



November 25, 2017

Dr. Kia Sweeney-Scott  
Director, School Choice  
Orange County Public Schools  
445 West Amelia Street  
Orlando, FL 32801

Dear Dr. Scott,

On behalf of the Board of Directors, I am proud to present the application for **Innovation Montessori High School**, which serves to be a model for the ultimate expression of an individualized education for 800 college-bound high school students. Our mission is to cultivate *independent*, *inspired*, and *innovative* leaders through an authentic Montessori education, Project-based Learning and an Innovation Incubator.

Our Innovation Montessori Ocoee K-8 feeder school has successfully implemented this naturally-diversified, hands-on, child-led approach for six years, and we seek to continue this education for our students throughout high school. The high school provides an exceptionally individualized experience that is grounded in purpose, executed with grace and courtesy, and honors the adolescent experience by educating the whole student.


Our Project-Based Learning component brings the middle school experience to the next level. Projects in high school will have real-world and real-time impact. One of the first projects will be for students to research, construct, test-and-adjust, an internal economy that they will utilize throughout their high school careers. This economy will bolster the shining jewel of the program, the Innovation Incubator.

In the Innovation Incubator, students take their own initiatives from ideation through execution. Businesses, non-profits, and inventions of the student's own creation creates the ultimate learning experience. Faculty, staff, and community partners support the incubator projects and allow students the best opportunities for success and the opportunity to employ their well-honed skills of critical thinking and perseverance.

The Innovation Montessori Board of Directors has also presented an application for a K-8 charter school, *Innovation Montessori Parkside*, to bring the successful model of a public Montessori to more students and launch in 2018. Having two Montessori K-8 schools feed into **Innovation Montessori High School** will merge two supportive educational cultures and afford so many more students the full K-12 Montessori experience.

Steeped in supportive research on the skills needed for the future and the best educational practices of successful High Schools, IMHS cultivates *independent*, *inspired*, and *innovative* students who the architects of the future, and we are humbled by the opportunity to be their guides. Thank you for your time and consideration. Please do let us know if you have any questions.

Sincerely,

  
Sherilyn Moore  
Governing Board President

Innovation Montessori High School c/o Innovation Montessori Ocoee  
1644 N. Lakewood Avenue | Ocoee, FL | 34761  
[Pres-bod@innovationmontessori.com](mailto:Pres-bod@innovationmontessori.com) | 310.704.5295



# Innovation **Montessori**

Inr \_\_\_\_\_ High School \_\_\_\_\_



**Innovation  
Montessori**  
—High School—

**ORANGE COUNTY, FLORIDA  
APPLICATION COVER SHEET**

**NAME OF PROPOSED CHARTER SCHOOL:** Innovation Montessori High School (IMHS)

**NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Innovation Montessori

**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:** Sherilyn Moore

**TITLE/RELATIONSHIP TO NON-PROFIT:** President, Board of Directors

**MAILING ADDRESS:** 855 E. Plant Street, Winter Garden, Florida 34787

**PRIMARY TELEPHONE:** (407) 654 -2045 **ALTERNATE TELEPHONE:** (310) 704-5295

**E-MAIL ADDRESS:** pres-bod@innovationmontessori.com; sherilyn.moore@gmail.com

**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
Sherilyn Moore	President BOD, IMO	President BOD
Jeremy Bellis	Vice President BOD, IMO	Vice President BOD
Patrice Cherico	Executive Director, IMO	Principal
Cathy Tobin	Assistant Principal, IMO	Advisor
Barbra Resnik	Guidance Counselor, IMO	Advisor
Nicole Tischer	MTSS/Gifted/ESE, IMO	Advisor
Troy Hammond	Gifted Teacher, IMO	Curriculum Director & Coordinator
Michelle Caruth	Level Lead, Curriculum, IMO	Advisor
Kristen Janke	IMHS Committee Co-Chair	IMHS Committee Chair
Karen Carlson	IMHS Committee Co-Chair	IMHS Committee Chair
David Fishpool	Accountant	Accountant

**Projected Date of School Opening (Month/Year):** August 2019

**Do any of the following describe your organization, or the school proposed in this application? N/A**

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.

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: n/a

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?**

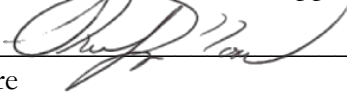
Yes  No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
FL	OCPS	Innovation Montessori Parkside	11/6/2017	2/5/2018

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

**Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?**  Yes  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.

  
 \_\_\_\_\_  
 Signature

Sherilyn Moore  
 \_\_\_\_\_  
 Printed Name

Governing Board President  
 \_\_\_\_\_  
 Title

12/12/2017  
 \_\_\_\_\_  
 Date



# Innovation Montessori

High School

## Innovation Montessori High School, Orange County, Florida TABLE OF CONTENTS

### Executive Summary

#### I. Educational Plan

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

#### II. Organizational Plan

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

#### III. Business Plan

- Section 16. Facilities
- Section 17. Transportation Service
- Section 18. Food Service
- Section 19. School Safety and Security
- Section 20. Budget
- Section 21. Financial Management and Oversight
- Section 22. Start-Up Plan

### Chart of Attachments

### Addendums



## EXECUTIVE SUMMARY

Innovation Montessori High School (IMHS) cultivates **independent, inspired, and innovative** leaders through an authentic Montessori education, Project-based Learning and an Innovation Incubator. This research-based approach deepens the student experience and naturally incorporates the skills most in-demand and necessary for success of our students in college and career: critical thinking, creativity, autonomy, and the ability to transfer their knowledge base across platforms.

An Innovation Montessori education nurtures the adolescent in an environment of excellence, peace, grace, and courtesy to ensure that intellectual, social, emotional, critical and creative skills are supported. Our “think globally; act locally” ideal manifests in all-class charitable efforts, peaceful communications, and community reach-outs. This instills in the students a purpose-driven approach, along with the confidence that each student can, and should, make a difference in the world.

Project-Based learning fosters adaptability, cooperation, and achievement through a thoughtful “backwards-designed” approach that exceeds the Florida State Standards. The projects spark inspiration, require innovation, and have immediate impact, so students experience first-hand the results.

The Innovation Incubator segment arms the students with the tools for creation, the paradigm-shattering authority to dream big, and the support to execute their dreams. Students develop businesses, non-profits and inventions. They launch their initiatives while at IMHS with the support of faculty, staff, BOD, mentors, partners and each other. They learn what it takes to succeed and how to create their own futures.

Our Innovation Montessori Ocoee Board of Directors and Executive Director successfully secured a 15-year charter renewal, a brand-new 18-acre campus for 800 students, and the development of an additional 800-person waitlist. This leadership team will bring this ultimate expression of the Montessori model to life with the same financially sound and educationally strong principles used to make IMO a success.

At IMHS, we cultivate **independent, inspired, and innovative** leaders. Our students will make real and lasting change in the world. We are honored to be their guides and look forward to creating this game-changing high school for 800 students.



# Innovation Montessori

High School

## 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.*

Our **mission** is to provide a game-changing High School education to cultivate **independent**, **inspired** and **innovative** leaders through purpose-driven Project-based Learning, a Montessori focus on a global perspective, and a four-year-long Innovation Incubator.

**Vision:** IMHS students master critical thinking, problem-solving, creativity, adaptability, a global perspective, purpose, and the ability to transfer knowledge and skills across subject matter lines in order to become the visionary creators of the fluid and fast-paced future.

The guiding principles of independence, inspiration, and innovation were forged from the latest research in preparing students for a successful post-high school future. Across the board, researchers, CEOs and leaders in education are calling for more critical thinking, greater adaptability, and more self-motivated young adults. Our young adults require more autonomy and respect for their individual strengths and weaknesses, inside of a supportive school culture, so they can flourish. Our students learn that they are responsible for their own success and the success of their peers. This responsibility leads to a strong culture that encourages students to find their purpose, take intellectual risks, and discover their joy.

Montessori philosophy is incorporated throughout the culture of Innovation Montessori High School (IMHS), which makes it particularly unique in a high school setting. Steeped in a collaborative environment that utilizes multiple styles of instruction, students shine. The start of the day is later than traditional high schools to match the circadian rhythms of this age group and demonstrate an awareness for the particular needs of the high schooler. Life skills seminars, a cooperative education where students work together to achieve their goals, and the true sense of community that develops when people come together to make the world a better place are hallmarks of a Montessori education and thrive at IMHS.

**Project-based Learning** affords students an opportunity to take a hands-on Montessori approach to mastering the core competencies and deepening their learning experience far beyond the basics. Each project will be backwards-designed from the standards and remain true to the Montessori philosophies of grace and courtesy with a global perspective and purpose-driven action.

**The Innovation Incubator** is the jewel of the individualized education. Students are taught creativity skills, and then launch into an ideation phase for a new business, a service organization, a non-profit, or even a new invention. Critical thinking intensives and seminars provide students tools to critically evaluate their work, along with input from students, faculty and advisors. Students learn

business and practical operational management skills as well, as they prepare to launch their individual incubator project. Facilitating the cooperation and creation of student business co-ops is an internal student-created-and-managed banking system. This microcosm of the outside world further educates the students with a deep and hands-on approach. Each student will launch their individual initiative, and will experience the tough “first phase” of their business, non-profit, or initiative while receiving guidance and support from IMHS faculty, staff, mentors, parents, and fellow students. This critical first phase allows students to learn from what works and what doesn’t work. Intensive analytical work and continual improvements will spur in-demand educational and intellectual growth, while refining the student’s personal project. Some students will graduate with robust businesses. All students will leave with an unparalleled education.

IMHS will support differentiated student needs, provide the instructional support necessary, and the flexible environment to ensure continued innovation from students and faculty alike. From internships to in-house professional seminars to a robust parent-involvement program, this school will become a community center. This community approach shines a light on the importance of education and supports the core Montessori goal of educating the whole child. Our high-achievers will earn college credits with dual enrollment and certifications as they matriculate, and all will graduate ready for college and career.

After four years at IMHS, our graduates will embody the guiding principles of independence, inspiration, and innovation. They will take that next step into adulthood, college, and career confidently prepared and ready to create their own futures.

- 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. PAGES 10-20**
- **Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGES 20-38; Appendices W, X, and Y**
- **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. PAGES 38-56**

- 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. PAGES 10-38**
- **Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGES 47-56; Attachment D**
- **Encourage the use of innovative learning methods. PAGES 10-38; 58-59**
- **Require the measurement of learning outcomes. PAGES 38-56**

- 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 40, 41**



- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 20-38
- Expand the capacity of the public school system. PAGES 73-80
- Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) 8, 73-80
- Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 71-73



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

Serving students in 9th – 12th grade, IMHS will have articulation agreements with our current K-8 feeder school, Innovation Montessori Ocoee (IMO) and the proposed K-8 Innovation Montessori Parkside (IMP). Students from these two public Montessori charter schools will comprise a significant portion of the student body at IMHS, directly aligning with our mission to provide a full public Montessori education for students. Additional students from our local community who are interested in becoming independent, inspired, and innovative creators of their own futures will find a welcoming culture of diversity-celebrating fellow students. This aligns with our goal to expand public Montessori to an even broader array of students.

Our school will grow from 100 students in 2019 to 800 students in 2026.

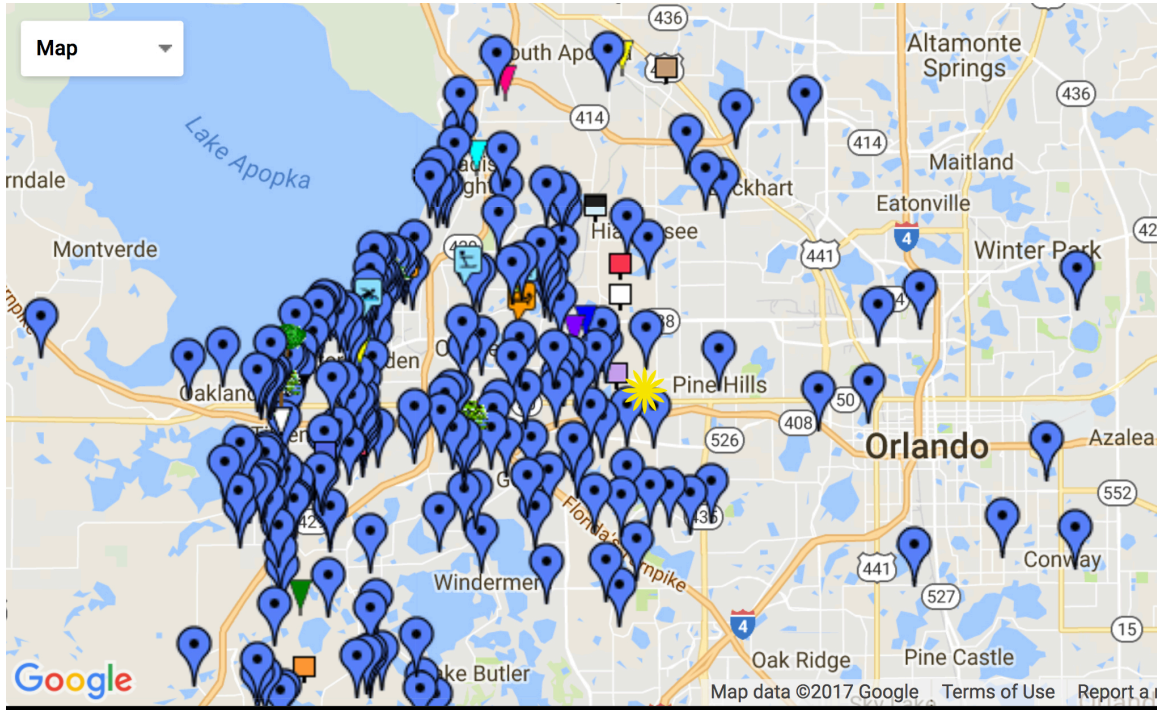
The IMHS Admissions/Lottery Policy is in Section 14.

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


A facility has been identified in Section 16. “Park50” at 7501 West Colonial Drive, Orlando, FL 32818 is the intended site for IMHS. If, for any reason, this site is not secured, the Board of Directors has identified other potential sites that will also serve the same geographic area of West Orange County.

The plotting map below is of our current Innovation Montessori Ocoee K-8 families. These students are all expected to continue into Innovation Montessori High School. The yellow star is the

location of Park50 and the proposed location of the second feeder school, Innovation Montessori Parkside (IMP).



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

 <b>INNOVATION MONTESSORI HIGH SCHOOL</b> Population Growth								
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>9th Grade</b>	75	100	150	175	200	200	200	200
<b>10th Grade</b>	25	75	100	150	175	200	200	200
<b>11th Grade</b>	0	25	75	100	150	175	200	200
<b>12th Grade</b>	0	0	25	75	100	150	175	200
<b>TOTAL IMHS:</b>	100	200	350	500	625	725	775	800

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

Enrollment projections for incoming 9th graders were based on the growth model at Innovation Montessori Ocoee (IMO) and expected articulation from the proposed Innovation Montessori Parkside (IMP) K-8. Innovation Montessori schools are focused on developing a strong culture and foundation. Starting small and focused on a narrow grade level scope affords the students individualized attention, and allows Operations to share resources with our Innovation Montessori Middle School program. IMO Middle School teachers are 6-12 certified and sharing the teaching staff ensures that our high schoolers have a wide variety of offerings, allowing the small inaugural year to be educationally and fiscally successful.

The numbers were based on how many students will be articulating into IMHS from IMO and IMP. Keeping a balance between public charter Montessori-experienced students and new students to the model was a consideration in the creation of the projections. This ensures that new students will easily be ensconced in an established culture of grace and courtesy, which in turn leads to a more successful high school experience for the students. Please see the expanded enrollment project chart below, which includes articulating students, IMHS matriculating students, and recruiting numbers:



## INNOVATION MONTESSORI HIGH SCHOOL

### Recruitment and Enrollment Schedule

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>9th Grade</b>								
articulating	44	66	132	132	154	154	176	176
recruit	31	34	18	43	46	46	24	24
<b>9th TOTAL</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>10th Grade</b>								
articulating	25							
matriculating		75	100	150	175	200	200	200
recruit		0	0	0	0	0	0	0
<b>10th TOTAL</b>	<b>25</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>11th Grade</b>								
matriculating		25	75	100	150	175	200	200
recruit		0	0	0	0	0	0	0
<b>11th TOTAL</b>	<b>0</b>	<b>25</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>200</b>
<b>12th Grade</b>								
matriculating			25	75	100	150	175	200
recruit			0	0	0	0	0	0
<b>12th TOTAL</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>
<b>TOTAL IMHS:</b>	<b>100</b>	<b>200</b>	<b>350</b>	<b>500</b>	<b>625</b>	<b>725</b>	<b>775</b>	<b>800</b>

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

The rationale for the number of students and grade levels served in Year One is to provide a seamless transition for students articulating into the high school from the IMO K-8 program (which will offer Grade 9 in 2018 as an addendum to its charter), and to secure the vibrant culture established at the K-8 level. Experience with Montessori norms and Project-based Learning allows for a quick leap into the high school expression of Montessori.

Two grade levels, 9th and 10th grade will launch IMHS. The 10th grade class will remain small and focused, and the 9th grade class will welcome a number of new students to the Innovation Montessori program. The new students will succeed because they will enter into an established culture of grace, courtesy, and excellence that embraces individuality and diversity.



## Section 3: Educational Program Design

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

“One of the most urgent endeavors to be undertaken on behalf of the reconstruction of society is the reconstruction of education. It must be brought about by giving children the environment that is adapted to their nature.”

-Dr. Maria Montessori

Innovation Montessori High School cultivates independent, inspired, and innovative creators of the future through purpose-driven Project-based Learning, a Montessori focus with its emphasis global perspective and local action, and a four-year-long Innovation Incubator. These three components integrate seamlessly to serve the needs of high school students in their preparation for college, career, and to create their own futures.

Inspiration is key to a start-up mentality and a sense of purpose. Acquiring the tools necessary to uncover inspiration at every turn, to identify opportunities inside challenges, and to master the ability to adapt for greater success are critical skills to manage the fluid nature of our future economy.

Based on a solid foundation of research on high-performing high schools, deeper learning, motivation, Montessori philosophy and execution, success strategies for adolescents, and our team's hands-on experience at running a successful K-8 charter school, Innovation Montessori High School is poised to become a natural next step for Innovation Montessori Ocoee and the proposed Innovation Montessori Parkside students, as well as an exciting alternative high school education for students new to the Innovation Montessori educational model.

#### **The three segments of the Innovation Montessori Educational Model:**

**Montessori:** A Montessori education features holistic, comprehensive, individualized curriculum and integrated character education. It honors differentiated learning in a respectful environment by providing hands-on learning and by cultivating the student's own interests. Independence, self-regulation, and intrinsic motivation are achieved through this system of deep respect for the individual and a culture of grace and courtesy. Embedded in the curriculum is also a global perspective and a message that each individual has a contribution to make. This sense of purpose is one of the three key elements of Daniel Pink's seminal book on motivation, *Drive*. Purpose creates and bolsters the internal drive to learn. It is embedded in the Montessori philosophy, and it is deepened as Montessori develops into Project-based Learning.

An authentic Montessori education features the following characteristics:

- Mixed-age classrooms
- Student-led learning

- Differentiated learning based on interest and ability
- Uninterrupted blocks of work time
- Hands-on learning
- Learning environment that facilitates free movement and activity
- An emphasis on peaceful, student-led conflict resolution
- Connection to nature as important to emotional well-being
- Freedom within limits

IMHS reflects these characteristics in our environment and culture.

**Project-based Learning:** PBL brings the hands-on tenants of the lower grade approach to the next level. Successful PBL programs, like High Tech High in San Diego, prove the efficacy of the approach and practice of backwards-designing curriculum to exceed state standards in a naturally differentiated environment. Our team attended an intensive Deeper Learning workshop at High Tech High and was able to learn from leaders, teachers, and student perspectives about the efficacy of PBL.

The school will utilize a Backwards Design approach such as *Understanding by Design* (Grant Wiggins and Jay McTighe). UbD guides teachers to teach with clarity and organize learning experiences to foster deep, enduring understanding. Curriculum design begins with the desired outcome. What is the goal? What will students understand? What are the big ideas? Teachers also identify an essential question that will foster inquiry, understanding, as well as transfer of student knowledge. Teachers determine what authentic performance task will allow the students to demonstrate understanding, and then plan the learning experiences that will allow the students to reach the desired outcome. Teachers reflectively design with the desired outcome in mind.

Projects are cross-curricular and multi-age. Students not only benefit from a deep understanding of the material and its practical and functional application, but also develop important real-world, highly-valuable essential skills (aka soft skills) such as team-building, time-management, collaboration, communication, and grit. As a Montessori school, our projects also contain cultural lessons and purpose-driven goals like taking responsibility for the environment, identifying and redefining one's role in the world and utilizing a global perspective to make real, lasting change at every level of society. For instance, the enduring understandings IMHS seeks to instill derive from extensive reference to the UN Sustainable Development Goals (SDGs) and the Framework of Skills Maps developed by the Partnership for 21st-Century Learning (P21's 4Cs: Communication, Collaboration, Critical Thinking, and Creativity). These thematic curricular elements integrate seamlessly with the Florida State Standards, complementing their focus and deepening their impact through authentic self-directed projects with immediate real-world implications.

Specific projects will be designed for students to be able to co-create their learning experience with staff, faculty, board, and parents. From researching and establishing an internal economic and banking system to cultivating a food program to establishing and/or supporting charitable organizations to give back, our students engage in experiences that affect them immediately and profoundly. Experience is the best and most memorable teacher.

**Innovation Incubator:** This unique program spans the entirety of the students' high school career. Each student will take a project from ideation to its ultimate execution in the real world or within the walls of the school. Student-created businesses, technical advances, inventions, service organizations, non-profits, discoveries, creative works, and social initiatives will launch with the support and guidance of Innovation Montessori Ocoee faculty, staff, parents, mentors, university partners, BOD and community leaders.

In the Innovation Incubator program, IMHS will provide the infrastructure and instruction needed for the student to realize his or her individual project or initiative. In addition to mastery-based and skills-focused coursework in Finance, Economics, Research, Science, Marketing, and Accounting, students engage in seminars ranging from increasing creativity to mastering work/life balance. These seminars will give students the inspirational and practical skills needed to bring their projects to fruition.

The overall Montessori educational model immerses students in a culture of excellence with a curriculum built upon the foundations of independence, inspiration, and innovation. Block scheduling structures time for extensive individual and collaborative work cycles wherein each student monitors progress towards mastering state standards for all subjects while mobilizing learning towards projects that accentuate strengths. PBL provides rich and deep experiences for students to lead students toward mastery in core academic subjects as teachers monitor and correct as coaches, intervening with a wide variety of direct and indirect instructional opportunities tailored to engage all students' multiple intelligences. The Innovation Incubator four-year long immersion program embeds additional coursework in finance, economics, research, science, marketing, logistics, accounting, and governance, as students engage in the entire life-cycle of innovation, from ideation to execution.

These three segments—the Montessori success in inspiring young learners developed into Project-Based Learning and channeled through the Innovation Incubator—are three expressions of the same ideal: individualized, experiential, relevant and purposeful learning. This progression allows students a clear path to mastery and a wide variety of experiences to build from for their futures.

In addition to mastering Florida State Standards, our educational program will prepare our students for an ever-changing future where they can launch new industries, reinvent outdated systems, and forge their own paths in the world. This type of flexible, motivating, individualized, and challenging curriculum creates young adults who will not only thrive in tomorrow's world, but be integral in creating it.

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

The IMHS learning environment is a dynamic classroom-based model with independent study and blended learning opportunities integrated into daily work cycles. The teacher is not the “sage on the stage.” In fact, an adult’s voice is rarely heard above the learners’ voices. It is not unusual for a visitor to have to strain to find the teacher in an IMHS classroom because the teacher is likely to be working on the floor or a sofa with an individual, or in a corner with a small group.

The classroom is set up for students to move about freely within the environment choosing to work wherever and with whomever makes sense given the task at hand. Students can easily change their working environment with moveable furniture in an open floor model. Freedom of movement and flexibility allows students’ physical and developmental needs to be met effectively.

This unique classroom-based model is also structured around limited whole group instruction. Instead, the emphasis is on flexible groupings, or individual instruction throughout the day. Teachers spend part of the day working with small groups, leaving the remainder of the day judiciously guiding and observing students working independently or collaboratively with peers.

The flexibility of instructional groupings is further supported by the fact that we have multi-aged classrooms. Because of this, each classroom has an expansive curriculum and each learner is

following an electronic work plan tailored to their unique needs and goals. This affords freedom to work as far ahead as they are able, or to spend longer to understand core concepts, as necessary. The strengths of one student support the learning of peers and, through peer-to-peer instruction, enduring understandings are forged and solidified.

All Florida Constitutional Class Size Requirements, as applicable to charter schools, will be honored. Multi-age classrooms are a hallmark of Montessori education and will be part of the makeup of the Project-based Learning. Grade-level cohorts will work as teams daily during their Innovation Incubator time to travel through that unique process as a team, while still allowing for individual variation to bridge any gaps identified through standards-based progress monitoring. Students will utilize their Electronic Work Plans throughout the day. Their plans, created in conjunction with the teacher and updated regularly, include independent study using online resources. This blended-learning component will be part of the overall backwards-design curriculum, and will come into play throughout a student's day. Students will also work in small groups to gain deeper understanding through their projects.

Educational vanguard Yong Zhao, in his *World Class Learners* book, cites international educational authority Andrea Schleicher as recently sharing this about the need for entrepreneurial and innovation education, "Schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't know will arise" (Schleicher, 2010 as qtd. By Zhao 2012). Our Innovation Montessori High School prepares students for this fluid future like no other by offering not only a fluid and responsive curriculum and instructional model but a fluid and responsive environment that respects the decisions students will make along the way towards mastery.

Our mission is to provide a strong authentic Montessori education in a Public-School setting believing that it provides the best college and career preparation. Allowing our students freedom of movement during the course of the school day, facilitating large multi-age class groups, and creating learner-centric environments are in keeping with that mission, as these are all tenets of authentic Montessori education.

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

A wide swath of research was culled together and the tenants of each were synthesized to create the IMHS foundational pillars of independence, inspiration, and innovation. In each of the following sources, these three appear with slightly different names. However, they all lead to the same conclusion: For students to be successful in the fluid and fast-changing environments of the future, they must be agile thinkers, confident in their abilities, and equipped with the tools to self-start and turn the prism of their own perspective to find creative and critical solutions. At the 2017 National Charter School Conference, this message echoed through the many seminars that defined the "education of the future." Giving students the tools they really need in a supportive environment is at the heart of each of these studies, and IMHS is poised to provide that for our students.

**IMHS and Wallace Foundation Report**

Maria Montessori's insights on high school students predates the 2015 Wallace Foundation Study, "Foundations for Young Adult Success," but she was spot-on with her observations. She asserted that the psychological and physical changes of the age group factor directly into learning. Identity is at issue and often changes; how to fit into the world at large and in peer groups is of paramount concern. Positive forms of self-expression, a sense of justice and personal dignity, and a need to take greater control over choices are important components of the whole-child education necessary for adolescents.

The three Key Factors in the above-mentioned Wallace Foundation Report were identified (from p2) as follows:

- **Agency:** the ability to make choices and take an active role in one’s life path.
- **Integrated Identity:** a sense of internal consistency of who one is across multiple social identities (e.g. race/ethnicity, profession, culture, gender, religion)
- **Competencies:** abilities like critical thinking, responsible decision-making, and the ability to collaborate, in order to effectively perform roles.

The longitudinal study of Montessori in the Milwaukee public school system is one of many long-term, data-driven, reports that support the Montessori approach as a successful education for a wide range of learners. One significant finding is that there is an “association between a Montessori education and superior performance on the Math and Science scales of the ACT.”

This is of particular note because Montessori is decidedly not a skill-and-drill type of education, but the students outperform their traditional school counterparts in this traditional standard of accountability for learning gains and a key component for college admission. (Dohrmann, 2003).

**Mastery** of academics through individualized learning, which creates **autonomy**, is infused throughout IMHS.

The Montessori model itself is designed to create agency, integrated identity and competencies from the youngest ages, and during the high school years it is even more critical. Being aware of the specific challenges adolescents face is only a step toward creating a robust educational model tailored for them.

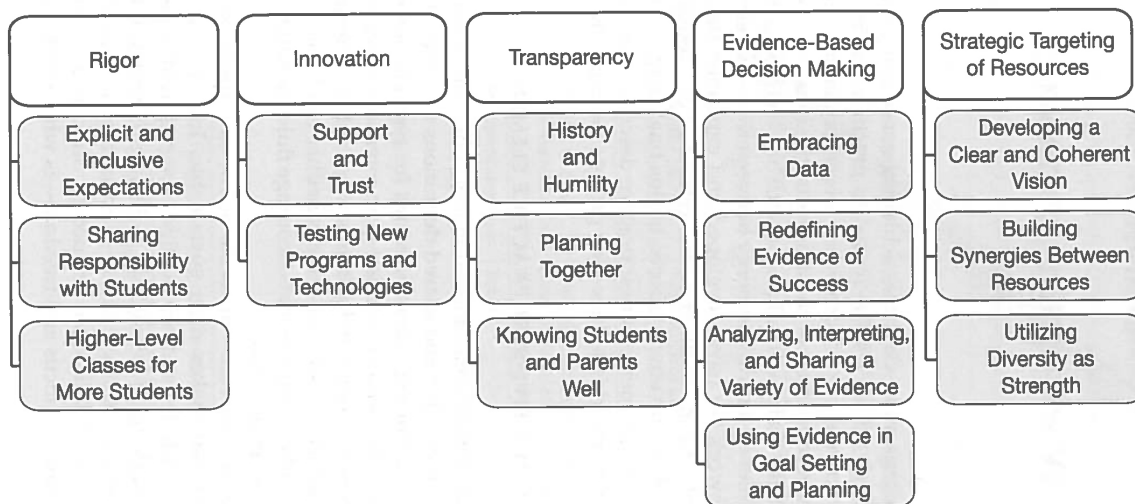
This foundational dedication to serving the student’s needs is the bedrock of the education approach. Its execution is everywhere from the physical environment to the later-start schedule to Project-based Learning and the Innovation Incubator. This dedication to the macro and micro execution of the philosophy builds trust between student and school, which has been identified as an important component to spur innovation and create a high-performing high school.

### ***IMHS and Best Practices from High-Performing High Schools***

Kristin C. Wilcox and Janet I. Angelis completed a comprehensive study on the “why” high schools succeed. After studying a wide variety of models, they identified common keys to student success: Rigor, Innovation, Transparency, Evidence-Based Decision Making, Strategic Targeting of Resources. The chart below details what contribute to achieving these quality goals, and it illustrates why Innovation Montessori is on target to become a high-performing school.



## The Five Best-Practice Elements



Best Practices from High-Performing High Schools, Kristen C. Wilcos & Janet I. Angleis, Teacher's College Press, 2011, p 96

In Montessori, students are integrally involved in their own education, so transparency, innovation and rigor come naturally from the one-on-one relationships with the student's teacher, the small-group support of a student's fellow students, and the active inclusion of parents into the educational culture. Utilizing diversity as strength also comes naturally in Montessori, as each student is valued for his or her own individuality from the very beginning.

As mentioned earlier in this section, first and second year students will be involved in the very design of their learning space, and also in the creation of an internal economic system. This co-creation, guided expertly by the faculty and advisors, allows true ownership to develop between the students and their school. Future year students will create in-house programs and initiatives to keep innovating and executing those innovations to improve their own educational experiences.

In Project-based Learning, the core courses, and in the Innovation Incubator, evidenced-based decision-making is key. "Redefining Evidence of Success" is one of the most important lessons students will learn as they go through the process of taking an idea to its ultimate execution. Asking the deeper questions of what success means, what failure means, and what is truly important allow the students to redefine the word for themselves. They test-and-adjust throughout their time at IMHS, so their own experiences become some of their best teachers.

The strategic targeting of resources is a particular point of pride for the Board of Directors. Our current K-8 Montessori school thrives because the resources go where they can do the most good. We balance every decision with what is best for the child and what is best for the long-term viability of the school. It is all done transparently, in accordance with the Florida Sunshine State standards, and students will be encouraged to attend board meetings and make proposals to administrative leaders.

### **IMHS and *Drive***

An Innovation Montessori education flourishes because our students are intrinsically, not extrinsically, motivated. Daniel Pink's book, *Drive*, delves into the three core components of intrinsic motivation, purpose, autonomy and mastery. These threads are woven together throughout the Montessori curriculum and are critical components of PBL. Motivation shines especially bright when students are given the autonomy to fulfill their individual purpose through the Innovation Incubator. As a "capstone"-style project, it brings all the learning and training together for a student

to embrace his or her own unique mastery of their chosen business, invention, discovery, non-profit, or artistic expression.

In an article on Technology in Montessori, Jones quotes Faryardi, “Although autonomy is supported, a sense of personal and social responsibility for learning is also instilled in children in a Montessori classroom (Faryardi, 2007). When a student believes he or she not only has an opportunity, but also a duty, to contribute to the world, he or she does.

In a 2017 study of our K-8 Innovation Montessori Ocoee conducted by the University of Central Florida’s Susan Kelley, 90% of students said they want to learn in order to “help others.” 99% of students felt supported and loved at school. Creating this type of environment of trust, respect, and community allows students to launch beyond the “me” into the “we” mindset that fuels their purpose.

The High School version brings this to the next level and provides the tools each student needs to become autonomous. Creating “independent, innovative, and inspired” learners happens when a school is 100% committed to our model of highly-individualized instruction.

This is particularly relevant to our ESE and MTSS students. Students are often marginalized in total due to a deficit. Our Montessori education foundation trains us to seek out the unique skills a student brings to the table, not just the areas of weakness. Support for those weaknesses not only happens in an official capacity, with IEP’s and input and guidance from our MTSS and ESE staff, but it also happens during the Project-based Learning, in the context of the individual Innovation Incubator project, and in the supportive environment of the multi-age Montessori model.

A student who is skilled with tools, who is severely challenged by dyslexia, may not shine in language arts, but she can when she constructs beautiful hand-crafted furniture and launches a custom-furniture-design business. By spotlighting what she can do, not just what she cannot, our model supports her like no other. In the world, each person’s unique gifts are their true strength and finding avenues to showcase it is our job as educators.

### ***IMHS and Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century***

The approach of Project-based Learning as the core of the educational execution supports the findings of the National Research Council of the National Academies committee. To become successful in college and career, the study advocates four essential skills: critical thinking and problem solving, communication, collaboration, and creativity and innovation (Partnership for 21st Century Skills, 2010, p2)

In every facet of the Innovation Montessori High School model, these skills are paramount. The very first days of the Innovation Incubator guide students in how to become more creative, how to initiate change, and why they should. During the course of this four-year program, critical thinking, problem-solving and collaboration are daily necessities. Communicating their vision to others is crucial, and having multiple opportunities for feedback and revision to refine their communications are provided.

The Project-based Learning component embraces those four essential skills as well. Each project requires collaboration, critical thinking, and communication. Students learn the “soft skills” of navigating intrapersonal and interpersonal relationships, while achieving content competency. These are also key “21st Century Skills” as defined in the above-referenced Pelligrino & Hilton edited study.

Studies show that PBL learning outcomes include increased long-term retention of content, better performance on high-stakes tests, improved problem-solving and collaboration skills, and improved student attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

Educational vanguard Yong Zhao, in his *World Class Learners* book, cites international educational authority Andrea Schleicher as recently sharing this about the need for entrepreneurial and innovation education, “Schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don’t know will arise” (Schleicher, 2010 as qtd. By Zhao 2012). Our Innovation Montessori High School prepares students for this fluid future like no other.

### **IMHS and *The Industries of the Future***

Former Senior Advisor for Innovation for Secretary of State Hillary Clinton, Alec Ross, traveled the globe and investigated innovation. He comes to this conclusion about the skills needed in the future, “Today’s youth who will enter tomorrow’s workforce will need to be more nimble and more familiar with the broader workings of the world to be able to find a niche they can fit into.” A Montessori education encourages and explores a global perspective. Our PBL projects are crafted with purpose-rich, globally-focused outcomes. The Innovation Incubator further allows students to create outside of any proverbial “box,” which is the hallmark of creative thinking. In this educational paradigm, students sharpen their transferable skills. Cross-curricular projects breed divergent thinking and require students to apply knowledge in a multitude of ways. This is the exact type of nimbleness Ross advocates.

His book specifically calls out the following industries as ones to watch for the most explosive future growth: “Robotics, genomics, cyber, big data, and new fields made possible by the codification of money, markets and trust will spring from alpha cities around the world, but they will also come from places that most business leaders have never visited, like Estonia.”

He calls out Estonia as a leader for the future because they targeted a bulk of their resources strategically, they put the money in education. Boasting a 100% literacy rate and a coding education from Kindergarten and beyond, they are poised to prepare their students for their future. IMHS will incorporate the above industries of the future in our projects, invite leaders from those industries to conduct seminars, and we will execute our own internal economy. The creation of that digital economy will require students to leap into these areas and explore. Strengthened by the standards we cover for Economics, Financial Literacy, and Computer programming will give our students the tools to be able to understand what an economy takes, and by studying successful economies around the world, they will enhance their global perspective. That is one of many projects our students will execute that prepare them for the unwritten future.

All of the latest research on the most successful high school models that exist, and where education is heading into the future support the Innovation Montessori High School Model. We are preparing our students to be innovative, independent and inspired agents of change. After four years of a supportive, rigorous, intense, purpose-driven, and rewarding education, they will be poised to create the future. These are the founders of the next Amazon and Google (former Montessori students). IMHS students are the next Nobel Peace prize winners and influential artists. By allowing the Montessori philosophy to ripen into its ultimate expression, the school will cultivate a crop of game-changing students who embrace life, celebrate diversity, and not only believe they can make a difference, but also know they should.

- 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)**

IMHS follows the Orange County Public School District calendar.

Start time will be later than traditional OCPS High Schools in order to follow adolescent circadian rhythms. “As adolescents grow, their sleep cycles change” (Carskadon, 1999). Research supports the fact that adolescent brain development and circadian rhythms are not fully functioning in the early morning hours, so IMHS begins the day with yoga and mindfulness meditation, and coursework does not begin until 9 a.m.

IMHS will follow the annual 180-day schedule with the required 900 instructional hours.

The 2018-2019 annual calendar and the IMHS Bell Schedule are provided in Attachment B, as requested.

***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.***

IMHS’s Educational Model naturally supports a strong, embedded differentiated instructional model providing high quality instruction to students at all levels. The Montessori philosophy is to follow the learner, so Montessori teachers are astute observers of their students. They work to create a prepared environment that encourages student engagement and success.

IMHS teachers will work together alongside students to “backwards design” the curriculum ensuring that each student will meet the curriculum objectives within their projects. The teachers at IMHS will play a critical role in the development and implementation of the curriculum. In utilizing McTighe and Wiggins’ Understanding by Design protocol for backwards design, the teachers will identify the desired results as well as acceptable evidence to demonstrate those results. With those ideas in mind, the teachers will then plan learning experiences and instruction accordingly.

Utilizing Project-Based Learning will support our target population in attaining the state adopted standards. After analyzing various research on the PBL instructional strategy, Strobel and Barneveld found that “PBL is significantly more effective than traditional instruction to train competent and skilled practitioners and to promote long-term retention of knowledge and skills acquired during the learning experience or training session.” (Strobel, J. and Van Barneveld 2009)

IMHS teachers will continually monitor progress in order to identify areas of concern and adjust student instruction accordingly. The Electronic Work Plans will be used to monitor and guide each student to ensure that curriculum objectives are being met. Teachers will have opportunities for casual individual meetings with students throughout the school day. The principal will conduct weekly walk-throughs and visits to the classroom. Administration and staff will work together to examine available student data and use it to drive instruction.

IMHS intends to provide services in support of students attaining success on the Florida Standards as demonstrated by performance on the Florida Standards Assessments (FSA) and End of Course (EOC) exams. The FSA and EOCs are administered in the spring for all students with retakes to be scheduled as needed. Students in 9th through 12th grade will achieve proficiency levels as demonstrated on their performance on progress-monitoring computerized testing programs such as MAP, Reading Plus, IXL, or other such progress monitoring assessment, administered throughout the year. Priority will be given to software with linking studies that correlate performance with future performance on FSA and EOCs.

The IMHS services that will support this success include:

- fidelity of implementation of educational program (Montessori, PBL, Innovation Incubator),

- Montessori/PBL-trained teachers,
- alignment of curriculum to Florida Standards,
- progress monitoring,
- a systematic MTSS protocol,
- gifted training offered to all teachers while paid by school,
- administrative walkthroughs and follow-up with focus on research-based, highly-effective strategies for improving student learning,
- implementation of DERS (Developmental Environmental Rating System) focusing on classroom quality as it becomes available for adolescent learning environments.

