content and curricula aligned to School and state standards, in accordance with Paragraph 1.2, above.

6.   ATTENDANCE

6.1. Acceleration Academies personnel shall be subject to all confidentiality protocols applicable to the charter authorizer and School staff. Upon execution of this Agreement, the School or charter authorizer shall provide designated Acceleration Academies' personnel sufficient login and password rights to enable Acceleration Academies to timely do all of the following:

● Register and schedule Eligible Students into applicable State and School student information systems.
● Enter relevant student data into those applicable information systems.
● Report attendance and grades through those applicable information systems.
● Access relevant Eligible Student records contained in those applicable information systems.

6.2. Acceleration Academies agrees to comply with State of Florida attendance protocols and requirements. Acceleration Academies agrees to take attendance daily and forward information to the appropriate School designee on an agreed upon timeline. Acceleration Academies will provide the appropriate computer hardware and the School will provide the Programming and software, along with the required training, to Acceleration Academies' designated personnel.

6.3.   The presence, absence, or tardiness of each student shall be checked, each day, and recorded daily in the School's automated student attendance record-keeping system. To comply with the rules, a pupil is "in attendance" if he or she meets School attendance protocols.

7.   STUDENT RECORDS

7.1. Acceleration Academies will prepare and maintain records relating to the students and the Program in accordance with the School's daily quality record requirements. Records will include demographic data, test scores, discipline records, attendance, withdrawal (leave) code documentation and other appropriate information. Acceleration Academies shall convey such information confidentially and directly to the School using protocols and technology reasonably requested by the School.

7.2. Acceleration Academies understands that the School must have access to copies of student administrative and educational records to effectively participate in this Agreement. Acceleration Academies agrees to provide the School access to all student, administrative, educational and financial records required to monitor and evaluate the effectiveness of Acceleration Academies' Program.

7.3. The School and Acceleration Academies agree that each will at all times remain in compliance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232 et seq., and all other laws protecting students and their information. This includes meeting all requirements governing the use and re-disclosure of personally identifiable information from educational records. In the event that the School is compelled by law to furnish information or records in the possession of Acceleration

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Academies, such information or records shall be promptly furnished by Acceleration Academies to the School and the School shall have the right to release such information and records to the extent that the release is lawfully required. The School designates employees of Acceleration Academies as School agents having a legitimate educational interest such that they are entitled to access to educational records under law. The School's Board, in its discretion, authorizes Acceleration Academies to communicate with and negotiate on the Board's behalf with all state and governmental agencies, subject to Board policies.

8. TRANSPORTATION

The School may, consistent with its Charter agreement, provide student transportation to and from a school site. However, if Acceleration Academies provides such transportation and Federal, State or Local funds are available for reimbursement of those transportation costs, the School will cooperate in the facilitation of such reimbursement to Acceleration Academies.

9. MEDIA

Acceleration Academies shall implement and comply with all School policies and procedures governing or affecting media and its usage.

10. SCHOOL RESPONSIBILITIES

10.1. The School understands and acknowledges that *time is of the essence in its performance of its responsibilities under this Agreement.*

10.2.   To the maximum extent that it can, the School shall ensure that funding for any student referred to Acceleration Academies from another school shall follow the student pro rata. However, such pro rata funding shall be paid in accordance with the 12-month funding protocols specified in Section 12 below. Also, the Board shall develop and implement an annual evaluation process by which School evaluates Acceleration Academies' services using specific academic performance measures aligned with the School Policy, Charter, and federal and state performance standards. The process shall include methods for addressing unsatisfactory performance.

10.3.   The School shall monitor the performance and services provided by Acceleration Academies in accordance with performance standards outlined in this Agreement. Student's performance and student attendance standards shall be identical to those applicable to similarly situated students in the State's traditional and charter high schools. The School shall charter authorizer may inform all applicable guidance counselors of Acceleration Academies' programs at the start of each academic year.

10.4.   The School shall assist in arranging for Acceleration Academies teachers and/or staff to participate in School staff development activities, both mandatory and optional, and classroom visitations and observations as requested.

10.5.   The School shall meet quarterly or more as needed with Acceleration Academies' Administrative staff to discuss the Program and progress of its students.

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10.6.   Acceleration Academies shall perform any required multi-factored evaluations and develop IEP's for students with disabilities. Acceleration Academies shall provide the academic component of these IEP's while the School shall provide any required clinical or non-academic services.

10.7.   The School shall expedite any Acceleration Academies' request for all data entry rights necessary to enable Acceleration Academies to timely enter required student data into State or School automated data systems.

10.8.   The School shall diligently and timely act to ensure that it receives maximum Federal, State and Local per-student funding available for each Eligible Student being served by Acceleration Academies.

10.9.   The School is authorized to monitor Acceleration Academies' preparation and maintenance of School records to ensure compliance with School, State, and Federal legal requirements.

10.10. The School is licensed to use Acceleration Academies' logo and marketing materials in association with Lowcountry Acceleration Academy, but shall refrain from doing the following without the express, written consent of Acceleration Academies:

a)   Appropriating or using any of the intellectual or other property—including social media, uniform resource locator (URL) and other sites of, established by or maintained by—Acceleration Academies;
b)   Soliciting, employing or contracting the services of any Acceleration Academies' employee or contractor during this Agreement or within 9 months thereafter.

10.11. The School and its Board acknowledge that by reason of this Agreement, they will become familiar with Acceleration Academies' Confidential Information, which includes proprietary and licensed third-party software (including object code and source code), database technologies, systems, structures, and student recruitment and engagement research and methodologies, upon which Acceleration Academies' dropout reengagement, dropout prevention and the recovery and education of high school dropouts is based. Consequently, the School and its Board (including its individual Board members) agree that during the term of this Agreement and at all times thereafter, they will not—without the written permission of Acceleration Academies—use any component of Acceleration Academies' program or Confidential Information to manage, operate or control any business engaged in high school dropout reengagement, dropout prevention, or the recovery and/or education of high school students who have dropped out or are at risk of dropping out. Additionally, for all periods following the Term of this Agreement, they will not use Acceleration Academies proprietary information without Acceleration Academies' written consent.

10.12. The Board is responsible for its academic and fiscal policies, and shall in good faith consider recommendations from Acceleration Academies, including those that may affect rules, policies, or budgets. A material change to Board policies, rules, articles or bylaws that undermines Acceleration Academies' program is prohibited during the term of this agreement.

10.13. The Board shall in good faith timely provide Acceleration Academies with data (in the Board's possession or to which it has access) that is reasonably necessary to enable Acceleration Academies to meet its obligations under this Agreement.

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11.   FINANCIAL RECORDS, RELATED DATA AND PROCESSES

11.1. Acceleration Academies shall maintain all financial records related to each educational service Acceleration Academies provides under this Agreement for five (5) years.

11.2.   During the Term of this Agreement, the School may at its option arrange for an independent audit of funds it is paying or has paid to Acceleration Academies under this Agreement. Such an independent audit would be at the School's sole expense, and be performed during reasonable business hours upon reasonable notice. If the School issues a written audit report, Acceleration Academies shall be provided reasonable opportunity to submit a written response to it. The School shall ensure that a written audit report, if any, is combined with Acceleration Academies' written response in any publication or report that is subject to the State's applicable Public Records Act.

11.3.   The School shall act as the fiduciary agency through which all third-party (e.g., State, Federal and local) funds will pass through in the process of compensating Acceleration Academies for its services under this Agreement. Acceleration Academies shall fully cooperate with the School if the School is subject to any state or federal audit related to any funds that have been paid to Acceleration Academies.

12.   COMPENSATION

12.1. The Parties agree:

● Acceleration Academies will provide the School's Board of Directors ("Board") all academic, programmatic, administrative, operational, managerial services and personnel necessary to operate the school and to provide year round, extended-day student supports and services.
● For these turnkey services, the School's Board shall compensate Acceleration Academies in an amount that is 5% less than the total weighted per pupil funding received by the Board and designated to fund the education of each School student served by Acceleration Academies.
● All compensation is subject to the following:
○ Upon receipt of any per-pupil funding, the Board shall deposit into its applicable account 5% of that funding, and deposit the balance into a segregated account ("Separate Account").
○ From that Separate Account, Acceleration Academies shall be authorized to pay all costs of academic, programmatic, administrative, operational, managerial services and personnel (including but not limited to insurance, third-party software, call center and managerial services) during each applicable per-pupil funding period.
○ If in any month funds in the Separate Account are insufficient to pay School operating expenses, Acceleration Academies will pay the shortfall for that month.
○ If—subsequent to such a shortfall—funds in the Separate Account are sufficient to repay Acceleration Academies for any shortfall payment, the parties agree to such a repayment.
○ The School agrees to reimburse Acceleration Academies if (i) Acceleration Academies provides or pays for additional student services for which grant or other funds are authorized (e.g., Title and

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special education services), and (ii) the School receives grant or other reimbursements for those additional services—but only to the extent the School itself receives funding for those services.

12.2. The parties acknowledge and agree that the 5% total weighted per pupil funding deposited monthly into the Board's account under Section 12.1shall be used to cover Board expenses (e.g., financial auditing, legal services).

12.3. The School shall make monthly payments commencing on _____, to Acceleration Academies provided, however, that funding will be calculated based upon actual student attendance, restricted to students enrolled via the School's Board, as determined during the applicable student attendance survey period.

12.4. Student attendance survey period dates to be provided annually by the School. The School's Board agrees to provide program funding from _____, 2020 through and including June 2027 unless the Agreement is terminated as provided herein.

12.5. The payments will be rendered monthly upon receipt of the applicable Acceleration Academies' invoice. In the event a dispute over an invoice arises, the parties agree to abide by the recommendation of an independent Certified Public Accounting (CPA) firm.

12.6. **Pre-First Survey Period.** The monthly payments made before a survey period shall be based on a good faith estimate of the number of students served as agreed to between the parties. The actual student enrollment will be defined as the number of students enrolled and in attendance at least one day during the survey period. The payments made following the first survey period will be based on the actual weighted per pupil funding available under law for each student identified in the first survey period, less 10%, with adjustments for any under or over payments already rendered. The payments made following the second survey period will be based on the actual weighted FTE as reported during the second survey period, with adjustments for any under or over payments already rendered. Each payment obligation of the School created by this Contract is conditioned upon the availability of funds that are appropriated or allocated for the payment of services and products. If such funds are not allocated and available, this Contract may be terminated by School at the end of the period for which funds are available. The School shall notify Acceleration Academies at the earliest possible time before such termination. No penalty shall accrue to School Board in the event this provision is exercised, and School Board will not be obligated or liable for any future payments due or for any damages as a result of termination under this section, other than actual expenses as specified in Section 22.2.below. Funds provided for this Contract may only be expended on direct program costs and supports, i.e., costs directly related to program implementation and supports thereof.