### Fidelity of Implementation

Montessori student performance is correlated to how successfully the public school implements the Montessori Method of instruction. Therefore, adherence to the Montessori educational approach will be essential to exceeding the state standards. Lillard, in *Journal of School Psychology* 50 (2012) 379–401, states “studies reviewed earlier showing more positive outcomes all involved high fidelity or “classic” implementations of Montessori. Lillard and Else-Quest (2006), which showed that at 5 and 12 years of age children who attended Montessori programs scored higher on several social and cognitive outcome measures, and Dohrmann et al. (2007), which showed that in high school children who had previously attended Montessori programs excelled in science and math, both involved Montessori programs that would likely be considered classic implementations...”

Providing a Montessori environment with fidelity instills the individual work ethic that undergirds the collaborative elements in IMHS’s educational program.

PBL brings the hands-on tenants of the Montessori approach to the next level. Successful PBL programs prove the efficacy of the approach and practice of backwards-designing curriculum to exceed state standards in a naturally differentiated environment. Our current IMO Middle School is already successfully implementing PBL to meet and exceed the standards, which we regard as a floor to learning rather than a ceiling. Teachers trained in authentic PBL best practices will ensure fidelity of implementation.

In addition to mastering Florida State Standards, our educational program will prepare our students for an ever-changing future where they can launch new industries, reinvent outdated systems, and forge their own paths in the world. This type of flexible, motivating, individualized, and challenging curriculum creates young adults who will not only thrive in tomorrow’s world, but be integral in creating it. Fidelity of implementation is supported by market forces and supported by consultation with local businesses and community stakeholders. Through this initiative, the training wheels of education are incrementally removed and student projects and products enter the crucible of the marketplace.

### Montessori/PBL-Trained Teachers

IMHS will use a “train-the-trainer” model to ensure all teachers are equipped for the adolescent Montessori environment, PBL instructional design, and the demands of the innovation incubator. IMHS will ensure that all instruction is overseen by “highly qualified” Florida certified teachers.

### Alignment of Curriculum to the Florida State Standards

All students will be enrolled in FLDOE-approved courses and units of study will be backwards designed to ensure all standards are mastered. IMHS may lobby the DOE to approve new courses with emphases on 21st-century college and career readiness wrought in the Incubation Innovator environment.

### Progress Monitoring

Previous FSA and EOC scores will provide a baseline of data in early September. The use of electronic progress monitoring tools will monitor progress in January and outcome performance of FSA performance will monitor growth in May. Students in any given grade will participate in performance monitoring, and specific areas of need will be identified for targeted growth relative to grade level standards and student expectations.

### A Systematic MTSS Process

Please see Section 4 for a detailed description of our MTSS process.

### Gifted Training for Teachers

IMHS believes strongly in the ability of our curriculum to serve and support all students, including those identified as gifted. IMHS will provide Gifted Endorsement training to our teachers at no cost to them.

### Administrative Walkthroughs

In addition to required formal observations, IMHS will utilize the Observe4Success or other observation tools to conduct classroom walkthroughs, which support State-mandated teacher evaluations. These digital tools allow us to use custom forms (some specific to Montessori/PBL) to evaluate the use of Best Practices in our classrooms. The Observe4Success tool allows for instant feedback to our teaching staff, supporting teacher growth.

### Implementation of DERS

Please see Section 4 for a detailed description of DERS implementation.

The combined use of all the above listed tools will help our school to support the attainment of the state-adopted standards for our target population.



## 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.*

As part of School Choice, we take our responsibility to teach Florida State Standards very seriously, and we require our teachers to be intimately familiar with the standards of their grade levels. We use CPALMS as a guideline for the delivery of standards through design of disciplinary and interdisciplinary project-based learning.

### **IMHS Curriculum in Core Academic Areas**

While our goal is to provide AP/honors and college-transfer-credit courses, as well as in-school certifications, the IMHS curriculum will allow students—at a minimum—to achieve the following required credits for graduation:

- A. 4 Credits English Language Arts (ELA)—(ELA I, II, III, IV; [ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement]).
- B. 4 Credits Mathematics, one of which must be Algebra I and one of which must be Geometry. (Industry certifications that lead to college credit may substitute for up to two mathematics credits [except for Algebra I and Geometry]).
- C. 3 Credits Science, one of which must be Biology I, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component. An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
- D. 3 Credits Social Studies 1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy.
- E. 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
- F. 1 Credit Physical Education To include the integration of health
- G. 8 Elective Credits
- H. 1 Online Course
- I. Students must earn a 2.0 grade point average on a 4.0 scale.

The High School program is a natural developmental progression from the Innovation Montessori Middle School program. In the High School years, students exert an even greater need for independence. According to NAMTA, an affiliate organization of the Association Montessori Internationale (AMI), “middle school ushers in a new level of independence, which must be provided for in the Montessori environment by increasing activity from the point of view of work level, choices, and planning.” In the high school, beyond the overviews of learning sequences provided to middle schoolers, students assume responsibility for identifying weaknesses and take initiative to remedy these within a strengths-based and interest-driven, inquiry cycle moored to standards. The student also has open time to collaborate on both self-initiated and instructor-initiated projects.

Open time allows for individualized instruction, a natural pace for absorption of material presented for both mastery and emotional understanding, unlimited depth of pursuit based on student interest, and release time to study art, science, music, business, and other topics students choose.

The general premise for the adolescent program is that it must bring into consciousness the moral and real-life implications of ideas. Philosophical ideas related to natural history and cultural history now come into play. Great Lessons of the Montessori elementary years—revisited in the Innovation Montessori Middle Years—evolve into great ideas derived from a serious approach to the humanities. For example, “life, liberty, and the pursuit of happiness” may be tied to a specific part of American history, but this ideal also has a life in the history of philosophy and literature.

(<http://www.montessori-namta.org/>)

The strategy of using Understanding by Design’s backwards-design paradigm to develop our core curriculum—based on the Florida Standards for English Language Arts, Mathematics, Social Studies, and Science—fits with the adolescent program delineated above. Montessori and Project-based Learning covers all appropriate standards, as students examine standards and how they connect to their projects, then delve deep into those standards. This brings students a comprehensive understanding of not only the standard, but also the underpinnings of the concepts, and allows them to expand their cognitive abilities beyond simply an understanding of the material. Our goal is to train our students to recognize the structure behind the logic and reasoning of the standards, so they can better be able to transfer the thought process to other areas of concentration.

Current research confirms that deeper learning results in increased retention and stronger critical thinking skills. From *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, “deeper learning and complex problem solving involves the interplay of cognitive, intrapersonal, and interpersonal competencies.” To this end, the Project-based Learning methodology requires intra and interpersonal interactions. These skills are enhanced on their own, and they serve to ensure students are mastering the core competencies of the standards.

Taking the deeper learning approach of collaboration and concentration on a single subject to tackle specific Math and Science coursework affords students an opportunity to approach the material from different directions. This supports all levels and styles of student learning.

Deeper learning occurs when the learner is able to transfer what was learned to new situations. Research on teaching for transfer, which primarily reflects the cognitive perspective on learning, has a long history in psychology and education. This research indicates that learning for transfer requires knowledge that is mentally organized, understanding of the broad principles of the knowledge, and skills for using this knowledge to solve problems. Other, more recent research indicates that intrapersonal skills and dispositions, such as motivation and self-regulation, support deeper learning and that these valuable skills and dispositions can be taught and learned.

Throughout Innovation Montessori High School, students will benefit with the use of flexible grouping from whole-group, small-group, and one-on-one direct and indirect instruction.

**IMHS’s** target population is expected to closely mirror the areas in West Orange county, including the population at our feeder schools of Innovation Montessori Ocoee (IMO) and Innovation Montessori Parkside (IMP). The **instructional strategies** that will be used are also best practices within Montessori public school models and line up for students from various demographic and academic groups. The strategies listed below are aligned with Marzano’s best practices with the lens of Montessori and PBL.

1. Communicating expectations and teaching procedures — teachers give explicit instruction and modeling of procedures, and expectations are very clearly stated. Learners are never in doubt of what is expected of them.
2. Providing a physical environment that fosters success — the classroom and materials are inviting and interesting. Learners have all the tools they need for success. Students are also encouraged to adapt their physical space to meet their needs for individual or flexible groupings.
3. Goals and objectives are clearly established — through the electronic work plan overview page (moored to CPALMS), learners can see the scope and sequence for each subject in which they are enrolled. They understand that mastery of one concept is necessary before progression to the next.
4. Providing constant feedback – the electronic work plan functions like a personalized to-do list developed iteratively as students and teachers negotiate priorities to ensure consistent growth towards rigorous standards for all courses. Students initiate disciplinary and interdisciplinary



projects or units of study, populating in advance a unit-long work plan with tentative due dates. Students may get feedback from peers and from teachers, who are observing their interaction, monitoring work, assigning supplemental tasks, and asking probing questions to deepen understanding and scaffold transfer. As work is completed, it is submitted for teacher assessment, at which point credit for standards mastery is assigned or else feedback is given to guide further learning towards expected mastery. This creates the opportunity for lasting learning.

5. Allowing students to take ownership of their learning and track their own progress — Students conference with their teachers regularly to discuss their progress for the week. They are encouraged to think deeply about their own strengths and weaknesses and to develop strategies for their own growth. Students keep a work plan to record their work.
6. Interacting with students face-to-face — teachers spend quite a bit of time in face to face conference with students. There are ample opportunities for individual interventions and direct instruction, though much of the instruction is through guided inquiry.
7. Monitoring Student Work — teachers spend time each day in observation, where they monitor how students are progressing in their work. This pure observation allows teachers to make objective appraisals of student levels of mastery.
8. Allowing Students to Progress at their Own Pace — by design, IMHS encourages students to work at their own pace. Learners who want to progress and have demonstrated mastery are encouraged to. Learners who need to spend extra time on concepts are also supported.
9. Treating all Students Equally – Montessori is a whole-child educational philosophy in which students are supported in seeing the value in all people, regardless of race, culture or abilities. We foster respect and kindness. IMHS teachers are reflective, always conscious of what baggage they may bring to the table, and how it affects their interactions with students. (Adapted from Marzano’s Best Teaching Practices)

Montessori teachers have been **differentiating instruction** for 110 years. In line with our Montessori culture, IMHS adopts an individualized educational methodology, where all individuals progress at their own pace. IMHS classrooms are multi-aged, which means that materials are available to support both students who need to spend more time working on basic concepts, as well as those who are ready to move in to extrapolation and abstraction. Our model supports the individual student, regardless of their starting point. IMHS teachers spend their days in individual lessons, small group lessons, and observations. Each learner’s progress through the curriculum is tracked individually through the electronic work plan. In multi-aged classrooms, teachers and students spend up to four years together, and this creates a very informed working relationship where the teacher truly understands each child’s strengths and struggles, and how to best support their growth.

Students who enter the school below grade level will quickly be engaged and benefit from the environment, where their individual interests will shape their educational experience. Below-grade-level students will quickly discover that their previous grades do not define them as a person. They can, and will, be successful. Our supportive, diversity-promoting culture is one where our students naturally embrace new students to the Innovation Montessori family. At our current charter school, Innovation Montessori Ocoee, a recent survey of new middle school students revealed that the major difference they found between their traditional middle schools and their Montessori middle school, was kindness and acceptance. Learners who feel accepted and supported by their peers are liberated to put focus on their academics.

### **Differentiated Instructional Methods used at IMHS:**

Innovation Montessori High School utilizes the following instructional strategies in order to best serve the needs of our students:

*Project-based Learning* (interdisciplinary instruction): Students gain deeper understanding with this approach to teaching as they tackle real world and authentic problems. (www.edutopia.com, 2017). PBL is the leading method for teaching 21st Century Skills such as information literacy, critical thinking, problem solving, communication, and collaboration.

*Direct Instruction:* Teacher-led instruction with a focus on deeper learning that supports student ability to retain knowledge and transfer skills. (Pellegrino and Hilton, p73) Direct instruction in Core Math and Science courses is provided, and direct instruction will be added as needed to best serve individual and small-group needs.

*Cooperative Learning:* Students work together in small groups to achieve common objectives. The Montessori tenants of grace and courtesy are especially important for successful cooperative learning. The “soft skills” like managing social interactions are strengthened during these endeavors. All projects and many incubator initiatives will require this type of learning style.

*Parental Involvement:* Parental involvement will be integral at the IMHS campus. Parents and community members can offer seminars or serve as mentors for the students. Parents may also tutor students or provide them with internships in their chosen interest. Families will be encouraged to dedicate twenty volunteer hours per school year.

*Blended Learning:* The school will provide a tablet for each student and resources like Lynda.com, Rosetta Stone, and Coursera may be used for tutorials and web-based learning, depending on student needs and goals. Additional technologies will be available as well. A focus on integrating new technology into the fabric of a day as a tool for learning, rather than a learning outcome, will be implemented.

*Independent Study:* A student’s Innovation Incubator project will require independent study in and outside the school day. This will be guided and tracked by their educational coach and on their Electronic Work Plans.

*Individualized Education:* IMHS will offer truly individualized education as students will be working towards their own individual goals and objectives in order to achieve their academic requirements as a floor with no limits imposed on the upper end of their growth. Students will track their individual progress through their Electronic Work Plan.

*Personal and Professional Development Seminars:* Students will participate in seminars from leading experts in stress management, life/work balance, creativity, as well as personal finance and other practical life skills. These large-group seminars will be dynamic, often breaking out into individual and small group components, and then returning the learning back into a lecture-style environment.

### **Electronic Work Plans:**

The school plans to use a Learning Management System designed for use in a Project-based Learning environment and to facilitate Independent Study and Blended Learning. Innovation Montessori High School recognizes the importance and efficiency of utilizing a best-in-class Learning Management System (LMS). We have identified the following essential features of a candidate platform:

- A. **Tracking:** ability to track student progress, monitor assignments, grading and other learning milestones.

- B. **Communication:** closed messaging system that enables seamless communication between parents, students, teachers and administration. Discussion forums for class-related interactions between students and teachers. Forums for teacher-to-teacher interaction.
- C. **Document Management Portal:** Cloud-based hosting of curricular materials, multi-media, student and teacher-developed digital assets.
- D. **Instructor Customization Tools:** Our teachers must have control over their online classrooms. Tools should include customizable calendars, discussion sessions.
- E. **Privacy:** System must include controls to guarantee student and parent privacy.
- F. **Individualization**

The Innovation Montessori High School Charter Committee is reviewing leading Learning Management Systems that incorporate the aforementioned features. IMHS is also considering using Google Classroom, Schoology, or Canvas (discounted subscriptions may be available through OCPS).

[https://www.nytimes.com/2016/01/18/technology/education-technology-graduates-from-the-classroom-to-the-boardroom.html?\\_r=0](https://www.nytimes.com/2016/01/18/technology/education-technology-graduates-from-the-classroom-to-the-boardroom.html?_r=0)

<http://www.educationdive.com/news/8-learning-management-system-options-for-k-12-classrooms/270653/>

**Professional Development:** Teachers will be trained by Innovation Montessori Ocoee staff in an intensive Innovation Montessori training. This will provide the Innovation Montessori High School teachers with a thorough understanding of the Montessori philosophy. Teachers will both learn and plan together in order to create meaningful project-based learning experiences for the students. They will continue to be coached throughout their tenure, and we will establish “Level Leads” who will model, advise, and assess each teacher’s individual strengths and weaknesses.

## MTSS

For learners who need extra support in learning, we use the Multi-Tiered Systems of Support protocol. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child-response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131). The sponsoring district’s formalized multi-tiered levels of support will be implemented by certified teachers and staff. Teachers will work with an MTSS coach to design and deliver instruction in ways that best match each individual student’s learning needs, adding extra scaffolding as required. Provisions of Florida Law will be the final arbitrator in decisions and policies around curriculum and instructional design. (Adapted from [www.pbis.org](http://www.pbis.org)).

**IMHS** will mirror the successful **MTSS** program at **IMO**. Within the MTSS process, the school will address three Tiers of Instruction. **Tier 1**, is considered the instruction provided to all students. The expectation is that 80% of students will master Tier 1 instruction. In this population, based on IMO and surrounding schools, Tier 1 should fall within 70-80% mastery. Tier 2 is a level of services provided to about 20-25% of students in need of additional time and or differentiated delivery of the same instruction. Tier 3, is expected to be provided for 5-10% of students who after Tier 2 are still not successful.

In its application at **IMHS**, students will be profiled according to baseline assessments from the beginning of the year. At that time, the **MTSS** coach meets with the administrator to analyze the data provided by the assessment. The first question to be addressed will be how well Tier 1 instruction is working for the majority of the students (70-80%)? In areas where there are concerns around Tier 1, the administrative team along with the MTSS coach will meet with the teachers to discuss specific concerns. Questions around Tier 1 will include: Has the content been taught? If taught, and 70-80% of students were not successful in mastery, does it need to be revisited in every classroom or are there pockets of classrooms that need it and others that do not? If it is a school-wide problem, then questions will be posed as to how content should be retaught. This ensures that teachers do not make the mistakes of re-teaching the same way when it was not successful the first time. Teachers may also revisit concepts needed for review from previous content before re-teaching.

Next, the **MTSS coach** and administrator will look at those areas of instruction where 70-80% are showing mastery but 20-30% are not. At this level, progress-monitoring reports are pulled that drill down to specific students. Questions that the MTSS coach and administrator ask will focus on whether these same students were struggling in similar areas last year as part of the MTSS model. If so, is there data for **Tier 2** to support students needing further interventions at Tier 3? If students had struggled in previous years but there is not enough data, then Tier 2 will continue. Once the students are identified, the teacher will prepare to meet with the classroom teachers to discuss Tier 2 strategies. Sometimes parents are invited to these meetings so they can be informed about additional services provided for their child. The Montessori philosophy insists on “following the child” and differentiating instruction daily. One could argue that Tier 2 is inherent in the model itself as teachers are trained to provide instruction at the level that the student needs. However, to formalize the process, we use the Orange County Public Schools paperwork and guidance. A meeting is set to begin Tier 2 services. At this meeting, the MTSS coach may provide further assessments needed to drill down to the specific area of need, suggest interventions that can be framed and presented in a PBL-aligned method, along with the protocols for duration and frequency of the intervention. Generally, it is expected that the interventions at Tier 2 are in small groups with students struggling with similar concerns. The MTSS coach will follow up with the teacher after six weeks to determine the effectiveness of the intervention, using the data the teacher collected to determine efficacy. If the students are not showing progress, then, at the follow-up meeting, a determination will be made to change the intervention as needed. OCPS has provided a wealth of materials to select in making determinations for research-based interventions; many of these resources are easily adapted to the Montessori model.

If after a designated time, the student does not show sufficient data that the gap in performance compared to their peers is closing, a determination by the **MTSS team** may be made to place the student in **Tier 3**. At Tier 3, intervention will be more specific for the individual student with an increase in duration and/or frequency. Timelines will be established for when data will be collected, typically weekly, along with when follow-up with the teacher will occur. If students are continuing to fail to make progress after sufficient time and analysis of skills needed, the team may request screening for ESE services.

Throughout the **MTSS** process, the goal is student progress at such a rate that the services are reduced and the student is engaged at Tier 1 services only.

The sponsoring district’s formalized multi-tiered systems of supports will be used as a framework while provisions of Florida Law will be the final arbiter in decisions and policies around curriculum and instructional design. Students who enter the school below grade level will quickly be engaged

and benefit from this type of instructional strategy because their individual interests will shape their educational experience. Below-grade-level students will quickly discover that their previous grades do not define them as a person. They can, and will, be successful. Formalized multi-tiered systems of support will be implemented by certified teachers and staff.

Our Montessori model is crafted to support the individual student, regardless of their starting point. In High School, most students will already be familiar with our individualized, student-centered model of learning, which allows the supportive, diversity-promoting culture to flourish and embrace students new to the Innovation Montessori family. Students who need ESE and MTSS support will be identified and IEP's and EP's will be created with the cooperation of the student's teachers, parents, our own ESE and MTSS coordinators, and district staff.

From our experience with Innovation Montessori Ocoee K-8, we can attest to the fact that much of our existing model has built-in accommodations for students needing additional support. The multi-age classrooms take the stigma away from low performers, and the wide variety of delivery methods naturally differentiate the instruction for students. Our gifted students and high performers also benefit from the same latitude in age ranges and approaches. They are not corralled or held back from achievement but are encouraged to continue along their learning journey.

Just as Innovation Montessori Ocoee supports all teachers in obtaining gifted certifications, Innovation Montessori High School will do the same, along with regular consultations with the Gifted Coordinator. Understanding the different lens in which a gifted student views his or her work and the world helps teachers to understand the unique challenges for the gifted learners, which will also underscore the importance of creating individualized education for every child.

**B.**

- *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.*

The three segments of the Innovation Montessori Educational Model (Montessori, Project Based Learning and Innovation Incubator), as explained in Section 3, will bring the Florida Standards Based curriculum to life. It will provide differentiated and student interest driven instruction, real-life application, and deeper understanding that is the heart of highly effective instruction.

The **focus** of the curriculum is to provide a 21st century education that brings together the collective understanding of what researchers and businesses alike describe as needed for the future. For instance, the focus will include a major shift in how we perceive content in the digital age where knowledge grows beyond anyone's capability to keep up. Content needs to be stretched from the archaic usage of memorization and recall to the how: "how to find the answers to the problems to be solved and how to put together the information and resources to make it possible," as described in *Becoming Brilliant*. The focus will include a Florida Standards-moored, purpose-driven Project-based curriculum with a Montessori global perspective, and a four-year-long Innovation Incubator. The Innovation Incubator allows students to further develop independence, inspiration and innovation. The focus will further delineate and inculcate the Montessori success in inspiring learners, bringing rich experiences of content connections in Project-Based Learning and the Innovation Incubator—three expressions of the same ideal: individualized, experiential, relevant and purposeful learning. The outcomes for students include **independence** with the following components of interest driven education, self-efficacy and confidence; **innovation** along with

creativity, critical thinking and collaboration; and **inspiration** to include knowing the how of content, how to find the answers needed to solve the problem and how to put together the information and resources to make it possible with a rigorous approach to the work.

Once the Charter is approved the school will begin **developing the curriculum**, sometime in the late winter of 2018. The chart below provides a timeline of milestones for the various tasks to be carried out by our Curriculum Director in mapping a comprehensive and coherent curricular scope and sequence that integrates the three segments of the Innovation Montessori High School Instructional Model: Montessori, Project Based Learning and the Innovation Incubator.

Curriculum Director’s roles and responsibilities once charter is approved:

2017-2018 (IMO Budget)	2018-2019 FALL (IMO Budget)	2018-2019 Winter/ Spring (IMHS Budget)
<p><b>Complete analysis</b> of Florida Course directory with options for Honors, AP, Dual Enrollment, Industry Certifications. <b>Selection</b> of learning management system.</p> <p><b>Development</b> of unique outcomes for IMHS graduates beyond graduation requirements.</p> <p><b>Development of evaluation tool</b> for essential skills of independence, inspiration and innovation, project based learning and innovation incubator projects. <b>Curriculum Director</b> will seek input, guidance and feedback throughout the process from experts as well as from Middle School teachers at Innovation Montessori Ocoee.</p>	<p><b>Finalize course selections</b>, options for AP, Dual Enrollment, Industry Certifications. <b>Begin the testing and adjusting</b> of learning management system. <b>Finalize unique outcomes</b> beyond graduation requirements. <b>Finalize evaluation tool</b> for essential skills of independence, inspiration and innovation, project based learning and innovation incubator projects.</p> <p><b>Reach out and identify potential partnerships</b> within community for Innovation Incubator Projects.</p> <p><b>Coordinate with Teacher Trainer</b> to plan for training in Backwards Design, Montessori (for adolescents) and IMHS Innovation Incubator.</p>	<p><b>Finalize</b> learning management system. <b>Create purchase orders</b> for all curriculum materials. <b>Develop</b> sample PBL projects using Backwards Design for standards alignment, incorporating outcome evaluations. Implement evaluation tool for essential skills with IMO 9th graders. <b>Finalize</b> partnerships within community for Innovation Incubator projects. <b>Continue to Coordinate</b> with Teacher Trainer to develop professional development in Spring and Summer for Backwards Design, Montessori (for adolescents), and IMHS Innovation Incubator.</p>

The implementation of the curriculum will begin with the Curriculum Director involving teachers from Innovation Montessori Ocoee (IMO) in the planning stage of 2018. The success of the unique program will rely on the expertise of teachers and therefore their interaction and feedback from the beginning is essential. The second phase of implementation will include teacher training. A robust teacher training program will be developed using a Teacher Trainer for teachers at IMO who will be providing support to IMHS as 6-12 educators. The program will consist of ongoing professional development at IMO in 2018 (IMO is implementing a teacher training program during the summer of 2018). The implementation will continue with a 3-day workshop during spring break of 2019 (for those hired) and a 2-week program in the summer of 2019. The 2-week program in the summer will be mandatory for all hires.

Once the Charter is approved the school will begin developing the curriculum, sometime in the late winter of 2018. The chart below provides timeline, milestones and individual responsible for the various tasks. The three segments of the Innovation Montessori High School Instructional Model (Montessori, Project Based Learning and the Innovation Incubator)

- **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.**

Reading is a primary focus of IMHS. We support OCPS's belief that to achieve academic success, students must be able to read and understand a variety of text. Providing the necessary resources and support to ensure that all students learn to read fluently and have positive attitudes about themselves as proficient readers and thinkers in all content areas is a vision of both OCPS and IMHS. IMHS will follow state adopted Florida Standards in English Language Arts. Numerous studies prove that students succeed when they read according to their interest. We will offer the flexibility of student-chosen literature guided by certified teachers. Please see Attachment D, as requested.

**Great Books Foundation (Shared Inquiry)** programs have been shown to be effective with students at a wide range of ability levels, including: Below-average ability (Waters, 2010; Gasser, Smith, & Chapman, 1997) and High ability (Parks, 2009; Wood, 2008). In the experience at our sister school Innovation Montessori Ocoee using Great Books, our students enjoy participating in the shared inquiry and engage in robust text-based discussions about the reading. Shared Inquiry, in and of itself, supports comprehension and higher-level thinking in students across all learning levels: Great Books Shared Inquiry is particularly effective at promoting students' critical thinking, reasoning, and argumentation about and around text in multiple-group and single-group design studies.

Studies of student reading growth consistently reveal that the more teachers focus on higher-level questions, the better students performed in reading. In this way, using Shared Inquiry as an explicit model that is used to directly guide students in all content areas to evaluate and understand text will increase reading growth for all students. Students will also be supported through the strategies developed by Elaine K. McEwan. In her book she elaborates and provides specific ways to support struggling students to access text at a deeper level, supporting higher-level questions as well. *McEwan, E.K., 40 Ways to Support Struggling Readers in Content Classrooms. Grades 6-12, copyright 2007 by Corwin Press.* Three charts shown below are offered as additional support that will be provided to all students, specifically for struggling readers. They are also easily incorporated in the differentiated, project based, innovation incubator model used by the school.

Instructional Aid 1.1: Seven Strategies of Highly Effective Readers	
Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is un-spoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.
Summarizing	Restating the meaning of text in one's own words--different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

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Instructional Aid 1.3: A Lesson Template for Teaching Summarizing	
<i>Lesson Template for Teaching Cognitive Strategies</i>	<i>Lesson Plan for Teaching Summarizing</i>
1. Provide direct instruction regarding the cognitive strategy	
a. Define and explain the strategy.	<i>Summarizing</i> is restating in your own words the meaning of what you have read-- using different words from those used in the original text--either in written form or a graphic representation (picture of graphic organizer).
b. Explain the purpose the strategy serves during reading	Summarizing enables a reader to determine what is most important to remember once the reading is completed. Many things we read have only one or two big ideas, and it's important to identify them and restate them for purposed of retention.
c. Describe the critical attributes of the strategy.	A summary has the following characteristics. It: <ul style="list-style-type: none"> <li>• is short</li> <li>• is to the point, containing the big idea of the text</li> <li>• omits trivial information and collapses lists into a word or phrase Is not a retelling or a "photocopy" of the text</li> </ul>
d. Provide concrete examples/nonexamples of the strategy.	Examples of good summaries might include the one-sentence book summaries from <i>The New York Times</i> Bestsellers List, an obituary of a famous person, or a report of a basketball or football game that captures the highlights. The mistakes that students commonly make when writing summaries can be more readily avoided by showing students excellent nonexamples (e.g., a paragraph that is too long, has far too many details, or is a complete retelling of the text rather than a statement of the main idea.
2. Model the strategy by thinking aloud.	<i>Thinking aloud</i> is a metacognitive activity in which teachers reflect on their behaviors, thoughts, and attitudes regarding what they have read and then speak their thoughts aloud for students. Choose a section of relatively easy text from your discipline and think aloud as you read it, and then also think aloud about how you would go about summarizing it--then do it.
3. Facilitate guided practice with students.	Using easy-to-read content text, read aloud and generate a summary together with the whole class. Using easy-to-read content text, ask students to read with partners and create a summary together. Once students are writing good summaries as partners, assign text and expect students to read it and generate summaries independently.

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Instructional Aid 1.2: A Lesson Template for Teaching Cognitive Strategies	
<i>Steps</i>	<i>Teacher Script</i>
1. Provide direct instruction regarding the cognitive strategy	
a. Define and explain the strategy.	
b. Explain the purpose the strategy serves during reading	
c. Describe the critical attributes of the strategy.	
d. Provide concrete examples/nonexamples of the strategy.	
2. Model the strategy by thinking aloud.	
3. Facilitate guided practice with students.	

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- 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.**

Innovation Montessori High School will challenge our students to exceed the Florida State Standards at every turn; however, at this time, we are not expecting to develop additional academic standards. By wrestling with standards regularly in the context of backwards designing student learning, we anticipate several coherent courses to emerge. In such an event, we expect to submit the paperwork have the Florida Department of Education review our course design for approval and inclusion on CPALMS.



**D. The research base and foundation materials that will be used to continue developing the curriculum are based in Montessori and PBL.**

The research base and foundation materials that will be used to continue developing the curriculum are based in Montessori, PBL, brain research, entrepreneurship education, and future industry.

**Books and Journal Articles:**

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- Wilcox, K.C. et. al (2011) *Best Practices of High-Performing Charter Schools: How Successful Schools Help Students Stay in School and Thrive*. New York, NY: Teachers College, Columbia University.

### **Professional Organizations and Conferences:**

- Orange County Public Schools, <https://www.ocps.net/>  
 American Montessori Society, <http://amshq.org/>  
 American Montessori Internationale, <https://ami-global.org/>  
 Deeper Learning Conference 2016, San Diego California  
 National Charter School Conference 2017, Washington, D.C.

### **Internet Resources**

- National Center of Universal Design for Learning, <http://www.udlcenter.org/>
- Edutopia, <https://www.edutopia.org>
- MakerEd, <http://makered.org/youngmakers/>
- OCPS [www.ocps.net](http://www.ocps.net)
- Florida Department of Education [www.fldoe.org](http://www.fldoe.org)
- Floridaschoolchoice.org
- FloridaShines.org
- Montessori.org
- Montessorird.com
- Public-montessori.org
- Amshq.org
- Imsmontessori.org
- Floridacharterschools.org
- Partnership for 21st Century Learning: P21.org

### **Leading educational and research resources for the entrepreneurial curriculum**

- Incubator Edu, <http://incubatoredu.org>
- Networking for Teaching Entrepreneurship, <http://www.nfte.com>
- National Content Standards for Entrepreneurship Education, <http://www.entre-ed.org>
- Benefits at the High School Level, [http://www.entre-ed.org/standards toolkit/benefits.htm](http://www.entre-ed.org/standards%20toolkit/benefits.htm)
- Forming an Entrepreneurial Mindset, <http://gettingsmart.com/2014/07/forming-entrepreneurial-mindset-k12-students/>
- Why Entrepreneurial Education K-12, Every Student Every Year? <http://gettingsmart.com/2014/10/entrepreneurship-education-k-12-every-student-every-year/>
- Building an Entrepreneurial Mindset <http://www.gettingsmart.com/2014/03/building-entrepreneurial-mindset-classroom-community/>
- Entrepreneur Magazine, <http://www.entrepreneur.com/srticle/245038>

### **Local connections**

- The University of Central Florida, <http://incubator.ucf.edu>
- Valencia College
- Full Sail University
- National Entrepreneur Center <http://www.nationalec.org/ourcenter/>
- Orlando Inc.- Orlando Regional Chamber of Commerce <http://www.orlando.org>
- Orlando Entrepreneur Network <https://facebook.com/orlandoentrepreneurnetwork/>
- Orlando Tech Association <http://orlandotech.org>
- Central Florida Entrepreneurs <http://www.meetup.com/central-fl-entrepreneurs/>.

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

The proposed curriculum areas to be included other than the core academic areas focus on the Learning and Innovation Skills (the 4Cs) identified by the Partnership for 21st Century Learning—critical thinking, communication, collaboration, and creativity—that will help students create their own careers. Entrepreneurship and Innovation foster an ability to translate real-world problems into opportunities. The Innovation Incubator creates opportunity, ensures social justice, instills confidence, and stimulates the economy. Because entrepreneurship can, and should, promote social justice, it can serve as an agent of social justice.

This, in turn, creates better employees from students who understand what is important to employers and how businesses make money. According to Jim Clifton, Gallup’s CEO, we need entrepreneurs working inside companies as “the brains and energy behind creating customers.” This model will help young students tap into their own unrealized talents. It promotes risk-taking and persistence in the face of failure as well as other “soft skills” so highly valued in the fast-paced marketplace that our students will compete in and contribute to. Students will understand relationships and develop the ability to leverage “people smarts” over and above any “book smarts” they are required to acquire to enter and thrive within their chosen career paths.

Students exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale.

The key focus areas for this curriculum include creative thinking, critical problem solving skills, core business skills, relationships, networking, risk-taking, and accepting failure. In these key focus areas students will collaborate in small groups to solve problems and foster new ideas to create innovative solutions to real-world problems. They will be immersed in capital funding, financial management, technology, organizational design, people leadership skills, and marketing. They will participate in mentorships, recruit industry support, and create funding. They will be able to calculate risk and make informed and effective decisions. Ultimately, the students will understand the benefits and lessons learned from “failure” and discover deeper, more inclusive, definitions of success.

To support this pragmatic and fiercely practical educational model, our school will supplement a robust selection of electives based on DOE-approved courses allowable for credit with a rich roster of after-school programs in sports, music, art, and technical and academic subjects. Our new facility will afford Innovation Montessori High School the opportunity to field sports teams and host large events. After the charter has been secured, interest forms will be sent to current Innovation Montessori Ocoee families and students to weigh in on desired extracurricular activities, and input will be solicited from future students and parents at recruiting events and on applications. This will allow us to use data from our present and future community to accurately select the enrichments that will best serve our students.

Integral to the efficacy of these programs, the learning environment begins with a later start time. “As adolescents grow, their sleep cycles change” (Carskadon, 1999). Research supports the fact that adolescent brain development and circadian rhythms are not fully functioning in the early morning hours, so IMHS begins the day with yoga and mindfulness meditation from 7:45 a.m., and coursework does not begin until 9 a.m. A variety of extra-curricular activities will be offered in the morning, and all students will pursue self-directed projects and socialize freely before the start of the first block of work cycle. This approach respects the student’s physiological needs, and provides a

peaceful and meditative start to the day. The meditative start has also been proven to increase memory, which can give high school students a mental and academic boost on a regular basis. (<https://www.sciencenewsforstudents.org/article/meditation-may-boost-teen-memory>)

Our physical space will be structured with fully-outfitted special-area rooms for art, music, science, as well as classroom space with modular furniture and technology to be used in a multitude of ways. A large auditorium, a student-run café and gathering space, and both outdoor and indoor nature elements will serve the whole student. A maker's lab is of particular value to our students, who are learning creativity, ideation, and exploration. This important space will be a featured element inside the new facility.

### ***Maker Spaces & Education***

“Makerspaces provide hands-on creative ways to encourage students to design, experiment, build and invent as they deeply engage in science, engineering and tinkering,” - Edutopia.com

While the “Maker Space” is an educational trend, hands-on making is integral to the century-old Montessori method. Montessori learners have long used their heads and hands to bring ideas into tangible fruition. Maker Spaces are thriving in today's private sector, driven by the technology industry, but adopted by a wide range of businesses. Central to the Maker Space concept are the following features:

**Diversity:** Incorporating viewpoints from a diverse group of people, including those typically not represented in the creative maker spaces of the past. For a bank, that might mean bringing people with great income diversity, more women and younger people. For a tech firm, it may mean bringing in older people, and those who have difficulty with user interfaces.

**Cross-Pollination:** This involves bringing makers from different disciplines together to “see what happens.” Typically, ideas are honed and products are fashioned in silos, without the benefit of consideration from people outside of a specific industry. By putting makers from different disciplines together in one space, innovative hybrid projects can foment.

**Physical Space:** It cannot be emphasized enough that a maker space is a physical space that is designed to encourage vision, research, and physically making things. Maker spaces are typically open so that makers can collaborate easily, but they have desks, computers, kitchens, lab equipment, woodworking tools and other trade-specific materials.

### **How a Maker Space will be Built for Innovation Montessori High School**

At the core of the Innovation Montessori philosophy is to ideate and execute on those ideas: dream it, do it. Our maker space will encourage this kind of constructing. It will be a physical classroom space, with tables, computers, and diverse equipment. We plan to grow our lab over time, but at the minimum the maker space will include:

- Sewing Machine
- A School-grade Robotics kit
- Computer workstations with professional-level software: AutoCAD, Photoshop, InDesign
- 3D printer
- Electronics kit, soldering and soft-circuit kit

### **How Making Helps Learning**

Emphasizing making and helping students become makers empowers students to learn the creative and production process, to bring their own ideas into the world, and to learn available tools, which encourages more making. Here are some of the major educational features of a makers-curricular focus:

**Intrinsic Motivation harnessed to achieve educational goals:** Makers are intrinsically motivated. Maker Spaces promote the creation of a maker’s own ideas.

**Familiarization and Mastery of STEM Tools:** Using that intrinsic motivation, educators can promote complex STEM-tools on makers, encouraging them to learn how to program a robot or solder circuits, or learn a design program – all the tools required to realize the maker’s vision.

**Creative Process:** Learning a process and practicing it to bring ideas into fruition has life-long application. Our makers will design, build, test, iterate and repeat.

**The Power of Failure:** In Silicon Valley, the modus operandi is “fail fast.” We want our makers to try stuff that will fail, analyze the defeat and try again. Having a lab, and safe space to fail is tantamount to a maker space and will build in our students the courage to test big and unwieldy ideas.

**Engaging the Community with Mentorship:** Especially for high-tech disciplines, we’ll develop a mentor-program to come in and demonstrate projects on our maker equipment.

**Collaboration and Team Work:** Just like in the work world, some students will naturally be idea factories, others will have a better facility with technology. We want to foster a space in our Maker lab for students to collaborate and play to each other’s strengths to build big, exciting projects. Students will be encouraged to take on specific roles and shift them from project to project: project manager, investigator, coach, librarian, tester.

**Growing the Maker Mindset:** This is our number one goal with the maker program: developing the maker mindset – the confidence and competence to take an idea, develop it, build it, test it and repeat.

The Makerspace Playbook: School Edition. Retrieved 7/28/2017 from:

<https://makered.org/wp-content/uploads/2014/09/Makerspace-Playbook-Feb-2013.pdf>

Designing a School Makerspace by Jennifer Cooper. Retrieved 7/28/2017 from:

<https://www.edutopia.org/blog/designing-a-school-makerspace-jennifer-cooper/>

<http://youngmakers.org/>

All Florida Constitutional Class Size Requirements, as applicable to charter schools, will be honored. Multi-age classrooms are a hallmark of Montessori education and will be part of the makeup of the Project-based Learning. Grade-level cohorts will work as teams daily during their Innovation Incubator time to travel through that unique process as a team, while still allowing for individual variation to bridge any gaps identified through standards-based progress monitoring. Students will utilize their Electronic Work Plans throughout the day. Their plans, created in conjunction with the teacher and updated regularly, include independent study using online resources. This blended-learning component will be part of the overall backwards-design curriculum, and will come into play throughout a student’s day. Students will also work in small groups to gain deeper understanding through their projects.

Once-per-week, students will benefit from a large-group seminar on topics ranging from creativity to life/work balance to practical life skills like balancing checkbooks and #adulting. These real-world seminars from industry leaders and mentors afford the students an opportunity to embrace the freshest and most helpful success roadmaps, while connecting with possible mentors. Seminar days will also feature time for longer Class meetings for students to engage in student government, class-based afterschool activities, and to manage their own charitable project.

Montessori is a whole child educational method. Montessori schools place equal importance on a learner's academic and social-emotional development. Grace and courtesy are community-wide expectations and tenets of Montessori education. Our goal is to support learners, not only in joyfully reaching their highest academic potential, but also in reaching the heights of social-emotional growth. The latter includes creating and sustaining a classroom and school culture where importance is placed on kindness, respect, responsibility, self-awareness, and self-regulation.