12.7. Acceleration Academies shall provide a daily attendance roster to the School via e-mail to confirm and verify student attendance. Acceleration Academies shall provide a monthly attendance report to the School, which shall accompany the monthly voucher for billing and payment.

12.8. In the event there is any overpayment of funds paid by the School to Acceleration Academies,

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School reserves the right to request and obtain a reimbursement of any such overpayment. Acceleration Academies, upon written notice of such overpayment shall, within thirty (30) days, and subject to the agreement of the School, either:

i.   Pay to the School the full amount of any such overpayment, and/or

ii.   Upon agreement of the School as to time and amount:

●   Institute and comply with a repayment schedule, and/or

●   Permit the School to withhold and retain some or all of the future funds or payments which may become due under this Agreement until such time as full reimbursement is achieved. In such event, the School shall be the sole determiner of the amounts to be withheld and the schedule for such withholding.

12.9.   "Per-pupil funds" means all monies received from any source to meet the needs of Eligible Students enrolled at the School, including but not limited to:

●   Special education, English Language Learner (ELL), Title I, and charter start-up funds;

●   Gifted and talented and "At-Risk" student funds;

●   Grants and donations received by the School for purposes served by Acceleration Academies' Program.

13.   REPORTS AND EVALUATIONS

13.1.   Acceleration Academies shall submit to School within thirty (30) days after the execution of this Agreement the most recent financial statement of its assets and liabilities. School will accept an un-audited version.

13.2.   In accordance with Paragraph 11, Acceleration Academies will maintain and retain throughout the term of this Agreement and for a period of at least five (5) years thereafter, financial information that discloses use of funds received from School. In the event of a State, Federal or Local Unit of Government audit of the School regarding expenditures of State, Federal or Local Unit of Government funds, Acceleration Academies shall make available for inspection such financial information as required by the State Department of Education or other applicable auditing agencies.

13.3.   Upon School request, Acceleration Academies shall submit an annual report of each year of implementation, starting with the end of the first year of implementation. The annual report shall contain basic demographic data, attendance rates, enrollment data, and achievement data on all participating students. Student achievement data shall include, but not be limited to, the number of credits earned by each student, the number of students participating in the Program, and the number of graduates exiting the Program.

13.4.   If requested, Acceleration Academies will provide the School with a final summative project report at the completion of the Agreement's Term. The report shall include, but will not be limited to, project background information, a description of the project implementation, and

all relevant accomplishments and conclusions.

13.5.   Acceleration Academies and the School intend to utilize the results of the evaluations and written reports as part of the criteria for continuation or termination of future participation in the Program. No reports or evaluations created pursuant to this Agreement may be released to third parties, other than the School's charter authorizer, without prior written consent of School; the School affirms that its consent will not be unreasonably withheld.

13.6.   Acceleration Academies will timely notify the School or its Board of any known or anticipated issue that might adversely affect the School, or its performance of its duties to its charter authorizer. Such issues may include labor disputes, serious safety or health risks, and anticipated funding shortfalls.

14.   EFFECTIVE DATE, TERM AND AMENDMENTS

14.1.   This Agreement shall become effective upon being signed by Own Your Success Academies, Inc.'s Board Chairperson and an Acceleration Academies-authorized agent ("Effective Date").

14.2.   Automatic Renewal.   The Term of this Agreement shall automatically renew annually after _____, 2027, unless either party provides the other with written notice of nonrenewal at least 12 months before a renewal date.   Further, the Term shall be subject to the early termination provisions of Paragraph 22 below.

14.3.   The Parties agree to review this Agreement annually, and either party may request amendments.   An amendment may be made only in a writing that conforms to all formalities of this Agreement.

15.   DISPUTE RESOLUTION

In the event of any dispute whatsoever between the Parties—including any dispute arising under a federal or state law, or involving a demand for equitable relief—the School and Acceleration Academies agree to enter into negotiation to attempt to resolve any dispute. Both Parties agree to negotiate in good faith to reach a mutually agreeable settlement within a reasonable amount of time. In the event of a dispute between the Parties:
●   The School and Acceleration Academies agree to negotiate in good faith to reach a mutually agreeable resolution within a reasonable amount of time.
●   If negotiations are unsuccessful, and upon the request of either Party, the Parties shall enter into alternative dispute resolution consisting of binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA").
Specifically, the Parties expressly agree that no civil action concerning any dispute or claim one may have against the other shall be instituted before any court, and that any dispute as to whether an issue is subject to arbitration shall be determined by the arbitrator(s). Further, the Parties (which, for purposes of this Paragraph includes officers, directors and/or employees of each Party) agree that the Expedited Procedures of the AAA shall be used, regardless of amount in controversy or number of parties named. To limit costs to the Parties, each agrees that the Expedited Procedures of the AAA shall be used, and

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each further agrees that telephonic or video conferencing in lieu of physical appearance (e.g., Skype) may be used at the request of either Party. If an AAA filing site cannot be agreed upon, the filing site shall be Duval County, Florida. An Arbitration determination shall be final. If any phrase or sentence of this Paragraph is held to be void or unenforceable, only that phrase or sentence shall be ineffective, and only to the extent of such prohibition—the prohibition shall not invalidate the remaining provisions of this Paragraph.   This Paragraph 15 shall survive and remain in effect after the Parties' relationship under this Agreement ends.

16.   RELATIONSHIP OF THE PARTIES

It is understood and agreed that Acceleration Academies is providing its services as an independent contractor and that neither it, nor any employee or agent of Acceleration Academies, shall be deemed, for any purpose, to be an employee (paid or volunteer) or agent of School. This Agreement does not create a joint venture under State law. Acceleration Academies assumes full responsibility for the actions of its personnel and volunteers while performing any services incident to this Agreement. Acceleration Academies shall remain solely responsible for the supervision, daily direction, control, and compensation (including withholding of income taxes and social security contributions, as applicable), of its employees, volunteers and agents. In no event shall either Party be responsible or liable to the other party for any action or inaction of its respective officials, agents, administrators, employees, volunteers and students.

17.   INSURANCE/INDEMNIFICATION

17.1. Acceleration Academies agrees to provide and maintain, during the term of this Agreement, automobile liability (if applicable), general liability, professional liability for errors and omissions, and workers' compensation insurance in amounts no less than $1,000,000 per occurrence, $3,000,000 annual aggregate with a deductible of no more than $1,000 per occurrence. Acceleration Academies will provide the School with original or copies of certificates of insurance evidencing insurance and coverage amounts prior to performing any services under this Agreement. Such certificates shall provide that the School will receive thirty
(30) days prior written notice before cancellation or alteration of any coverage shown. The School and the charter authorizer will be added as an additional insured on the automobile liability and general liability policies. School shall be provided a Waiver of Subrogation on the automobile liability, general liability, and workers' compensation insurance.

17.2. Acceleration Academies shall be liable for all damages, costs, and attorney's fees incurred by the School in any action related to a violation by Acceleration Academies of federal and state laws related to the education of students with disabilities. Acceleration Academies shall pay for the cost of any due process hearing(s), mediation, or court actions resulting from the actions of Acceleration Academies or its agents or the decision by a parent to challenge the appropriateness of the education being provided by Acceleration Academies. Should there be a challenge to any decision made by the School, the School shall defend said action only to the extent that such actions or decisions are not due to actions of or placements made by Acceleration Academies. In that event, Acceleration Academies shall indemnify the School to the extent Acceleration Academies is liable.

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17.3. To the fullest extent permitted by law, Acceleration Academies shall indemnify and hold harmless the School and the charter authorizer from any and all liability for any claims, including attorney fees, demands, or judgments made or recovered against the School because of personal injuries or damages suffered by any person arising out of, or incidental to, the performance or failure to perform by Acceleration Academies of its obligations hereunder, or arising from the operation of the Program as contemplated herein, whether or not such damages or injuries are alleged to have arisen out of the sole or partial negligence of Acceleration Academies, its officers, directors, agents, employees, students or invitees. Each party assumes the responsibility for the sole or partial negligence of its own employees, appointees or agents. In addition, Acceleration Academies shall indemnify, protect and hold the School and the charter authorizer harmless against all claims and actions brought against the School or charter authorizer by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by Acceleration Academies. This indemnification and hold harmless agreement shall survive the termination or expiration of this Agreement. Nothing herein shall be construed as a waiver of the School's sovereign immunity.

18.   NO WAIVER OF DEFENSES

Neither Acceleration Academies nor School waives or relinquishes any defense on behalf of itself, its trustees, officers, employees, or agents as results of the execution of this Agreement or the performance of the functions and obligation described herein.

19.   NO WAIVER OF BREACH

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of the breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

20.   RIGHTS IN PROPERTY

All title to Acceleration Academies licenses, supplies, equipment furniture, and records shall remain the sole property of Acceleration Academies. All title to School furnished supplies; equipment, furniture, materials and/or textbooks shall remain the sole property of School.

21.   PROPRIETARY INFORMATION

21.1. The School recognizes and understands that Acceleration Academies maintains as confidential information respecting its Programs and methods, including, without limitation, its written course of instruction, manuals, business model, and education plan. The School agrees that it will not appropriate any such information to its own use except with written permission from Acceleration Academies, and that it will not voluntarily disclose any of such information to any third party, other than the charter authorizer, without the prior written consent of Acceleration Academies. The School agrees that it will surrender such information only where required to do so by the Public Records laws of the State in which it is situated.

21.2. School warrants and agrees it will not appropriate Acceleration Academies' intellectual

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property or any component of its Program without authorization.

22.   TERMINATION

22.1. In addition to, and notwithstanding any other provision of this Agreement, this Agreement may be terminated prior to expiration of the Term as follows:

a.   By mutual written Agreement of the parties hereto, which Agreement shall state the effective termination date and any other terms and conditions of that termination.

b.   Immediately, by either Party, hereto, upon a material breach of the terms of this Agreement, after first providing the other Party written notice specifically identifying the breach and permitting the other Party 30 calendar days to remedy the identified breach. Upon timely cure, the Agreement will continue according to its then-existing Term or renewal period.

22.1.1. Any termination must be made in a manner that is least disruptive to students and at least 365 days' notice must be provided prior to termination, except where the health and safety of students is at imminent risk, and that imminent risk is determined and fully documented by independent law enforcement or public health officials.