All of our electives and facilities contribute to mindfulness as an integral and organic part of the Innovation Montessori High School experience. Angeline Lillard of the University of Virginia (2011) says, "Many points of similarity have been discussed between mindfulness and Montessori education, such that one might even view Montessori education as a form of mindfulness education. In both programs, there is an emphasis on deep concentration as a source of personal development, leading to balance and joy and by extension to healthy relationships with other people and the environment."

What is mindfulness? Steven J. Hughes, Ph.D., a pediatric neuropsychologist specializing in attention, concentration, planning, and organizing defines mindfulness as "sustained positive engagement." Mihaly Csikszentmihalyi and other scientists refer to a "flow" state of prolonged, energized work that produces both calm satisfaction and profound joy in learning. Mindfulness is further supported in our curriculum by the inclusion of age appropriate yoga instruction. Yoga will be offered at all Innovation Montessori campuses, introduced in Primary (Kindergarten), advanced in grades 1st-8th grade and extended for 9th to 12th graders. The school will also follow IMO's plan in implementing the DERS in measuring components associated with mindfulness. DERS stands for Developmental Environmental Rating Scales. As stated on the website, the DERS is "Inspired by child-centered Montessori learning environments, the DERS helps teachers and schools support children's natural development. The DERS measures qualities such as patience and persistence in children, precision and clarity in lessons, and order in the environment, which support the development of executive functions, literacy, and social-emotional learning." <https://www.ders-app.org/>

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

"We cannot make a genius. We can only give to each individual the chance to fulfill his potential possibilities." – Dr. Maria Montessori

Innovation Montessori High School welcomes, anticipates, and plans for a percentage of learners to enter our charter program who are currently working below grade level for various reasons. One of our charter goals is to make Montessori education more accessible to the whole community, and to help learners achieve using this educational model. Many students will not have had the opportunity to participate in a Montessori classroom. Montessori as inflected through PBL and the Innovation Incubator, because it is an individualized and differentiated hands-on curriculum, is the most appropriate educational environment to meet the needs of the learner who is struggling, enabling him to exceed previous achievement expectations.

The state of Florida, mandated by SB 850 and Orange County Public Schools, use an Early Warning System that notifies schools (including charter schools) about students who are showing 'early signs of risk' for dropping out. These risks include absenteeism, low state test scores, discipline suspensions and failing courses and or grade level work, including Level 1 scores on FSA. IMHS will use this information to inform interventions for specific students around their specific indicators. If

a student's discipline or academic concerns rise to the occasion of falling under the EDW the student will be placed in the MTSS process, as outlined in 4a, above.

In addition, for all students meeting the criteria for two or more indicators, the school will: Convene an Attendance Child Study Team ACST (for truancy concerns) or MTSS team for academic or behavioral concerns to determine appropriate interventions. When meetings are planned, parents will be provided a minimum of 10 days written notice, which will include: Purpose, Time, Location and Opportunity to participate.

Further, IMHS will follow OCPS policies as follows and noted in OCPS Attendance Handbook for 2017-2018:

An Attendance Child Study Team (ACST) Committee consisting of a minimum of three staff members which can include, but is not limited to, the Principal, Assistant Principal, Dean, Attendance Clerk, Teacher, and/or any other interested party. A chairperson must be named to lead the ACST meetings. The School Social Worker (SSW) may participate in the ACST meeting if available.

- For each unexcused absence, a parent or guardian shall be contacted. (Registrar)
- Five-Day or Ten-Day Letter: Prior to a student accumulating five unexcused absences, interventions may be put in place to address the attendance concerns. IMP may initiate truancy procedures at either the five or ten-day thresholds for unexcused absences.
- Once a student accumulates five unexcused absences within a calendar month, the Attendance Clerk mails the five-day warning letter. If the pattern of non-attendance continues, a meeting addressing the attendance concerns must be held with the parent and documented on the Attendance Warning/Parent Conference Meeting Form. This meeting may be held as part of a MTSS meeting or parent-teacher conference where the parent may participate in person or via phone. A reasonable effort must be made to contact the parent.
- Once a student accumulates ten unexcused absences within a 90 calendar day period, the Attendance Clerk mails the ten-day warning letter. If the pattern of non-attendance continues, a meeting addressing the attendance concerns must be held with the parent and documented on the Attendance Warning/Parent Conference Meeting Form. This meeting may be held as part of a MTSS meeting or parent-teacher conference where the parent may participate in person or via phone. A reasonable effort must be made to contact the parent.
- ACST Committee Meeting (Attendance Clerk or designee prepares the ACST forms)
- The parent or guardian is notified by mail and given a reasonable time to respond.
- The Attendance Clerk notifies all ACST Committee members of meeting date and time.
- The student's teacher(s) completes a Teacher Input form documenting academic/behavioral concerns before the meeting, if unable to attend.
- The ACST is held whether or not the parent/guardian attends the meeting. If a parent or guardian is not in attendance, record non-attendance on the appropriate forms and mail or send home the ACST paperwork with a request for their signature on the Attendance Contract created during the ACST committee meeting.
- Forms to be completed:
  - Attendance Child Study form
  - School Attendance Contract
  - Truancy Court/Parent ID Form

All original ACST forms completed at the meeting should be kept by the Attendance Clerk or designee. ACST forms are only good for the school year in which they are held.

If the pattern of non-attendance continues, forward the information to School Social Worker for further investigation of the case. At IMHS this will be the designated OCPS Social Worker for the charter school.

The warning letter, meetings, and truancy status must be documented on the student's SMS attendance screen.



## Section 5: Student Performance

### 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.*

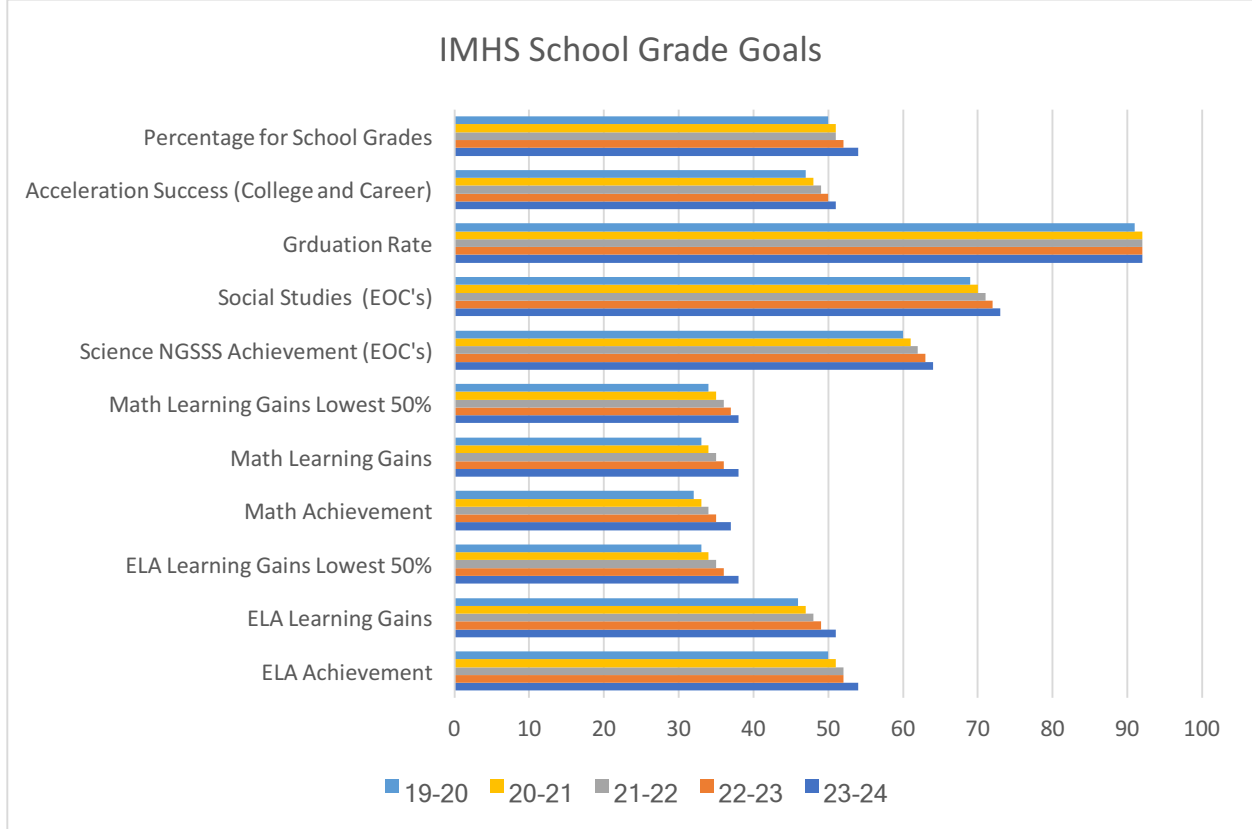
The expected baseline for incoming students will mirror OCPS averages in 2017 for High School performance and is listed in the chart below, along with the expected goals for the first five years of the charter from 2019-2024. Also included is the information in a graph form. The performance growth will be the outcome of the instructional model which relies on best practices around student engagement as described in Section 3c. Taken from 3b, here is the rationale: All of the latest research on the most successful high school models that exist, and where education is heading into the future, support the Innovation Montessori High School Model. We prepare our students to be innovative, independent and inspired agents of change. This research-based approach seamlessly leads to the three expected outcomes for IMHS students: independence, innovation and inspiration.

**Independence** supports interest driven education, self-efficacy and confidence; **innovation** supports creativity, critical thinking and collaboration; **inspiration** is supported by redefining content with the how and a rigorous approach to the work. After four years of a supportive, rigorous, intense, purpose-driven, and rewarding education, they will be poised to create the future. These are the founders of the next Amazon and Google (former Montessori students). IMHS students are the next Nobel Peace prize winners and influential artists. By allowing the Montessori philosophy to ripen into its ultimate expression, the school will cultivate a crop of game-changing students who embrace life, celebrate diversity, and not only believe they can make a difference, but also know they should.



The school's performance (listed below) will be measured against state standards along with the expected student outcomes around independence, inspiration and innovation as noted in 5 B.

Year	ELA Achievement	ELA Learning Gains	ELA Learning Gains Lowest 50%	Math Achievement	Math Learning Gains	Math Learning Gains Lowest 50%	Science NGSSS Achievement (EOC's)	Social Studies (EOC's)	Graduation Rate	Acceleration Success (College and Career)	Percentage for School Grades	School Grade	Total Points	Percentage
23-24	54	51	38	37	38	38	64	73	92	51	54	B	536	54%
22-23	52	49	36	35	36	37	63	72	92	50	52	C	522	52%
21-22	52	48	35	34	35	36	62	71	92	49	51	C	514	51%
20-21	51	47	34	33	34	35	61	70	92	48	51	C	505	51%
19-20	50	46	33	32	33	34	60	69	91	47	50	C	495	50%
<b>OCPS 2017 Avg.</b>	<b>50</b>	<b>46</b>	<b>33</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>60</b>	<b>69</b>	<b>92</b>	<b>47</b>	<b>50%</b>	<b>C</b>	<b>496</b>	<b>0.496</b>



For students new to Florida Standards testing they will be assessed using a nationally-normed assessment such as NWEA's MAP within the first month of attendance.

If a student's baseline data is substantially different than the expected data of 'grade level equivalency' either below or above, a series of planning sessions with instructional staff, administration, and parents will take place. Options for support of enrichment will be implemented as determined through these meetings. Overall success will be evaluated by the percentage of students who graduate with a clear path for obtaining their Postsecondary Destination Plan through acceptance in a four-year postsecondary institution, two-year postsecondary institution, and

postsecondary institution offering a career certificate, or immediate employment (including viable self-employment) or entry-level military.

**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.**

**IMHS** will participate in the training and use of the DERS (Developmental Environmental Rating Scale) for adolescents (presently being developed for this age group). As noted on their website: “Inspired by child-centered Montessori learning environments, the DERS helps teachers and schools support children's natural development.”

The DERS measures qualities such as patience and persistence in children, precision and clarity in lessons, and order in the environment, which support the development of executive functions, literacy, and social-emotional learning. Using DERS, the school can “record observations, view trends and track progress over the course of the school year”. We look forward to having a validated and reliable source to measure what is often difficult to measure. “The DERS offers objective, research-based guidelines for observation. Administrators can use the tool to observe in classrooms, peers can use it for mutual support, and teachers can use it in their own environments. It also gives objective feedback on the presence of elements essential to high quality developmentally based education. Schools can use the tool for internal assessments of classroom effectiveness. The DERS can be used repeatedly throughout the school year. Reports give constructive, positive feedback, driving improved practice and better outcomes for children.” (<https://www.ders-app.org/using-the-tools-1/>)

We will use other measures beyond the DERS to evaluate the students and the school on how well they are embodying the mission of IMHS. These can be measured, and the school will work with the University of Central Florida to build on previous surveys they have created for IMO, to assess, evaluate, and address Independence, Inspiration and Innovation. This work will occur after approval and the start of the 2019-2020 school year. In working with UCF, the team will develop a rubric around Independence, Inspiration and Innovation for individual students to evaluate the program along with a robust method for the school to evaluate and develop goals for mission specific goals.

(Student) Mission Specific Goals	<b>Independence</b> (Interest driven education)	<b>Independence</b> (Self-efficacy)	<b>Independence</b> (Confidence)	<b>Inspiration</b> (How of content)	<b>Inspiration</b> (Rigorous approach to the work)	<b>Innovation</b> (Creativity)	<b>Innovation</b> (Critical thinking)	<b>Innovation</b> (Collaboration)
Level 4								
Level 3								
Level 2								
Level 1								

## Charter School Accountability Outcomes

School Mission-Specific Goals	2019	2020	2021	2022	2023
<b>Students exhibit independence:</b> (Interest driven education, Self-efficacy and Confidence) Electronic Work Plans are completed without prompting, Innovation Incubator projects are progressing on a student- created schedule, roles in Project-based Learning segments are effectively completed with grace, courtesy.					
<b>Students remain inspired:</b> (Understands the how of content, Rigorous approach to work) The initial fire for the Incubator project burns bright and/or a new fire has been lit, opportunities for improvement and enhancement in school culture and community are sought out, recognized and addressed, class non-profit/charity work is integral and meaningful during the students' day.					
<b>Students embrace innovation:</b> (Creativity, Critical Thinking and Collaboration) An Innovation Incubator project has been selected, challenged, and deepened, new ideas and methodologies are suggested during PBL, students create artistic expressions and engage in effective problem-solving.					
<b>Grace and Courtesy</b> are exhibited by students in successful peace- table negotiations assisting others without being asked, creating environments of safety with respectful behaviors, honoring all differences, seeking opportunities to enhance the internal and external environment.					

We will also conduct parent satisfaction and student experience surveys, so we can assess our program critically. Feedback from industry, education, and community partners will also help us to strengthen our program and the student experience.

### Placement and Progression

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

Student's grade level and course placement procedures begin with the application. Information is collected regarding past school records and grade levels. The school also adheres to the following policy as stated on the modified OCPS Pupil Progression Plan (Attachment E), "Upon receipt of the unofficial education records by the school in the receiving state, that school shall enroll and appropriately place the student based the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state, district or local school."

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

The school will adhere to all provisions under Florida Law for Pupil Progression. The sponsoring district's Pupil Progression Plan will be modified as needed for a framework while provisions of Florida Law will be the final arbitrator in decisions and policies around Pupil Progression, which is included as Attachment E as requested.

IMHS's promotion plan is intended to reflect the mission and the belief that multiple measures are necessary for judging student achievement, and that student achievement can be demonstrated in a

variety of ways, including through informal and formal assessments, verbal demonstrations, multi-media presentations and Project Based Learning portfolios and Innovation Incubator projects that demonstrate achievement. IMHS, will adhere to provisions of Florida Law around graduation requirements. But it is important to note that teachers and parents at IMHS are committed to supporting and monitoring student learning through each level of the school's programs. It is the responsibility of the professional instructional staff to try to anticipate and address student needs and supports in advance so that the students do not fail to make progress.

In order to provide a range of demonstration opportunities for students, promotion to the next grade level at IMHS will be determined through graduation requirements, faculty consultation and successful achievement of the Florida State Standards. Formal assessments such as the FSA, EOC's and FCAT or any other state assessments not yet implemented will also be taken into consideration during this process.

Other specific information from the Pupil Progression Plan include language around postsecondary destination, career guidance and movement between the programs, and early graduation (ACCEL) which all fit within the Innovation Incubator model.

#### Postsecondary Destination Student Progression Model Requirements

- a) It is the intent of the Legislature that students and parents/guardians develop academic achievement and career goals for the student's post-high-school experience during the middle grades. Parents/Guardians and students are to become partners with school personnel in career exploration and educational decision-making. A clear academic and career plan for the student which must emphasize technology or the application of technology in career fields will be developed; course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.
- b) Students entering the 9th grade and their parents/guardians shall have developed during the middle grades a 4 to 5 year academic and career plan based on postsecondary and career goals, signed by student and parents/guardians. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional student education programs to the extent appropriate for individual students. Students and their parents/guardians shall choose among destinations, which will include:
  - i. Four-year postsecondary degree
  - ii. Two-year postsecondary degree
  - iii. Postsecondary career certificate
  - iv. Immediate employment or entry-level military
  - v. A combination of the above
- c) A student has the option of early graduation (ACCEL) if the student has completed a minimum of twenty-four (24) credits and meets the graduation requirements set forth in s. 1003.4281, F.S. Early graduation means finishing high school requirements in less than eight (8) semesters.
- d) The student progression model toward a chosen destination shall include:
  - i. A "path" of core courses leading to each of the destinations provided in paragraph (a).
  - ii. A recommended group of electives which shall help define each path.
  - iii. Provisions for a teacher, school administrator, other school staff member, or community volunteer to be assigned to a student as an "academic advocate" if parent/guardian involvement is lacking.

- e) A placement test authorized in s. 1001.03(10), F.S. and s.1008.30, F.S. or a similar test may be administered to high school students who have chosen one of the four destinations. The results of the placement test shall be used to target additional instructional needs in reading, writing, and mathematics prior to graduation.
- f) Ample opportunity shall be provided for students to move from one destination to another, and some latitude shall exist within each destination, to meet the individual needs of students

**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. N/A**

From Attachment E (OCPS)/IMHS Pupil Progression

High School Curriculum and Progression

- a) The school shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet Florida Standards/Next Generation Sunshine State Standards in the following subject areas: language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. s. 1003.42(1), F.S.
- b) (The school will investigate with the state the use of non-graded of pass/fail for credit. If approved the school will use this method to meet graduation requirements. If not approved the school will abide by the 2.0 on 4.0 scale to meet graduation requirements.) Students must have a minimum unweighted cumulative grade point average of 2.0 on 4.0 scale to meet graduation requirements. All courses taken must be included in the calculation of the cumulative grade point average required for graduation unless the grade has been replaced by retaking the course according to the district forgiveness policy. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades of “C”, “D”, or “F” may be re-taken for forgiveness. s.1003.4282, F.S.
- c) A student accepted into the performance-based diploma program will be exempted from this progression.

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

The school’s policy for determining that a student has satisfied the requirements for promotion and graduation shall be consistent with the provisions of Florida Law. The sponsoring district’s requirements for promotion will be used as a framework while the provisions of Florida Law will be the final determination for all decisions regarding promotion, see Attachment E, (OCPS)/IMHS Pupil Progression Plan. The method for parent communication of student’s progress will be communicated to parents in the beginning of the year so they can be a partner in their child’s progress. Parents of students who are struggling will be contacted at least once per grading period to facilitate a conference in support of the student’s learning.

From (OCPS)/ IMHS Pupil Progression plan (Attachment E)

Parent/Guardian Notification of Graduation Requirements

The district shall provide each student in Grades 6-12 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in s. 1003.4281, F.S., including the respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option. This information may be provided in writing or in a group meeting. s.1003.4281(3), F.S. At the beginning of each school year, the educational opportunities and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, ACCEL options, and Florida Virtual School courses must also be explained to students and parents/guardians. s. 1003.02, F.S.

## **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.***

NWEA's Measure of Academic Performance (MAP) Growth assessments "begin with a question appropriate for the student's grade level, then dynamically adapt throughout the test in response to student performance. This progressive refinement allows MAP Growth to challenge top performers without overwhelming students whose skills are below grade level." Another attribute of the MAP Growth assessments is how it is calibrated to the RIT scale. The equal interval scale allows the RIT score to follow the student through grade levels presenting a robust tool throughout a student's career. The linking studies have aligned its proficiency scores to the Florida Standards for reliability in predicting student's progress with the state standards. IMHS will have students who have no previous scores for Florida Standards in 9th-11th grade take the assessment in the beginning of the year, again in January and then take the FSA in May so there is no need to test again. All grade levels will take Reading, Math and Science.

Frequent informal and formal assessment is integral to, and permeates, the Innovation Montessori High School curriculum through teacher observations, work plans, work products, science inquiry and presentations. In this sense, assessment is continually informing learning for each student in a Montessori environment. Using digital work plans allows for even-speedier feedback for the students and teachers alike. IMHS will work in cooperation with all DOE and OCPS Accountability and Evaluation services to comply with charter school testing procedures, including EOC's and all required FSA's in the spring.

In developing the emphasis on Mission Specific Goals (Independence, Inspiration and Innovation), IMHS will provide baseline, mid-year and end of the year assessment for these goals as well. (As mentioned earlier, the specifics for these assessments will be developed during the Planning year and will be ready for the 2019-2020 school year.

- 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?***

In Montessori educational programs, frequent, real-time student informal assessment is gathered through individual and small group lessons that are used to inform and further differentiate instruction. In his article, "Assessment Crisis: The Absence of Assessment FOR Learning," (Phi Delta Kappan, June 202), Richard Stiggins state, "If assessments OF learning provide evidence of achievement for public reporting, then assessments FOR learning serve to help students learn more. The crucial distinction is between assessment to determine the status of learning, and assessment to promote greater learning." Montessori provides both congruently and effectively.

In addition to real-time lesson assessment, IMHS education emphasizes close daily student observation and documentation as the most significant assessment practice for teachers to master. IMHS believes this is the centerpiece of effective teaching and learning in the classroom and will invest in high-quality, experienced teachers and a dynamic, individualized professional development program. Stiggins lists eight necessary actions for assessments to inform and enrich teaching and learning: "When they assess for learning, teachers use the classroom assessment process and the

continuous flow of information about student achievement that it provides in order to advance, not merely check on, student learning.”

This is done by:

- Understanding and articulating in advance of teaching the achievement targets that their students are to hit;
- Informing their students about those learning goals, in terms that students understand, from the very beginning of the teacher and learning process;
- Translating classroom assessment results into frequent descriptive feedback (versus judgmental feedback) for students, providing them with specific insights as to how to improve;
- Continuously adjusting instruction based on the results of classroom assessments;
- Engaging students in regular self-assessment, with standards held constant so that students can watch themselves grow over time and thus feel in charge of their own success; and
- Actively involving students in communicating with their teacher and their families about their achievement status and improvement.
- For students in 9th-12th grade becoming assessment-literate and thus able to transform their expectations into assessment exercises and scoring procedures that accurately reflect student achievement;
- For students in 9th-12th grade using classroom assessments to build students’ confidence in themselves as learners and help them take responsibility for their own learning, so as to lay a foundation for lifelong learning;

In short, the effect of assessment for learning, as it plays out in the classroom, is that students keep learning and remain confident that they can continue to learn at productive levels if they keep trying to learn. In other words, students don’t give up in frustration or hopelessness” (Stiggins, 2002). Using student assessment both for the evaluation of learning, and to inform real time learning is the goal of student assessment at Innovation Montessori High School.

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

IMHS’s school leadership has been trained in many forms of continuous improvement that strategizes for long term systematic change using data to inform instruction. Teachers will receive training and support in analyzing, interpreting and using performance data to improve student learning from a variety of sources such as IMHS school leadership, OCPS, FDLRS, Public Consulting Group for the Florida Department of Education, and other sources depending on the need. The Principal and other school leaders will communicate goals with the teachers along with the entire community. Teachers will use performance data (both qualitative and quantitative) as a piece of student information to improve student learning. For example, if our data demonstrates the need for students to improve in analysis of complex text in 9th grade, the team will collaborate to determine areas for instructional improvement and methods for assessing such improvement. The team then will reconvene with student samples to ascertain the next steps.

***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.***

IMHS will take the following corrective actions if it falls short of student achievement expectations or goals: The model described below would be superseded by any corrective action taken by the district, as the sponsoring agent, should the school fall into a state status of ‘corrective action’.

IMHS leadership will guide the instructional teams through analyses of the state level data during preplanning days in the fall at the school wide level. This analysis includes examining student performance on state assessments by domain performance. The IMHS leadership team would also have prepared an analysis of student performance on state assessments compared to classroom grades. The trigger for action would include any students with a Level 1 or 2, students who did not make a year's worth of growth on FSA, and students whose performance was an outlier from past data markers. The triggers will also include specific domains within the FSA where the school as a whole, classroom, sub-group and or individual did not perform at grade level expectations or dropped from previous performance level. This information will then be used to contextualize the conversation around the specific need (classroom, sub-group, and or individual), plan for change, implementation, and dates for review of process with new student data.

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

Assessment results and reports of student progress will be shared with a variety of audiences through different methods at IMHS.

Students will gain information about their progress through:

- Daily conversations and individual conferences with classroom teachers,
- Ongoing written feedback on student work,
- Digital Work Plans and or quarterly Individual Learning Agreements.

Parents will gain information about student achievement through review of:

- Digital Work Plans or Reflections and or quarterly Individual Learning Agreements,
- Periodic written and/or verbal teacher/parent communications,
- Ongoing review of returned student work and homework,
- Student exhibitions, performances, and special culminating events,
- Annual review of student FSA and other formal assessment reports,
- Fall and Spring Parent-Student-Teacher Conferences, and
- Progress Reports

Teachers and Administrators will understand student progress through:

- Ongoing classroom-based informal assessments,
- Annual detailed analysis and discussion of school-wide FSA and baseline results,
- Review of Progress Reports,
- Analysis of MAP Growth reports for new students to FSA.

Charter Sponsor/OCPS, Donors, the local Community, and others will gain information about the school's progress through:

- Annual formal reports,
- Annual school-based and web-based presentations and explanations of school-wide data,
- Periodic newspaper reports of school progress.

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

IMHS will protect the privacy of individual student academic performance data and other student-related information by filing this information in each child's cumulative folder. The cumulative folders are kept in locked cabinets in a secure office.





## Section 6: Exceptional Students

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

IMHS's projected population of students with disabilities is 12%. This projection was made by looking at data from current population of the IMO K-8 and surrounding schools as well as utilizing information from <http://disabilityplanningdata.com>.

Anticipated ESE population

	2018-2019	2019-2020	2020-2021	2021-2022
9th grade	3	6	9	15
10th grade	0	3	6	9
11th grade	0	0	3	6
12th grade	0	0	0	3

- 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.**

IMHS will readily comply with all applicable state and federal requirements for serving students with disabilities. IMHS will adhere to all applicable provisions of 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.

Applications for admission to IMHS will be available through an online system. No information is requested about a student's disabilities, Individual Education Plans, or 504 Plans. If there are more applications than available seats, a lottery will be conducted.

Upon enrollment, or notice of acceptance sent to the student, the school may request from the District information related to the student's program and needs, including the student's most recent IEP, which shall be provided within 10 days. If the school believes, upon review of the IEP, that the student's needs cannot be met at the School an IEP meeting shall be convened within 30 days. The Sponsor (OCPS) shall be invited to and may attend the meeting, at which time the IEP team shall determine whether the school is an appropriate placement for the student. A representative of the sponsor shall be invited to participate in all IEP meetings.

- 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).**

“Montessori-specific practices like peer support and multiage classrooms (are) particularly conducive to full inclusion of special education students.” STUDENTS OF COLOR AND PUBLIC MONTESSORI Debs and Brown, JoMR Spring 2017 Volume 3 (1)

IMHS will work with OCPS, sponsoring district, by inviting a representative of OCPS to participate in IEP meetings as needed. This collaborative effort between the school and OCPS has been extremely successful at IMHS’s sister school. The evidence of this success can be seen through the ESE compliance records on file. These compliance reports are prepared by OCPS as part of a monthly onsite review of IMO’s IEP and 504 records. This collaborative effort helps to ensure that all students with disabilities receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Initially, the ESE Staffing Specialist will review each student’s ESE record to determine the child’s level of service. If necessary, an IEP team meeting will be held to discuss the student’s needs.

ESE Staffing Specialists will meet at least once annually with teachers, specialists, parents and the student when appropriate, to plan, revise, and update IEP implementation and accommodations, always consistent with what is best developmentally for the student. The IEP team meets every 3 years to conduct a Re-Evaluation. The team recommends either Option A or Option B. Option A is when the team feels that the school has enough data to determine if the student should continue with ESE services. Option B is when the team feels more data needs to be collected and an OCPS evaluator completes the appropriate evaluation. The team then reconvenes and determines eligibility. If necessary, an ESE teacher will consult on and as needed basis with the child’s teachers, and other professional specialists to closely monitor each exceptional education student, MTSS information, and update accommodations as necessary. Montessori is an inclusionary learning environment, and every attempt will be made to keep exceptional children with their multi-age learning group.

If it does not seem that the school will be able to implement the child's IEP, a Child Study team (IEP team) will meet within 30 days to discuss how the child's needs can be met. The Child Study/IEP team will include the teacher, parents, ESE Staffing Specialist, School Administrator as well as District representatives (as available). Those students whose needs cannot be adequately addressed at IMHS, as determined by the IEP team and an OCPS representative, will be referred to an appropriate placement within OCPS.

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

Montessori and Project-based Learning teachers are specifically trained in observation-based assessment. They use one-to-one assessment to identify students’ strengths and areas of weakness.

IMHS will identify students with disabilities that have not yet been identified through an MTSS (Multi-Tiered System of Support) process, which will include communication with appropriate staff, teachers and parents. Following the Florida Board of Education Rule 6A-6.0031, general education activities and interventions are required prior to referral to an ESE program.

If a teacher notices that a student is not progressing academically or behaviorally, they will meet with the School's MTSS Coach to examine the student's tier 1 data. The teacher and MTSS coach may decide that the student would benefit from Tier 2 interventions and will determine what intervention would help the student become successful. Student’s success and improvement will be measured in terms of closing the gap between the student’s performance and their peers.

Teachers will meet with the student in a small group setting, where a group of students share similar struggles or deficits, to work on a specific and targeted skill to assist in academic improvement. Data is collected by the teacher as progress monitoring of the specific skill. The teacher and MTSS coach will meet to discuss various data points from the progress monitoring assessments within the Tier 2 Intervention Plan. The data points are gathered after a reasonable amount of time has passed using a specific strategy.

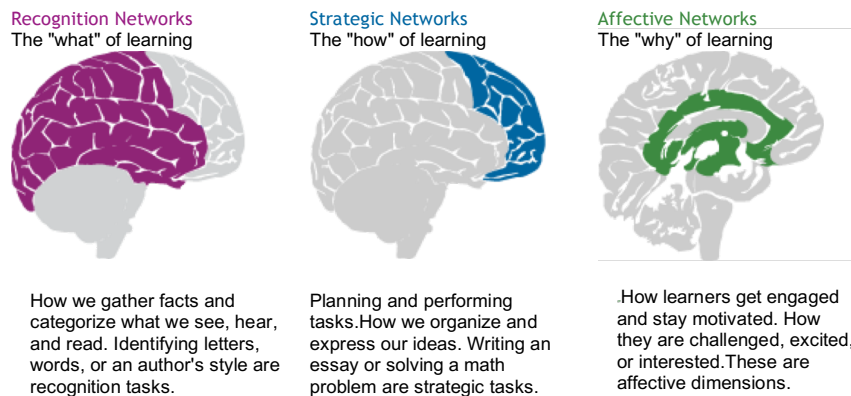
If there are no gains, the team will discuss other possible interventions to assist the students with this specific and targeted skill. Then, after a reasonable amount of time, within the attempted targeted strategies there continues to be no improvement, the student would be referred for Tier 3 interventions. Tier 3 includes an increase in intensity for the delivered intervention. This could be an increase in duration during the day and/or frequency during the week. Intensity between Tier 2 and Tier 3 progress monitoring also increases.

If Tier 2 and Tier 3 interventions are unable to close the students' performance gap, the MTSS coach and teacher will contact the school's ESE Staffing Specialist to discuss the next steps. Generally, at this point the school would invite an OCPS representative to attend an MTSS meeting and review Tier 2 and Tier 3 data. If an ESE program is being considered, the ESE Staffing Specialist will follow through with appropriate paperwork for parents and staff.

**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.**

IMHS offers modifications and accommodations to students with disabilities in a regular classroom environment. Utilizing the principles of Universal Design for Learning (UDL), our teachers will strive to create a curriculum that provide all students equal opportunities to learn. UDL is a blueprint for using strategies, materials and resources that are flexible and adjustable for all learners rather than a "one size fits all" approach. The focus of the UDL model is to have 80% or more of the instruction occurring in a class with non-disabled peers.

UDL breaks learning down into the "what", the "how" and the "why" of learning. The below graphic, created by The National Center for Universal Design of Learning, provides a picture of the primary brain networks that influence learning. From <http://www.udlcenter.org/aboutudl/whatisudl>



Each student brings their own information and background to learning. The Montessori philosophy of following the child creates a natural desire for the teacher to look for these multiple ways to engage the child as well as a way for the child to express learning. Using the "follow the child"

approach with the UDL blueprint enables the teachers to provide equal education opportunities for all students. Through the classroom projects as part of PBL, teachers will be able to create flexible lessons that will meet the various needs of the students. The community of inquiry created by PBL will support students of all learning abilities. Teachers can also meet with students in small groups to address targeted and selected skills.

- 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.**

IMHS will work with OCPS through the IEP process to determine if FAPE can be provided by the school by inviting a representative of OCPS to participate in IEP meetings. Those students, whose needs cannot be adequately addressed at IMHS, as determined by the IEP team and an OCPS representative, will be referred to an appropriate placement within OCPS, the greater LEA (Local Education Agency). Such decisions are made within a collaborative framework between OCPS, the school and parents as the IEP team. In preparing for such decisions the team gathers data as the teacher is applying various suggested strategies and options with a focus for always looking to the least restricted environment to serve the student.

Since the model being used at our K-8 school, IMO, demonstrates how differentiated instruction (UDL) can be provided within the classroom to a large extent like a resource room, if the need arrives, the school will provide a Co-Teach delivery model for students who need an increase level of services.

- 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.**

IMHS will work with OCPS through the IEP process to determine if FAPE can be provided by the school by inviting a representative of OCPS to participate in IEP meetings. Those students, whose needs cannot be adequately addressed at IMHS, as determined by the IEP team and an OCPS representative, will be referred to an appropriate placement within OCPS. Such decisions are made within a collaborative framework between OCPS, the school and parents as the IEP team. In preparing for such decisions the team gathers data as the teacher is applying various suggested strategies and options with a focus for always looking to the least restricted environment to serve the student.

Since the model being used at our K-8 school, IMO, demonstrates how differentiated instruction (UDL) can be provided within the classroom to a large extent like a resource room, if the need arrives, the school will provide a Co-Teach delivery model for students who need an increased level of services. If after using a Co-Teach delivery model and the IEP team determines that the student requires a separate classroom, the school's IEP team collaborating with OCPS will carefully examine all options at the school site and the larger LEA (Local Education Agency) of OCPS.

- 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).**

Specifically, in the state of Florida, "in addition to the four options available for students to earn a standard diploma, Rule 6A-1.09963, Florida Administrative Code, High School Graduation Requirements for Students with Disabilities, outlines two additional options that students with disabilities may complete within the 24-credit program. These include:

- specific requirements for students with disabilities for whom the IEP has determined that participation in the Florida Alternate Assessment is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.” (Florida Counseling for Future Education Handbook)

The focus at IMHS is college and/or career. During the first four weeks of a student’s ninth grade class, at IMHS, the student will be introduced to FLORIDASHINES during a meeting with the ESE Teacher and Guidance Counselor. The student will be shown how to track their progress for high school graduation and develop a plan that will be reviewed twice a year with the ESE Teacher and Guidance Counselor. The team will determine the frequency of the review based on student need. Parents will be invited to attend and contribute to the ongoing monitoring through the Department of Education’s, the High School Academic Progress Evaluation. The ESE Teacher and Guidance Counselor will use the evaluation as a baseline for discussing the initial options the student wants to pursue. Future meetings will revisit the progress and determine whether the student wants to change their path. (The information below is cited from the FLORIDASHINES website.)

“The FloridaShines website is the state’s student hub of innovative educational services, providing a variety of online services for students from Florida’s public high schools, colleges and universities. The site’s academic advising services make it easy for high school students to prepare for college or a career after graduation by exploring Florida’s college and university offerings (both traditional and distance learning programs), learning about financial aid and applying for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida’s colleges and universities. For more information, visit [www.floridashines.org](http://www.floridashines.org).

“The following section highlights some of the academic advising services available through FloridaShines and outlines changes impacting counselors, students and families for the 2016-2017 academic school year.

“The High School Academic Progress Evaluation helps currently enrolled public high school students measure their credits, achievements and progress in high school to prepare for success in college and careers. Evaluations are based on information from school districts and the Florida Department of Education and provide students with access to records including their transcripts, grade point average (GPA) and assessments such as the Postsecondary Education Readiness Test (PERT), the SAT and the ACT. To access the tool, students must provide their Florida Student Identifier Number, their school district and their last name. The High School Academic Progress Evaluation can be found at [www.floridashines.org/go-to-college/get-ready-for-college-careers](http://www.floridashines.org/go-to-college/get-ready-for-college-careers).

“The College & Career Planner helps middle and high school students understand their options, select a graduation plan and map out the coursework they need in high school to prepare them for postsecondary education or training appropriate for their chosen career path. It includes a four-year high school planning worksheet that can be printed and used to fulfill the middle school career and education planning course requirement. No ID or passwords are required to access the College & Career Planner, which can be found at [www.floridashines.org/go-to-college/get-ready-for-college-careers](http://www.floridashines.org/go-to-college/get-ready-for-college-careers).”

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

IMHS will work with the OCPS ESE Department to identify staffing needs as a new school, and hire one certified ESE Teacher/MTSS Coach (may be a combined 6-12 specialist to support our organic growth model). IMHS will compile a current list of professional specialists such as Speech Pathologists and ESE Certified Teachers available for consultation in our area, as well as follow any

ESE guidelines suggested to the school by OCPS. IMHS will hire one part-time state certified ESE Teacher based upon the number of enrolled ESE students at the school. Staffing needs will be reevaluated as the school grows such as hiring an ESE teacher to provide a Co-Teach model. IMHS will comply with all state and federal laws pertaining to applicable ESE services.

At IMHS, the ESE Teacher will function according to an inclusion model providing extra assistance in the classroom to children with Individual Education Plans (IEPs). There will be ongoing collaboration between the ESE teacher and the classroom teachers.

In accordance with state and federal regulations, our inclusion program ensures students the right to a free and appropriate education within the least restrictive environment. IMHS will have an IEP Team for each ESE student, consisting of the Staffing Specialist, ESE Teacher, classroom teachers, parent, and other appropriate staff when necessary.

In addition, IMHS will obtain contracted services by a school psychologist, school counselor, occupational therapist, physical therapist, and speech and language therapist as needed.

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

IMHS, in compliance with all state and federal law, will work closely with the certified ESE Teacher and Staffing Specialist on our team to assess, evaluate, and determine the effectiveness of the program as well as the accommodations for ESE students. Our authorizing district, OCPS, has an ongoing process for monitoring IEP's through a monthly audit check. The pioneer Innovation Montessori school, IMO, has built a foundation of collaboration in working with the OCPS (School Choice) ESE department in discussions about the overall effectiveness of the ESE program. IMHS will replicate this same collaboration. In Montessori, daily observation of the child, his behaviors and attitudes, as well as the work he produces provides the teacher with accurate and immediate feedback on how well the program is working for him. Effectiveness of instruction for learning disabled, as well as gifted students at IMHS will be evaluated through embedded, frequent observation and portfolio submissions of student work, and comparison of student work within the framework of the IMHS Assessment Plan. More formal baseline in the Fall, and Spring (FSA) assessments will measure and evaluate ESE student progress through the Montessori program. The team will look at the students IEP goals and data to determine if students are making a year's worth of growth and closing the academic gaps. The school will work closely with OCPS ESE specialists to determine accommodations, effectiveness, and evaluation of ESE program for individual students.