22.1.2. In the event the School terminates this Agreement early without a material breach by Acceleration Academies, the School shall either assume long term liabilities of Acceleration Academies arising under this Agreement (e.g., site leases, software licenses, etc.) or reimburse Acceleration Academies for actual termination costs arising from those long-term liabilities. Acceleration Academies must use all good faith efforts to assist the School in reducing or eliminating those liabilities.

23. NOTICE

Any notice required under this Agreement shall be in writing and shall be duly served when it is both e-mailed to the applicable Party's e-mail address below with the words IMPORTANT CONTRACT NOTICE printed on the subject line, AND additionally:
a.   Hand-delivered to the street address specified below for the addressee;
b.   Deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the street address specified below for the addressee:

To the School:

_____

[Address:] _____

_____

[E-mail address] _____

With a courtesy copy to legal counsel _____,

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To Acceleration Academies:
Attn: Mark A. Graves, President
915 West Van Buren, Suite 315
Chicago, IL 60607
mgraves@accelerationacademy.org

With a courtesy copy to dsundstrom@davidmsundstrom.org

Either party may designate a different contact person and address by providing the other party ten (10) days' prior written notice in the manner provided above.

24.   NO ASSIGNMENT

No assignment of this Agreement or of any duty or obligation or performance or payment hereunder, shall be made by either Party, in whole or in part, without the consent of the other Party, which consent may not be unreasonably withheld. A Party's name change or modification of its organizational structure (e.g., conversion from a corporate to a limited liability company structure, transition to a subsidiary, etc.,) does not alter the Parties obligations under this Agreement if there is no substantial change to the educational program provided under this Agreement).

25.   SECTION HEADINGS

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

26.   GOVERNING LAW

This Agreement is made in the State of Florida and shall be construed, interpreted, and governed by the laws of same.

27.   NO THIRD-PARTY BENEFICIARIES

Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against either party.

28.   COMPLETE UNDERSTANDING

This Agreement shall constitute the complete understanding of Acceleration Academies and School, and may not be modified in any manner without the express written consent of both Parties. The parties further agree and understand that this Agreement is subject to the School's Charter contract with its charter authorizer and, if there is a conflict between the terms of this Agreement and the Charter Agreement, the terms of the Charter Agreement shall prevail.

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29.   PERFORMANCE OF WORK

Acceleration Academies shall perform the services, furnish the equipment, facility, and personnel, and do all things necessary and proper for the performance and completion of its work required by this Agreement all at Acceleration Academies' sole cost and expense.

30.   COUNTERPARTS

This Agreement may be executed in more than one counterpart, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument. An electronic or facsimile copy of this Agreement shall have the same effect as an original.

31.   AUTHORITY

Each person signing this Agreement on behalf of each party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.

32.   PUBLIC RECORDS

Acceleration Academies shall comply with Florida's Public Records Law ("FOIA") including:

a)   Keeping and maintaining public records that ordinarily and necessarily would be required by the School in order to perform the service;

b)   Providing the public with access to public records on the same terms and conditions that the School would provide the records and at a cost that does not exceed any cost limitation specified by law;

c)   Ensuring that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and

d)   Meeting all requirements for retaining public records and transfer, at no cost, to the School all public records in possession of the Acceleration Academies upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School in a format that is compatible with the information technology systems of the School.

Acceleration Academies' FOIA contact is David Sundstrom, dsundstrom@davidmsundstrom.org.

33.   ADDITIONAL FUNCTIONS OF ACCELERATION ACADEMIES

33.1 Under the policy direction of the School, Acceleration Academies shall be responsible for all of the management, operation, administration, and education at the Academy. Such functions include, but are not limited to:

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a)   Implementation and administration of the Educational Program contained in the Contract;
b)   Curriculum improvement services;
c)   Student environment management and community outreach/marketing services;
d)   Computer services;
e)   Budget preparation, budget management and financial management services, such as accounting and bookkeeping services, financial and operational reports; such services shall be in accordance with any requests of the charter authorizer, the School's Contract with its charter authorizer, and consistent with the approved Annual Budget by the Board. Specifically, Acceleration Academies shall prepare and submit for Board approval—for each
Fiscal Year (July 1-June 30)—the School's Annual Budget. Each Annual Budget must estimate for the coming Fiscal Year:
- Total Revenues
- Operating Expenses
- Reserve Expenses (if required for anticipated facility replacement or renewal.)
- Audit Expenses; and
- Fund Balance.
f)   Risk management, such as the administration of any insurance claims involving personal injury or property loss, relating to the security of the facilities and confidential information and files;
g)   Accounts payable;
h)   Acquisition of instructional and non-instructional material, equipment and supplies as requested by the School;
i)   Selection, employment and supervision of all teachers and staff and the personnel management services (recordkeeping, wage and benefits administration, training and technical assistance) necessary to support those employees;
j)   Preparation of required local, state and federal reports with prior review by the School;
k)   Information and technology system development and management;
l)   Preparation of applications for grants and special programs;
m)   Securing funding sources for special programs and facility improvements as requested by the School;
n)   Operation of the school building and the installation of technology integral to school design;
o)   Administration of extra-curricular and co-curricular activities and programs;
p)   Preparation of regulations governing operations of the Academy as approved by the School;
q)   Provide special education services to students who attend the Academy in conformity with the requirements of state and federal laws and applicable regulations and policies;
r)   Preparation of strategic plans for the continuing educational and financial benefit of the Academy;
s)   Implementation of an ongoing public relations strategy, developed for the School for the development of beneficial and harmonious relationships with other organizations and the community;
t)   Preparation and enforcement of student codes of conduct; and
u)   Any other function necessary or expedient for the administration of the Academy with prior approval from the School.
v)   Website management and related services.

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IN WITNESS THEREOF, the Parties have executed this Agreement to be effective on _____, 2021.

Own Your Success Academies, Inc.   **Acceleration Academies, LLC**

By: _____   By: _____
Name: Mark A. Graves
Title: *President*

SCHEDULE A: PER PUPIL FUNDING:*
(*include itemization of employment costs borne by—or projected to be borne by—the School)

SCHEDULE B: SITES WHERE SERVICES WILL BE PROVIDED

SCHEDULE C: FUNDING CRITERIA FOR STATE:

Hillsborough County Acceleration Academy

Addendum FF: Applicant may attach up to an additional ten pages

of supplemental material.

Selected excerpts from this study are included in this attachment. The full document is available upon request.

Dropping Out: Stereotypes, Reality and Recovery

Addressing America's Persistent High School Dropout Crisis

Scott Flowers
David Sundstrom
Joseph Wise
Cynthia Yoder

WHAT WE KNOW

- The United States **high school graduation rate is 82.3%**, an all-time high, but large gaps still exist among minority students, low-income students and students with disabilities.

- On average, **males drop out at higher** rates than females and also graduate at lower rates than females.

- Hispanic, African American and American Indian/Alaska Native students from the 2013–2014 school year graduated **10–12 percentage points below** the national average.

- Economically disadvantaged and students with disabilities from the 2013–2014 school year **graduated 7–19 percentage points below** the national average.

- Considerable attention has been placed by notable groups and individuals on the influence of recovering dropouts and **improving graduation rates to a national goal of 90%.** America's Promise (Colin Powell) and the Bill and Melinda Gates Foundation have made substantial contributions to the focus and work of improving graduation rates.

- Laws in 25 states require **free public education to be provided up to age 21**, while 10 other states have no age limit or allow local rules and flexibility.

- The Elementary and Secondary Education Act (ESEA) has presented **waiver opportunities to those who are using 5th and 6th year cohort graduation rates** to encourage schools to recover their dropouts.

- *Education Week*, through its *Diplomas Count* project, estimates there will be **1,037,818 non-graduates** in the class of 2013 and 1,752,288 recoverable youth.

- The Georgetown University Center on Education and the Workforce estimates that by 2018 those with **either a high school diploma or less will qualify for only 30% of jobs** in the U.S.

- To further the complexities, graduation and dropout rates **vary considerably by state and region of the country**, sometimes by as much as 20 percentage points.[3]

- Dropouts are more likely to be **unemployed, living on public assistance, homeless, incarcerated, medically neglected, single parents or in unstable relationships**. Communities across the nation are compelled to accommodate higher unemployment rates, pay for and provide for increasing prison populations, incur the health care costs associated with underemployed, unemployed and uninsured dropouts.[4]

To develop a deeper understanding of the specific factors influencing a child's decision to drop out of school, *Atlantic Research Partners* has compiled existing nationwide data, then conducted a survey of over 2,100 students across 12 states who had dropped out but at the time of the survey were attempting to attain a high school diploma through alternative means. One-on-one interviews were conducted with a substantial number of these students.[5]

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Because this dropout crisis did not arise suddenly, and its effects are not immediate, no ground-swell or sense of public urgency has arisen to confront it. Like budget deficits, the matter is generally viewed abstractly as a problem, but not a catastrophic life-altering tragedy.[6] Because individual students are faceless and nameless in the statistical data, the harm they—and the nation—face is not perceived as compelling. This very human tendency (to discount that which is not perceived as urgent) is further coupled with the components of bias and prejudice; the natural propensity to view those "not like us" in any population subgroup as someone else's problem.[7] Finally, there is the data itself; considerable, but often confusing, due to historic and demonstrable underestimations of dropout rates and the overestimations of graduation rates—and varying measurement criteria from state to state.

As Eugene Hickok, former U.S. Department of Education Deputy Director sardonically observed, "Many schools in America can't tell us on any given day who's in school and who's not, nor in any given year how many students have successfully made it through their four years of schooling to graduate, and how many have dropped out." The implications of this sloppiness are sobering:

- Minorities are **abandoning education at a disproportionately higher rate** than non-minorities; the social, political and economic effects of this disparity are substantial—short term and long term.

- Over the course of his or her lifetime, a high school dropout earns, on average, about **$260,000 less** than a high school graduate.[8]

- Dropouts from the Class of 2008 alone will cost the nation **more than $319 billion** in lost wages over the course of their lifetimes.[9]

- Dropouts report having **more health problems**, and on average, **die at an earlier age** than students who graduate.[10]

THE GOAL OF THIS RESEARCH IS THREE PRONGED

- To identify behavioral indicators of potential dropouts through examination of statistical evidence, student survey data and interview/testimonial verifications.

- To pinpoint specific drivers that motivate dropouts to reconsider their options.

- To make recommendations related to post-dropout alternatives.

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THE CAUSES: WHY DO STUDENTS DROP OUT?

The bottom line is: there is no single answer. However, significant data now establishes a correlation between certain behavioral indicators and subsequent drop out decisions.