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

The Innovation Montessori educational program, by design, serves children of all learning abilities in an inclusive, multi-age and multi-ability learning environment. Gifted and talented students will be challenged through the authentic projects they complete as teams. IMHS will specifically serve gifted and talented students through consultation services, providing students the opportunity to pursue Dual Enrollment. As the school grows other options for Advanced Placement, International Baccalaureate and Advanced International Certificate of Education (AICE) may be pursued. Most teachers at IMHS will be certified in Gifted Education in order to provide the in-depth and complex instruction particularly needed by identified Gifted students.



## 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.*

IMHS follows the path of the state of Florida's Consent Decree. The following information regarding Florida's Consent Decree comes from Florida Department of Education at <http://www.fldoe.org/academics/eng-language-learners/consent-decree.stml>

The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981
- Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

Florida's authority for the implementation of the Consent Decree is found in Section 1003.56, F.S., English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students.

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

IMHS will be in compliance with directives under the Consent Decree in providing a structure that ensures that the delivery of the comprehensive and rich instruction of the IMHS model is provided with all necessary support to those ELL students needing the assistance. IMHS adheres to all state and federal laws, and will provide a strong, inclusive environment for students with limited English proficiency.

IMHS procedure for identifying ELL students follows the structure laid out under OCPS guidelines. These guidelines are taken from OCPS 2016-2019 ELL Plan ([https://ocps.net/UserFiles/Servers/Server\\_54619/File/Departments/Multilingual/ELL%20Plan/ELL%20Plan%202016-2019.pdf](https://ocps.net/UserFiles/Servers/Server_54619/File/Departments/Multilingual/ELL%20Plan/ELL%20Plan%202016-2019.pdf)) This plan is also being followed at the feeder school, IMO.

### **Section 1: Identification (Rule 6A-6.0902, F.A.C.)**

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

#### **How do you identify immigrant students?**

The term immigrant children and youth means individuals who: (A) are ages 3 through 21; and (B) were not born in any State, the District of Columbia or Puerto Rico; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

This information is captured during the registration process. The Date Entered a United States School (DEUSS) is also captured and the student's immigrant code is Y, per the data elements Immigrant Student (131785) and Date Entered United States School (197237).

#### **How is Date Entered US School (DEUSS) obtained in the registration process?**

The Home Language Survey (HLS) is provided to parents as part of the registration process for all students. As part of the registration, the district also collects the Date Entered a United States School (DEUSS) for every student. If the parent answers "yes" to any of the HLS questions, the parent is provided with the Parents Rights Letter to inform the parent that their child will be tested for English Language Proficiency. The DEUSS is also used to determine if a student qualifies as an immigrant student. As part of the registration, parents also answer if the student was born outside of the United States.

#### **How do LEA procedures compare to those followed for non-ELLs?**

The school uses the same procedures as for non-ELL students, but in addition, the parent is immediately informed of the testing and placement procedures for possible ELL students. The Programmatic Assessment Checklist is also completed with the assistance of the parent to ensure appropriate programmatic placement. Registration documents are also provided in the parent's native language as available.

#### **Into what languages are the HLS translated?**

Spanish, Haitian Creole, Portuguese, Vietnamese, Chinese, Arabic, and Russian

- B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.**

Students who enroll at IMHS and report a home language other than English on his/her Home Language Survey will be formally assessed by the ESOL Compliance Specialist in order to determine their ability to perform academic work in English. Based upon this evaluation, an ELL Committee meeting will be held to discuss evaluation results and the student's educational needs. IMHS will provide accommodations and when appropriate make curriculum modifications, provide intensive small group English reading, oral communication, and writing instruction and/or provide supports for understanding content-based instruction. "Basic ESOL includes instruction in speaking, listening, reading, and writing English in an instructional program appropriate to the proficiency level and academic potential of the student."



IMHS specifically will make use of Mainstream-Inclusion ELA and the Mainstream–Inclusion Core/Basic Subject Areas in grades 9-12, using ESOL strategies for the English and content areas. IMHS will offer Intensive Reading and/or Developmental Language Arts Reading classes as an elective for ELLs scoring a Level 1 or 2 on the FSA ELA. As the need arises, IMHS may implement a Sheltered English and Sheltered Core/Basic Subject Areas for the non-English to limited English speakers. These Sheltered classes provide simultaneous development of content area and English proficiency. Sheltered instruction, “is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. It was originally designed for content and classroom teachers who teach in English. The benefits are for ELL students, as well as native English speakers with a variety of learning styles. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.” (<http://ell.nwresd.org/node/42>)

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

IMHS will work closely with the ESOL Compliance Specialist and OCPS to monitor and evaluate the progress and success of ELL students to ensure they are exited from the program at an appropriate time. IMHS, as its feeder school IMO, will follow the following guidelines from OCPS to determine when students may be exited from ELL services:

“ELLs in IMHS are considered for possible exit from ESOL based on grade level performance as indicated by the FSA and ACCESS for ELLs 2.0 or the school year, as applicable. Exit criteria based on ACCESS for ELLs 2.0 and FSA ELA (used until October 1st):

- Students in grades 3-9 must earn a passing score on the grade level FSA in ELA or FSAA, pursuant to Rule 6A-1.09430, F.A.C. and be proficient in the reading domain as well as the overall composite on the ACCESS for ELLs 2.0. on the ACCESS for ELLs 2.0.
- Students in grades 10-12 must earn a sufficient score to meet graduation requirements on the 10th grade ELA/FSA, retake or ACT/SAT pursuant to Rule 6A.1.09430 F.A.C, and be proficient in the reading domain as well as the overall composite on the ACCESS for ELLs 2.0.

Note: A score of a 4.0 in the reading domain and an overall composite score of 4.0 is considered proficient on the ACCESS for ELLs 2.0 assessment according to Rule 6A-6.09021, F.A.C. For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater.

When using ACCESS for ELLs 2.0 and FSA ELA score, IMHS will exit students within two (2) weeks after the beginning of the next school year and must use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

The ESOL designee identifies students that are eligible to exit the ESOL program.

- An ELL committee meeting is convened, if necessary.
- Notification of program exit is sent to the parents
- Data is entered in the district student management system (SMS)
- Upon exit of the ESOL program, students will be monitored for a period of two years and will be coded as former ELL (LF) students.

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

IMHS will hire a part-time ESOL Compliance Specialist (may be combined with IMO 6-12 Certified ELL specialist to support our organic growth model) to consult and oversee ELL students based upon all state and federal requirements for serving ELL students. Initially IMHS will hire a part-time ESOL Compliance Specialist who will work with instructional staff in designing and implementing a learning plan, with individual students based upon evaluation of need. IMHS will comply with all relevant ELL rules and regulations. The number of ESOL Compliance Specialists and teachers depends on the numbers of enrolled ELL students. Teachers must have completed the request course work in ESOL to be considered Highly Qualified. These qualifications are dependent on the course. Under the Consent Agreement, the “META Agreement specified and states that Florida teachers are required to participate in training when they have a Limited English Proficient (LEP) student assigned to their class. There are three categories for teachers (Category I, II, and III), each with its own training requirements.”

(<https://www.palmbeachschools.org/certification/certification/esol/>) IMHS will follow all Florida requirements to assure teachers are highly qualified to teach ELL students.



## 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.**

IMHS's culture will promote a positive academic environment and reinforce student intellectual and social development by providing a strong support system building upon the IMO K-8 experience.

The Montessori method focuses on the development of the whole child—physical, social, emotional, and cognitive. The Montessori classroom culture promotes an atmosphere of order, calm, and civility that is quite remarkable to an onlooker used to traditional classrooms. A major tenet of Montessori education is learning about grace and courtesy. Grace and courtesy are modeled and taught explicitly in the primary, elementary, and middle school levels. Students are encouraged to interact with peers and the larger community in a thoughtful, kind, and prosocial manner. In high school, students will be expected to have an active voice in the discipline process and will help create a graceful and courteous community. This unique class culture allows students to concentrate on their work. The guiding expectations for student's behavior at school include respect, purposeful activity, and responsibility. The students' freedom to explore and think for themselves is balanced with their responsibility to work and learn respectfully within the class community. The autonomy to manage time and make choices allows the student opportunity to acquire a sense of ownership for

their growth and achievement. Students willingly accept responsibility for setting goals and completing assignments, as well as for being contributing members of the school and society. Developing a community is a key component to a Montessori environment. The children take pride in maintaining their environment and helping their peers.

**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.**

The Montessori model focuses on developing intrinsic motivation, rather than extrinsic rewards or incentives, for behavior just as for academics. Innovation Montessori High School will use the Restorative Justice model to promote positive behavior and increase student's responsibility in the discipline process. Restorative Justice is aligned with the Montessori model in that it encourages students to learn to resolve conflicts. Rather than using a top down approach with severe consequences (including suspensions) from teachers and administrators, Restorative Justice focuses on relationships and individual accountability. A culture of school family will be created, with educators building strong relationships with students and students recognizing the consequence of both positive and negative behavior on the community as well as individual members. Students will be held accountable for negative behavior by recognizing the harm done and learning to repair it and move forward. This discipline model will promote the continuation of the emphasis on grace and courtesy, helping to develop the whole child. Additionally, students who need extra support to learn constructive behavior processes may get further intervention through MTSS. IMHS will use the Orange County School District's Code of Conduct in order to provide criteria for addressing discipline issues that will ensure the health, safety and welfare of all students attending the school and agrees to maintain a safe learning environment at all times. The Code of Conduct will be shared with students and families at the beginning of the school year or upon their enrollment. School handbooks, parent guides, discipline procedures, etc. must align and comply with the OCPS Code of Student Conduct, but may contain more stringent requirements in accordance with the School's Student Conduct Code. Any policies developed by IMHS to implement the Code of Student Conduct shall be in accordance with the Florida State Board of Administrative rules, federal and state laws and regulations, and federal and state court decisions.

When penalties for infractions are needed, the standard options will include verbal counseling, calls to parents, time in the office, restorative measures, and suspension. IMHS will use the OCPS Code of Conduct as a guide for suspensions or expulsions.

The discipline policy will be implemented using a team approach, including administrators, student support personnel, classroom teachers, and teaching assistants. Administrators will be ultimately

responsible for processing discipline referrals. When students with disabilities display negative behavior, the team will include the Staffing Specialist and/or ESE teacher. If negative behavior continues, the team may create a Behavior Support Plan (as part of the IAP) or a Functional Behavior Assessment/Behavior Intervention Plan (as part of the IEP). Students with disabilities shall be afforded a manifestation determination if required by the Individual with Disabilities Education Act. IMHS will report each number of violations of the Code, by offense, to be included in the District's discipline reporting, as required by law. The School agrees that it will not engage in the use of corporal punishment with students. Students recommended for expulsion or placement in an alternative school will be referred to OCPS for appropriate disposition. The School's Board of Directors shall recommend expulsions to the Sponsor. The school must be able to abide by the decision made in an expulsion hearing determined by the area administrator, Hearing Officer, or School Board.

IMHS may withdraw a student involuntarily for failure to maintain eligibility, such as District residency requirements, or for violation of the School's Student Conduct Code, which must also be compliant with IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA) for students with disabilities.

IMHS may not withdraw a student involuntarily for poor academic performance or for a minor infraction of the School's Code of Conduct. The school will ensure that no pressure, coercion, negotiation, or other inappropriate inducement may be used to attempt to have parents/guardians withdraw students from the School.

IMHS will report each number of violations of the Code, by offense, to be included in the District's discipline reporting, as required by law.



## 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.*

IMHS's extra-curricular programming includes offerings in sports, the arts, and music. A survey of parent and student interest will be conducted prior to the school's launch. They will be funded through a fair-share program and community resources including partnerships and sponsors.

A strong education includes opening the students up to new perspectives, as well as sharing proven strategies for managing school, life, and work successfully. Personal and professional growth seminars will be coordinated with the curriculum and provided mid-week as a boost for students.

Pulling from our staff, our parents, our community partners, corporate partners, and non-profit organizations allows for this programming to be expansive. Each seminar will be carefully vetted and guest lecturers will be qualified. We will also seek sponsorships to further enrich the offerings for the students.

The list below is a sampling of the types of topics that will support our students' growth in becoming creators of their own futures.

Time Management

Work/School/Life balance

Executive Functioning

Personal Finances

Social and Emotional Learning

Career-readiness

College selection, planning, preparation

Interpersonal and Social Skills

Heathy Mind and Body

Life skills

TED talks on inspiration, grit, the growth mindset, and success

*Big Five for Life* seminar on purpose from John Strelecky and Cindy Zhao

*The Creative Key* seminar on creativity from Sherilyn Moore

*Rekindling the Passion* seminar on motivation from Allie Braswell



# Innovation Montessori

High School

## II. ORGANIZATIONAL PLAN

### Section 10: Governance

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

IMHS shall operate as an LLC under the Innovation Montessori Ocoee Florida nonprofit organization, with Innovation Montessori Ocoee's Board of Directors acting also as the Governing Board of Directors for Innovation Montessori High School.

- 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 the filing form) – [Attachment I](#)*
- *Governing board by-laws – [Attachment J](#)*
- *Governing board code of ethics and conflict of interest policy – [Attachment K](#)*

Please see requested attachments.

- 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.**

The Governing Board of Directors is the primary decision-making body and is ultimately responsible for the success of the school. The Governing Board sets policies and annual budgets, as well as serves as the oversight body for the Principal's role as the head of Operations. The Board of Directors communicates directly with the Principal, and the Principal reports directly to the Governing Board President. The Governing Board President and Principal will have regular meetings to review operational needs, progress toward school goals, and to ensure the culture and mission of the school are paramount in decision-making.

Further, the Principal will attend all board meetings and monthly finance committee meetings to ensure ample opportunity for communication. The shared mission of bringing the Montessori Educational Model to fruition from K-12, including the focus on peace, grace, and courtesy will guide the relationships between the BOD and the Principal, to set the expectations of how business and communications should be handled across the school community. On the Principal's team is an Assistant Principal, who supports all Operational functions.

Additional Operational support or leadership staff may be added if the Principal determines that it would benefit the financial and educational success of the school, and if the Board of Directors approves the additional staff during the annual budgeting process. Staff reports to the Principal and Assistant Principal.

The BOD Vice President will work with the BOD President on the various oversight, strategic, partnership, community relations, and facility needs. The BOD Treasurer will be the head of the

Finance committee, and the BOD Communications Chair will guide the school communications policies and strategy. The BOD Secretary will be responsible for keeping records in order and in compliance, and will serve as a resource for agendas and documentation. The BOD Fundraising Chair will spearhead the major giving campaigns and annual fundraising efforts. Additional Board Members-at-large will chair committees such as Partnerships and Grants.

The PTO will also work with the Principal to ensure that the initiatives of the organization align with the mission, vision, and purpose of the school, including areas of fundraising, culture, competitions, and events. If any PTO initiative rises to the level of affecting policy, mission or vision, the matter will be brought to the board by the Principal and/or the PTO President.

Board Committees are detailed within our current bylaws and will operate within all laws and statutes regarding the Florida Sunshine Laws and will be created to facilitate effective and efficient board operations, opportunities to involve the school community, and as important avenues for outside partnerships.

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

As stated in the OCPS Charter School language, the IMHS Governing Board shall have at least two public meetings per school year within the District. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding IMHS's operations.

During the first five years of operation, the Board of Directors shall ideally meet monthly to review the actual budget and address school issues as they arise. The Board Meetings will be open to the public, dates/times are communicated via website and noticed appropriately. Time is designated at each regularly-scheduled board meeting for members of the public to address the Board.

The Board of Directors, as confirmed in our bylaws, will adhere to all Florida Sunshine State and Public Records laws and statutes.

***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 general direction and management of the affairs of IMHS shall be vested in the Governing Board with a minimum of 3 members. The current governing board of the IMO K-8 School will govern the IMHS during its first 5 years to ensure the mission and vision are securely ensconced in the execution of IMHS.

Each member of the board will ideally be vested in championing a public Montessori school and have experience, or interest, in innovative, effective education. Board members must also have a proven ability to execute ideas, balance priorities, and make thoughtful, critical decisions, while adhering to the Mission and Vision of the school.

In the President role, a strong ability to keep the team focused on the school's guiding mission and vision and an excellent set of communications skills for external and internal communications is critical. Ideally, a background or extensive knowledge of education, supported by first-hand knowledge of business operations are key. Project management and fundraising skills are a plus.

For the Vice President, an ability to manage multiple tasks at an Executive Level while balancing the needs of the children with the financial viability of the school. A background in business, education,

finance, entrepreneurship, law, and/or communications would support this role. Fundraising and project management skills would be a welcome addition.

In the Treasurer role, experience and a degree in Business, Finance and/or Accounting, along with current skills in managing budgets, forecasting, and overall financial management are desired. An ability to understand the unique financing equations and realities of a charter school budget are needed. Keeping a long-term focus on the financial stability of the organization is the primary function of this role. Therefore, the proven ability to think strategically and balance economics with goals is critical.

The Secretary role requires an individual with governance, administrative, legal, and/or a business background. Keeping records, notes, and documents up-to-date, organized and in compliance are all functions of this role. Experience in professionally executing these tasks is important.

Additional board chair positions include fundraising, governance, communications, and partnerships. These specific chairs require direct experience in that given field.

All board members and chairs should ideally be from a cross-section of our community. Parents of Innovation Montessori students are particularly vested in the success of the organization and make dedicated board members. Other members of the community who are interested in making a long-term difference in their community and the world make ideal candidates for our board, and we seek to pull in a diverse mix of ages, experiences, and cultures.

Our constituencies include parents, students, OCPS, and the larger community. We seek to develop strong relationships with all of these groups through proactive communications.

**F. Describe how board members have been and will be selected including term limits and selection of officers.**

Our process for new board members includes the prospective board member attending multiple board meetings, serving on and/or leading a board committee, a board interview, submitting a resume and bio, reference checks, background and fingerprinting checks, and a vote of the existing board. We seek candidates who can, with grace and courtesy, provide alternative perspectives, valuable skillsets, and candidates who will keep the passion for a Montessori education vibrant.

Candidates who pass through the above-detailed process and embody the skillsets mentioned in the response to letter “C” above, who carry with them proven track records of success and service, and who have the dedication to championing the mission and vision of Innovation Montessori High School will be sought, developed, and brought on to the Board of Directors.

Selection of officers (President, Vice President, Treasurer, Secretary) will be to accept nominations for candidates yearly, or as needed. Each officer will hold office for one year, and must be voted in again to continue in the leadership role of an officer. Our bylaws have set these limitations, but the Governing Board reserves the right to adjust the bylaws to fit the needs of the school.

According to the bylaws, all Board Members are elected for a three-year term. Additional years of service may be voted on by the Governing Board at their discretion, and the Governing Board may choose to remove a Board Member with a majority vote, prior to the end of their term.

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

The structure and composition of the IMHS governing board will ensure that the school will be an academic, operational, and financial success through hiring and evaluating the Principal who will



oversee the daily operations of the school in much the same way a CEO oversees a business. This, coupled with the Accountant, regular BOD Finance Committee meetings, and regular interaction with the governing board will help keep the finances strong. Each month, the Accountant provides a narrative summary and a detailed budget report to the Board of Directors. The Treasurer, the Accountant, and the Principal also meet monthly during a Finance Committee Meeting to address operational needs. Annually, an audit is performed by an outside firm.

Operationally, the Principal's team will grow with the student population growth, and there will be a number of shared services and team members. Members expected to be added include an Assistant Principal, a Curriculum Director, a Lead Trainer, a Level Lead, and a Guidance Counselor for the high school. In addition, office staff, including a Registrar, will be added as the population fills out.

Academically, our entire focus is on the success of the individual child. The Montessori method is child-led and hands-on, and our staff will be both public school and Montessori certified, so they can ensure that the method is being delivered with excellence, and the educational goals of the state and district are being upheld. Continual assessment, training, mentoring, and in-classroom support help our teachers be at their best. When our teachers are strong, the education follows.

When our students are strong, learning happens. Each student's individual needs are identified and each has their own work plan to help them track their progress and be a partner in their own education. Our grace and courtesy curriculum ensures that our students thrive in an environment of support. Educating the whole child results in students who are not only ready, but who are eager to learn.

**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.**

**President Sherilyn Moore**, winner of the 2015 Champions award from the Florida Consortium of Charter Schools for a Governing Board member, brings to the board her experience leading the IMO K-8 board through the fifteen-year charter renewal process and securing funding for their facility. As PTO President, she launched the successful and ongoing Planned Giving campaign. Her background as a college professor, producer, and writer has given her a broad range of skills to apply in this role: budget adherence, public speaking, team management, leadership, and the ability to both teach and execute creative and critical problem-solving methods. She holds a Master's in Creative Writing from University of Central Florida and a Bachelor's in Finance from University of South Florida.

**Vice President Jeremy Bellis** serves the current K-8 charter as the overseer-in-chief of the financial stability and securing for the short and long-term success of the school. Working closely with the Finance Committee, Principal, and CPA, Jeremy will continue to provide sage guidance and strong, clear evaluations of the financial position of the school to keep it humming effectively and efficiently. His position as Director of Revenue Management at Sysco Central Florida serves to continuously shore up these financial skills and expose him to the latest in finance and accounting. His background as a math teacher at a charter school gives him insight into the reality of managing a classroom and serves as a strong ballast to inform financial decision-making. His MBA is from the Crummer Graduate School of Business at Rollins College. His Bachelor's in Psychology is from the University of Hartford.

**Treasurer Philip Gallina** brings fifteen years of solid corporate accounting to the board and a passion for both Montessori and giving back to the community. He served as Vice President of the PTO and has been a dedicated volunteer at Innovation Montessori for five years. Philip is a

community builder, with an eye toward tapping untapped segments of our parent population for involvement. His Bachelor's is in Business Administration from Boise State University.

**Secretary Brett Casey** recently joined the board and brings fifteen years of Information Technology management experience. His position as Director of the IT Program Management Office at Wyndham Vacation Ownership steeps him in the world of strategic partnerships, which are important to our long-term success as well. His entrepreneurial background developing the technological framework and operational systems for a successful start-up company. This tech-based system was eventually sold at a strong profit, and gives him the perspective of a start-to-finish cycle of a business. With proven leadership, his ability to manage a team, and his technical know-how on what technologies are key for the future of our school and will provide an additional layer of strength to the board. He holds a Bachelor's of Business Administration degree in Computer Information Systems from Florida Atlantic University.

**Building Chair Heather Kerr Moore**, building committee chair, brings to the board her unfailing dedication of managing the process of building a school site from the ground up. Bringing her impressive career as a Project Manager and Architect to bear, she has brought the school leaps and bounds forward in pursuing and securing our funding and site for the facility. This same skillset and ability will help secure the expansion for the High School. Her logical and level-headed ability to balance wants and needs with financial and project realities is a valuable perspective and will serve the IMHS board well. She has a Master's in Architecture from Cornell University and a Bachelor's in Architecture from University of Kentucky.

**Communications Chair** and PTO Liaison Kristin Chase brings a passion for communications and an unparalleled zest for organization to the governing board. Her work as Director of the Organizational Development department for Universal Orlando provides her with a unique ability to see the full picture of resource utilization through the human and organizational perspective. Being able to engage in effective research and evaluation to support board decision-making will continue to be a distinct asset. Her involvement as PTO President shepherded significant increases in fundraising, vastly improved school-wide communications, and a common sense of purpose that brought the faculty, staff, students, and parents solidly together to leverage assets to make the school an ongoing success. Kristin also serves as an Advisory Board member for Greater Orlando Organization Development (GOOD). Her Master's from the University of Central Florida is in Industrial-Organizational Philosophy, and her Bachelor's is in Psychology from Stetson University.

**Community Relations Chair Allie Braswell** has an accomplished career in leadership roles as the President of the Central Florida Urban League, a Trustee of the Orlando Regional Realtors Foundation Board, and a board member of WMFE, a local National Public Radio station. He has served on the Veterans Administration Advisory Committee for Minority Veterans, and is still active as the Civilian Aide to the Secretary of the Army, for the state of Florida. As a part of his volunteer work, Allie has helped to launch Valencia College's Peace & Justice Institute, celebrating the mosaic of Central Florida, and Legends Academy, a K-8 STEM Charter School. He also brings thirteen years of service in the US Marine Corps and he currently leads the Braswell Group, which empowers organization executives to reach new heights.

**Fundraising Chair Elizabeth "Betsy" Sorg** brings her entrepreneurial experience to the Board of Directors as co-owner of a local roofing company. Her experience is education, sales, her extensive volunteering background, and her passion for the Montessori education makes her an excellent resource in the local community to promote Innovation Montessori. Creating partnerships and executing fundraising events are her strong suits and will be a valuable addition to the BOD team. Her Bachelor's is in Health Education from Florida State University.

Please see CVs, Board Information Forms, Signed Attestations and Assurances, and Full Bios for the BOD in Attachment L.

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Sherilyn Moore	Current	President	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Jeremy Bellis	Current	Vice President	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Philip Gallina	Current	Treasurer	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Brett Casey	Current	Secretary	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Heather Kerr Moore	Current	Building Chair	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Elizabeth Sorg	Current	Fundraising Chair	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Kristin Chase	Current	Communication Chair/PTO Liaison	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation
Allie Braswell	Current	Community Relations Chair	<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Statement of Assurances <input checked="" type="checkbox"/> Attestation

**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.**

IMHS’s plans for board member recruitment and development include reaching out to the larger public to identify legal, educational, entrepreneurial, and innovative thinkers to broaden and deepen our scope. Beyond job titles, we seek to attract board members who understand that the mission and vision of IMHS will result in a groundbreaking educational model for other schools to follow. People who are passionate about creating a more peaceful, sustainable, and successful world for their children and our culture are welcome. Having board members who understand the need to

equip students to create their own futures, provide them avenues and support to do so, and to put in the work that is needed to make it happen, is critical.

When a board member is elected, they complete the FLDOE Approved four-hour governance training provided by Florida Charter School Governance Training.

From networking on the job to attending Chamber of Commerce and community meetings to targeting visionary leaders and category-specific experienced individuals will be part of the approach.

The Board President will attend Charter School and other conferences to keep abreast of the most current and best practices at other charter schools and to foster beneficial school business relationships. The education received at the informative sessions is shared with the BOD team. Other BOD members may attend conferences as well.

Professional Development of BOD members will occur during an annual board retreat, and as needed, to keep them exposed to the best in leadership coaching and techniques. Education from the Principal on Operational matters and fellow board members on specific areas of expertise is ongoing.

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

The Board of Directors will adhere to our Conflict of Interest policy, and vet any and all board members for potential conflicts of interest. We also require board members to sign a Board Pledge to further ensure adherence to the policy. All board members complete the statutorily required Governance Training within 90 days of joining the board, and the refresher course within three years thereafter, and all board members will be held accountable, according to our bylaws, for any infractions against the policy.

***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.***

IMHS will launch a Student Government and have an active PTO. The Student Government will run as a student-led organization that will give students a voice and create a vibrant learning process. The PTO will bring together parents and teachers on initiatives that are critical to the community-building fabric of the school.

All committees of the school, including the PTO, are under the scope of the Principal to monitor. The Board will address any issues from these committees, if it rises to a policy question, and will intervene if necessary as the governing body of the school.

***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.***

IMHS Governing Board of Directors will work constructively to support the Principal in the fulfillment of the program on a daily basis. The goal is that the relationship between the Board of Directors and the Principal is based upon Montessori values and is mutually congruent, responsive, symbiotic and respectful. The Organizational Flow Chart in the Parent/Student Handbook communicates reporting and grievance avenues of resolution. It will be communicated as often as necessary. The grievances should always be taken to the immediate individual involved, after that, if not resolved, taken to the next individual up on the flow chart, until a peaceful, satisfying resolution can be found.

In short, the procedure is for the parent to take up an issue with their child's teacher. If resolution is not satisfactory, the Level Lead should be engaged, then the Assistant Principal, and then the Principal. If resolution is not achieved with the Principal, the Governing Board President will interact with the families to come to a resolution.

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

- M. Name of the partner organization. N/A
- N. Name of the contact person at the partner organization and that person's full contact information. N/A
- O. A description of the nature and purpose of the school's partnership with the organization. N/A
- P. An explanation of how the partner organization will be involved in the governance of the school. N/A



## 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.*

IMHS's school governance, management, and staffing structure organization charts are included in attachment M. When needed we will have a designated High School Assistant Principal, ESE staffing specialist and teacher, and Guidance Counselor. The Principal, K-12 Curriculum Director, and Training Supervisor will continue to be shared with the IMO K-8 program. A Business Director will serve both organizations to ensure efficient and effective operations across the board. We will hire additional staff as needed.

- 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?


IMHS will be led by a proven leader, Patrice Cherico, currently serving as the Executive Director (ED) of the IMO K-8. She will become the Principal of both the K-8 school and the 9-12 Montessori High School Charter for the first two years. In Year Three, the ED will move to the new facility with the students and an Assistant Principal. Job descriptions are in Attachments N and P.

**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.**

In the first two years, the management structure of the IMHS includes a Principal that oversees the IMO K-8 and the IMHS to ensure our organic growth model is successful and seamless. Details are in Attachment M.

**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.**

The IMHS staffing plan includes hiring IMO K-8 teachers who are certified in the appropriate 6-12 subject areas to support our organic growth model. The anticipated personnel needs grow each year as our student numbers grow until we reach full capacity.

		<b>IMHS Staffing Plan</b>				
		Year 1	Year 2	Year 3	Year 4	Year 5
 <p><b>Innovation Montessori</b> High School</p>	<b>Principal</b>	0.25	0.3	0.35	<b>0.75</b>	<b>1</b>
	<b>Assistant Principal</b>	0.25	1	1	1	1
	<b>Math Teachers</b>	0.67	1.33	2.33	4	4
	<b>ELA Teachers</b>	0.67	1.33	2.33	4	4
	<b>Science Teachers</b>	0.67	1.33	2.33	3.33	4
	<b>Shared Electives</b>	1.33	2.67	4.33	5.33	7
	<b>Math/ELA Dual</b>				2	2
	<b>Social Studies</b>	0.67	1.33	2.33	3.33	4
	<b>Teaching Aides</b>	2	4	7	10	12.5
	<b>ESE</b>	0.15	0.5	1	1	1
	<b>MTSS/Gifted</b>	0	0	0	1	1
	<b>Social Worker / Guidance</b>	0.15	0.5	1	1	1
	<b>Curriculum Director</b>	1	1	1	1	1
	<b>Registrar</b>	0.4	1	1	1	1
	<b>Receptionist</b>	0	1	1	1	1
	<b>IT Staff</b>			0.33	0.33	0.67
	<b>Transportation</b>	0.2	0.2	0.25	0.3	0.4
	<b>Food Service</b>		0.25	0.5	0.5	0.5
	<b>Custodian</b>	0.4	0.4	1	1.5	1.5
	<b>ESE Consultants for Speech</b>	0.1	0.2	0.35	0.4	0.5
<b>Total Employees</b>	9.55	34.5	48.85	56.95	67	

**Please note: Partial (<1) numbers indicate a staff member who is working less than full time and/or who is full time but shared with IMP/IMO Middle School**

- 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.**

IMHS's plan to recruit and employ highly qualified teachers begins with the IMO K-8 Middle School Program. IMO is currently hiring highly qualified 6-12 certified teachers and these same teachers will support the organic growth model for the IMHS. The high school will align with all applicable federal laws and state requirements as well as our Montessori Project-based Learning program design. Administration will investigate Montessori job boards, conferences as well as other educational staffing boards, such as Teachers-Teachers.com. All applicants are vetted through Level 2 fingerprinting, as well as credential and background checks by the authorizing districts (Orange County Public Schools—OCPS).



## 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.**

The relationship between IMHS and its employees will be “at-will” for all non-instructional staff. Adhering to state statutes all instructional staff will hold a one-year contract. All Staff will be managed with ADP Total Source (Professional Employer Organization PEO) or another PEO.

1012.33 Contracts with instructional staff, supervisors, and school principals—(1)1(a) Each person employed as a member of the instructional staff in any district school system shall be properly certified pursuant to s. 1012.56 or s. 1012.57 or employed pursuant to s.1012.39 and shall be entitled to and shall receive a written contract as specified in this section. All such contracts, except continuing contracts as specified in subsection (4), shall contain provisions for dismissal during the term of the contract only for just cause. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education: immorality, misconduct in office, incompetency, two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

- B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and**

*instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.*

The IMHS performance evaluation will be consistent with 1012.34, F.S. Personnel evaluation procedures and criteria. IMHS will use the Florida Consortium of Public Charter School's Teacher Evaluation, which has been approved by the Department of Education.

The observations that are a part of the evaluation will be used to scaffold and support teachers to reach 'effective' and or 'highly effective' status. Professional development that is differentiated to provide specific and targeted teacher support will be headed by the administration and lead teachers. When needed, the school will access outside professionals to support the teachers and the programs as mentioned throughout this application.

- 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?***

IMHS's general outline of the compensation structure for all employees is similar to the OCPS salary structure. Employment benefits are offered through ADP services. Compensation and benefits are competitive with other public schools and higher than many area private schools. As established in Florida Statute 1012.22, the school will adhere to all areas of the law regarding teacher compensation.

- D. *Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.***

IMHS will follow generally accepted professional standards for hiring instructional staff, including all State and Local requirements for background checks, fingerprinting and verifying references and previous work experiences and educational degrees and certifications. IMHS will verify all State Teacher Certifications through OCPS and Florida DOE. Teachers employed by or under contract to IMHS shall be certified as required by Florida Statutes, and as provided by State Board of Education rules for charter school governing boards. IMHS may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist instructional staff members as educational paraprofessionals as defined by Florida Statutes. IMHS will not employ an individual to provide instructional services or to serve as a paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. The school shall not employ any person who has been terminated or non-renewed for performance reasons by OCPS.

OCPS to FDLE, and subject to drug testing as determined by the school.

The school will establish these hiring standards and procedures. Teachers will review and agree to the school policies written therein. IMHS seeks to employ individuals who exhibit excellence of character, educational background, and previous teaching experience. The Principal is responsible for all faculty and staff selection, hiring, professional development, and dismissal if necessary, with recommendations from the Board.

- 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.***

IMHS will use services from ADP Total Source, which provides guidance for personnel policies to assure the school follows all laws and regulations that apply to labor and human resources. Please see the Employee Handbook in Attachment R.



- F. *Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.*

IMHS will follow the guidelines outlined by Florida DOE and state statute, OCPS and ADP. The governing board will approve new hires and be apprised by the Principal whenever termination processes have become exigent. The Principal will follow the guidance from the school's HR Lawyer, ADP Total Source as a PEO and the Florida DOE. If an issue rises to the occasion where Professional Practices at the DOE are contacted, the school will follow all steps that they recommend. The Principal will be evaluated by the Board President. The Board has a process in place in which the President meets at least twice a month with the Principal to stay abreast of their performance.



## 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.*

The school will hire a Curriculum Director and Training Supervisor who, with the Assistant Principal and Principal, will oversee professional development activities. These human resources will be shared with Innovation Montessori's sister schools. Continuing our relationship with private and public educational training institutions that align with our vision, IMHS will provide additional training to our administration, faculty, and staff. IMHS will also provide support for teachers in executing a public education of excellence characterized by innovation, independence, and inspiration. IMHS teacher support will be provided by a level lead teacher through peer observations combined with reflective meetings. Teachers new to the IMHS philosophy will have frequent opportunities to observe model lessons and pair with other teachers.

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

The unique nature of the instructional model necessitates a strong commitment to PD including Backwards Design for standards implementation of Project Based Learning, Montessori philosophy and all aspects of the Innovation Incubator. IMHS will have employees with strong backgrounds in these areas, as well as volunteers who serve on the Board who can advise. IMHS will also look for ways to collaborate with other educational institutions successfully implementing many of the

cornerstones of the program. Professional development needs will be identified in response to student data, teacher-student, and student-student interactions observed through walk-throughs and more formal observations with an aim to tweak day-to-day practices or make a systemic impact on school culture.

Participation in external conferences in Montessori, PBL, Innovation, and Entrepreneurship education will be offered as fundraising and time allows and will be encouraged for all staff and faculty.

- 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?***

Since IMHS will be sharing 6-12 certified personnel with IMO and/or IMP at first, training will begin with these teachers during the year prior to opening. Days will be set aside, and subs provided, so teachers can participate in OCPS in-service, and external PD. IMHS teachers will be certified to teach their respective subjects and will have Montessori and PBL backgrounds with proven experience teaching and assessing core content for middle school. The specific need at the start of the school will be in core content for High School along with the unique features of the Innovation Incubator. The pillars of innovation, independence, and inspiration along with frameworks for developing 21st century and essential skills will guide PD in the year prior to opening as faculty work with IMO's small cohort of rising 9th graders. During the summer prior to opening the charter officially, teachers will participate in an intensive training camp to address theoretical and practical needs noted while working with this initial pre-opening cohort.

- 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.***

IMHS's professional development expectations and opportunities for administration and instructional personnel follow the OCPS guidelines. In addition to general OCPS and state requirements, such as ESOL classes, needed to maintain a valid Florida teaching certificate, we will require professional development in the areas of Montessori, PBL, Makers Space, Innovation Incubator, Entrepreneurship, Single School Culture, and Community Outreach, as needed. The unique nature of the organic growth allows for staff sharing between IMO, IMP, and IMHS. This affords us an opportunity for in-class practicums and observations.

The student schedule we will build will offer students and teachers flexibility for common planning and continuous collaboration; instructional time for both teacher-to-teacher collaboration and student-to-teacher consultation will be required to ensure coherence across subject areas and appropriate rigor in each individual student's interdisciplinary project inquiries. Blocked off common planning will include at least one period within the schedule where teachers will have a chance to collaborate with one another, as well as with the curriculum coordinator, the training supervisor, and other administration. The school will also make use of the early release schedule on Wednesday for additional training along with summer training camps. These structures will ensure teachers have extensive practice in vertical and horizontal planning and delivery of rigorous instruction around Montessori philosophy and Project-Based Learning.

Each term, we will have days dedicated for teacher training and development. Staff will be covered by their teaching assistants and substitutes for these intensive sessions. During teacher workdays, special topics will be covered. Weekly staff meetings provide opportunities for PD as well. Because we will structure the school with Level Leads from the beginning, we will have a clear understanding

of the areas our teachers most need to polish. That will provide us focus for our dedicated training sessions, and those areas will also be supported daily by the Level Leads.



## 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.*

IMHS will enter into articulation agreements with our current Innovation Montessori Ocoee K-8 program and the proposed Innovation Montessori Parkside K-8. Both schools will feed into the high school, which allows those students to experience a full K-12 Montessori public education. It also establishes a strong culture of support for students new to Innovation Montessori.

We will be conducting “Introducing Innovation Montessori High School” sessions, beginning at the nearby K-8 IMO campus to educate families about a public Montessori education and introduce them to the process of applying for our school. We will explore the educational methodology with parents, invite the media, and make liberal use of our website and social media outlets to share the uniqueness and effectiveness of this model with prospective families.


We will work with local community, OCPS, School Choice, and government leaders to maximize our ability to reach the entire community, including families in poverty, academically low-achieving students, students with disabilities; and English Language Learners.

Utilizing our PR, Marketing, and Media skills and contacts, we will involve the public in the exciting renovations for our facility. Green initiatives, urban redevelopment, and a focus on creating a vibrant family-centered environment across the entire Park 50 property will garner media attention as will our participation in the redevelopment.

Tours will be held for parents and students to learn about our method, so families can experience the grace, courtesy, and individualized approach to education first-hand.

Our enrollment will follow an organic growth model, adding a grade level as the students matriculate. This will allow the majority of students to have the maximum opportunity to benefit from the educational experience. In 2019, we will begin with 100 students. Approximately 70% of those students will be articulating from the IMO K-8 program. The remainder of the students will be recruited, in accordance with our detailed admissions and lottery policy. Each year, we add a

grade and increase the numbers of 9th graders, until we are full at 800 students in 2026-2027. Please see the chart below for detailed numbers of students per year.



## INNOVATION MONTESSORI HIGH SCHOOL

### Recruitment and Enrollment Schedule

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>9th Grade</b>								
articulating	44	66	132	132	154	154	176	176
recruit	31	34	18	43	46	46	24	24
<b>9th TOTAL</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>10th Grade</b>								
articulating	25							
matriculating		75	100	150	175	200	200	200
recruit		0	0	0	0	0	0	0
<b>10th TOTAL</b>	<b>25</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>11th Grade</b>								
matriculating		25	75	100	150	175	200	200
recruit		0	0	0	0	0	0	0
<b>11th TOTAL</b>	<b>0</b>	<b>25</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>	<b>200</b>
<b>12th Grade</b>								
matriculating			25	75	100	150	175	200
recruit			0	0	0	0	0	0
<b>12th TOTAL</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>175</b>	<b>200</b>
<b>TOTAL IMHS:</b>	<b>100</b>	<b>200</b>	<b>350</b>	<b>500</b>	<b>625</b>	<b>725</b>	<b>775</b>	<b>800</b>

**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.**

In accordance with section 1002.33(7)(a)8.,F.S., IMHS will align with all federal laws and state guidelines to achieve a racial/ethnic balance reflective of the local community.