(a)   Behavioral Indicators of Future Dropping Out Risks include:

- Difficult transition from middle school to high school

- Deficient basic skills upon entering ninth grade

- Lack of student engagement evident in the student's middle school years

- Low attendance before entering high school

- One or more failing grades before entering high school—in some cases as early as sixth grade[12]

- Attending more schools than peers at elementary, middle or high school levels (high student mobility is a major risk factor, at any grade level)[13]

- The timing of a student's move; changing schools, particularly between grades eight and ten, significantly increases the likelihood of students dropping out compared to non-mobile students[14]

- A "myopic focus on academic development at the expense of social and emotional development," particularly after No Child Left Behind implementation[15]

- Behavior documented before high school evidencing a pattern of truancy, substance abuse, violence or defiance[16]

- Three or more suspensions in ninth grade[16]

(b)   The Ninth Grade Phenomenon

Although substantial data identifies multiple factors during middle school years, research indicates that ninth grade is the pivotal year for future dropouts. Ninth grade is the year many students attempt to begin high school work and discover that they are wholly unprepared for freshman year academic demands. Most noteworthy:

> *Up to 40 percent of ninth grade students in cities with the highest dropout rates repeat ninth grade; only 10 to 15 percent of those repeaters go on to graduate.*[17]

<div align="right">

R. Balfanz and N. Legters,
Closing Dropout Factories: The Graduation Rate Crisis We Know and What Can Be Done About It,
Education Week 25, No. 42 (2006): 42–43.

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(c)   "I Never Dropped Out!"

"First, I did not drop out of school. The reason I did not want to be in those kind of schools anymore is because they were too big of an environment for me and I was not getting any work done or going to class. I was too stuck on following everyone else. I was basically off-task. I changed my life, got out of the streets and began to go to a better place for me."

–Student, March 2010

"I never dropped out of school. I am currently enrolled in [a program in my district]. My reason for coming to DBI is because I was not focused in regular school. As a result, my grades and my GPA started to trench."

–Student, March 2010

"I did not drop out, I transferred to this school from my high school because that setting was not for me. I could not concentrate on my school work and had no motivation for going to class, but when I came here to the drop back in I had a lot of motivation...it gave me hope."

–Student, March 2010

"I dropped out of school for a few reasons, but one of the biggest would be that one of my teachers at the time kept putting me down with negative comments, which in return had a negative effect on how I thought about school. I also wanted to join the Marines, but quickly found out that I couldn't with a GED."

–Student, March 2010

When surveyed, students who had dropped out—but who are currently working towards a diploma through a "recovery/second chance" program— self-identified multiple factors affecting their classification as "dropouts." Many viewed the decision to drop out as not one of their own making, but rather a culmination of factors resulting in a non-choice.

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IN SUMMARY

Surveys and face-to-face interviews with these "recovered" students revealed the following:

- 68% responded that they would have remained in the traditional setting if the **teachers had been more responsive to their needs.**

- 66% responded that they **wanted more "real-world" context** from their teachers.

- 32% said the major factor for their dropping out was **prior expulsion or multiple suspensions**.

- Another 32% said a major factor for dropping out had been **their own prior absenteeism**. When probed on this issue, none identified a lack of self-motivation. Instead, they cited:
    - Dislike of course content (18%)
    - Feeling disrespected by teachers (6%)
    - Peer pressure/peer unpleasantness (2%)
    - Discrimination; racial, gender, sexual preference (2%)

- 25% cited **"uninspiring classes," "classes lacking in substance."**

- 25% said that **classes were not interesting and they disliked school.** (NOTE: 99% of these respondents flatly stated that education was and is important to their future.)

- 16% cited **pregnancy**.

- 14% cited **family financial difficulty**.

- 8% cited the **need to care for a family member**.

- 6% cited **teachers wholly uninterested in them as people**, or in whether they understood concepts.

- 4% responded that **classroom and state testing was too difficult**.

- 4% cited **prior academic failure**.

SPECIFIC DRIVERS THAT MOTIVATE DROPOUTS TO RECONSIDER THEIR OPTIONS

As a result of statistical analysis, nationwide research and student surveys, the following actions appear warranted as interventions before a student drops out:

1. **Establish Behavioral, Academic and Attendance Drop Out Indicators at the Middle School Level or Earlier.**
   Behavioral, academic and attendance indicators provide very clear early warning signs of impending abandonment of any formal educational goal well before a student reaches 9th grade. Establish the "look fors" before a child reaches 9th grade.

2. **Identify At-Risk Students Before They Reach 9th Grade.**
   Using the behavioral, academic and attendance indicators to identify at risk students is crucial at the middle school (or even elementary school) level and critical if appropriate interventions are to be implemented.

3. **Intervene With At-Risk Students Before They Reach the 9th Grade.**
   Notable in the research is a consistent theme when it comes to student dropout behaviors: students at risk of dropping out perceive, as early as 6th grade, that they are different from their peers, and less respected by both peers and teachers. Early intervention is pivotal for any program seeking to reach dropouts; a dropout's perception of respect (or a lack of respect) continues to be a driving force behind the decision to attain or forgo a high school diploma.

4. **Provide Intense Supports for At-Risk Students As They Transition From Middle School to 9th Grade.**
   As previously identified, the greatest risk-period for dropouts isn't the year the ultimate decision to abandon school is made, it is the year they enter and attempt to complete the 9th grade. Supports for those identified as at risk (i.e. frequent absences in middle school, one or more failing grades, etc.—See above, Section a (1)) are of paramount importance in 9th grade. Personal, individualized interventions and constant monitoring are statistically the most impactful interventions related to dropout prevention.