Our aim at IMHS is to become a true community center. As we grow to a larger capacity, we will invite the public to on-campus events initiated by our students and will reach-out into the community itself. Each class will create and/or sponsor a charitable initiative, with the “think globally; act locally” mindset as guidance. Our students learn that it is their responsibility to give back and connect with the community around them. These community reach-outs are great ways to showcase the quality students and program we have at IMHS, which will encourage more interest from a broader array of families.

During the recruitment periods, we will host community informational sessions, meet with local leaders, and continue to cultivate our parent base. Currently, there is a wait list at Innovation Montessori Ocoee K-8 of over 800 students. We plotted these families on a map and found that our future IMHS facility is positioned directly in the center of these families who are interested in a public Montessori charter education. As those students become part of the Innovation Montessori educational system, they will matriculate into IMHS and secure that our school is serving the surrounding areas.

**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.**

## **IMHS Admissions / Lottery Policy\***

\*Please note: If this school is awarded a CSP Grant, the school will abide by the requirements of the CSP Grant relating to lottery and admissions for the duration of the participation in that program, and this policy will be updated at that time.

1. Student Recruitment: Innovation Montessori High School (IMHS) will implement a student recruitment strategy that includes:
  - An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
  - The development of promotional and informal materials that appeal to all major racial and ethnic groups represented in the community served by the school.
  - The distribution of promotional and informational materials to a broad variety of community groups and agencies via our website, social media, and local periodicals that serve the various racial, ethnic, and interest groups represented in the district.
  - A random selection process will be used for new applicants to the school each school year.
2. IMHS Enrollment Plan for the school year:
  - a. Dates will be set for enrollment events, re-enrollment deadlines, articulating and Montessori student deadlines, lottery dates, lottery deadlines, and enrollment deadlines, by the Principal and Board of Directors each school year. Applications are submitted online by midnight on the final application submission day.
  - b. When possible, the school will use lottery software or random list generators from the computer in order to conduct its lotteries. The Principal and Board of Directors will review the system annually to determine any needs for changes.
3. Re-Enrollment for Current Students and Capacity Notice
  - a. Each school year, the total capacity and total enrollment of the school will be posted on its website. The capacity will be based on the Charter Contract for the school. Seats will be made available based on this Policy and Florida law.
  - b. The parents and guardians of students enrolled at the school for the previous school year will be asked to submit a Re-Enrollment Application indicating intent to re-enroll for the upcoming school year. The deadline for Re-Enrollment Applications will be set by the Principal and the Board of Directors and will be posted on the school's website. Students whose Re-Enrollment Applications have been submitted by the Re-Enrollment Deadline will be automatically re-enrolled so long as they have maintained eligibility requirements. Students whose Re-Enrollment Applications are not submitted by the Re-Enrollment Deadline may lose their seat for the upcoming school year.
4. New Applicants and Controlled Open Enrollment for Out-of-County Applicants
  - a. Students who are new to the school must submit an Enrollment Application. Enrollment Applications will be available on the school's website and at the school. Enrollment Applications must be completed in full, in order to be considered. Student applications must be submitted through the Student Registration System on the school's website
  - b. Students from outside of Orange County are permitted to apply to the school so long as they are not subject to a current expulsion or suspension order. However, such Out-of-County Applicants will only be provided a seat after placement of all Orange County Applicants. Once admitted to the school, Out-of-County Applicant Students will be permitted to matriculate up to the highest grade offered by the school so long as they maintain eligibility requirements.
  - c. The initial due date for Enrollment Applications will be established by the Principal and Board of Directors and posted on the school's website. This will be the Initial Enrollment Period. At the end of the Initial Enrollment Period, parents and guardians will be notified of

acceptance. In the event the number of Enrollment Applications for eligible students exceeds the capacity for a given grade level, class or building, the Lottery Process will be followed, as described below. If capacity is not reached for a grade level, class or building after the Initial Enrollment Period, subsequent applications will be accepted and additional lotteries held at dates established by the Principal and Board of Directors.

5. Students Articulating from a Middle School with an Articulation Agreement. If the Orange County School Board has approved an articulation agreement between any middle schools and IMHS pursuant to Section 1002.33(10)(e), Florida Statutes, the Principal and Board of Directors shall establish a deadline within which rising 9th Grade students from such schools may apply to IMHS prior to the Initial Enrollment Period for all other applicants. If such students submit their applications to IMHS prior to the deadline, such students will be enrolled. Student applications received after the articulating student deadline will be considered in the same manner as all other applications to the school. If a student who applies under this section does not confirm an offer of enrollment within two days after an offer is made, the student will lose their enrollment under this section.
6. Students Who Have Previously Attended Montessori Schools. Consistent with IMHS' mission and purpose and Section 1002.33(10)(e)5., IMHS will provide an enrollment period for students who have previously attended a Montessori school. The Principal and Board of Directors shall establish a deadline within which students who have previously attended a Montessori school may apply to IMHS prior to the Initial Enrollment Period for all other applicants. If such students submit their applications to IMHS prior to the deadline, such students will be enrolled. Student applications received after the Montessori student deadline will be considered in the same manner as all other applications to the school. If a student who applies under this section does not confirm an offer of enrollment within two days after an offer is made, the student will lose their enrollment under this section.
7. Lottery: The school shall enroll any eligible student who submits an Enrollment Application prior to the posted deadline, unless the number of applications received during the applicable enrollment period exceeds the capacity of a class, grade level or building. In such cases, the IMHS Principal or Registrar will conduct the lottery using the following process.
  - a. The Initial Enrollment Lottery will be held in Late Winter or Early Spring at the school. All applications received during the Initial Enrollment Period will be included in the lottery. Parents do not need to be present at the Lottery.
  - b. Applicants with the following Enrollment Preferences will be selected, in the following order, as permitted pursuant to Section 1002.33(10)(d), Florida Statutes:
    - i. Students who are siblings of a student enrolled at IMHS
    - ii. Students who are the children of a member of the governing board of IMHS.
    - iii. Students who are the children of an employee of the charter school.
    - iv. Students who are children of an active duty member of any branch of the United States Armed Forces.
    - v. Students who attended or are assigned to failing schools pursuant to Section 1002.38(2).
  - c. If the number of Enrollment Applications with Enrollment Preferences exceeds the capacity of a grade level, class or building, a lottery will be held among the Enrollment Applicants with Enrollment Preferences.
  - d. After all Enrollment Applicants with Enrollment Preferences have been admitted, a lottery will be held among the Orange County Applicants for each grade level, class or building that exceeds capacity. If there are seats remaining, and the number of Out-Of-County Applicants exceeds the capacity for a grade level, class or building, a separate Lottery will be held for Out-of County Applicants. Those Orange County and Out-of-County Applicants not selected in a

lottery will be included in subsequent lotteries for the applicable school year. Such subsequent lotteries will be set at dates established by the Principal and Board of Directors.

- e. If there are any remaining applicants that are not selected in the lottery(ies), such applicants will be placed on the Orange County and Out-of County (as applicable) wait lists in the order such Enrollment Applications were selected in the last lottery held.
  - f. The Principal and Board of Directors may establish one or more additional enrollment periods if there are seats remaining for any grade level, class or building. Applications will be processed and lotteries held in the same manner as for the Initial Enrollment Period.
  - g. When an offer of enrollment is made, IMHS requires that applicants notify the school within 2 days to indicate whether or not they will accept. If offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist. Applications are only valid for the current year.
  - h. New wait lists will be created each year, and Applicants on Wait Lists will not be carried over from year-to-year. Applicants must reapply for the lottery annually if we are unable to offer them admission for the current year.
8. Records. The IMHS administration or software records all dates and communication regarding enrollment activity for each applicant within the database. Each applicant's enrollment application is kept on file for the time period required by Florida law.
9. Enrollment Confirmation  
All families will receive an enrollment packet with all of the forms necessary to enroll at IMHS after accepting an offer of enrollment.
10. The school will hold an Orientation session before the start of school to prepare new families and students for the transition to the school and to assist families.
11. Statement of Admissions and Non-Discrimination: IMHS is nonsectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition. IMHS does not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, disability, religion or sexual orientation. IMHS will actively recruit a diverse student population. Open Enrollment, admission requirements, and lottery information will be posted physically on campus in a publicly accessible location, on the school's website and announced via the school's established email groups.

### **Non-Discriminatory Policy**

IMHS does not discriminate against, and is nonsectarian in its programs, admissions policies, employment practices and operation. IMHS will adhere to the anti-discrimination provisions of s. 1000.05

IMHS will accept all eligible students in accordance with federal and state anti-discrimination laws, and in accordance with the Florida Educational Equity Act, section 1000.05(2)(a), Florida Statutes. IMHS will not discriminate on the basis of race, gender, ethnicity, religion, national or ethnic origin or disability in the admission of students.

IMHS shall be non-sectarian in its programs, admissions policies, employment practices and operations. IMHS will meet all applicable state and local health safety, and civil rights requirements.



## 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, s. 1002.33(7)(d)1., F.S.*

As a community-based, public Innovation Montessori High School Program, parents are encouraged to participate in the governance and life of the school. Parents are encouraged to attend board meetings, parents serve on the Governing Board of Directors and they are encouraged to participate in the Parent-Teacher Organization (PTO). Parents are welcome to share their ideas, desires, and voice through service on the board, and in school committees.

IMHS will have an open-door policy, whereby parents may speak with the Principal about concerns or issues regarding the school. Parents will be encouraged to volunteer their time and talents in classrooms and support classroom life. Our school culture and Montessori values communicate clearly that increasing family involvement in the school is directly associated with increasing student achievement.

We believe that authentic parental participation in their child's education matters. We work closely with our parents to achieve the highest levels of student learning. Parents will participate in and share their concerns and opinions through a variety of ways, one will be an end of the year parent survey. Our goal is to invite parent participation, to listen thoughtfully to all ideas and concerns, and to partner with parents in creating an excellent experience for their children.

We have found that a vibrant family community supports the educational experience and builds lifelong friendships between children and parents alike. From fun all-family, all-school events to parent-only fundraisers, creating a community that works and plays together ensures a vibrant community who volunteers and gives out of support for their children and friends. They give back because it is a joy to do so, and they see the results of their participation in the smiles of their children.

**Parent Teacher Organization:** Parents are vital members of our school learning community. This is a school-wide body including all IMHS parents. As a member of our Montessori High School Charter community, parents are asked to contribute volunteer hours each academic year to benefit the school. The PTO coordinates and tracks these efforts. The PTO is integral to the child-teacher-parent triangle of supportive learning. Within the PTO, energy is focused on activities that support the school's community and achievement. Every parent is eagerly welcomed and appreciated in this parent-led service to our school community, classroom and facilities support, and fundraising



efforts. A designated contact will communicate between the PTO and the Principal to communicate a concern or needs to the Board of Directors.

**Board of Directors:** The Board of Directors has a PTO Liaison and Communications Chair. At IMO, the board chair has championed interconnectivity between the many facets of the school community and created a strong communications plan that we will replicate at IMHS. This includes providing a weekly emailed and online newsletter with updates from the administration, the BOD, and the PTO, along with a vibrant, continually-updated website and facebook pages to share the many ways families can be involved and to keep everyone updated on the developments and successes of IMHS.

Our Student Handbook outlines the procedure for any specific dispute resolution needed for parents. In brief, the proper channel to address concerns is to go to the teacher first, any level lead next, then the Assistant Principal, and then the Principal. If a resolution is not satisfactory at that juncture, the matter will be brought to the President of the Governing Board.

Regular BOD meetings for more general ideas, initiatives, or concerns always contain a public component for parents and community members to communicate with the board. Board Committees are also an excellent way for parents who are interested to become an active participant in board-level initiatives.

- 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.***

IMHS is in the process of developing community partnerships and these partnerships will be an integral part of our curriculum. The nature and purposes of these partnerships will be to foster our students' growth as they work through the Innovation Incubator program and participate in internships and volunteer opportunities within our local community.

We have worked with two teams from UCF on research projects for strategic development and student satisfaction measures at IMO, and we will be inviting those teams to work with us during the start-up phase of IMHS.

Over the course of the next year, prior to the IMHS launch in 8/2019, our BOD will be actively pursuing partnerships in three key strategic areas: financial partners, educational partners, shared-mission partners.

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

The demand for a public Innovation Montessori education is high, with our IMO K-8 expanding to 800 students. We are currently at 405, with a waitlist of over 800 families looking for this type of education. The Innovation Montessori Parkside K-8 charter was submitted to help fill this need. Once students enter our program, they typically matriculate as far as our program allows. This trend is expected to continue for these families who see the value of a Montessori education for their child and who want their students to have the full expression of the experience that will best prepare them for college and career.

In addition, we circulated a petition specifically to gauge interest in the Innovation Montessori High School. Please see Attachment T.

### **Innovation Montessori H.S. Demand**

West Orange County is experiencing continued growth and a housing boom. Options for high school students are not plentiful. Each one of the nearby public schools has enrollment numbers north of 2500 students. For families interested in a small campus, a more involved and connected community, and a non-traditional educational model, IMHS can fulfill those needs. Keeping the school smaller allows IMHS to focus resources on developing the program to our specific student body and keep the individualization of the approach front-and-center.

West Orange County high schools are plagued with over-capacity issues, and new housing developments are launched every day. The new relief high school in West Orange will reportedly be full the moment the doors open. Families deserve choice in both the learning environment and the learning model. There are no Montessori or fully project-based public high schools in the area. IMHS would not only serve the families who are currently experiencing an Innovation Montessori education, but also students and families who are searching for an alternative to the large school traditional model.

### **Innovation Montessori H.S. = 800 Students**

#### **Local West Orange County High School Student Counts:**

West Orange High School = 3075 Students

West Orange Relief High School = 2500 Students

Ocoee High School = 2500 Students

Olympia High School = 2990 Students

Apopka High School = 3158 Students

Dr. Phillips High School = 3491 Students

Our current families, and families on the wait list for our Innovation Montessori Ocoee K-8, are geographically clustered right near the proposed location, with other interested families looking to move to the area for a unique educational experience. These families are our HS students of the future. Maps depicting the locations of these families in relation to the future facility are also included in Attachment T.



### III. BUSINESS PLAN

#### Section 16: Facilities

**If the site is acquired:** The site has not been acquired.

- A. *Describe the proposed facility, including location, size, and layout of space.* N/A
- 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.* N/A
- C. *Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.* N/A
- 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 draft lease agreement as Attachment V.* N/A
- 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?* N/A

**If the site is not yet acquired:**

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

Our Innovation Montessori classrooms are unique, due to the execution of the teaching method. Traditional rows of desks are not used. Bathrooms are typically in the classrooms, not down the hall, so students can practice self-regulation and their ownership of their physical bodies is reinforced. Sinks and prep areas are also typical in a Montessori classroom, and will be on the plans for the facility.

Our High School will also have a more fluid structure of classroom time, with students circulating among classrooms and many other educational and instructional rooms to conduct Project-Based Learning and their Innovation Incubator projects, as well as to work on their Electronic Work Plans in a comfortable environment.

The student day begins and ends in a "homeroom." Eleven of our educational spaces will serve this purpose, along with twenty-one dedicated classroom spaces, which will feature modular elements, so there can be flexibility to maximize the space throughout the day.

Our future facility at "Park 50," 7501 West Colonial Drive, Orlando, FL 32818 will begin renovations immediately upon granting of the charter.

The dedicated classrooms will be 1200 square feet; the additional learning spaces will vary in size, indicated by the IMHS program provided. Additional spaces include a gymnasium, makers space, chemistry lab, physics lab, an art studio, a performance space, a café, a library/media center, and a shop.

Gross Square footage of the facility is estimated at 85,329, and Net Building Square Footage at 64,800 for a total eventual student body of 800 This equates to 81 NSF/Student and 107

GSF/Student, which does not include administration space. This exceeds the minimum square footage per student as defined by Florida State Statute.

The exterior of Innovation Montessori will be a park-like setting, ideally with a soccer field, outdoor classroom areas, a working garden, and an outdoor pavilion.

Our Board will work closely with the architectural and construction team to ensure the facility maximizes its potential to create a beautiful, functional, environmentally-friendly permanent location for our students. Our board is completing a major \$12.8 million campus for Innovation Montessori Ocoee and has experience in ensuring the team keeps the educational mission always as the center of the decision-making.



## Innovation Montessori High School

Building Program

9th - 12th Grade

800 Students

Classrooms	Projected Enrollment	Students	# of Rooms	SF/Room	Total SF	Faculty
High School Classrooms / Homerooms	525	25	21	1,200	25,200	32
Special Area Rooms / Homerooms below	275	25	11			16
<b>TOTAL NSF:</b>	<b>800</b>	<b>-</b>	<b>32</b>	<b>-</b>	<b>25,200</b>	<b>48</b>

### EDUCATIONAL / INSTRUCTIONAL

Rooms	# of Rooms	SF/Room	Total SF	Staff
Commercial Kitchen	1	6000	6000	1
Café	1	4,000	4000	1
Gymnasium	1	8,000	8000	1
Performance Space / Homeroom	1	8,000	8000	1
Band Room / Homeroom	1	2,000	2000	1
Soundstage w/Recording Room / Homeroom	1	2,000	2000	1
Art Studio / Homeroom	1	1,200	1200	1
Makers Space /Homeroom	1	1,200	1200	1
Student Library/Media Center/Lounge / Homeroom	1	6,000	6000	1
Student Board Room / Homeroom	1	1,200	1200	1
Shop / Homeroom	1	1,200	1200	1
Chemistry Lab / Homeroom	1	1,200	1200	1
Physics Lab / Homeroom	1	1,200	1200	1
Locker Room	1	1,000	1000	1
Mindfulness Center	1	1,200	1200	1
Digital Arts Lab / Homeroom	1	1,200	1200	1
<b>TOTAL NSF:</b>	<b>16</b>	<b>46,616</b>	<b>39,600</b>	<b>9</b>

<b>Administrative (Main Office Components)</b>	<b># of Rooms</b>	<b>SF/Room</b>	<b>Total SF</b>	<b>Staff</b>
Entry Lobby	1	200	200	1
Registrar's Office	1	150	150	1
Main Office Reception	1	100	100	1
Executive Director (Principal)	1	180	180	1
Assistant Principal	1	150	150	1
Registrar	1	100	100	1
Guidance/ Social Worker	1	100	100	1
Administrative Assistant	1	100	100	1
ESE Specialist / Staff	1	100	100	1
MTSS / ESE / Gifted	1	100	100	1
IT Staff	1	100	100	1
Health Aide / Clinic (Include Toilet & Shower)	1	300	300	1
"Flex" Conference / Work Room	1	400	400	0
Curriculum Director	1	150	150	1
Copy / Office & Student Supply Room	1	100	100	-
File Room (Secure)	1	80	80	-
Conference Room	1	300	300	-
Office Bathroom	1	60	60	-
Staff Break Room	1	400	400	-
Staff Bathroom	1	60	60	-
<b>TOTAL NSF:</b>	<b>20</b>	<b>-</b>	<b>3,230</b>	<b>13</b>

**SERVICES**

<b>Service Areas</b>	<b># of Rooms</b>	<b>SF/Room</b>	<b>Total SF</b>	<b>Staff</b>
Custodian / Mop & Clean Supply Room	2	80	160	4
Stairs	0	250	0	-
Elevator	0	60	0	-
Electrical / Telecommunication / Internet Services	2	60	120	-
Mechanical Room	1	120	120	-
<b>TOTAL:</b>	<b>5</b>		<b>400</b>	<b>4</b>

**NET BLDG SF TOTAL:** 68,430 64,800 81 NSF/Student

**OVERALL GSF (Building Factor @ 1.3)** 88,959 85,329 107 GSF/Student

**EMPLOYEE TOTAL:** 74

**PARKING REQUIREMENTS:**

Student Parking 400  
 Guest Parking 40  
 Disabled Access Parking 4  
 Employee Parking 74  
**Total Parking Spaces: 518**

**PLAYGROUNDS / OUTDOOR LEARNING ENVIROMENTS (All areas MUST include sprinklers)**

<b>Play Areas</b>	<b>Number</b>	<b>SF</b>	<b>Total SF</b>	<b>Staff</b>
Working Garden	1	25,000	25,000	0
Park	1	15,000	15,000	0
Soccer Field (100 yards x 50 yards - US Youth Soccer)	1	45,000	45,000	0
Individual Outdoor Classroom Areas (Secure and adjacent to Classroom)	19	500	9,500	0
Outdoor Pavilion	1	8,000	8,000	0
<b>TOTAL:</b>			<b>102,500</b>	<b>0</b>

*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.*

Our future facility at “Park 50,” 7501 West Colonial Drive, Orlando, FL 32818 will begin renovations immediately upon granting of the charter. The owner of the facility supports our mission of creating this game-changing high school, and has pledged \$400,000 total to support the growth of Innovation Montessori education to include a second K-8 and a High School.

The rent will be a set amount per student, so our growth into the space is financially viable. All applicable Florida Building Codes will be strictly enforced, class size for High School courses will be set in accordance with the mandated class-size legislations, which is currently 25 high school students per certified teacher.

Renovation costs will be factored into the agreed-upon lease rate. IMHS' financial responsibility will be rent, insurance, maintenance, and eventually we may seek to acquire the facility. Our attached budget reflects the real costs of operating the future facility. When Capital Outlay funds become available, they will immediately be applied to rent.

Because IMHS is growing organically and relatively slowly, the FF&E costs will be spread out over the years, instead of having to fully fit out for our eventual 800 students on day one. This allows for greater financial flexibility.

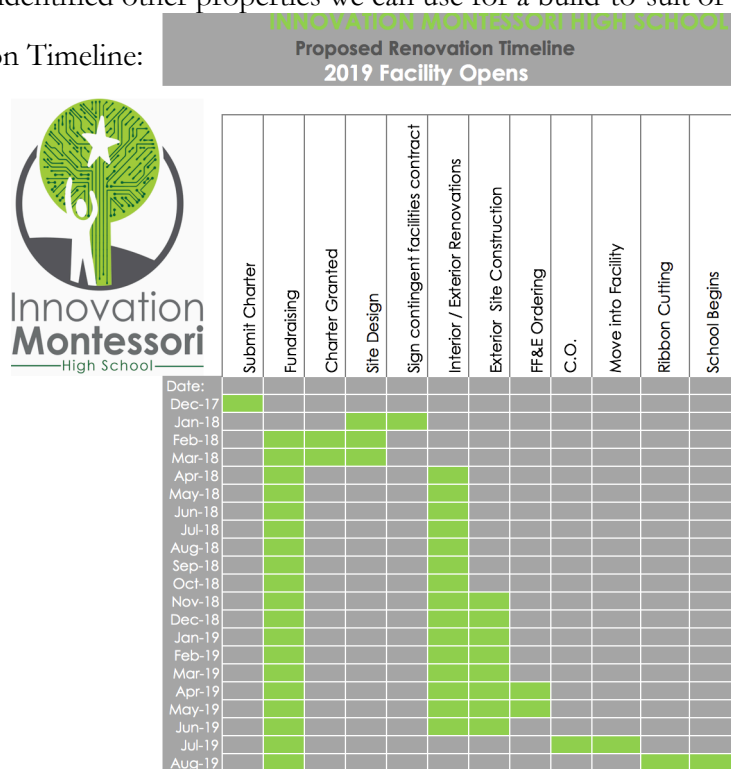
A draft lease agreement and a letter from ESJ Capital Partners pledging financial support for the start-up phase and first year of operations are attached.

The estimated cost of the renovations to the facility is approximately \$2 million. As stated above, the lease will be a turnkey lease. Renovation costs will be folded into the rental price. Our per-student rental charge will not increase, and the rate per student was crafted in anticipation of the needed renovations. For future enhancements of facilities, we will launch a Capital campaign in conjunction with reaching out to our current funding partner at Innovation Montessori Ocoee and the landlord and sponsor for this project as well.

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

The IMO Governing Board has obtained a contract and a letter of support from ESJ Capital partners for the future facility, and our Board of Directors at Innovation Montessori Ocoee is the Board of Directors for Innovation Montessori High School. The owners of Park 50 are prepared to begin renovations immediately upon receipt of the charter approval. If anything happens to that facility, we have already identified other properties we can use for a build-to-suit or renovation.

Please see the Renovation Timeline:



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

For a back-up plan if renovations are delayed, IMHS could occupy the portion of the Park 50 facility that has already been built-out for another school.

Our Innovation Montessori Ocoee facility is also using an organic population growth plan, so it will be able to accommodate 100 IMHS students, if necessary, in 2019. This provides us with a secure “safety net,” if significant challenges present themselves with the renovation or the Park50 project. If this is the case, we will rent the facility at a set per-student-rate from IMO. IMO will allow this rent to be accrued for payback when it is most financially viable for IMHS, within the first five years of the IMHS charter.

If Park50 does not materialize, we have multiple contacts with local governments, real estate brokers and commercial real estate company owners who will assist us in securing another facility, along with our IMO funding partners at Building Hope. We have already identified other properties that could work for a build-to-suit or a different renovation project. Having recently been through a thorough site selection process for Innovation Montessori Ocoee, our team is well-educated on the opportunities in our West Orange county area.



## Section 17: Transportation Service

**A. 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.**

IMHS’s plan to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school. Carpooling for those interested families will be arranged by a designated parent coordinator each Fall. As our school grows, we will continue to evaluate all of our transportation options in light of school budget considerations.

- IMHS will provide transportation to the School’s students consistent with the requirements of Part I.E of Chapter 1006, Florida Statutes, section 1012.45 and section 102.33(20)(c), Florida Statutes. The School may provide transportation through an agreement with OCPS, a private provider, and/or parents.
- Reasonable Distance: IMHS will make arrangements that ensure that transportation is not a barrier to equal access for all students residing within two and four miles from IMHS, or as otherwise required by law.
- IMHS may utilize, at the school’s expense, OCPS’s transportation services for extracurricular events, field trips, and other activities on the same basis and terms as other OCSP schools.

- IMHS shall comply with all applicable transportation safety requirements. Should IMHS choose to implement its own transportation plan, it shall provide OCPS the name of the private transportation provider and a copy of the signed contract no later than 10 business days prior to the use of the service.
- If IMHS submits data relevant to FTE funding for transportation that is later determined through the audit process to be inaccurate, IMHS shall be responsible for any reimbursement to OCPS and/or the State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the IMHS is responsible. Any FTE transportation adjustment, which is attributable to error or substantial non-compliance by HSC, OCPS shall deduct such assessed amount from the next available payment otherwise due to the IMHS, without penalty of interest. Any deficit incurred by the IMHS shall be the sole fiscal responsibility of IMHS and OCPS shall have no liability for the same.



## Section 18: Food Service

- A. Describe the school's plan for food service, 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.**

IMHS will investigate the feasibility of a healthy, natural lunch program for all of our students, and we will approach the National School Lunch Program as the need for Free and Reduced Lunch is determined. As a Montessori school, our students bring their own lunches and snacks as part of them learning independence and real-life skills. We have classroom spaces for basic food prep and offer the students the opportunity to choose "snack time" as their body requires. Teaching students to be mindful of, and capable of addressing, their own physical needs is part of a whole-child education.

If determined that IMHS will provide a lunch program, we will provide one that meets all local, health, state, and federal guidelines and regulations. In accordance with USDA Dietary Guidelines and in-line with the Montessori philosophy of encouraging healthy, whole foods, lunch will be provided to all students.

Our future facility has an existing kitchen set-up that can be utilized to prepare and distribute lunches for our students. We have allotted a part-time staff position for the first year of operation at IMP, with only Primary students on campus. As the school grows, the staff and supplies also grow. A private vendor may be considered as the school nears full capacity. Whether private vendor or



school-provided, the lunch room will meet all sanitation standards and a lunch that exceeds nutritional standards.

Current copies of inspection and insurance certificates will be displayed, and school will have inspections conducted on a yearly basis by the State Department of Health, the County Department of Health, and any other required agency to maintain Permit for Food Service.

IMHS will apply to become part of the National School Lunch Program. When approved, we participate in the free/reduced price meal program. The school will adhere to all regulations of applications, record-keeping, and execution of the National School Lunch Program.

IMHS will distribute applications to all students, using the tools provided on the USDA Department of Agriculture Food and Nutrition Service website: <https://www.fns.usda.gov/school-meals/applying-free-and-reduced-price-school-meals>

IMHS will collect applications and file for reimbursements, according to the most current practices in place for the Free and Reduced Lunch program.



## Section 19: School Safety and Security

- A. Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for *unanticipated emergency situations will be required prior to school opening.***

IMHS will use the IMO K-8 School Safe Plan as a framework to ensure the safety and security of students, staff, the facility, and property. The updated IMHS School Safety and Security Plan will be completed prior to school opening. The current plan is attached as addendum FF.



## 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.**

The IMHS's operating budget covering each year of the requested charter term, including the start-up budget and the Revenue Worksheet is included as Attachments W, X, Y.

- 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.**

The IMHS's operating budget covering each year of the requested charter term, including the start-up budget and the Revenue Worksheet is included as Attachments W, X, Y.

- 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.**

The BOD will be applying for the CSP Federal Start-Up grant.

ESJ Capital Partners has pledged \$400,000 to expand our operations to include Innovation Montessori Parkside K-8 and a High School. \$200,000 is allocated to Innovation Parkside, and it can be used for any start-up, marketing, or operational need. The letter is in Attachment Z.

Building Hope, a non-profit foundation, has offered a line of credit up to \$500,000 to help with start-up costs and/or cash flow needs.

- 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.**

The line-item revenue and expenditure assumptions on which the operating and start-up budget are based on our experience operating the IMO K-8, successfully combined with our projected needs for each year of the IMHS's growth.

The line-item revenue and expenditure assumptions on which the operating and start-up budget are based on our experience operating the IMO K-8, successfully combined with our projected needs for each year of the IMHS's growth.

## **Key Assumptions used to create the IMHS 5-year budget:**

### **Revenue**

- Federal Start-Up Grant – These amounts are based upon the current program.
- FEFP – The calculator provided by OCPS was used, with the current and prior population of IMO as a guide for student body make-up.
- Capital Outlay - This starts in year 3. This is calculated using very conservative amounts using the current IMO amount per student, which can easily be adjusted off if the current program is ended. The school is not dependent on these funds.
- Planned Giving – This is calculated using the current participation at IMO, although the amount received per student at IMO is higher than the assumed \$90 per student at IMHS. Therefore, we have used a conservative amount per student.
- Corporate Sponsors - A project based high school will be able to be marketed to local companies trying to reach out to the community, and the amounts are based on current numbers at IMO.
- Program Vendors - This is calculated using the prior and current numbers at IMO for afterschool vendors and the revenue it generates which is conservatively estimated at \$35 per student. These vendors are ASP, Kidzart, etc and the figures calculated use the same 15% monthly vendor fee income as IMO.
- Miscellaneous Revenue - Start-up Seed Money - We have \$200,000 in seed money from the investor.
- Lunches – The revenue from lunches is set to match the cost of the food and supplies. This calculation is based upon a meal cost of \$2.00, ordered by 30% of the student population, and is equal to the costs incurred in the expenses section. This allows us to scale up or down to the actual demand for the lunch program without negatively impacting the forecasts.
- Rent Concessions – The property will be rented out to third-parties. This is conservatively estimated to start in year two, with much of the revenue coming during weekends, holidays and the summer.

### **Expenses**

- Teachers & Aides –IMHS will have one teacher in each class and a TA for every two classrooms. This ratio is conducive to project based learning where an entire class of students may not be working on the same project.
- Supplements – Supplements are offered to staff and faculty to take on additional responsibilities which range from task oriented duties, to enrichment programs, to after-school programs etc. The amounts are based on the number of programs we anticipate offering, given the enrollment in the school.
- Other Payroll Related Expenses, including Social Security, Medical Insurance, Worker's Comp, Unemployment, etc. – These expenses are calculated based on the estimated expense of Teachers and TA's and understood rates of these expenses from our experiences at IMO - Social Security 6.2%, Medicare 1.45%, Worker's Compensation 6%, State Unemployment 0.6% and Federal Unemployment 2.7%. Medical Insurance is estimated at \$300 per employee per month. The same logic prevails anytime payroll related expenses are listed throughout the income statement.
- Travel – Instructional – These expenses cover the costs associated with traveling to charter and Montessori conferences.
- Supplies Instructional – This is calculated based upon \$100 per student, which is based on historical data from IMO.

- Textbooks – We will need some textbooks, but much of the content will be sourced through the tablets each student will be provided. Some of the expense here is for digital textbooks. For years 1-3 the amount is equal to \$100 per additional student over prior year. Years 4 and 5 we increase the allocated amount by \$10,000 to allow for the addition of new digital textbooks or digital platforms which are conducive of our learning model.
- Equipment Instructional – Includes a tablet for each student at a cost of \$350 and an estimated life of two years. Additional funds range from \$10,000 in years 1 and 2, to \$25,000 in years 3 and 4, are also included in this line for classroom equipment (year 5 is an additional \$22,500).
- Software Instructional – We plan to purchase instead of license when possible, which is why this number is not perfectly tied to the student population. There are also a great deal of free online programs which we plan to use to enhance the learning experience.
- Substitute Teacher – This calculated at \$40 per student each year which is higher than the current substitute teacher expenses at IMO.
- ESE Teacher – We will share and or hire a part-time ESE teacher until year three, when we will make this position full-time. A full-time MTSS/Gifted Teacher will be added in year four.
- Contracted Services Instructional ESE - This is for speech therapy costs and is calculated at \$30 per student each year as based on current software expenses at IMO.
- Social Worker / Guidance Counselor – We will hire a part-time Counselor for year one and two, who will become a full-time Counselor for years three through five.
- Contracted Services Inservice – Training costs are estimated using the same current ratio for IMO.
- Travel Instructional – These training travel costs are estimated using the same current ratio for IMO.
- OCPS Admin Cost – This is 5% of FEFP received from OCPS in Revenue.
- Administration – We will share a Principal with IMP/IMO for years 1 (25%) through 4(75%). Year 5 we will have a principal dedicated to IMHS.
- Assistant Principal – We will employ a dedicated full-time Assistant Principal starting in year two. During the start-up phase, the Assistant Principal will be paid a pro-rated salary.
- Curriculum Director – We will have a full-time Curriculum Director starting 6 months BEFORE we start IMHS. The uniqueness of the project based learning calls for more preparation, planning and training.
- Administration, Other – We will share or hire a part-time registrar in year one. In year two we will have a full-time Registrar and Receptionist. Year three we add part-time IT Staff with the position becoming full-time in year 5.
- Software – Admin – This expense increases with the number of students and represents the costs associated with the licensed software we anticipate using.
- Renovations and Remodeling – We increase the amount above \$10,000 in year 5 because the sheer number of students will likely create a need for more renovations. These amounts are higher than we are currently experiencing at IMO.
- Contracted Services Financial – We estimated on the high-end of ADP's current rate for IMO, and added in a shared (part-time) accountant and auditor. The credit card fees are calculated based upon prior and current IMO costs.
- Food Service – We will add foodservice in year two and employ a part time employee.
- Food and Supplies – Represents a meal cost of \$2.00, ordered by 30% of the student population, and is equal to the revenue generated in the revenue section. This thought of

breaking even keeps the estimation of student participation less important, because the additional costs will be covered by the additional revenue.

- Transportation – These will cover a part-time driver, vehicle, maintenance, and insurance.
- Custodian – We will share or hire a part-time custodian for years 1 and 2. This will become a full-time position in year three. We will add an additional part-time custodian in year 4.
- Building Insurance – Expenses include an inflation increase in years two through five from the initial year one expense which is based upon current IMO expenses.
- Repair and Maintenance - We increase the amount significantly in year 4 because the sheer number of students will likely create a need for more repairs. These amounts are higher than we are currently experiencing at IMO.
- Communications – Expenses are based on current rates for IMO, and the ability to share fixed costs with IMO and then IMP, where applicable.
- Utilities – These costs increase at the rate of additional classrooms. – This is calculated at \$1200 per classroom each year as based on current electricity expenses at IMO.
- Supplies Operations – These amounts are calculated based on current expense to student ratios at IMO.
- Outdoor Learning Space – The expenses associated to outdoor activity areas climbs in year three because this is when we will have a student population which will benefit from equipment necessary for team sports/activities.
- Principal Debt – The Rent has been calculated to be equal to \$1075 per student each year for the duration of the forecast. This is based on a tentative agreement with a current landlord with a property which already has a special exception to have a school.

***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.***

Our major expenditures, staffing and rent, are directly correlated to our student count. If the student count dips, so do these expenditures. A 50% and 75% reduction in student population would result in an offset of that amount. There is a budget tab to detail the numerical difference in that lower population. Reining in purchasing and expenditures would be the first step to manage the downturn, and this would likely suffice. Pursuing grants for operational items like technology and playgrounds will already be taking place, and hopefully will come to fruition, which lowers the expenses for these items. Seeking additional revenue streams with after-school vendors and other partners is also a way to mitigate a lower student count.

Building Hope's letter to offer assistance with start-up or cash flow needs, in Attachment Z, is an avenue we would explore. If necessary, a low-to-zero-interest loan may also be obtained from our private Montessori Casa Program.

Because IMHS will pull its population from our feeder schools and start small, our recruiting is limited to key segments each year. Once students enter an Innovation Montessori school, over 90% do not leave. Our program is strong, and with the same board, a proven leader, and well-trained Montessori and public-school-certified teachers, we do not anticipate a low student count. Having to pull a lottery from the start is more likely. If, for any reason, we do not fill with Orange County students, we will aggressively market to Osceola, Lake, and Seminole county students.

If the state radically changes the FTE allotted per student, then perhaps the revenue projections would dip into the suggested numbers above and the above-mentioned steps would be taken to account for this downturn in funding.

With our new facility, we are also planning a proactive approach to generating revenue streams by renting the space during non-school times. With the commercial kitchen in the plan, renting the space to churches or for weddings, is a revenue-generator that we can exploit.

We also currently have a 100% planned giving response from our IMO K-8 families, and we will launch that program at IMHS. In lieu of door-to-door fundraising, we have found this approach to family giving to be effective. The annual and monthly ask would be bigger if other revenue projections were lower.

The development and grants committee would also modify their approach for larger and more immediate gifts.

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

The IMHS year one cash flow contingency plan includes cutting all non-necessary expenses that do not hurt the program's offerings, utilizing a line of credit from Building Hope, borrowing from the private Pre-K CASA program at a favorable rate, and creating new investment opportunities for funders.

Because the IMO board is also in charge of the high school's financial accountability, the same attention to detail and solid decision-making that is a hallmark of our K-8 school will be utilized and applied for the high school. Our BOD President holds a Bachelor's in Finance, our Vice President is an MBA and Finance Manager at SYSCO, and our Treasurer is manager of Finance Services for Adventist Health systems. Coupled with that team is our esteemed accountant Dave Fishpool, who has been our meticulous accountant at IMO for years. This depth of financial experience gives us confidence that any, and all, financial challenges will be handled effectively.

***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.***

IMHS's cash flow projections for the school's start up period are included on the spreadsheets in Attachment W, X, Y.



## 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 .**

Operationally, IMHS finances will be managed by the Principal. Our office staff will be trained, in accordance with our financial control policies, and our Accountant will be engaged in weekly, monthly, and annual work and reporting for operations and the Board of Directors.

The Principal's financial work will be overseen by the Board of Directors in direct meetings with the President of the Board, and in monthly Finance Committee meetings with the Treasurer and Accountant. Finances will also be reviewed at every regularly-scheduled board meeting.

- B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

The IMHS governing board will model their approach to monitoring the school's financial health after the current IMO K-8 charter. This includes weekly meetings between the Principal and Board President, monthly meetings with the Finance Committee, and engaging the same CPA to manage the books (who submits all reports to the board and OCPS in a timely and accurate manner), and setting the same financial policies. These policies include independent spending limitations for the Principal, folding the high school payroll costs into our existing ADP account (for accuracy and savings), utilizing the same auditing firm as the K-8, and setting up the same fiscal year. The Financial policies are included at the end of this section.

- C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

IMHS's plans and procedures for conducting an annual audit of the financial operations of the school will follow our current IMO K-8 model. An auditor will be selected with a RFP process and will be engaged prior to the end of the year. Once the numbers from the previous fiscal year have been confirmed and vetted by the Principal, CPA, Finance Committee, and Board of Directors, the CPA will work with the auditors to review our work and provide an independent report. This report will be filed with OCPS and public notifications/postings of the results will be provided as required by OCPS and/or the state of Florida.

- D. Describe the method by which accounting records will be maintained.**

IMHS's accounting records will be maintained through Quick Books or other accounting software in co-ordinance with the Florida Department of Education 'Red Book'. This state manual provides Florida school districts with a uniform chart of accounts for budgeting and financial reporting which the accountant uses and adheres to. Each month the accountant will complete a monthly and YTD (Year to date) report for OCPS, and submit the report before the required deadline. The annual

financial accounts will be audited each year by a qualified auditor, and the draft and audited accounts are submitted to OCPS on a timely basis to meet the annual deadline set by OCPS. IMHS will also use online commercial banking services of Wells Fargo, or another bank.

**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.**

IMHS will ensure financial transparency to OCPS and the public by operating under the Florida Sunshine Law. The annual budget-setting meeting is, and will continue to be, open to the public. Minutes are taken and posted, and the budgets are posted on the school website. Significant changes to the overall budget are items of board governance. As such, these changes would be discussed and voted on in an open, public board meeting.

**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.**

Key back-office services to be outsourced via contract to include benefits through ADP Total Source (payroll) services and Sage Solutions (credit card processing). Automating the payments system allows for better tracking and more user-friendly services. SchoolMint is currently our lottery system at IMO, and we anticipate using them at IMHS.

**G. Describe how the school will store financial records.**

The accounting records will be kept on both an accrual basis and a modified-accrual basis of accounting to satisfy the reporting requirements set forth by the Florida Department of Education. They will be maintained in the QuickBooks online system with automatic backups of all information entered. Backup for all disbursements and deposits will be kept in locked, fire-safe filing cabinets in the School.

**H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.**

IMHS will obtain the same insurance for health and workers compensation that IMO uses through ADP Total Source or other PEO. General liability, property insurance, and D&O liability will also be purchased from the same provider for IMO.

We meet or exceed insurance coverages for our school, and provide the coverage necessary during the different phases of the school's growth. IMHS will have the same coverage as IMO as follows:

General Liability	\$1,000,000
Personal Injury	\$1,000,000
General Aggregate	\$2,000,000
Products – Comp/Op Aggregate	\$2,000,000
Automobile	\$1,000,000
Board - Directors & Officers	\$1,000,000

Insurance amounts will be changed to accommodate our future facility needs and landlord requirements, and levels will increase if it is determined by our authorizer that it is necessary.

A sample of our current certificate of insurance is below, and we expect it would be similar in amount and coverage for IMHS:





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/16/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


PRODUCER SIHLE INSURANCE GROUP, INC. P. O. BOX 160398 ALTAMONTE SPRINGS FL 32716	CONTACT NAME: Certificate Department PHONE (A/C, No, Ext): 407-869-0962 FAX (A/C, No): 407-774-0936 E-MAIL: Certificates@sihle.com ADDRESS:
INSURED Innovation Montessori Ocoee, Inc. DBA Montessori Winter Garden Charter School 855 E. Plant Street, Suite 1500 Winter Garden FL 34787	INSURER(S) AFFORDING COVERAGE INSURER A : Philadelphia Indemnity Ins. Co 18058 INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES CERTIFICATE NUMBER: 1812635135 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	X COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROCT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:		PHPK1646311	6/13/2017	6/13/2018	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$100,000 MED EXP (Any one person) \$5,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMPOP AGG \$2,000,000 \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY		PHPK1646311	6/13/2017	6/13/2018	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ PIP \$10,000
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A			<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	D&O & EPL Contractor's Equipment		PHPK1646311	6/13/2017	6/13/2018	1,000,000 D&O 10,000 Retention 1,000,000 EPL 25,000 Retention Scheduled Equipment \$30,518

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
\* Contractor's Equipment Deductible: \$1,000

<b>CERTIFICATE HOLDER</b>  Orange County Public Schools 445 West Amelia Street Orlando FL 32801	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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# INNOVATION MONTESSORI

## FINANCIAL/INTERNAL CONTROL POLICIES AND PROCEDURES

### FINANCIAL DUTIES AND RESPONSIBILITIES

#### **Board of Directors**

##### General

The Board of Directors is accountable for the academic, financial, and operational policies of the schools. The Board will approve all budgets, set policy, establish procedures, approve the selection of the Director, and supervise the financial and administrative management of the schools.

All business of the Board of Directors will operate under the applicable laws of the State of Florida.

##### Duties and Responsibilities

The Board of Directors shall have the following financial duties and responsibilities:

- Adopt general financial policies and procedures for the School as a whole as well as the individual personnel positions within the School.
- Approve and monitor status of the annual budgets including any amendments during the year.
- Approve all salaries for instructional and administrative staff.
- Approve all investments and movements of funds from one account to another.
- Approve all major purchases.

#### **Principal**

##### General

The Principal will be responsible for overseeing the financial management of the schools and will report to the Board, but shall not be a member of the Board. All staff members will report to the Director or designee. The Principal will be responsible for overseeing the operating personnel and execution of the educational programs of the School.

##### Duties and Responsibilities

The Principal shall have the following financial duties and responsibilities:

- Monitor the status of the overall financial health of the School as a whole including monitoring the intra-month progress in achieving the budgeted revenues and expenses.
- Liaise with the Orange County School Board and the State Board of Education on overarching financial issues concerning the Schools.
- Review and approve purchase orders and disbursements.
- Review and approve all bank reconciliations.
- Monitor the certification and educational levels attained by the staff for salary determination purposes.

#### **Financial Accountant**

##### General

The Financial Accountant will be responsible for overseeing the recording and reporting of financial transactions and will report to the Principal.

##### Duties and Responsibilities

The Financial Accountant shall have the following financial duties and responsibilities:

- Oversee the performance of the financial administrative assistant in the Business Office to ensure all transactions are correctly and timely recorded.

- Prepare all financial reports needed by the Principal and the Board in satisfying their responsibilities as enumerated above.
- Review disbursements for proper recording and classification.
- Prepare all bank reconciliations.
- Review the monthly payroll to ensure the hourly and salaried employees are paid appropriately and record the payroll in the general ledger.

### **Administrative Assistant**

#### **General**

The Administrative Assistant will be responsible for ensuring all invoices and payables are properly tracked and paid in a timely manner as well as ensuring that all receipts are tracked and deposited to the appropriate bank accounts. The Administrative Assistant will also be responsible for ensuring all payments made to employees, related withholdings and taxes are properly tracked and paid in a timely manner. The Administrative Assistant will report directly to the Principal.

#### **Duties and Responsibilities**

The Administrative Assistant shall have the following financial duties and responsibilities:

- Record all invoices and disbursements, receivables and receipts to the accounting system on a timely basis.
- Prepare all checks for disbursements for operating and internal funds.
- Take deposits to the bank for the internal accounts.
- Prepare purchase orders from approved purchase requests made by employees.
- Ensure all purchases made via purchase order have been received in full prior to payment. Input all salaries and salary changes into the payroll software for payment by the third-party payroll service provider.
- Ensure all benefits are appropriately tracked and payments to third parties, including Florida Retirement, are made on a timely basis.
- Input all hours for hourly employees for the month from the hourly employee summary.

### **FINANCIAL PROCEDURES**

#### **Disbursements**

##### **General**

The School generally has three different types of disbursements: operating checks, internal checks, and credit card charges. All disbursements should be documented and supported with a copy of the approved invoice, receipt of purchase, or check request form with details of the request. Approvals should be performed by the Principal for all purchases under \$2,500 and the Board for all major purchases over \$2,500.

##### **Waiver**

Purchases of detailed line items on the School's Budget already approved by the Board of Directors for the school year do not need re-approval from the Board of Directors but the Finance Committee needs to be contacted for approval via email referencing the line item in the budget and providing an invoice. Email approvals sent by the Finance Committee on these items shall be kept with invoice as part of the financial records.

Re-occurring Operational Expenses (such as Rent, Electricity etc..) already covered as line items in the School's Budget approved by the Board of Directors does not need re-approval from the Board of Directors or Finance Committee once it is in a  $\pm 10\%$  threshold of the line item.

### Operating and Internal

*Purchase Requisition:* The Disbursement cycle starts with the preparation of a purchase requisition by a staff person. Requests for supplies, equipment, or textbooks should be made by the staff person requesting the items. This request is a purchase requisition form that can be submitted to the Principal via email. All information must be filled out to ensure timely processing of the request, including the full vendor name, address, telephone number and fax number, a full description and item number for each item requested, and the listed price per item. The Principal will approve the requisition before the order is placed. If any single item is over \$250, three bids from different vendors may be required to assure the School is getting the best price. The requisition will then be forwarded to the Administrative Assistant who will prepare the purchase order and forward it to the Principal for final approval. Then the Administrative Assistant will order the appropriate materials with the appropriate vendor and file the purchase order in the open purchase order file. The Administrative Assistant, if approved by the Principal, may purchase items using the credit card.

*Approval for Payment:* Purchases made with purchase orders will be approved upon the receipt of the merchandise and invoice. Receipts of merchandise are taken by the front office staff. The merchandise will be inspected, all items received will be checked against the packing slip, and the staff person will sign the packing slip after indicating which items were received. The merchandise will then be forwarded to the staff member ordering it, and the packing slip will be forwarded to the Administrative Assistant. The Administrative Assistant will then match the packing slip against the purchase order and the invoice, and when all three are matched, they will be attached to each other. The invoice is then deemed to be approved for payment.

For services received for which a purchase order is not generated, the invoice will be received by the Administrative Assistant in the front office. After the invoice is received, a copy will be forwarded to the Principal for review and approval. Any proof of receipt of the service or other backup will be gathered when required.

*Disbursement of Funds:* When the approved invoice package is compiled, checks are written by the Administrative Assistant on a regular basis based upon when the payment is required by the vendor. When the checks are cut, they are attached to the approved invoice and are forwarded to the Principal for review and signature (each check requires one signature under \$2500 and two over \$2500—the Director, and the Board Chairman are authorized signors). After the checks are signed, they are forwarded to the Administrative Assistant for mailing.

*Reconciliation Procedures:* Bank statements are received by the Administrative Assistant with all other mail. The bank statements will then be forwarded to the Financial Accountant for review and reconciliation. After the bank reconciliation is prepared by the Financial Accountant, it is forwarded to the Principal for review and approval. All preparation and approvals will be evidenced by a signature and date.

### Credit Cards

*Purchases:* The School will maintain one credit card account to be used by the administration of the School as approved by the Principal. Credit cards are to be used primarily for travel-related expenses as well as for small dollar purchases as defined as follows. Small dollar transactions are allowed to provide a more efficient, cost effective method of purchasing certain items. Its intent is to replace the system of generating purchase requisitions and purchase orders for these *de minimis* expenditures already approved by the Principal. Under this program, the cardholder has direct contact with the supplier in placing orders based upon the transaction dollar limits and guidelines provided for in this manual. The credit card must be used for business purposes only, and all purchases must comply with the School's purchasing policies and procedures.

The transaction dollar limit for these purchases made by the Administrative Assistant is \$250 per transaction and \$1,000 monthly. The transaction dollar limit for the Principal is \$2,500 per individual transaction. These dollar limits can only be exceeded with prior written approval from the Principal via email (or the Board Chairperson, in the case of the Principal limit).

When a charge is made via credit card, a copy of the receipt is retained by the purchaser. Each month, the purchaser prepares an expense report detailing the business purpose of the transactions and attaches the receipts received. This expense report will then be forwarded to the Principal for review and approval (or the Board Chairperson, in the case of the Principal's report). Once approved, the report will then be forwarded to the Administrative Assistant for the expenditures to be matched to the invoice received from the credit card company. Additional backup and missing receipts will then be requested and gathered at this time. Once all credit card expenditures are matched against the invoice, the credit card invoice is deemed approved for payment and the payment procedures above are followed.

## **Receipts**

### **General**

The transactions in this cycle primarily consist of receipts from the School Board (including FEFP funding, federal pass-through funds and other state and federal program funding) for the operating fund and receipts from the public and parents for the internal funds.

### **Operating**

*Deposits:* For the operating receipts (and internal fund receipts received via check, i.e. donations by local businesses), the receipts cycle starts with the receipt of the check in the mail. The mail is received by the Administrative Assistant. All checks are immediately forwarded to the Principal for review. After the checks are reviewed, the Administrative Assistant will prepare a deposit slip, attach all checks to be deposited and will take the deposit to the bank. The validated deposit slip from the bank and a copy of the deposit slip with the check stubs is filed.

*Reconciliation Procedures:* Bank statements are received by the Administrative Assistant with all other mail. The bank statements will then be forwarded to the Financial Accountant for review and reconciliation. After the bank reconciliation is prepared by the Financial Accountant, it is forwarded to the Principal for review and approval. All preparation and approvals will be evidenced by a signature and date.

### **Internal**

*Receipts:* All collections of funds from student activities and field trips must be sent to or turned in to the Administrative Assistant on the day they are collected. When funds are collected, the staff person will complete a Report of Monies Collected form listing the student's names, the purpose for the funds, the account name and number to be credited. Staff will be responsible for all funds lost or stolen. When checks are received by the staff, they must write or stamp "For Deposit Only" on the back and have the internal account number listed under that phrase. All staff completing a Report of Monies Collected form must total the monies collected and sign the form.

*Deposits:* All Report of Monies Collected forms are forwarded by the staff to the Administrative Assistant for checking and recording. The Administrative Assistant will recount and re-add all monies reported and sign off on the Report of Monies Collected. The Admin Assistant checks the monies handed to him/her and then the bookkeeper/Accountant prepares the deposit slip and attaches all checks and/or cash to the slip to be deposited. After checking and recording the receipt, the Administrative Assistant will prepare a deposit slip, attach all checks and cash to be deposited,

and will take the deposit to the bank. The Administrative Assistant will bring the validated deposit slip back, will record the deposit in the general ledger, and file the backup. The auditor then checks the deposit slips against what was deposited in the bank account, and what was recorded in the ledgers.

*Reconciliation Procedures:* Bank statements are received by the Administrative Assistant with all other mail. The bank statements will then be forwarded to the Financial Accountant for review and reconciliation. After the bank reconciliation is prepared by the Financial Accountant, it is forwarded to the Principal for review and approval. All preparation and approvals will be evidenced by a signature and date.

## **Payroll**

### **General**

The transactions in this cycle consist of payments to School personnel through the payroll system. The Schools have both hourly and salaried staff, temporary and permanent.

*Permanent Salaried Staff:* The Payroll cycle for permanent staff starts with the approval of the salary structure by the Board as stated below in the Budgeting section of this manual. After the salaries are approved by the Board as outlined by the Department of Education, the contracts are written for the staff. The written contracts are then forwarded to the Principal for approval, signed by the employees, then forwarded to the Administrative Assistant who inputs the information into the ADP system. Each month ADP generates the payroll reports based upon this information and the specific pay cycle information and hours input by the Administrative Assistant. The payroll reports are received online. The payroll report is printed and forwarded to the Principal for review. After review, the payroll is accepted online with ADP and checks are printed by ADP. (Many employees are on direct deposit which is administered by ADP.) The payroll report is condensed into a journal entry by the Financial Accountant which is approved by the Principal as required by the General Journal Entries section below. All checks for permanent staff are given by the Administrative Assistant to the staff directly.

Any mid-year changes in the salary for permanent staff are done depending upon the type of change. Changes related to documented level of experience for which the documentation is received during the school year are done on the next pay period after the documentation is received and are retroactive. Changes for level of education for staff (i.e. attaining a Master's degree during the school year) are only done at the beginning of the semester after attaining the higher degree. All changes and retroactive pay increases are generated by the Administrative Assistant and are forwarded with the related documentation to the Principal for approval.

*Temporary Hourly Staff:* The Payroll cycle for temporary staff starts with the recording of the hours worked by the temporary staff person working. Temporary staff consist primarily of substitute teachers and substitute bus drivers.

Substitute instructional staff sign in and out at the front desk with the Administrative Assistant. That sign in sheet is used by the Administrative Assistant to compile an attendance sheet which details all hours worked by the subs. The hours worked by the subs from the attendance sheet is input to the ADP system by the Administrative Assistant. After input, all payroll is reviewed by the Principal.

After review, the payroll is accepted online with ADP and checks are printed by ADP. The payroll report is condensed into a journal entry by the Financial Accountant which is approved by the Principal as required by the General Journal Entries section below. All checks for temporary staff are mailed to the staff by the Administrative Assistant.

*Reconciliation Procedures:* Bank statements are received by the Administrative Assistant with all other mail. The bank statements will then be forwarded to the Financial Accountant for review and reconciliation. After the bank reconciliation is prepared by the Financial Accountant, it is forwarded to the Principal for review and approval. All preparation and approvals will be evidenced by a signature and date.

### **General Journal Entries**

All general journal entries should be documented with the related backup for the entry and should be reviewed by a staff member other than the preparer. Each entry should be signed off by the preparer as well as the reviewer with the date of preparation or approval. All entries are booked by the Financial Accountant.

### **Budget Procedures**

#### **Operating Funds**

##### **General**

The budget for the operating funds will be prepared by the Financial Accountant in concert with the Principal each year. Budget will be prepared in a format that compares it to the prior year which will be presented to the Board for approval. All budget amendments will be presented to the Board in a comparative format with the most recently approved budget as the comparative figures.

##### **Revenues**

The budget for FEFP revenues will be prepared using the best available estimate of enrollment and utilizing the Charter School Revenue Estimate Worksheet containing the most up-to-date approved State revenue allocations. This calculation should be performed by the Financial Accountant and should be reviewed by the Principal for accuracy.

The budget for other State revenue classifications including School Recognition Funds, Florida Lead Teacher Funds, and Excellent Teaching Program Funds should be based upon the latest estimated rates as set forth by the Orange County School Board and the School's assessment of its qualification for those funds.

The budget for Reading Coach Funds, Federal Funds, including IDEA, and Interest and Miscellaneous Revenues should be performed based upon the prior year actual figures and any changes from those figures should be supported.

##### **Expenditures**

*Payroll:* Payroll generally makes up approximately 60-65% of total expenditures each year. The budget for payroll and payroll related items should be based upon a comprehensive calculation of those expenditures. This calculation should set forth the actual expectations for the number of returning staff and requirements for replacement or new staff. Salaries should be presented based upon the approved increase from the prior year which should be presented in the calculation for comparative purposes.

*General Expenditures:* The budget for all other expenditures should be performed based upon the prior year actual figures and any changes from those figures should be supported.

##### **Internal Funds**

Since the internal fund revenues and expenditures are dependent upon the individual programs and field trips conducted each year and can vary, the original budget for the internal funds should be based upon the prior year actual figures. The Financial Accountant will compile these figures and the Principal should review and approve this budget. This original budget should then be presented to the Board for its approval. If any changes are made from the prior year actual figures, these changes

should be supported. At the end of the year, when the current year actual figures are known, a budget amendment will be performed by the Financial Accountant, approved by the Principal and presented to the Board for approval.



## 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)*

Please find the chart for our proposed Start-up timeline below to ready IMHS for its 100-student 2019 start:





# INNOVATION MONTESSORI HIGH SCHOOL

## Proposed Start-Up Timeline

August 2019

Date:	Submit Charter	Fundraising	Charter Granted	Site Design	Sign contingent facilities contract	File LLC paperwork	Interior / Exterior Renovations	Exterior Site Construction	PR: Releases	PR: Events/Info Sessions	Marketing: Online	Marketing: Print	Applications Live	Lottery Pull	Registration Starts	Staff Recruiting by BOD	Recruiting by Staff	Curriculum Director Starts	Principal Starts	Assistant Principal Starts	Secure Contracted Services	Finalize transportation/food	Additional BOD Training	Staff Training	Orientation/Meet the Teacher	FF&E Ordering	C.O.	Move into Facility	Ribbon Cutting	School Begins
Dec-17																														
Jan-18																														
Feb-18																														
Mar-18																														
Apr-18																														
May-18																														
Jun-18																														
Jul-18																														
Aug-18																														
Sep-18																														
Oct-18																														
Nov-18																														
Dec-18																														
Jan-19																														
Feb-19																														
Mar-19																														
Apr-19																														
May-19																														
Jun-19																														
Jul-19																														
Aug-19																														



## CHART OF ATTACHMENTS

- A. Evidence of teacher and parental support for conversion, if applicable.
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable
- H. Articles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances
- M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts)
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

### Addendums

- DD. Applicant history worksheet (Form IEPC-M1A, found at:  
<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- FF. Applicant may attach up to an additional ten pages of supplemental material.



Innovation  
**Montessori**  
—High School—

**Appendix B: Sample daily school schedule and annual school calendar**

# Innovation Montessori High School

9th - 12th Grade

## Bell Schedule

		<u>Start Time</u>	<u>End Time</u>
Period	1	9:00 a.m.	9:43 a.m.
Period	2	9:43 a.m.	10:26 a.m.
Period	3	10:26 a.m.	11:09 a.m.
Period	4	11:09 a.m.	11:52 a.m.
Lunch	Lunch	11:52 a.m.	12:35 p.m.
Period	5	12:35 p.m.	1:18 p.m.
Period	6	1:18 p.m.	2:01 p.m.
Period	7	2:01 p.m.	2:44 p.m.
Period	8	2:44 p.m.	3:27 p.m.

2019-2020 dates below are based on the  
2018-2019 OCPS School calendar.

We will follow the OCPS School Calendar



August 5-9, 2019: Pre planning for teachers

August 12, 2019: **First day of school**

September 2, 2019: Labor Day holiday

October 11, 2019: End of 1<sup>st</sup> marking period

October 14, 2019: Student holiday/teacher workday

October 15, 2019: Begin 2<sup>nd</sup> marking period

October 25, 2019: Student holiday/teacher professional day/ teacher non-workday

November 25-29, 2019: Thanksgiving Break

December 19, 2019: End of 2nd marking period

December 20, 2019: Teacher Workday/Student Holiday

December 23 - January 3, 2020: Winter Break (Schools are closed.)

January 6, 2020: Students return to school/Begin

January 6, 2020: 2<sup>nd</sup> semester/3<sup>rd</sup> marking period

January 20, 2020: Martin Luther King, Jr. holiday (Schools and district offices are closed.)

February 17, 2020: Presidents Day holiday (Schools are closed. District offices are open.)

March 13, 2020: End of 3rd marking period

March 14, 2020: Student holiday/teacher workday

March 16-20, 2020: Spring Break (Schools are closed. District offices are open.)

March 23, 2020: Begin 4<sup>th</sup> marking period

May 25, 2020: Memorial Day holiday (Schools and district offices are closed.)

May 27, 2020: End of 4<sup>th</sup> marking period/last day of school for students

May 28, 29, 2020: Post planning for teachers



Innovation  
**Montessori**  
—High School—

## Appendix C: Sample curriculum scope and sequence

Grade 12 - English 4 Florida College Prep - #1001405 - Sample Scope and Sequence 2019-2020

First 9 Weeks	Second 9 Weeks	Third 9 Weeks	Fourth 9 Weeks
<p><a href="#"><u>Required Digital Citizenship Course Information Guide</u></a> (8/14/17 - 8/15/17)</p> <p><a href="#"><u>Cite Evidence and Analyze Ideas/Events</u></a> (8/16/17 - 8/29/17) <b>Essential Standards:</b> LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.3 LAFS.1112.W.1.2</p> <p><a href="#"><u>Cite Evidence and Analyze Central Ideas/Themes</u></a> (8/30/17 - 9/14/17) <b>Essential Standards:</b> LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.2 LAFS.1112.W.1.2</p> <p><a href="#"><u>Analyze Ideas/Events, Words/Phrases, and Evaluate Structure</u></a> (9/15/17 - 9/28/17) <b>Essential Standards:</b> LAFS.1112.RI.1.3 LAFS.1112.RI.2.4 LAFS.1112.RI.2.5 LAFS.1112.W.1.2</p> <p><a href="#"><u>Analyze Words/Phrases, Ideas/Events, and Author's</u></a></p>	<p><a href="#"><u>Required Digital Citizenship Course Information Guide</u></a> (New Students Only)</p> <p><a href="#"><u>Analyze Words/Phrases, Author's Point of View/Purpose, and Evaluate Structure</u></a> (10/17/17 - 10/30/17) <b>Essential Standards:</b> LAFS.1112.RI.2.4 LAFS.1112.RI.2.5 LAFS.1112.RI.2.6 LAFS.1112.W.1.1</p> <p><a href="#"><u>Word Meaning and Text Structure</u></a> (10/31/17 - 11/14/17) <b>Essential Standards:</b> LAFS.1112.RI.2.4 LAFS.1112.RI.2.5 LAFS.1112.RL.2.4 LAFS.1112.RL.2.5 LAFS.1112.W.1.1</p> <p><a href="#"><u>Structure, Point of View/Purpose, and Multiple Mediums</u></a> (11/15/17 - 12/6/17) <b>Essential Standards:</b> LAFS.1112.RI.2.5 LAFS.1112.RI.2.6 LAFS.1112.RI.3.7 LAFS.1112.W.1.1</p>	<p><a href="#"><u>Multiple Mediums, Seminal Documents, and Foundational Documents</u></a> (1/8/18 - 1/24/18) <b>Essential Standards:</b> LAFS.1112.RI.3.7 LAFS.1112.RI.3.8 LAFS.1112.RI.3.9 LAFS.1112.W.1.1</p> <p><a href="#"><u>Author's Purpose/Point of View and Multiple Mediums</u></a> (1/25/18 - 2/7/18) <b>Essential Standards:</b> LAFS.1112.RI.2.6 LAFS.1112.RI.3.7 LAFS.1112.RL.2.6 LAFS.1112.RL.3.7 LAFS.1112.W.1.2</p> <p><a href="#"><u>Evaluate Seminal Documents and Analyze Foundational Documents</u></a> (2/8/18 - 2/26/18) <b>Essential Standards:</b> LAFS.1112.RI.3.8 LAFS.1112.RI.3.9 LAFS.1112.W.1.1</p> <p><a href="#"><u>Multiple Mediums and Foundational Works</u></a> (2/27/18 - 3/15/18) <b>Essential Standards:</b> LAFS.1112.RI.3.7 LAFS.1112.RI.3.9</p>	<p><a href="#"><u>Analyze Informational Texts</u></a> (3/26/18-4/10/18) <b>Essential Standards:</b> LAFS.1112.RI.2.4 LAFS.1112.RI.2.5 LAFS.1112.RI.2.6 LAFS.1112.W.1.3</p> <p><a href="#"><u>Author's Choices and Point of View/Purpose</u></a> (4/11/18 - 4/25/18) <b>Essential Standards:</b> LAFS.1112.RI.2.5 LAFS.1112.RI.2.6 LAFS.1112.RL.2.5 LAFS.1112.RL.2.6 LAFS.1112.W.1.3</p> <p><a href="#"><u>Multiple Mediums, Seminal Documents, and Foundational Documents</u></a> (4/26/18 - 5/11/18) <b>Essential Standards:</b> LAFS.1112.RI.3.7 LAFS.1112.RI.3.8 LAFS.1112.RI.3.9 LAFS.1112.W.1.3</p> <p><a href="#"><u>Foundational Works in Multiple Formats</u></a> (5/14/18 - 5/30/18) <b>Essential Standards:</b> LAFS.1112.RI.3.7 LAFS.1112.RI.3.9 LAFS.1112.RL.3.7</p>

<p><b>Choices</b> (9/29/17 - 10/13/17) <b>Essential Standards:</b> LAFS.1112.RI.1.3 LAFS.1112.RI.2.4 LAFS.1112.RL.1.3 LAFS.1112.RL.2.4 LAFS.1112.W.1.2</p>	<p><b>Author's Purpose/Point of View and Structure</b> (12/7/17 - 12/21/17) <b>Essential Standards:</b> LAFS.1112.RI.2.5 LAFS.1112.RI.2.6 LAFS.1112.RL.2.5 LAFS.1112.RL.2.6 LAFS.1112.W.1.1</p>	<p>LAFS.1112.RL.3.7 LAFS.1112.RL.3.9 LAFS.1112.W.1.2</p>	<p>LAFS.1112.RL.3.9 LAFS.1112.W.1.3</p>
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Study and apply grammar and vocabulary in speaking and writing

LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6



**Speaking & Listening**

Confirm understandings, participate in collaborative discussions, report findings

LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6





<p><u>Suggested Academic Writing Progression</u> (LAFS W.1.2)</p> <ul style="list-style-type: none"> <li>● <b>Pre-assessment Vocabulary</b></li> <li>● <b>Understand the question</b></li> <li>● <b>Establish a purpose for reading</b></li> <li>● <b>Read and mark the text</b></li> <li>● <b>Create a thesis statement/claim</b></li> <li>● <b>Plan</b> <ul style="list-style-type: none"> <li>○ <b>Organize evidence</b></li> <li>○ <b>Create topic sentences</b></li> </ul> </li> <li>● Write essay <ul style="list-style-type: none"> <li>○ Body paragraphs <ul style="list-style-type: none"> <li>▪ Elaboration</li> <li>▪ Counter claims</li> <li>▪ Transitions</li> <li>▪ Sentence structure</li> </ul> </li> <li>○ Introductions</li> <li>○ Conclusions</li> </ul> </li> <li>● <b>Edit and revise</b></li> </ul> <p><b>*Bold text denotes Q1 focus</b></p>	<p><u>Suggested Academic Writing Progression</u> (LAFS W.1.1)</p> <ul style="list-style-type: none"> <li>● Pre-assessment Vocabulary</li> <li>● Understand the question</li> <li>● Establish a purpose for reading</li> <li>● Read and mark the text</li> <li>● Create a thesis statement/claim</li> <li>● Plan <ul style="list-style-type: none"> <li>○ Organize evidence</li> <li>○ Create topic sentences</li> </ul> </li> <li>● <b>Write essay</b> <ul style="list-style-type: none"> <li>○ <b>Body paragraphs</b> <ul style="list-style-type: none"> <li>▪ <b>Elaboration</b></li> <li>▪ <b>Counter claims</b></li> <li>▪ <b>Transitions</b></li> <li>▪ <b>Sentence structure</b></li> </ul> </li> <li>○ <b>Introductions</b></li> <li>○ <b>Conclusions</b></li> </ul> </li> <li>● <b>Edit and revise</b></li> </ul> <p><b>*Bold text denotes Q2 focus, in addition to instruction from Q1</b></p>	<p><u>Suggested Academic Writing Progression</u> (LAFS W.1.1 and W.1.2)</p> <ul style="list-style-type: none"> <li>● Pre-assessment Vocabulary</li> <li>● Understand the question</li> <li>● Establish a purpose for reading</li> <li>● Read and mark the text</li> <li>● Create a thesis statement/claim</li> <li>● Plan <ul style="list-style-type: none"> <li>○ Organize evidence</li> <li>○ Create topic sentences</li> </ul> </li> <li>● Write essay <ul style="list-style-type: none"> <li>○ Body paragraphs <ul style="list-style-type: none"> <li>▪ Elaboration</li> <li>▪ Counter claims</li> <li>▪ Transitions</li> <li>▪ Sentence structure</li> </ul> </li> <li>○ Introductions</li> <li>○ Conclusions</li> </ul> </li> <li>● <b>Edit and revise</b></li> </ul> <p><b>*Bold text denotes Q3 focus, in addition to Q1 and Q2 instruction</b></p>	<p><u>Suggested Narrative Writing Progression</u> (LAFS W.1.3)</p> <p><b>*See MTPs for narrative writing</b></p> <p><u>Suggested Research Writing Progression</u> (LAFS W.1.2 and W.3.7)</p> <p><b>*See MTPs for research writing</b></p>
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**Geometry (#1206310) Sample Scope & Sequence 2019-2020**

First 9 Weeks	Second 9 Weeks	Third 9 Weeks	Fourth 9 Weeks
<p><b>Establish Classroom Routines</b></p> <p><u>Introduction to Geometry</u> 8/14 - 9/1 (15 days)</p> <p>G-CO.1.1 G-CO.4.12 G-GPE.2.5 G-GPE.2.6 G-CO.3.9</p> <p><u>Rigid Transformations</u> 9/5 - 9/19 (11 days)</p> <p>G-CO.1.2 G-CO.1.4 G-CO.1.5 G-CO.1.3 G-CO.2.6</p> <p><u>Triangles</u> 9/20 - 10/13 (17 days) (date range is 18 days, 17 for CRM and 1 for PSAT)</p> <p>G-CO.2.7 G-CO.2.8 G-CO.3.10 G-GPE.2.7 (triangles only) G-SRT.2.5 (congruent triangles only)</p>	<p><b>Dilations and Similarity</b> 10/17 - 11/3 (13 days)</p> <p>G-SRT.1.1a,b G-SRT.1.2 G-SRT.1.3 G-SRT.2.4 (no right triangles) G-SRT.2.5</p> <p><b>*Right Triangles</b> 11/6 - 11/29 (13 days)</p> <p>G-SRT.2.4 G-SRT.3.8 G-SRT.3.6 G-SRT.3.7 G-CO.2.8 (HL Theorem only)</p> <p><b>Quadrilaterals</b> 11/30 - 12/13 (10 days)</p> <p>G-CO.3.11 G-GPE.2.7 (quadrilaterals only)</p> <p><b>Polygons</b> 12/14 - 1/12 (11 days) (6 days in Q2 and 5 days in Q3)</p> <p>G-GPE.2.4 G-GPE.2.5 G-GPE.2.7</p>	<p><b>*Circle Geometry</b> 1/16 - 2/9 (19 days)</p> <p>G-CO.1.1 (arc length) G-GMD.1.1 (circumference and area) G-C.1.1 G-C.1.2 G-C.1.3 G-C.2.5 G-GPE.1.1 G-CO.4.13</p> <p><b>*Three-Dimensional Geometry</b> 2/12 - 3/6 (15 days) (date range is 16 days, 15 for CRM and 1 for FSA Writes)</p> <p>G-GMD.1.1 G-GMD.2.4 G-GMD.1.3</p> <p><b>Modeling with Geometry</b> 3/7 - 4/13 (20 days) (date range is 22 days, 20 for CRM and 2 for FSA ELA) (7 days in Q3 and 15 days in Q4)</p> <p>G-MG.1.1 G-MG.1.2 G-MG.1.3</p>	<p><b>EOC Assessment Window</b> 4/16 - 5/11</p> <p><i>Note: If EOC is not on the first day of this window, use those days leading up to the EOC to review Geometry content. Step-Up Lessons should begin <u>after</u> the EOC</i></p> <p style="text-align: center;">*</p> <p><b>Step-Up Lessons Algebra 2 TBD</b></p>

\*CRMs with a highlighted asterisk are different for Geometry Honors. If you teach both courses, make sure you are looking at both Scope & Sequences.

## Courses

	Course Numbers	Certification	Time	Grad requirement: 4 credits
<b>LANGUAGE ARTS</b>				
Access English 1	7910120	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14608">http://www.cpalms.org/Public/PreviewCourse/Preview/14608</a>
English 1 for Credit Recovery	1001315	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13263">http://www.cpalms.org/Public/PreviewCourse/Preview/13263</a>
English 1	1001310	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13250">http://www.cpalms.org/Public/PreviewCourse/Preview/13250</a>
English Honors 1	1001320	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14609">http://www.cpalms.org/Public/PreviewCourse/Preview/14609</a>
Access English 2	7910125	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14609">http://www.cpalms.org/Public/PreviewCourse/Preview/14609</a>
English 2 for Credit Recovery	1001345	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13264">http://www.cpalms.org/Public/PreviewCourse/Preview/13264</a>
English 2	1001340	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13251">http://www.cpalms.org/Public/PreviewCourse/Preview/13251</a>
English Honors 2	1001350	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13193">http://www.cpalms.org/Public/PreviewCourse/Preview/13193</a>
Access English 3	7910130	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14610">http://www.cpalms.org/Public/PreviewCourse/Preview/14610</a>
English 3 for Credit Recovery	1001375	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13265">http://www.cpalms.org/Public/PreviewCourse/Preview/13265</a>
English 3	1001370	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13252">http://www.cpalms.org/Public/PreviewCourse/Preview/13252</a>
English Honors 3	1001380	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13194">http://www.cpalms.org/Public/PreviewCourse/Preview/13194</a>
<b>Advanced Placement English Language and Composition</b>	1001420	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/3162">http://www.cpalms.org/Public/PreviewCourse/Preview/3162</a>
Access English 4	7910135	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14611">http://www.cpalms.org/Public/PreviewCourse/Preview/14611</a>
English 4 for Credit Recovery	1001402	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13266">http://www.cpalms.org/Public/PreviewCourse/Preview/13266</a>
English 4	1001400	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13253">http://www.cpalms.org/Public/PreviewCourse/Preview/13253</a>
English Honors 4	1001410	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13195">http://www.cpalms.org/Public/PreviewCourse/Preview/13195</a>
English 4: Florida College Prep	1001405	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13260">http://www.cpalms.org/Public/PreviewCourse/Preview/13260</a>
<b>Advanced Placement English Language and Composition Innovation</b>	1001425	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14201">http://www.cpalms.org/Public/PreviewCourse/Preview/14201</a>
<b>Advanced Placement English Literature and Composition</b>	1001430	6-12 ELA	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/3163">http://www.cpalms.org/Public/PreviewCourse/Preview/3163</a>
<b>MATHEMATICS</b>				
Access Algebra 1	7912075	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12901">http://www.cpalms.org/Public/PreviewCourse/Preview/12901</a>
Algebra 1 for Credit Recovery	1200315	5-9 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13046">http://www.cpalms.org/Public/PreviewCourse/Preview/13046</a>
Algebra 1	1200310	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13010">http://www.cpalms.org/Public/PreviewCourse/Preview/13010</a>
Algebra 1 Honors	1200320	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13011">http://www.cpalms.org/Public/PreviewCourse/Preview/13011</a>
Access Algebra 2	7912095	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14399">http://www.cpalms.org/Public/PreviewCourse/Preview/14399</a>
Algebra 2 for Credit Recovery	1200335	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13047">http://www.cpalms.org/Public/PreviewCourse/Preview/13047</a>
Algebra 2	1200330	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13012">http://www.cpalms.org/Public/PreviewCourse/Preview/13012</a>
Algebra 2 Honors	1200340	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13013">http://www.cpalms.org/Public/PreviewCourse/Preview/13013</a>
Financial Algebra	1200387	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14538">http://www.cpalms.org/Public/PreviewCourse/Preview/14538</a>
Advanced Algebra with Financial Applications	1200500	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/10347">http://www.cpalms.org/Public/PreviewCourse/Preview/10347</a>
Mathematics for College Readiness	1200700	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13044">http://www.cpalms.org/Public/PreviewCourse/Preview/13044</a>
Mathematics for College Success	1200410	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13043">http://www.cpalms.org/Public/PreviewCourse/Preview/13043</a>
CLEP College Mathematics	1200701	Any	N/A	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14668">http://www.cpalms.org/Public/PreviewCourse/Preview/14668</a>
CLEP College Algebra	1200325	Any	N/A	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14667">http://www.cpalms.org/Public/PreviewCourse/Preview/14667</a>
Math Analysis Honors	1201300	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13020">http://www.cpalms.org/Public/PreviewCourse/Preview/13020</a>
Industry Certification Mathematics Substitution 1	1200998	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/10443">http://www.cpalms.org/Public/PreviewCourse/Preview/10443</a>
Industry Certification Mathematics Substitution 2	1200999	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/10444">http://www.cpalms.org/Public/PreviewCourse/Preview/10444</a>
Access Liberal Arts Mathematics	7912070	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12915">http://www.cpalms.org/Public/PreviewCourse/Preview/12915</a>
Liberal Arts Mathematics 1	1207300	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13051">http://www.cpalms.org/Public/PreviewCourse/Preview/13051</a>
Liberal Arts Mathematics 2	1207310	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13019">http://www.cpalms.org/Public/PreviewCourse/Preview/13019</a>
Access Informal Geometry	7912060	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12946">http://www.cpalms.org/Public/PreviewCourse/Preview/12946</a>
Informal Geometry	1206300	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13028">http://www.cpalms.org/Public/PreviewCourse/Preview/13028</a>
Access Geometry	7912065	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/10504">http://www.cpalms.org/Public/PreviewCourse/Preview/10504</a>
Geometry for Credit Recovery	1206315	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13050">http://www.cpalms.org/Public/PreviewCourse/Preview/13050</a>
Geometry	1206310	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13029">http://www.cpalms.org/Public/PreviewCourse/Preview/13029</a>
Geometry Honors	1206320	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13030">http://www.cpalms.org/Public/PreviewCourse/Preview/13030</a>
Analytic Geometry Honors	1206330	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/5080">http://www.cpalms.org/Public/PreviewCourse/Preview/5080</a>
Analysis of Functions Honors	1201315	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13052">http://www.cpalms.org/Public/PreviewCourse/Preview/13052</a>
Pre-Calculus Honors	1202340	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13018">http://www.cpalms.org/Public/PreviewCourse/Preview/13018</a>
Calculus Honors	1202300	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13016">http://www.cpalms.org/Public/PreviewCourse/Preview/13016</a>
CLEP Calculus	1202301	6-12 Math	N/A	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14669">http://www.cpalms.org/Public/PreviewCourse/Preview/14669</a>
Intensive Mathematics	1200400	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13017">http://www.cpalms.org/Public/PreviewCourse/Preview/13017</a>
AP Computer Science A Innovation	200325	K-12 Comp Sci	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14200">http://www.cpalms.org/Public/PreviewCourse/Preview/14200</a>
AP Statistics	1210320	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/2901">http://www.cpalms.org/Public/PreviewCourse/Preview/2901</a>
AP Calculus AB	1202310	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/2884">http://www.cpalms.org/Public/PreviewCourse/Preview/2884</a>
AP Calculus BC	1202320	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/2885">http://www.cpalms.org/Public/PreviewCourse/Preview/2885</a>
Mathematics Transfer	1200990	6-12 Math	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13042">http://www.cpalms.org/Public/PreviewCourse/Preview/13042</a>