   - Student Voice: "*What Could Have Been Done to Help Me Stay in School?*"

Students who have dropped out provide extensive insight into what could have been done differently to prevent their dropout decision. When asked to complete the following sentence, dropouts surveyed/interviewed responded:

"I would have stayed in school if . . ."

1. Classes gave me a chance to learn about things that actually matter (65%)
2. Courses were set up to give me what I needed, instead of what teachers thought I needed (68%)

NOTABLE DEVIATIONS FROM EXPECTATIONS

The "NO" responses set forth above are inconsistent with public perception, and bear scrutiny. Students who dropped out stated that the following did NOT play a significant role in their decision to drop out:

- Adult supervision (or lack thereof) (67% said no)
- Guidance counselor involvement (or lack thereof) (64% said no)
- School involvement (60% said no)
- Family involvement (59% said no)
- Regular communication with home (58% said no)

Multiple adults and educators would not have accurately predicted the responses set forth above. The question these dropout responses raise, however, is compelling:

How many dropout prevention funding allocations have been made without consideration of the student voice?

Further . . . When asked for the specific reasons for their dropping out, students currently enrolled at a recovery program site responded that they did not consider themselves to be "dropouts" after leaving school before completion.

Further . . . When subsequently asked why they left traditional school (as opposed to dropping out), the following responses were given:

- *"I can come here and finish quicker"*
- *"I hated [traditional high] school"*
- *"I got expelled"* (When questioned further, many stated that they were expelled for a variety of infractions, but also added recognition of the value and the need to return to school. Other expelled respondents stated that they had been provided an option to be expelled or to enroll at an alternative school/site. Note: additional anecdotal/ individual responses may be found in endnotes)[19]

PROGRAM IMPLEMENTATION RESEARCH

A review of the literature and research relative to drop-out recovery programs leads us to a specific set of program implementation requirements in order to optimize student success.

1. **Flexible scheduling**
   Programs serving dropouts should provide flexible scheduling because students are more likely to need to work. Schedules which allow early morning or afternoon options present more flexibility for working students.

2. **Blended delivery**
   Students who have failed or opted-out of traditional "sit and get" education can benefit greatly from blended and technologically enhanced educational options, particularly when they can learn at their own pace according to the Clay Christensen Institute for Disruptive Innovation.

3. **Benefits for students, families, the school district and community**
   The Alliance for Excellent Education has determined that high school graduates earn, on average, over $10,000 more annually than dropouts. For school districts where accountability requires the inclusion of graduation rates in all state accountability plans, the benefits are both measures of accountability for educational purposes and community and social justice. Within communities the benefits are not only economic (graduates having over $500,000 more of economic impact in their lifetimes), but societal, as evidenced in lower rates of incarceration and recidivism. The Center for Labor Market Studies found that 22% of daily jailing rates in Boston were African American male dropouts. Furthermore, female dropouts were six times as likely to have given birth than their peers who were graduates.

4. **Highly engaging instructional models**
   Dropouts should be provided engaging instructional models that include the best possible instructional support tactics and strategies. Dropouts should be frequently surveyed regarding their engagement levels with data shared with instructors and students.

5. **Wrap around supports**
   Behavioral, social emotional, career planning and health needs should be coordinated to provide multiple support services for at risk populations, particularly those who have dropped out and returned to an instructional program to minimize the non-instructional barriers to success.

6. **Proof of concept and continuous improvement**
   Continuous improvement requires ongoing action research and prototyping to study the educational environment, student attainment and engagement.

7. **State of the art technology**
   State of the art technologies, including learning and content management systems, are necessary for blended learning models. Furthermore, adequate help-desk support and connectivity must be enacted so student frustration or other technological barriers are minimized.

8. **Project and competency based learning**
   In order to ensure that students connect their learning to their career and college readiness aspirations, project based learning should be implemented to document attainment outcomes. Competency based learning must be implemented to show that time is the only variable in learning rather than content and attainment.

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9. **Transcript and learning style review; individual student plans**

   Each student should have a Personalized Learning Pathway (PLP) based on their academic needs after carefully reviewing their transcript for learning pathways to graduation. Where credit recovery is necessary, a learning pathway should include a plan to both provide remediation as well as rigorous traditional coursework.

10. **Personalized learning through customized pathways**

    The customized learning plan should include a pathway to career and college readiness but also provide multiple pathways based on the students' needs and interests.

11. **Career and college ready supports**

    Students should be engaged in career and college ready supports that include interest inventories and active career and college planning programs. Students should take career and life planning sessions to develop a 10-year career plan that aligns career interests, opportunities, inventories, supply/demand, training and median salaries to learn what their choices would mean for long term planning.

12. **Formative and summative assessments**

    State accountability tests and formative assessments (e.g., NWEA) should be utilized to monitor student academic growth, achievement of state standards as well as individual student progress and instructional strategy planning.

13. **Alternative locations**

    Students who return to the high school or location from which they dropped out have a far greater chance of not graduating. Of the 1,352 students who dropped out of San Bernardino, CA public schools, fewer than 1/3 returned and ultimately only 77 (6%) graduated according to a study by West Ed. The report urges school districts to encourage the use of neutral or off-site recovery locations.

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