SCIENCE	Course Numbers	Certification	Time	Grad requirement: 4 credits
		5-9 Science		
Intensive Science	2000300	7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13106">http://www.cpalms.org/Public/PreviewCourse/Preview/13106</a>
Experimental Science 1 Honors	2002340	4 sciences 6-12	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13133">http://www.cpalms.org/Public/PreviewCourse/Preview/13133</a>
		5-9 Science or		
Integrated Science 1 for Credit Recovery	2002405	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13143">http://www.cpalms.org/Public/PreviewCourse/Preview/13143</a>
Access Physical Science	7920022	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14397">http://www.cpalms.org/Public/PreviewCourse/Preview/14397</a>
Access Integrated Science 1	7920025	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12922">http://www.cpalms.org/Public/PreviewCourse/Preview/12922</a>
Integrated Science 1	2002400	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13100">http://www.cpalms.org/Public/PreviewCourse/Preview/13100</a>
Integrated Science 1 Honors	2002410	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13101">http://www.cpalms.org/Public/PreviewCourse/Preview/13101</a>
Integrated Science 2 for Credit Recovery	2002425	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13144">http://www.cpalms.org/Public/PreviewCourse/Preview/13144</a>
Experimental Science 2 Honors	2002350	4 sciences 6-12	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13134">http://www.cpalms.org/Public/PreviewCourse/Preview/13134</a>
Integrated Science 2	2002420	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13102">http://www.cpalms.org/Public/PreviewCourse/Preview/13102</a>
Integrated Science 2 Honors	2002430	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13103">http://www.cpalms.org/Public/PreviewCourse/Preview/13103</a>
Experimental Science 3 Honors	2002360	4 sciences 6-12	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13135">http://www.cpalms.org/Public/PreviewCourse/Preview/13135</a>
Integrated Science 3 for Credit Recovery	2002445	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13145">http://www.cpalms.org/Public/PreviewCourse/Preview/13145</a>
Integrated Science 3	2002440	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13104">http://www.cpalms.org/Public/PreviewCourse/Preview/13104</a>
Integrated Science 3 Honors	2002450	6-12 any science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13105">http://www.cpalms.org/Public/PreviewCourse/Preview/13105</a>
Experimental Science 4 Honors	2002370	4 sciences 6-12	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13136">http://www.cpalms.org/Public/PreviewCourse/Preview/13136</a>
		6-12 Biology		
AP Biology	2000340	7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/4285">http://www.cpalms.org/Public/PreviewCourse/Preview/4285</a>
		6-12 Chemistry		
AP Chemistry	2003370	7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/4396">http://www.cpalms.org/Public/PreviewCourse/Preview/4396</a>
		6-12 Physics		
AP Physics 1	2003421	7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/10455">http://www.cpalms.org/Public/PreviewCourse/Preview/10455</a>
		6-12 Physics		
AP Physics 2		7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/10456">http://www.cpalms.org/Public/PreviewCourse/Preview/10456</a>
		6-12 Physics		
AP Physics C: Electricity and Magnetism	2003425	7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/4300">http://www.cpalms.org/Public/PreviewCourse/Preview/4300</a>
		6-12 Physics		
AP Physics C: Mechanics	2003430	7-12 Science	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/4299">http://www.cpalms.org/Public/PreviewCourse/Preview/4299</a>
Science Transfer	2000990	N/A	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13132">http://www.cpalms.org/Public/PreviewCourse/Preview/13132</a>

<b>SOCIAL STUDIES</b>	<b>Course Numbers</b>	<b>Certification</b>	<b>Time</b>	<b>Grad req: 4 credits incl gov. + 1 online course</b>
Introduction to the Social Sciences	2104300	5	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13340">http://www.cpalms.org/Public/PreviewCourse/Preview/13340</a>
Contemporary History	2109350	3		<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13374">http://www.cpalms.org/Public/PreviewCourse/Preview/13374</a>
World History for Credit Recovery	2109315	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13399">http://www.cpalms.org/Public/PreviewCourse/Preview/13399</a>
World History	2109310	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13371">http://www.cpalms.org/Public/PreviewCourse/Preview/13371</a>
World History Honors	2109320	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13372">http://www.cpalms.org/Public/PreviewCourse/Preview/13372</a>
Global Studies	2104320	4	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13341">http://www.cpalms.org/Public/PreviewCourse/Preview/13341</a>
Multicultural Studies	2104600	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13344">http://www.cpalms.org/Public/PreviewCourse/Preview/13344</a>
Comparative Political Systems	2106360	2	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13356">http://www.cpalms.org/Public/PreviewCourse/Preview/13356</a>
International Law	2106355	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13355">http://www.cpalms.org/Public/PreviewCourse/Preview/13355</a>
International Relations	2106440	2	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13362">http://www.cpalms.org/Public/PreviewCourse/Preview/13362</a>
International Relations 2 Honors	2106445	2	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13363">http://www.cpalms.org/Public/PreviewCourse/Preview/13363</a>
World Cultural Geography	2103300	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13339">http://www.cpalms.org/Public/PreviewCourse/Preview/13339</a>
Visions and Their Pursuits: An American Tradition- Us History to 1920	2100380	2	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13333">http://www.cpalms.org/Public/PreviewCourse/Preview/13333</a>
Visions and Their Pursuits: An American Tradition- Us History to 1920	2100470	2	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13336">http://www.cpalms.org/Public/PreviewCourse/Preview/13336</a>
<b>Visions and Countervisions: Europe, U.S. and the World from 1848</b>	<b>2100390</b>	<b>2</b>	<b>Year</b>	<b><a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13337">http://www.cpalms.org/Public/PreviewCourse/Preview/13337</a></b>
Visions and Count...: Europe, U.S. and the World from 1848 Honors	2100480	2	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13337">http://www.cpalms.org/Public/PreviewCourse/Preview/13337</a>
CLEP History of US 1: to 1865	2100325	Any	.5 credit	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14674">http://www.cpalms.org/Public/PreviewCourse/Preview/14674</a>
CLEP Histoy of the US 2: 1865 to Present	2100326	Any	.5 credit	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14675">http://www.cpalms.org/Public/PreviewCourse/Preview/14675</a>
US Government for Credit Recovery	2106315	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13398">http://www.cpalms.org/Public/PreviewCourse/Preview/13398</a>
US Government	2106310	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13350">http://www.cpalms.org/Public/PreviewCourse/Preview/13350</a>
US Government Honors	2106320	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13351">http://www.cpalms.org/Public/PreviewCourse/Preview/13351</a>
Political Science	2106340	2	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13353">http://www.cpalms.org/Public/PreviewCourse/Preview/13353</a>
Law Studies	2106350	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13354">http://www.cpalms.org/Public/PreviewCourse/Preview/13354</a>
Comprehensive Law Studies	2106370	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13357">http://www.cpalms.org/Public/PreviewCourse/Preview/13357</a>
Comprehensive Law Honors	2106375	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13358">http://www.cpalms.org/Public/PreviewCourse/Preview/13358</a>
Legal Systems and Concepts	2106380	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13359">http://www.cpalms.org/Public/PreviewCourse/Preview/13359</a>
Sociology	2108300	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13370">http://www.cpalms.org/Public/PreviewCourse/Preview/13370</a>
Civics	2106330	3	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13352">http://www.cpalms.org/Public/PreviewCourse/Preview/13352</a>
Psychology 1	2107300	5	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13368">http://www.cpalms.org/Public/PreviewCourse/Preview/13368</a>
Psychology 2	2107310	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13369">http://www.cpalms.org/Public/PreviewCourse/Preview/13369</a>
Anthropology	2101300	6-12 Social Sc	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13322">http://www.cpalms.org/Public/PreviewCourse/Preview/13322</a>
Women's Studies	2104340	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13343">http://www.cpalms.org/Public/PreviewCourse/Preview/13343</a>
Philosophy	2105340	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13346">http://www.cpalms.org/Public/PreviewCourse/Preview/13346</a>
Ethics	2105350	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13347">http://www.cpalms.org/Public/PreviewCourse/Preview/13347</a>
Holocaust	2109340	2	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13376">http://www.cpalms.org/Public/PreviewCourse/Preview/13376</a>
Jewish History	2109410	2	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13375">http://www.cpalms.org/Public/PreviewCourse/Preview/13375</a>
World Religions	2105310	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13345">http://www.cpalms.org/Public/PreviewCourse/Preview/13345</a>
The American Political System: Process and Power	2106450	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13364">http://www.cpalms.org/Public/PreviewCourse/Preview/13364</a>
The American Political System: Process and Power Honors	2106460	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13365">http://www.cpalms.org/Public/PreviewCourse/Preview/13365</a>
The American Economic Experience: Scarcity and Choice	2102380	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13326">http://www.cpalms.org/Public/PreviewCourse/Preview/13326</a>
The American Economic Experience: Scarcity and Choice Honors	2102390	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13327">http://www.cpalms.org/Public/PreviewCourse/Preview/13327</a>
Personal Financial Literacy	2102372	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14365">http://www.cpalms.org/Public/PreviewCourse/Preview/14365</a>
Personal Financial Literacy Honors	2102374	3	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14366">http://www.cpalms.org/Public/PreviewCourse/Preview/14366</a>
Economics with Financial Literacy for Credit Recovery	2102340	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13396">http://www.cpalms.org/Public/PreviewCourse/Preview/13396</a>
Economics with Financial Literacy	2102335	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13395">http://www.cpalms.org/Public/PreviewCourse/Preview/13395</a>
Economics with Financial Literacy	2102345	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13397">http://www.cpalms.org/Public/PreviewCourse/Preview/13397</a>
Voluntary School/Community Service	2104330	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13342">http://www.cpalms.org/Public/PreviewCourse/Preview/13342</a>
Social Studies Transfer	2100990	Any		<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13378">http://www.cpalms.org/Public/PreviewCourse/Preview/13378</a>

<b>Fitness</b>	<b>Course Numbers</b>	<b>Certification</b>	<b>Time</b>	<b>Opt Out Possibility</b>
Personal Fitness	1501300	PE	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13429">http://www.cpalms.org/Public/PreviewCourse/Preview/13429</a>
Access Personal Fitness	7915020	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12903">http://www.cpalms.org/Public/PreviewCourse/Preview/12903</a>
Fitness Issues for Adolescence	1501320	PE	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13431">http://www.cpalms.org/Public/PreviewCourse/Preview/13431</a>
Comprehensive Fitness	1501390	PE	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13435">http://www.cpalms.org/Public/PreviewCourse/Preview/13435</a>
Personal, Social, and Family Relationships	800330	4	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13486">http://www.cpalms.org/Public/PreviewCourse/Preview/13486</a>
Access Health and Safety	7920050	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14606">http://www.cpalms.org/Public/PreviewCourse/Preview/14606</a>
Access Health Opportunities Through PE 9-12	7915015	5	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14605">http://www.cpalms.org/Public/PreviewCourse/Preview/14605</a>
<b>ELECTIVES</b>	<b>Course Numbers</b>	<b>Certification</b>	<b>Time</b>	<b>Take 2 credits per year</b>
Spanish 1	0708340	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13817">http://www.cpalms.org/Public/PreviewCourse/Preview/13817</a>
Spanish 2	0708350	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13818">http://www.cpalms.org/Public/PreviewCourse/Preview/13818</a>
Spanish 3 Honors	0708360	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13819">http://www.cpalms.org/Public/PreviewCourse/Preview/13819</a>
Spanish 4 Honors	0708370	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13820">http://www.cpalms.org/Public/PreviewCourse/Preview/13820</a>
Spanish 5 Honors	0708380	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13821">http://www.cpalms.org/Public/PreviewCourse/Preview/13821</a>
Spanish 6 Honors	0708390	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13822">http://www.cpalms.org/Public/PreviewCourse/Preview/13822</a>
Spanish for Spanish Speakers 1	0709300	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13823">http://www.cpalms.org/Public/PreviewCourse/Preview/13823</a>
Spanish for Spanish Speakers 2	0709310	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13824">http://www.cpalms.org/Public/PreviewCourse/Preview/13824</a>
Spanish for Spanish Speakers 3 Honors	0709320	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13825">http://www.cpalms.org/Public/PreviewCourse/Preview/13825</a>
Spanish for Spanish Speakers 4 Honors	0709330	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13826">http://www.cpalms.org/Public/PreviewCourse/Preview/13826</a>
Spanish for Spanish Speakers 5 Honors	0709340	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13827">http://www.cpalms.org/Public/PreviewCourse/Preview/13827</a>
Spanish for Spanish Speakers 6 Honors	0709350	Spanish	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13828">http://www.cpalms.org/Public/PreviewCourse/Preview/13828</a>
French 1	0701320	French	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13759">http://www.cpalms.org/Public/PreviewCourse/Preview/13759</a>
French 2	0701330	French	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13760">http://www.cpalms.org/Public/PreviewCourse/Preview/13760</a>
French 3 Honors	0701340	French	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13761">http://www.cpalms.org/Public/PreviewCourse/Preview/13761</a>
French 4 Honors	0701350	French	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13762">http://www.cpalms.org/Public/PreviewCourse/Preview/13762</a>
French 5 Honors	0701360	French	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13763">http://www.cpalms.org/Public/PreviewCourse/Preview/13763</a>
French 6 Honors	0701370	French	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13764">http://www.cpalms.org/Public/PreviewCourse/Preview/13764</a>
Research 1	1700300	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13904">http://www.cpalms.org/Public/PreviewCourse/Preview/13904</a>
Research 2	1700310	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13905">http://www.cpalms.org/Public/PreviewCourse/Preview/13905</a>
Research 3	1700320	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13906">http://www.cpalms.org/Public/PreviewCourse/Preview/13906</a>
Career Research and Decision Making	1700380	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13908">http://www.cpalms.org/Public/PreviewCourse/Preview/13908</a>
Speech 1	1007300	6-12 English	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13227">http://www.cpalms.org/Public/PreviewCourse/Preview/13227</a>
	1007305			<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13291">http://www.cpalms.org/Public/PreviewCourse/Preview/13291</a>
	1007310			<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13228">http://www.cpalms.org/Public/PreviewCourse/Preview/13228</a>
Speech 2	1007315	6-12 English	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13292">http://www.cpalms.org/Public/PreviewCourse/Preview/13292</a>
Peer Counseling 1	1400300	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13900">http://www.cpalms.org/Public/PreviewCourse/Preview/13900</a>
Peer Counseling 2	1400010	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13901">http://www.cpalms.org/Public/PreviewCourse/Preview/13901</a>
Peer Counseling 3	1400320	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13902">http://www.cpalms.org/Public/PreviewCourse/Preview/13902</a>
Peer Counseling 4	1400330	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13903">http://www.cpalms.org/Public/PreviewCourse/Preview/13903</a>
Peers as Partners in Learning	1400340	ESE	Variable	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14383">http://www.cpalms.org/Public/PreviewCourse/Preview/14383</a>
Personal, Career, School Development Skills 1	500000	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13751">http://www.cpalms.org/Public/PreviewCourse/Preview/13751</a>
Personal, Career, School Development Skills 2	500010	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13752">http://www.cpalms.org/Public/PreviewCourse/Preview/13752</a>
Personal, Career, School Development Skills 3	500520	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13753">http://www.cpalms.org/Public/PreviewCourse/Preview/13753</a>
Personal, Career, School Development Skills 4	500530	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13754">http://www.cpalms.org/Public/PreviewCourse/Preview/13754</a>
Career Placement	7980130	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12952">http://www.cpalms.org/Public/PreviewCourse/Preview/12952</a>
Career Education: 9-12	7921330	Any	Year?	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/12912">http://www.cpalms.org/Public/PreviewCourse/Preview/12912</a>
Engaged Citizenship through Service Learning 1	2104350	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13406">http://www.cpalms.org/Public/PreviewCourse/Preview/13406</a>
Engaged Citizenship through Service Learning 2	2104360	Any	Semester	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13407">http://www.cpalms.org/Public/PreviewCourse/Preview/13407</a>
Leadership Development	2400300	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/13937">http://www.cpalms.org/Public/PreviewCourse/Preview/13937</a>
Leadership Techniques	2400310	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14436">http://www.cpalms.org/Public/PreviewCourse/Preview/14436</a>
Leadership Strategies	2400320	Any	Year	<a href="http://www.cpalms.org/Public/PreviewCourse/Preview/14386">http://www.cpalms.org/Public/PreviewCourse/Preview/14386</a>



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## Appendix D: Reading curriculum



# Great Books Programs and the Common Core State Standards for English Language Arts

## Introduction

The Great Books Foundation provides strong, inquiry-based language arts programs for grades K–12 that improve students’ achievement in reading comprehension, critical thinking, writing, and speaking and listening. Great Books programs combine classroom materials and the Shared Inquiry™ method of learning to provide the essential elements students need to meet and surpass the goals of the Common Core State Standards for English Language Arts.

The Common Core Standards grew out of an extended effort to develop national standards that would ensure that all students are “college and career ready” in literacy when they complete high school. The grade-specific standards are based on these broad “anchor standards.” The following chart compares the Common Core Anchor Standards

for English language arts with the characteristics of Great Books programs. For the complete Common Core State Standards, visit [www.corestandards.org](http://www.corestandards.org).

Both Great Books programs and the core standards share the goal of helping students master the skills and capacities of the literate individual. As articulated in the introduction to the core language arts standards, such students:

- Demonstrate independence as readers, thinkers, writers, speakers, and listeners
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Understand other perspectives and cultures

## Reading

### Common Core Standards

#### Key Ideas and Details

Students should be able to:

- Read closely to determine what the text says explicitly and make logical inferences from it
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

### Great Books Programs

Great Books programs use thematically rich, diverse literature from renowned authors. Interpretive activities accompany each reading selection to build strong reading and analytic skills that can reach across all disciplines. Students learn to:

Students learn to:

- Strategically read and annotate a text
- Generate ideas about the meaning of a text
- Infer, evaluate, and revise ideas
- Support and summarize arguments with reasoning and evidence

**For more information about Great Books programs, contact the sales representative for your state at 800.222.5870 or visit [www.greatbooks.org](http://www.greatbooks.org).**



## Reading, continued

### Common Core Standards

### Great Books Programs

#### Craft and Structure

---

Students should be able to:

- Interpret words and phrases as they are used in a text; determine technical, connotative, and figurative meanings; and analyze how specific word choices shape meaning or tone
- Analyze the structure of a text and understand how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Through multiple readings, students analyze a text to examine how key words, phrases, and passages affect meaning. The combination of high-quality literature, Shared Inquiry discussion, and interpretive activities helps students discover how parts of a text relate to the whole to create a deeper understanding of the text.

#### Integration of Knowledge and Ideas

---

Students should be able to:

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take

Through Shared Inquiry students:

- Interpret the meaning of a text, taking into consideration the ideas of others to gain deeper insight
- Develop, articulate, and support their own ideas stating them clearly and fully
- Agree and disagree constructively

Cross-text activities provide students with opportunities to compare and contrast multiple texts, both thematically and stylistically.

#### Range of Reading and Level of Text Complexity

---

Students should be able to read and comprehend complex literary and informational texts independently and proficiently.

Great Books Programs use high-quality, age-appropriate fiction and nonfiction, selected to challenge the reader and spark rigorous discussion. Great Books literary selections require multiple readings to uncover layers of meaning. These complex texts stimulate thought-provoking interpretive questions to sustain Shared Inquiry discussion.

## Writing

#### Text Types and Purposes

---

Students should be able to:

- Write arguments to support claims and analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Great Books programs integrate writing with reading and discussion. Instructional activities and materials focus on how to write well-organized expository, creative, and interpretive essays. Writing is integrated throughout the program as a tool for thinking. Activities include:

- Writing notes, responses, and questions to spark original thinking
- Taking guided notes to develop a personal response to literature
- Stating, supporting, and modifying a thesis in writing

## Writing, continued

### Common Core Standards

### Great Books Programs

#### Production and Distribution of Writing

---

Students should be able to:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Great Books writing activities focus on the development, organization, and clear articulation of ideas consistent with purpose and audience. Writing activities rely on modeling, guided practice, and use of templates to organize thinking. Students edit and revise their writing with the help of peer reviews and rubrics.

#### Research to Build and Present Knowledge

---

Students should be able to:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Students have opportunities to research background questions related to readings. Suggestions for related projects encourage students to use a range of print and digital sources to investigate topics and themes.

#### Range of Writing

---

Students should be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing is integrated throughout each Great Books unit as students write questions; make notes on interpretive issues; respond to interpretive questions before and after Shared Inquiry; and write expository, creative, or evaluative essays. Writing activities take place over a range of time frames.

## Speaking and Listening

### Comprehension and Collaboration

---

Students should be able to:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Conversation and collaboration is integral to all interpretive activities in the Great Books program. In Shared Inquiry discussion students experience the power of language to communicate complex ideas, persuade others, and provoke thought. Students learn to work confidently in a group as they:

- Develop, articulate, and support interpretations
- Explain and defend concepts and ideas
- Listen attentively
- Agree and disagree with others constructively
- Synthesize and build on others' ideas

## Speaking and Listening, continued

### Common Core Standards

### Great Books Programs

#### Presentation of Knowledge and Ideas

Students should be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

In Shared Inquiry discussion and in other Great Books activities students learn to organize, explain, and support their ideas. The text selections and interpretive activities engage students in thoughtful exploration and exchange of complex ideas. A variety of rubrics provide criteria for personal, peer, and teacher assessments.

## Language

#### Conventions of Standard English

Students should be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Great Books programs provide students with opportunities to demonstrate command of English grammar and usage as they analyze, discuss, and write about challenging literature.

#### Knowledge of Language

Students should be able to apply knowledge of language to understand how it functions in different contexts, so that they can make effective choices for meaning or style and comprehend more fully when reading or listening.

Students analyze texts, examining the subtleties of how language affects meaning or style. Students learn the impact of specific words and details and focus on specific sentences and passages to comprehend more fully.

#### Vocabulary Acquisition and Use

Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Vocabulary is acquired and used throughout the interpretive activities; specific vocabulary activities teach students to:

- Comprehend through context clues
- Understand word parts and multiple-meaning words
- Understand figures of speech
- Consult reference materials

### Great Books Program of Professional Learning

The Great Books Program of Professional Learning offers concrete, step-by-step instruction in how to use the Shared Inquiry method with Great Books materials. Teachers develop skills to help students become critical readers, thinkers, and writers. Course participants discover how and why students learn through the Shared Inquiry method. Course participants also learn to:

- Implement the Shared Inquiry method to improve reading comprehension, critical thinking, and writing skills
- Practice the facilitative stance of the leader in Shared Inquiry discussion
- Use questioning strategies and interpretive activities to support deeper thinking and comprehension
- Integrate writing into the reading process
- Use Shared Inquiry strategies with a variety of challenging texts across the curriculum

Recognized as effective  
by Learning Forward

The Great Books Foundation also offers a variety of customized courses and consultation services.



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—High School—

Appendix E: Pupil Progression plan, if applicable

## **IMHS Pupil Progression**

Innovation Montessori High School Charter will adhere to all provisions under Florida Law for Pupil Progression. The sponsoring district's Pupil Progression Plan will be used as a framework while provisions of Florida Law will be the final arbitrator in decisions and policies around Pupil Progression.

**STUDENT PROGRESSION PLAN**

**FILE: IA**

**A. Introduction**..... 7

**B. Student Progression – Elementary Grades K-5**..... 7

(1) Precedence of Florida Statutes..... 7

(2) Required Public Notice and Report..... 8

(3) English Language Learners K-5..... 8

(4) Interstate Compact on Educational Opportunity for Military Children..... 8

(5) Assistance to Transitioning Students from Military Families ..... 11

(6) Compulsory School Attendance ..... 11

(7) Kindergarten Admission..... 12

(8) First Grade Admission ..... 12

(9) Kindergarten and First Grade Out-of-State Transfers..... 12

(10) Comprehensive K-20 Career and Education Planning ..... 13

(11) Elementary Curriculum and Progression..... 14

(12) Physical Education Requirement ..... 14

(13) Final Examination Grading..... 15

(14) Report Cards ..... 15

(15) Allocation of Resources ..... 16

(16) Graduation..... 16

(17) Assessment Test Performance and Instructional Support..... 16

(18) Reading Assessment Grades K-3; Actions for Reading Deficiency and Parent/Guardian Notification..... 17

(19) Promotion and Retention Grades K-5 ..... 18

(20) Third Grade Retention and Good Cause Exemptions ..... 19

(21) Good Cause Exemption Documentation ..... 21

(22) Successful Progression for Retained Third Grade Students..... 21

(23) Intensive Acceleration Class for Retained Third Grade Students ..... 22

(24) During-Year Promotion ..... 23

(25) Parent/Guardian Notice and Annual Reporting of Progress ..... 23

(26) Academically Challenging Curriculum to Enhance Learning (ACCEL) Option s. 1002.3105, F.S..... 23

(27) Parent/Guardian Notification ..... 24

(28) Eligibility and Procedural Requirements:..... 25

(29)	Parent/Guardian Request and Student Eligibility.....	25
(30)	Student Performance Contract.....	27
(31)	Orange County Virtual School and Florida Virtual School .....	28
(32)	Digital Learning s. 1002.321, F.S.....	28
(33)	Florida Virtual School.....	28
(34)	Virtual Instruction Programs.....	29
(35)	Student Eligibility for K-12 Virtual Instruction.....	29
<b>C.</b>	<b>Student Progression – Exceptional Student Education Grades K-5 .....</b>	<b>30</b>
(1)	Exceptional Student Education Staffing .....	30
(2)	Exceptional Student Education Services (K-5).....	30
(3)	Promotion of Students with Disabilities .....	31
(4)	Retention of Students with Disabilities .....	31
(5)	Dismissal from an Exceptional Student Education Program.....	31
<b>D.</b>	<b>Student Progression – English Language Learners (ELL) K-5.....</b>	<b>31</b>
(1)	Identification of English Language Learners.....	31
(2)	Exiting English for Speakers of Other Languages Program (ESOL).....	31
(3)	Progress Monitoring and Promotion Retention Process .....	32
(4)	Grading and Documenting Academic Progress of ELL Students.....	33
<b>E.</b>	<b>Student Progression – Middle Grades 6-8 .....</b>	<b>35</b>
(1)	Precedence of Florida Statutes.....	35
(2)	Required Public Notice and Report.....	35
(3)	Interstate Compact on Educational Opportunity for Military Children.....	36
(4)	Assistance to Transitioning Students from Military Families .....	38
(5)	Compulsory School Attendance .....	38
(6)	Comprehensive K-20 Career and Education Planning .....	39
(7)	Middle School Curriculum and Progression.....	40
(8)	Readiness for Postsecondary Education and the Workplace .....	41
(9)	Florida Ready for Work Certification Program.....	41
(10)	Required Curriculum .....	42
(11)	Intensive Reading and Math Remediation Requirements.....	44
(12)	Report Cards .....	45
(13)	Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted .....	45

(14)	Final Examination Grading.....	46
(15)	Crosswalk of Scale Scores and Course Grades.....	48
(16)	Promotion Requirements for Students in Grades 6 and 7 .....	53
(17)	Promotion Requirements for Students in Grade 8 .....	54
(18)	Parent/Guardian Notification of Graduation Requirements.....	54
(19)	Assessment Test Performance and Progress Monitoring Plan (PMP).....	54
(20)	Procedures for Maintenance and Transfer of Student Records.....	55
(21)	Parent/Guardian Notice and Annual Reporting of Progress .....	55
(22)	Graduation Ceremony.....	56
(23)	Accelerated Placement.....	56
(24)	Academically Challenging Curriculum to Enhance Learning (ACCEL) Options .....	56
(25)	Parent/Guardian Notification .....	57
(26)	Eligibility and Procedural Requirements: Principal Determined and District Determined 57	
(27)	Parent/Guardian Request and Student Eligibility.....	58
(28)	Student Performance Contract.....	60
(29)	Orange County Virtual School and Florida Virtual School .....	60
(30)	Digital Learning s. 1002.321. F.S. ....	61
(31)	Virtual Instruction Programs.....	62
(32)	Student Eligibility for K-12 Virtual instruction.....	62
<b>F.</b>	<b>Student Progression – Exceptional Student Education Grades 6-8.....</b>	<b>63</b>
(1)	Exceptional Student Education Staffing .....	63
(2)	Exceptional Student Education Services (6-8) .....	63
(3)	Promotion of Students with Disabilities .....	63
(4)	Retention of Students with Disabilities .....	63
(5)	Dismissal from an Exceptional Student Education Program or Change in Exceptional Student Education Program.....	64
<b>G.</b>	<b>Student Progression – English Language Learners (ELL) 6-8.....</b>	<b>64</b>
(1)	Identification of English Language Learners.....	64
(2)	Exiting English for Speakers of Other Languages Program (ESOL).....	64
(3)	Progress Monitoring and Promotion Retention Process .....	65
(4)	Grading and Documenting Academic Progress of ELL Students.....	66
<b>H.</b>	<b>Student Progression – High School Grades 9-12 .....</b>	<b>67</b>
(1)	Precedence of Florida Statutes .....	67



(2)	Required Public Notice and Report .....	67
(3)	English Language Learners .....	68
(4)	Interstate Compact on Educational Opportunity for Military Children .....	68
(5)	Assistance to Transitioning Students from Military Families .....	71
(6)	Compulsory School Attendance .....	71
(7)	Comprehensive K-20 Career and Education Planning .....	72
(8)	High School Curriculum and Progression.....	72
(9)	Florida Ready To Work Program.....	73
(10)	Postsecondary Destination Student Progression Model Requirements .....	73
(11)	Report Cards .....	75
(12)	Grade Classification .....	75
(13)	Class Rank and Valedictorian and Salutatorian .....	75
(14)	General Promotion Requirements .....	76
(15)	Assessment Test Performance and the Progress Monitoring Plan (PMP).....	76
(16)	Parent/Guardian Notice and Annual Reporting of Progress .....	77
(17)	Determination of Credits .....	79
(18)	Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted and Weighted.....	80
(19)	Final Examination Grading.....	80
(20)	Crosswalk of Scale Scores and Course Grades.....	82
(21)	Graduation/Promotion Exercises.....	89
(22)	Early High School Graduation .....	89
(23)	General Graduation Requirements .....	89
(24)	Graduation Plans: Students Entering Grade Nine in 2012-2013 School Year .....	92
(25)	Graduation Plans: Students Entering Grade Nine in 2013-2014 School Year .....	94
(26)	Graduation Plans: Students Entering Grade Nine in 2014-2015 School Year .....	96
(27)	Graduation Plans: Students Entering Grade Nine in 2015-2016 School Year .....	97
(28)	Graduation Plans: Students Entering Grade Nine in 2016-2017 School Year .....	99
(29)	Course Notations .....	102
(30)	High School Credit .....	104
(31)	Courses Excluded from Credit Awarding.....	106
(32)	Grade Forgiveness .....	106
(33)	Diploma and Certificate of Completion Types .....	106

(34)	Standard High School Diploma Designations.....	108
(35)	Florida Bright Futures Scholarship Program.....	109
(36)	Graduation Requirements for Transfer Students.....	110
(37)	Articulated Acceleration and Alternative Graduation Requirements .....	111
(38)	Advanced Placement.....	111
(39)	Dual Enrollment and Articulation Agreement; Career Dual Enrollment.....	112
(40)	International Baccalaureate Diploma .....	112
(41)	Advanced International Certificate of Education Program .....	113
(42)	Credit by Examination (CLEP) for College Credit.....	113
(43)	Early College Admissions .....	114
(44)	Acceleration Courses.....	114
(45)	Academically Challenging Curriculum to Enhance Learning (ACCEL) Options s. 1002.3105, F.S.....	115
(46)	Parent/Guardian Notification .....	116
(47)	Eligibility and Procedural Requirements: Principal Determined and District Determined 117	
(48)	Student Performance Contract.....	118
(49)	Orange County Virtual School and Florida Virtual School .....	119
(50)	Digital Learning s. 1002.321, F.S.....	119
(51)	Virtual Instruction Programs.....	120
(52)	Student Eligibility for K-12 Virtual Instruction.....	120
(53)	High School Equivalency Diploma .....	121
(54)	Interscholastic Extracurricular Eligibility .....	122
(55)	National Collegiate Athletic Association (NCAA) College Requirements for Student Athletes .....	124
<b>I.</b>	<b>Student Progression – Exceptional Student Education Grades 9-12.....</b>	<b>124</b>
(1)	Exceptional Student Education Staffing .....	124
(2)	Exceptional Student Education Services (9-12) .....	125
(3)	General Requirements for Graduation and Diploma Options for Students with Disabilities Entering the 9 <sup>th</sup> Grade 2014-2015 and Beyond.....	125
(4)	Alternative Pathways to Standard Diploma for Students with Disabilities .....	125
(5)	Requirements for a Standard Diploma for Students with a Disability via Access Points 126	
(6)	Requirements for a Standard Diploma for Students with Disabilities via Academic and Employment Competencies (non-Access Points) .....	127

(7)	Deferral of Receipt of Standard Diploma for Students with Disabilities.....	129
(8)	General Requirements Special Diploma for Students with Disabilities Entering the 9 <sup>th</sup> Grade 2013-2014 and Prior Years.....	130
(9)	Strategies for Students with Disabilities to Meet Standard Diploma Requirements .....	133
(10)	Waiver of Statewide, Standardized Assessments and EOC Assessments.....	133
(11)	Course Credit.....	135
(12)	Retention of Students with Disabilities .....	136
(13)	Promotion of Students with Disabilities .....	136
(14)	Dismissal from an Exceptional Student Education Program.....	136
<b>J.</b>	<b>Student Progression – English Language Learners (ELL) 9-12.....</b>	<b>137</b>
(1)	Identification of English Language Learners.....	137
(2)	Exiting English for Speakers of Other Languages Program (ESOL).....	137
(3)	Progress Monitoring and Promotion Retention Process .....	137
(4)	Grading and Documenting Academic Progress of ELL Students.....	138
<b>K.</b>	<b>Student Progression – Adult General Education (AGE).....</b>	<b>140</b>
(1)	Definition of an Adult General Education Student .....	140
(2)	Adult Education Programs are available to students who: .....	140
(3)	Comprehensive K-20 Career and Education Planning .....	140
(4)	Adult Career and Technical Student Basic Skill Level Requirements .....	141
(5)	Exemption from Basic Skills.....	141
(6)	Adult Basic Education (ABE).....	142
(7)	English for Speakers of other Languages (ESOL).....	142
(8)	Academic Skills for Adult ESOL .....	143
(9)	Adult English for Speakers of Other Languages.....	143
(10)	Citizenship .....	143
(11)	English Literacy through Career and Technical Education (ELCATE) .....	143
(12)	Literacy Skills for Adult ESOL Learners .....	143
(13)	GED® Preparation Program .....	144
(14)	Official GED® Assessment Eligibility .....	144
(15)	State of Florida Diploma through the official GED® Assessment .....	144
(16)	Adult High School Credit Program.....	145
(17)	Requirements for an Adult High School Diploma.....	145
(18)	Adult High School Co-Enrolled .....	145

(19)	The Career and Technical Education (CTE) Virtual Center.....	145
(20)	High School Equivalency Diploma.....	146
(21)	Graduation/Promotion Exercises.....	146

**A. Introduction**

- (1) The Orange County Public Schools (“OCPS”) Student Progression Plan for grades K-12, adopted by The School Board of Orange County, Florida (“Board”), is contained in nine (9) separate but comprehensive sections:
  - (a) Student Progression – Elementary Grades K-5;
  - (b) Student Progression – Exceptional Student Education Grades K-5;
  - (c) Student Progression – English Language Learners (ELL) K-5;
  - (d) Student Progression – Middle Grades 6-8;
  - (e) Student Progression – Exceptional Student Education Grades 6-8;
  - (f) Student Progression – English Language Learners (ELL) 6-8;
  - (g) Student Progression – High School Grades 9-12;
  - (h) Student Progression – Exceptional Student Education Grades 9-12; and
  - (i) Student Progression – English Language Learners (ELL) 9-12.
- (2) Each section is intended to contain all of the required elements of student progression and applicable statutes for use at the school level.
- (3) A tenth section includes elements involving adult education. This section is not required in a district Student Progression Plan, but serves to provide the information for this valuable asset for student progression.
  - (a) Student Progression – Adult General Education (AGE)

**B. Student Progression – Elementary Grades K-5**

(1) Precedence of Florida Statutes

Prior to annual revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education, it is understood that current and future Florida Statutes (F.S.) are applicable to the practice and compliance of the district and take precedence over the items in this document.

(2) Required Public Notice and Report

To comply with [s. 1008.25, F.S.](#), the district will annually publish on the district website and in the local newspaper the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on in English Language Arts; by grade, the number and percentage of all students retained in grades K-10; information on the total number of grade 3 students promoted for good cause, by each category of good cause; and any revisions to district policy on retention and promotion from the prior year. [s. 1008.25 \(8\)\(b\), F.S.](#)

(3) English Language Learners K-5

(a) Under the Multicultural Education, Training and Advocacy (META) Consent Decree, students who are English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence and quality to that provided to English proficient students and this needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules and regulations based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

(b) In addition, OCPS receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based academic supports to assist ELL academic achievement and English language acquisition. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English Language Acquisition, percent proficient in English Language Acquisition, and district progress in graduation rate and content areas as measured by the Florida Standards Assessment (FSA).

(4) Interstate Compact on Educational Opportunity for Military Children

(a) The purpose of this compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. This compact applies to: (i) active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. s 1209 and 1211; (ii) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and (iii) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death. This compact applies to local educational agencies.

- (b) This compact does not apply to children of inactive members of the National Guard and military reserves; members of the uniformed services now retired except as provided in section (4)(a) above; veterans of the uniformed services except as outlined in section (4)(a) above; and other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.
- (c) If a child's education records cannot be released to the parents/guardians for the purpose of transfer, the custodian of records in the sending state shall prepare and furnish to the parent/guardian a complete set of official educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state within ten (10) days or within such time as is reasonable determined under the rules adopted by the Interstate Commission.
- (d) Students are to be given thirty (30) days from the date of enrollment or within such time as is reasonable determined under the rules adopted by the Interstate Commission to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonable determined under the rules promulgated by the Interstate Commission.
- (e) Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
- (f) If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to: Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from

performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in courses.

- (g) The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to, gifted and talented programs, and English as a second language (ESOL). [s. 1000.36, F.S.](#)
- (h) For eligibility of enrolling a child per the Military Compact, a special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parent/guardian participation and consent.
- (i) A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian.
- (j) A transitioning military child, placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/guardian.
- (k) The state and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
- (l) In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:
  - (i) Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
  - (ii) States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior

year, then the following provisions of the Compact (Article VII, C) shall apply:

- a. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency.
- b. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

(5) Assistance to Transitioning Students from Military Families

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent/guardian of the student must assume responsibility for transporting the student to that school. Special academic programs, under the provision of this section, include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [s. 1003.05\(3\), F.S.](#)

(6) Compulsory School Attendance

- (a) All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district. [ss. 1003.21\(1\)\(a\)1 and 2\(c\), F.S.](#)
- (b) A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district.
- (c) The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the



student and the student's parent/guardian. The district must notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED®/2014 GED® test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(7) Kindergarten Admission

Children who have attained the age of five (5) years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under the rules prescribed by the district. [s. 1003.21\(1\)\(a\)2, F.S.](#)

(8) First Grade Admission

Any child who has attained the age of six (6) years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six (6) years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district student progression plan. [s. 1003.21\(1\)\(b\), F.S.](#) (The state or district is not authorized to oversee or exercise control over the curricula or academic programs of private schools or home education programs.)

(9) Kindergarten and First Grade Out-of-State Transfers

The district follows [Rule 6A-1.0985, F.A.C.](#), *Entry into Kindergarten and First Grade by Out-of-State Transfer Students*, which states: (a) any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in [Rule 6A-1.0985\(3\), F.A.C.](#); (b) any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the district. Prior to admission, the parent/guardian must also provide the data required in [Rule 6A-1.0985\(3\), F.A.C.](#); in order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data: official documentation that the parent(s)/guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school; an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student; evidence of the immunization against communicable diseases as required in [s. 1003.22, F.S.](#); evidence of date of birth in accordance with [s. 1003.21, F.S.](#); and evidence

of a medical examination completed within the last twelve (12) months in accordance with [s. 1003.22, F.S.](#) and [s. 1003.21, F.S.](#)

(10) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or work by providing information regarding:
  - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
  - (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
  - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) This information is to be provided to students and parents/guardians through websites, handbooks, manuals, and other regularly provided communications. [s. 1000.03\(5\)\(g\), F.S.](#)
  - (i) The district shall make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 integrated into subject area curricula, offered as a separate course, open-access course, online course, or digital computer applications.
  - (ii) Public schools may provide students with access to third-party assessment centers and career and professional academy curricula in a digital format in support of CAPE Digital Tool certificates
  - (iii) A district school board may seek partnerships with other school districts, private businesses, postsecondary institutions, or consultants to offer classes and instruction to teachers and students to assist the school district in providing CAPE Digital Tool certificates.
  - (iv) CAPE Digital Tool certificates limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to [s. 1003.4203\(3\), F.S.](#) that do not articulate for college credit. The certificates shall be made available to students in elementary school and middle school grades and, if earned by a student, shall be eligible for additional full-time equivalent membership pursuant to [s. 1011.62\(1\)\(o\)1, F.S.](#)

- (v) CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications identified by the Chancellor of Career and Adult Education for students with disabilities pursuant to [s. 1003.4203\(2\)](#), F.S.
- (vi) Public schools shall provide students in grades K-12 opportunities for learning computer science, including, but not limited to, computer coding and computer programming. Such opportunities may include coding instruction in elementary school and middle school, instruction to develop students' computer usage and digital literacy skills in middle school, and courses in computer science, computer coding, and computer programming in high school, including earning-related industry certifications.

(11) Elementary Curriculum and Progression

- (a) Developmentally appropriate curriculum guidelines based on state standards have been developed by the district and can be found in the Instructional Management System (IMS). The district will provide support and assistance to schools and teachers in the implementation of research-based, effective instruction to produce student achievement in the Florida Standards/Next Generation Sunshine State Standards. Social Studies education will be included during English Language Arts (ELA) instructional period in grades K-5.
- (b) Progression through the elementary grades shall be determined by the student's progress and achievement as approved by the superintendent. The student outcomes are based on performance standards approved by the Florida Department of Education. District standards approved by the superintendent for evaluating student performance are based on how well a student masters the Florida Standards/Next Generation Sunshine State Standards by evidence of FSA/FCAT 2.0 scores, alternative tests, and other student work that demonstrate performance equivalent to FSA/FCAT 2.0 Level 2 or above. [s. 1008.25, F.S.](#)

(12) Physical Education Requirement

- (a) The district is responsible for developing a physical education program that stresses physical fitness and encourages healthy, active lifestyles and encourages all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. A certified physical education instructor must review all physical education programs and curricula.
- (b) The district shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. On any day during which physical education instruction is conducted there must be at least thirty (30) consecutive minutes per day.

- (c) Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:
  - (i) The student is enrolled in an academic support class.
  - (ii) The student's parent/guardian indicates in writing to the school that:
    - a. The parent/guardian requests that the student enroll in another course from among those courses offered as options by the district; or
    - b. The student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.
- (d) School districts are required to notify the student's parent/guardian of the options available before scheduling the student to participate in physical education. Districts may decide how to notify parents/guardians.
- (e) Please note that proper documentation must be provided each year that the student's parent/guardian is requesting to waive physical education. A new request in writing from the student's parent/guardian is required for each additional year that a student is eligible and requests to waive physical education. [s. 1003.455, F.S.](#)

(13) Final Examination Grading

Common final examinations will not count for a portion of student grades for elementary students.

(14) Report Cards

- (a) Each student and his/her parent/guardian are to be informed of the student's academic progress. A report card will be issued at grading period intervals. Report cards communicate student's academic achievement and shall reflect mastery of standards. The report card will depict the student's conduct and behavior, as well as student attendance, including absences and tardiness. The final report card for a school year shall contain a statement indicating end of year status, performance or non-performance at grade level, behavior, attendance, and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion. [s. 1003.33, F.S.](#)
- (b) Schools shall not exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)

(15) Allocation of Resources

The district allocation of academic support and supplemental instruction resources for students shall occur in the following priority: first, students who are deficient in reading by the end of grade 3. The next priority shall be given to students who fail to meet performance levels required for promotion. [s. 1008.25\(3\), F.S.](#)

(16) Graduation

There will be no graduation exercises in the elementary schools.

(17) Assessment Test Performance and Instructional Support

(a) Each student must participate in the statewide assessment tests at grade levels designated by the state. [s.1008.22, F.S.](#) The district expectations of performance standards for each grade level are the state's expectations of levels of performance as determined by the Florida Department of Education. If a student through an accelerated option takes an End of Course assessment (EOC assessment), the student is not permitted to take the related FSA exam. Each student who does not meet district specific levels of performance for student progression in English Language Arts, science, and mathematics or the EOC Assessment in Algebra I must be provided with additional evaluation identified by the district and school to determine the nature of the student's areas of academic need. [s.1008.25\(4\)\(a\), F.S.](#)

(b) To meet the provisions of [s. 1008.25, F.S.](#), a school-wide system of progress monitoring is to be used for students in grades K – 3 who show substantial deficiency in reading, writing or mathematics as determined by various assessments. Each student who does not meet district specific levels of performance on the required assessments as determined by the district or who scores below Level 3 on FSA ELA or FSA Mathematics in accordance with [s. 1008.22, F.S.](#) must be provided with additional diagnostic assessments to determine the nature of the student's areas of academic need. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan required by [s. 1011.62\(9\), F.S.](#) shall include instructional and support services to be provided to meet the desired levels of performance. The district will identify the desired level of performance. A student who is not meeting the district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- (i) A federally required student plan such as an individual education plan (IEP);
- (ii) A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- (iii) An individualized progress monitoring plan. [s.1008.25\(4\)\(b\), F.S.](#)

(18) Reading Assessment Grades K-3; Actions for Reading Deficiency and Parent/Guardian Notification

- (a) Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. [s.1008.25, F.S.](#)
- (b) The parent/guardian of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:
  - (i) That his/her child has been identified as having a substantial deficiency in reading.
  - (ii) A description of the current services that are provided to the child.
  - (iii) A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
  - (iv) That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
  - (v) Strategies for parents/guardians to use in helping their child succeed in reading proficiency.
  - (vi) The Florida Standards Assessment (FSA) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
  - (vii) The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4 of [s. 1008.25, F.S.](#) and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent/guardian of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
  - (viii) The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has

demonstrated ability to read at grade level. [s.1008.25 \(5\)\(a\)\(b\)\(c\), F.S.](#)

- (c) Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption. [s. 1002.69, F.S.](#)
  - (i) The department shall adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the performance standards adopted by the department under [s. 1002.67\(1\), F.S.](#) for the Voluntary Prekindergarten Education Program. The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first thirty (30) school days of each school year. Nonpublic schools may administer the statewide kindergarten screening to each kindergarten student in a nonpublic school who was enrolled in the Voluntary Prekindergarten Education Program.
  - (ii) The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards adopted by the office under [s. 1002.67\(1\), F.S.](#)
  - (iii) The statewide kindergarten screening shall incorporate mechanisms for recognizing potential variations in kindergarten readiness rates for students with disabilities.

(19) Promotion and Retention Grades K-5

- (a) A placement committee consisting of the principal, the classroom teacher, counselor, parent/guardian, and other appropriate personnel shall consider student progression matters including initial placement, and non-promotion. Consideration shall be given to physical, emotional, and social readiness, attendance record, previous school records, English language proficiency, participation in an alternative program, academic progress, and parent/guardian input. The principal has the responsibility for all final decisions regarding initial placement and promotion decisions.
- (b) The purpose of the educational program is to provide appropriate instruction and intervention or enrichment to enable students to perform at or above their grade level academically. Promotion from one grade to the next is based primarily on student proficiency in reading, writing, mathematics, and science, including specific levels of performance on statewide assessment-tests at selected grade levels as determined by the Commissioner of Education. Promotion is not automatic and must be in compliance with state legislation regarding elimination of social promotion. [s. 1008.25\(1\), F.S.](#) Retention decisions should be based on more than a single score. Students in Grades K-5 who are identified as being substantially below grade level in reading, writing, mathematics, and/or science must receive remediation or be retained with an intensive program

that is different from the previous year's program and takes into account the student's learning style.

- (c) The following options are available for students who have not met the levels of performance for student progression:
  - (i) intensive instruction before the beginning of the next school year and promotion;
  - (ii) promote and remediate during the following year with more intensive intervention identified in the revised PMP; or
  - (iii) retain and remediate using an alternative program of instructional delivery.
- (d) Students who are retained and students needing intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, and evaluation. If a student is retained in any grade, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. [s. 1008.25\(2\)\(b\), F.S.](#) Based on evidence of satisfactory performance in accordance with state rules, promotion may occur during the school year. [s. 1008.25\(2\)\(a-b\), F.S.](#)
- (e) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. [s. 1008.25\(6\)\(a\), F.S.](#)

(20) Third Grade Retention and Good Cause Exemptions

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under [s. 1008.22, F.S.](#) for grade 3. The district may only exempt students from mandatory retention for good cause.

Good cause exemptions are as follows:

- (a) The student is an English Language Learner (ELL) who qualifies for English for Speakers of Other Language (ESOL) services and has had less than two (2) years in the program based on the initial date of entry into a school in the United States (DEUSS) if available and if the ELL committee recommends promotion for the student. An ELL committee meeting to discuss the student's promotion/retention is required. [s. 1008.25\(6\)\(b\)1, F.S.](#)
- (b) The student is a student with a disability who has an Individual Education Plan (IEP) that indicates participation in statewide assessment is not appropriate, consistent with the Florida Department of Education rule. A student with a disability will participate in the Florida Standards English Language Arts assessment as applicable under [s. 1008.22, F.S.](#) unless the IEP Team has determined that the student meets the criteria for participation in the Florida Standards Alternate Assessment (FSAA). The



IEP Team must make a recommendation to the principal about a student's promotion/retention in accordance with the law. [s. 1008.25\(6\)\(b\)2, F.S.](#)

- (c) The student achieves a score on an alternative standardized reading test demonstrates that the student is reading on grade level or the equivalent of Level 2 performance on the appropriate English Language Arts assessment. The review of this evidence should lead to the conclusion that the student's reading achievement is higher than his/her English Language Arts score indicates. The district will use an appropriate norm-referenced test approved by the state, for the alternative test. This test may be given prior to the end of the school year and also at the end of summer reading camp. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the Grade 3 English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times. If given twice, a different form of the test will be given each time and there must be thirty (30) days between the assessments. [s. 1008.25\(6\)\(b\)3, F.S.](#)
- (d) The student has documented evidence placed in a student portfolio that demonstrates that the student is performing at least Level 2 on the Florida Standards English Language Arts assessment as applicable under [s.1008.22, F.S.](#) The portfolio contents must be an accurate picture of the student's ability and only include student work that has been selected by the teacher and independently produced in the classroom. The portfolio must contain the contents listed below:
  - (i) Evidence is provided that the standards assessed by the grade 3 FSA English Language Arts assessment have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 500 words.
  - (ii) The portfolio contents must be an organized collection of evidence of the student's mastery of the Florida Standards for English Language Arts that are assessed by the grade 3 FSA English Language Arts assessment. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of 70% or above. The portfolio must be signed as an accurate assessment of student mastery by the principal and teacher. [s. 1008.25\(6\)\(b\)4, F.S.](#)
- (e) The student is a student with a disability who has participated in FSA English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 plan that indicates he or she has received intensive instruction in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade. [s. 1008.25\(6\)\(b\)5, F.S.](#)
- (f) Students who have received intensive reading intervention for two (2) or more years but still demonstrate a deficiency in reading and who were

previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3.

- (g) Students who have received intensive remediation in reading or English Language Arts for two (2) or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers [s.1008.25, F.S.](#)

(21) Good Cause Exemption Documentation

District guidelines specify these exemptions and conditions as stated in law. [s. 1008.25\(6\)\(c\), F.S.](#) District guidelines contain the process for establishing, documenting, and submitting the exemption request for approval by the Superintendent.

- (a) Requests for good cause exemptions for students from the mandatory retention requirement must include the following:
  - (i) Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of the existing PMP, IEP, if applicable, report card, or student portfolio.
  - (ii) Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained based on the Good Cause exemption criteria. If the school principal determines that the student should be promoted based on the exemption criteria, the principal must submit the recommendation in writing to the Superintendent. The Superintendent shall accept or reject the school principal's recommendation in writing.

(22) Successful Progression for Retained Third Grade Students

- (a) Students retained under the provisions of [s. 1008.25\(5\)\(b\), F.S.](#) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level [s.1008.25\(7\)\(a\), F.S.](#)
- (b) Additional intensive supports and services to remediate areas of reading deficiency shall be addressed and provided, including participation in the

district's summer reading camp and a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Other strategies may include integration of science and social studies content within the ninety (90) minute block; reduced teacher-student ratios; small group instruction; frequent progress monitoring; tutoring or mentoring; extended school hours; transition classes containing grade 3 and grade 4 students; and other recommended strategies. [s. 1008.25\(7\), F.S.](#) Those students who qualify for good cause exemption through the portfolio must be given the opportunity to have a portfolio. The parent/guardian notice of retention for a grade 3 student due to reading deficiency must state the reason for retention and the reasons why the child is not eligible for good cause exemption. A description of the proposed interventions and supports for the child to remediate the reading deficiency must be included. [s. 1008.25\(7\)\(b\)3, F.S.](#) Students who are retained will be assigned to a highly effective teacher as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

(23) Intensive Acceleration Class for Retained Third Grade Students

Each school must establish, when applicable, an intensive acceleration class for retained grade 3 students who subsequently score a Level 1 on the required statewide assessment tests. The focus of the intensive acceleration class shall be to increase a child's reading and English Language Arts skill level at least two (2) grade levels in one (1) school year. The intensive acceleration class must, in accordance with [s. 1008.25, F.S.](#):

- (a) Be provided to any student in grade 3 who scores Level 1 on the FSA ELA or the Florida Standards English Language Arts assessment and who was retained in grade 3 the prior year because of scoring at Level 1.
- (b) Have a reduced teacher-student ratio.
- (c) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Florida Standards/Next Generation Sunshine Standards in other core subject areas.
- (d) Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- (e) Provide intensive language and vocabulary instruction using a scientifically research-based program that may include the use of a speech language therapist. (This provision does not mandate the use of a speech and language pathologist, but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.)

(24) During-Year Promotion

A during-year or mid-year promotion can be made for any student retained in the third grade due to a reading deficiency as evidenced by not scoring Level 2 or above on the statewide standardized assessment in accordance with [s. 1008.25\(5\)\(b\), F.S.](#), if the student can demonstrate that he or she is a successful and independent reader and is performing at or above grade level in reading and English Language Arts. In reevaluating any student retained, schools may use subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the Florida Department of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. [s. 1008.25, F.S.](#)

(25) Parent/Guardian Notice and Annual Reporting of Progress

- (a) The parents/guardians of a student not making adequate progress toward promotion must be notified in writing by the beginning of the third grading period and given an opportunity to meet with the placement committee.
- (b) Progress of the student toward achieving state and district expectations for satisfactory performance in in English Language Arts, mathematics, and science on the FSA and FCAT 2.0 assessments and the student's results on each statewide standardized assessment must be reported annually in writing to the parents/guardians of each student. The report will be developed by the district and is adopted by the Board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:
  - (i) classroom work
  - (ii) observations
  - (iii) tests
  - (iv) district and state assessments
  - (v) other relevant information [s. 1008.25\(8\)\(a\), F.S.](#)
- (c) The parent/guardian of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing, as described in the section Reading Deficiency and Parent/Guardian Notification Grades K-3, that a reading deficiency has been identified.

(26) Academically Challenging Curriculum to Enhance Learning (ACCEL) Option [s. 1002.3105, F.S.](#)

- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging

curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:

- (i) whole-grade and during year promotion
  - (ii) subject-matter acceleration
  - (iii) virtual instruction in higher grade level subjects
  - (iv) Credit Acceleration Program under [s. 1003.4295, F.S.](#)
- (b) Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Per FDOE technical guidance the following explanation is provided. *Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.*

(27) Parent/Guardian Notification

- (a) Each principal must inform and advise parents/guardians and students of the ACCEL options available at the school as well as options that may result in the student attending a different school and the student eligibility requirements for ACCEL options established pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) This information will include the process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that may be available at the student's school or would result in a student attending a different school, pursuant to [s. 1002.3105\(4\)\(b\)2, F.S.](#)
- (b) The district must advise parents/guardians and students to contact the principal at the student's school for information related to:
  - (i) student eligibility requirements for whole grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#)
  - (ii) the process by which a parent/guardian may request student participation in these acceleration options.

(28) Eligibility and Procedural Requirements:

- (a) When promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects; whole-grade promotion; during-year promotion; and subject-matter acceleration. If a school offers as ACCEL options enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (b) The district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, during-year promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the district must be included in the district's comprehensive student progression plan as outlined in [s. 1008.25, F.S.](#)
- (c) When establishing student eligibility requirements, principals and school districts must consider at a minimum:
  - (i) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22, F.S.](#)
  - (ii) The student's grade point average
  - (iii) The student's attendance and conduct record
  - (iv) Recommendations from one or more of the student's teachers in core-curricula courses as outlined in [s. 1003.01\(14\)\(a\)-\(e\), F.S.](#) and [s. 1002.3105\(3\)\(a\)-\(e\), F.S.](#)
  - (v) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- (d) A final eligibility requirement is a recommendation made by the principal and approved by the Area Superintendent.

(29) Parent/Guardian Request and Student Eligibility

- (a) Each principal must establish a process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent/guardian selects one of these ACCEL options and

the student meets the eligibility requirements established by the principal pursuant to [s. 1002.3105\(4\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.

- (b) Each school district must establish a process by which a parent/guardian may request student participation in whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive Student Progression Plan, as required in [s. 1002.3105\(2\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option.
- (c) In this Student Progression Plan, the school and district process of student eligibility and parent/guardian request is contained in each grade level section. For elementary students, eligibility criteria for whole grade or during year promotion are:

High Performance:

- (i) Grades K-3: Mastery in math and reading reflective of Florida Standards level of performance in a selected assessment determined by the district.
- (ii) A second grade student cannot be considered for whole year promotion to grade four due to the third grade reading assessment requirement.
- (iii) Grades 4-5: Level 5 FSA performance in English Language Arts and math (to include FCAT 2.0 performance in science for end-of-year 5<sup>th</sup> grade requests).
- (iv) Subject Grades equivalent to A's and B's.
- (v) Outstanding (or 1s) in all indicators of conduct in the current school year (listed under Social Development or Social Development/Work Habits).
- (vi) Less than four (4) unexcused absences in current or prior school year.
- (vii) Recommendation by a core subject teacher and a certified school counselor.
- (viii) The principal must agree with the acceleration.

- (d) Eligibility for subject matter acceleration for elementary students will be the same criteria used for whole year or during year promotion with these exceptions:
  - (i) Grades K-3: Mastery in math or K-2 mastery in English Language Arts reflective of Florida Standards level of performance in a selected assessment determined by the district. A grade 3 student may not participate in subject matter acceleration for ELA due to the state reading assessment requirement.
  - (ii) Grades 4-5: Level 5 FSA/FCAT 2.0 performance in ELA or math or science, as related to the desired subject;
- (e) Parent/guardian request is to be made by May 1 on an acceleration request form available at the school and school decision will be made by June 15 (for grades K-3) or July 15 dependent on release of FSA/FCAT 2.0 scores (for grades 4-5). Enactment of the promotion or subject acceleration will occur for the start of the school year. If a parent/guardian misses the May 1 deadline, then during year promotion or subject acceleration may occur before or by October 30 with a required parent/guardian request submitted by September 1. Any recommended request must have final approval by the Area Superintendent of the school. If the school does not recommend a parent/guardian request, the parent/guardian may write an appeal to the Area Superintendent explaining why the request should be approved.
- (f) If promotion places a student in 6<sup>th</sup> grade, involving a building change, the Area Superintendent's office will inform the middle school principal.
- (g) Acceleration may be attained through the Credit Acceleration Program (CAP), created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. Refer to the high school or middle school sections for procedures. Acceleration may be attained through use of virtual instruction. Refer to the Virtual Instruction information in the elementary section.

(30) Student Performance Contract

- (a) If a student participates in an ACCEL option pursuant to the parent's/guardian's request under [s. 1002.3105\(4\)\(c\), F.S.](#), a performance contract must require compliance with minimum student attendance requirements and minimum student conduct requirements. The contract may contain ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- (b) If a principal initiates a student's participation in an ACCEL option, the student's parent/guardian must be notified. To accommodate special cases, in a principal-initiated ACCEL option for a student, the principal may



waive specific eligibility requirements if approved by the Area Superintendent. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal. [s. 1002.3105\(4\)\(d\), F.S.](#)

(31) Orange County Virtual School and Florida Virtual School

The district shall provide students with access to enroll in courses available through the Orange County Virtual School and/or Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. [s. 1001.42\(23\), F.S.](#) Student participation may involve full-time or part-time enrollment for students in kindergarten through grade 12. [s. 1002.37, F.S.](#) To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455, F.S.](#)

(32) Digital Learning [s. 1002.321, F.S.](#)

Customized and Accelerated Learning - The district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to, the following:

- (a) District operated part-time or full-time virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.
- (b) Florida Virtual School instructional services authorized under [s. 1002.37, F.S.](#) Blended learning instruction provided by charter schools authorized under [s. 1002.33, F.S.](#)
- (c) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to [s. 1003.98, F.S.](#)

(33) Florida Virtual School

- (a) Orange County Virtual School and Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455\(2\), F.S.](#)
- (b) Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)

- (c) Public school students receiving part-time instruction by the Orange County Virtual School and Florida Virtual School in courses requiring statewide end-of-course assessment must take all end-of-course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)
- (d) All statewide assessments must be taken at the school to which the student would be assigned according to district attendance areas. A school district must provide the student with access to the school's testing facilities.

(34) Virtual Instruction Programs

The district must provide parents/guardians with timely written notification of at least one (1) open enrollment period for full-time students of ninety (90) days or more that ends thirty (30) days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the non-traditional classroom. A school district virtual instruction program shall consist of the following:

- (a) Full-time virtual instruction for students enrolled in kindergarten through grade 12
- (b) Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in [s. 1002.45\(8\)\(a\)2., F.S.](#)
- (c) Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

(35) Student Eligibility for K-12 Virtual Instruction

- (a) A student is eligible to participate in virtual instruction [s. 1002.455, F.S.](#), if:
  - (i) The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
  - (ii) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to this state from another state or from a foreign country pursuant to a permanent change of station order.
  - (iii) The student was enrolled during the prior school year in a virtual instruction program under [s. 1002.45, F.S.](#), or a full-time Florida Virtual School program under [s. 1002.37\(8\)\(a\), F.S.](#)

- (iv) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- (v) The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.
- (b) Virtual instructional options for students include:
  - (i) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for students enrolled in the school district.
  - (ii) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#)

**C. Student Progression – Exceptional Student Education Grades K-5**

(1) Exceptional Student Education Staffing

- (a) Placement of a student into an exceptional student education program shall follow the procedures established in the Special Programs and Procedures (SP&P) document for exceptional student education services. No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate placement recommendations based on identified student service needs.
- (b) For students who are in the Gifted Program, the Gifted Education Plan (EP) document shall be used by EP Teams in making appropriate placement recommendations based on identified student service needs.

(2) Exceptional Student Education Services (K-5)

A student with a disability who receives Exceptional Student Education (ESE) services is expected to meet the same state requirements and district expectations as a student who does not have a disability. Educational related special education services, and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law, and are determined by the eligibility staffing committee as outlined in the SP&P document for exceptional student education services. (FLDOE 2014-2017 SP&P Document-Orange).

For students with disabilities in grades 1-3, who participate in district and state assessments, documentation shall be provided of remediation activities related to reading, writing, and mathematics when determining promotion or retention.

(3) Promotion of Students with Disabilities

Students with disabilities in exceptional student education programs shall be promoted to the next grade level on the basis of appropriate academic and adaptive behavioral evaluations. The Individual Education Plan (IEP) is the appropriate document on which to address the issue of promotion or retention.

(4) Retention of Students with Disabilities

(a) Retention of a student shall be limited to two (2) years in the elementary grades unless an IEP Team recommends additional retention. Students in grade 3, not scoring above Level 1 on the FSA English Language Arts assessment, will be retained as required in statute unless they qualify for the good cause exemption. [s. 1008.25, F.S.](#)

(b) The parent(s)/guardian(s) of a student not making adequate progress must be notified in writing by the end of the third grading period if teacher judgment indicates the student may not be meeting promotion standards.

(5) Dismissal from an Exceptional Student Education Program

Dismissal of students from an exceptional student education or change in eligibility for an ESE program shall be determined by an eligibility staffing committee as outlined in the Special Programs and Procedures (SP&P) document for exceptional student education services.

**D. Student Progression – English Language Learners (ELL) K-5**

(1) Identification of English Language Learners

All students that are possible candidates to receive English for Speakers of Other Languages (ESOL) services based on the Home Language Survey (HLS) must be appropriately identified in order to ensure appropriate services. The identification process of ELLs will follow the district's ELL Plan. A copy of the ELL Plan can be found in the Multilingual Student Education Department website. (Florida Consent Decree Part I. Identification and Assessment and Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners)

(2) Exiting English for Speakers of Other Languages Program (ESOL)  
[Rule 6A-6.0903, F.A.C.](#)

Students in grades K-2 may be exited from the ESOL program by scoring at least a level 4 in all four (4) domains of the state wide English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a level 5 composite score on the ELP.

Students in grades 3-9 may be exited from the ESOL program by scoring at least a level 4 in all four (4) domains of the state wide English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a level 5 composite score on the ELP. Students must also earn a passing score on the grade level FSA in English/Language Arts (ELA)

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C.

Students may also be exited by the decision of an English Language Learner (ELL) Committee.

(3) Progress Monitoring and Promotion Retention Process

English Language Learner students in grades K–5 who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an ELL committee. This committee will develop an Academic Needs Improvement (ANI) plan for the student in accordance with the following guidelines and procedures:

- (a) The Good Cause Exemption for English Speakers of Other Languages (ESOL) (under two (2) years based on Date Entered US school), states that a student should not be considered for retention due to the student needing an additional year to learn English or the lack of English proficiency.
- (b) Determine any lack of academic progress in the areas of English Language Arts (ELA), mathematics, and/or science using indicators that includes, but are not limited to, pre-tests and post-tests, state developed English Language Proficiency Assessment results, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress. Florida Consent Decree Part Equal Access to Appropriate Programming and [Rule 6A-6.0902, F.A.C.](#)
- (c) The first ELL committee meeting develops an ANI plan that includes a list of intensive instructional support designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies). [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners.
- (d) The second ELL committee meeting, is held within eighteen (18) weeks (after one semester) to review the effectiveness of the support. If the ELL student does not make satisfactory progress, the ANI plan must be revised in order to provide additional and more intense instructional support. [Rule 6A-6.0904, F.A.C.](#)
- (e) If the ELL student still has not made satisfactory progress after implementing the ANI plan for at least twenty-seven (27) weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion. Both ELL meetings must be documented in the ELL portfolio and proper steps taken to ensure that the student received necessary support. [Rule 6A-6.0904, F.A.C.](#)

- (f) The ELL committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, receipt of two (2) years or less of instruction in an approved ESOL program based on the date entered a US school, current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility. [Rule 6A-6.0904, F.A.C.](#)
  - (g) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is lack of academic progress in grade level concepts.
  - (h) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian must be invited to attend all meetings.
  - (i) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
  - (j) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency. [Rule 6A-1.09432, F.A.C.](#), Assessment of Limited English Proficient Students.
- (4) Grading and Documenting Academic Progress of ELL Students
- (a) Course grades and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable appropriate grade level standards based instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and necessary curriculum accommodations based on the student's language proficiency level.
  - (b) If there is a continued pattern of academic underperformance, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an ELL student **must not imply** that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
  - (c) The following documentation shall be included in the student's ELL portfolio:
    - (i) Documentation of the ESOL strategies used by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.

- (ii) Parent/guardian contacts or attempts made to inform the parent/guardian of the student's under-performance. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible. [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners
- (d) An English Language Learner's teacher, parent/guardian, parent's/guardian's designee, or other school personnel may request the convening of an ELL committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan. [Rule 6A-6.09022, F.A.C.](#), Extension of Services in English for Speakers of Other Languages (ESOL) Program
- (e) The ELL committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:
  - (i) Extent and nature of prior educational or academic experience, social experience, and a student interview;
  - (ii) Written recommendation and observation by current and previous instructional and supportive services staff;
  - (iii) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
  - (iv) Grades from the current or previous years; and
  - (v) Test results from tests other than the assessment according to subsection (2) of this rule.
- (f) Documentation of any instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or Curriculum Compliance Teacher (CCT) available at the school.
- (g) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is lack of academic progress in grade level concepts.
- (h) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian must be invited to attend all meetings.

- (i) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
- (j) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency.

**E. Student Progression – Middle Grades 6-8**

(1) Precedence of Florida Statutes

Prior to annual revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education, it is understood that current and future Florida Statutes (F.S.) are applicable to the practice and compliance of the district and take precedence over the items in this document.

(2) Required Public Notice and Report

- (a) To comply with [s. 1008.25, F.S.](#), the district will annually publish on the district website and in the local newspaper the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FSA; by grade, the number and percentage of all students in grades 3-10; information on the total number of grade 3 students promoted for good cause, by each category of good cause; and any revisions to Board policy on retention and promotion from the prior year. [s. 1008.25\(8\)\(b\), F.S.](#)
- (b) Under the Multicultural Education, Training, and Advocacy (META) Consent Decree, students who are English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence and quality to that provided to English proficient students and it needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules, regulations, based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.
- (c) In addition, OCPS receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based academic supports to assist ELL academic achievement and English language acquisition. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English Language Acquisition, percent proficient in English Language Acquisition, and district progress in graduation rate and content areas as measured by the Florida Standards Assessment (FSA).



(3) Interstate Compact on Educational Opportunity for Military Children

- (a) The purpose of this compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. This compact applies to: (i) active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. s 1209 and 1211; (ii) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of (1) year after medical discharge or retirement; and (iii) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death. This compact applies to local educational agencies.
- (b) This compact does not apply to children of inactive members of the National Guard and military reserves; members of the uniformed services now retired except as provided in section (3)(a) above; veterans of the uniformed services except as outlined in section (3)(a) above; and other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.
- (c) If a child's education records cannot be released to the parent/guardian for the purpose of transfer, the custodian of records in the sending state shall prepare and furnish to the parent/guardian a complete set of official educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state within ten (10) days or within such time as is reasonable determined under the rules adopted by the Interstate Commission.
- (d) Students are to be given thirty (30) days from the date of enrollment or within such time as is reasonable determined under the rules adopted by the Interstate Commission to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonable determined under the rules promulgated by the Interstate Commission.
- (e) Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school

year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

- (f) If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to: Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in courses.
- (g) The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to, gifted and talented programs, and English as a second language (ESOL). [s. 1000.36, F.S.](#)
- (h) For eligibility of enrolling a child per the Military Compact, a special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parent/guardian participation and consent.
- (i) A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian.
- (j) A transitioning military child, placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/guardian.
- (k) The state and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
- (l) In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:
  - (i) Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been

satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.

- (ii) States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the following provisions of the Compact (Article VII, C) shall apply:
  - a. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency.
  - b. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

(4) Assistance to Transitioning Students from Military Families

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent/guardian of the student must assume responsibility for transporting the student to that school. Special academic programs, under the provision of this section, include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [s. 1003.05\(3\), F.S.](#)

(5) Compulsory School Attendance

- (a) All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1 of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school

attendance until the formal declaration of intent to terminate school enrollment is filed with the district. [ss. 1003.21\(1\)\(a\)1 and 2\(c\), F.S.](#)

- (b) A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district.
- (c) The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. The district must notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED®/2014 GED® test preparation. Additionally, the student must complete a survey in a format prescribed by the Florida Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(6) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or work by providing information regarding:
  - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
  - (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
  - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) The district shall make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 integrated into subject area curricula, offered as a separate course, open-access, options, online, or digital computer applications.

- (c) Public schools may provide students with access to third-party assessment centers and career and professional academy curricula in a digital format in support of CAPE Digital Tool certificates.
  - (d) A district may seek partnerships with other school districts, private businesses, postsecondary institutions, or consultants to offer classes and instruction to teachers and students to assist the district in providing CAPE Digital Tool certificates.
  - (e) CAPE Digital Tool certificates limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to [s. 1003.4203\(3\), F.S.](#) that do not articulate for college credit. The certificates shall be made available to students in elementary school and middle school grades and, if earned by a student, shall be eligible for additional full-time equivalent membership pursuant to [s. 1011.62\(1\)\(o\)1, F.S.](#)
  - (f) CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications identified by the Chancellor of Career and Adult Education for students with disabilities pursuant to [s. 1003.4203\(2\), F.S.](#)
  - (g) Public schools shall provide students in grades K-12 opportunities for learning computer science, including, but not limited to, computer coding and computer programming. Such opportunities may include coding instruction in elementary school and middle school, instruction to develop students' computer usage and digital literacy skills in middle school, and courses in computer science, computer coding, and computer programming in high school, including earning-related industry certifications.
  - (h) This information is to be provided to students and parents/guardians through websites, handbooks, manuals, and other regularly provided communications. [s. 1000.03\(5\), F.S.](#)
- (7) Middle School Curriculum and Progression
- (a) The district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet Florida Standards/Next Generation Sunshine State Standards in the following subject areas: language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. [s. 1003.42\(1\), F.S.](#)
  - (b) Developmentally appropriate curriculum guidelines based on state standards have been developed by the district and can be found in the Instructional Management System (IMS). Student performance is based on the Florida Standards and the Next Generation Sunshine State Standards. Students are to be scheduled into interdisciplinary academic teams for instruction in English Language Arts, mathematics, science, and social studies. Units in alcohol, drugs, tobacco, sexuality education and HIV/AIDS

infection shall be offered in grades 6-8. Dating violence information and prevention shall be provided to all grade 7 and grade 8 students as stated in [s. 1006.148, F.S.](#) The middle grades curriculum will also include career education, critical thinking and computer literacy skills. Physical education, exploratory vocational/fine arts experiences, and other elective courses will comprise the remainder of the middle grades schedule. The district will provide support and assistance to schools and teachers for implementation of research-based, effective instruction to produce student achievement in the Florida Standards and including English Language Arts (ELA) and math. [s.1006.148, F.S.](#)

(8) Readiness for Postsecondary Education and the Workplace

- (a) Middle grades students and their parents/guardians shall develop a four (4) to five (5) year academic and career plan based on postsecondary and career goals. Alternate career and academic destinations will be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Students and their parents/guardians shall choose among destinations, which will include:
  - (i) Four-year postsecondary degree
  - (ii) Two-year postsecondary degree
  - (iii) Postsecondary career certificate
  - (iv) Immediate employment or entry-level military
  - (v) A combination of the above
- (b) Parents/guardians and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.

(9) Florida Ready for Work Certification Program

- (a) The Florida Ready to Work Certification Program was created to enhance the workplace skills of Florida's students to better prepare them for successful employment in specific occupations. It may be conducted in public middle and high schools, community colleges, technical centers, one-stop career centers, vocational rehabilitation centers, and Department of Juvenile Justice educational facilities. The program may be made available to other entities that provide job training. The Department of Education shall establish institutional readiness criteria for program implementation.

- (b) The program shall be composed of (i) a comprehensive identification of workplace skills for each occupation identified for inclusion in the program by the Agency for Workforce Innovation and the Department of Education; (ii) a pre-instructional assessment that delineates the student's mastery of level on the specific workplace skills identified for that occupation; (iii) a targeted instructional program limited to those identified workplace skills in which the student is not proficient as measured by the pre-instructional assessment. Instruction must utilize a Web-based program and be customized to meet identified specific needs of local employers; and (iv) a Florida Ready to Work credential and portfolio awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidence of the student's preparation for employment. [s. 445.06, F.S.](#)
- (c) The Florida Ready to Work credential will be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and locating information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3-7. The level of the credential each student receives is based on the following:
  - (i) Bronze level – requires a minimum score of 3 or above on each assessment.
  - (ii) Silver level – requires a minimum score of 4 or above on each assessment.
  - (iii) Gold level – requires a minimum score of 5 or above on each assessment.
- (d) In OCPS, the Career and Technical Education (CTE) department is the district contact for this program.

(10) Required Curriculum

Each school must inform parents/guardians about the course curriculum and activities. [s. 1003.4156\(1\)\(e\), F.S.](#) The student must successfully complete academic courses as follows: [s. 1003.4156\(1\)\(a\), F.S.](#)

- (a) Mathematics. Three middle grades or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course assessment required under [s. 1008.22\(3\), F.S.](#) However, beginning with the 2011-2012 academic year, to earn high school credit for an Algebra I course, a middle grades student must pass the Algebra I end-of-course assessment (EOC Assessment), and beginning with the 2013-2014 academic year, to earn high school credit for a geometry course, a middle school student must take the Geometry EOC assessment for 30% of the course grade. Beginning with the 2014-2015 academic year, to earn high

school credit for an Algebra II course, a middle school student must take the Algebra II EOC assessment for 30% of the course grade.

- (b) English Language Arts. Three middle grades or higher courses in English Language Arts, which shall emphasize literature, composition and technical text. An intensive reading course shall be provided at each grade level for those students for whom the district deems such reading instruction appropriate.
- (c) Science. Three middle grades or higher courses in science, to include life science, earth space science and physical science.
- (d) Career and Education Planning. Schools may use any of the state-approved, stand alone, or integrated courses to meet the career and education planning requirement. The internet-based course may be taught by any member of the instructional staff and must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills, must emphasize technology or the application of technology in career fields; and beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in [s. 445.07, F.S.](#) The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, available opportunities to earn college credit in high school, including Advanced Placement courses, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, including career dual-enrollment; and career education courses including career-themed courses, and courses that lead to industry certification. [s. 1003.492, F.S.](#) or [s. 1008.44, F.S.](#) The student and the student's parent/guardian must sign each student's plan. [s. 1003.4156\(1\)\(a\)5, F.S.](#)
- (e) Physical Education. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to [s. 1010.305, F.S.](#) A student may waive out of this physical education requirement if he/she meets one of the following criteria:
  - (i) The student is enrolled or required to enroll in a remedial course.
  - (ii) The student's parent/guardian or legal guardian indicates in writing to the school that:
    - a. The parent/guardian or legal guardian requests that the student enroll in another course from among those courses offered as options by the district; or



- b. The student is participating in physical activities outside the school, which are equal to or in excess of the mandated requirement. [s. 1003.455, F.S.](#)
  - (f) Electives. Students who have special interest/talent in music may elect to take an elective course as offered by the school.
  - (g) Social Studies. Three (3) middle grades or higher courses in social studies, one (1) semester of which must include the study of state and federal government and civics education.
    - (i) Beginning with students entering grade 6 in the 2012-2013 school year, one (1) of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with [s. 1008.22\(3\)\(c\), F.S.](#) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
    - (ii) Each student's performance on the statewide, standardized Civics EOC Assessment shall constitute thirty (30) percent of the student's final course grade.
    - (iii) A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
  - (h) Other assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of student achievement or school improvement projects with the approval of the superintendent or designee.
- (11) Intensive Reading and Math Remediation Requirements
  - (a) For each year in which a student scores at Level I or Level 2 on FSA ELA, the student may be enrolled in and complete an intensive reading course the following year. Reading courses shall be designed and offered pursuant to the district comprehensive reading plan required by [s. 1011.62\(9\), F.S.](#) Reading intervention placement and progress monitoring three times per year must occur following the guidelines established in Rule [6A-6.054, F.A.C.](#) and [s. 1003.4156\(1\)\(b\), F.S.](#)

- (b) For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student’s required mathematics course.

(12) Report Cards

- (a) A report card will be issued at grading period intervals. The report card will clearly depict and grade the student’s academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student’s conduct and behavior, as well as student attendance, including absences and tardiness. [s. 1003.33\(1\), F.S.](#) The middle school report card will include semester grades. The final report card for a school year shall contain a statement indicating the end of year status, performance or non-performance at grade level, behavior, attendance, and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion. [s. 1003.33\(2\), F.S.](#)
- (b) Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)

(13) Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted

- (a) The grading system and interpretation of letter grades will be as prescribed by state statute. [s. 1003.437\(1-5\), F.S.](#) The unweighted grading scale will be:

Grade	Percentage	Grade Point Average Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

For secondary courses, students cannot receive less than 50% for the following grading periods:

Quarter 1	Q1
Quarter 2	Q2
Quarter 3	Q3
Quarter 4	Q4
Semester 1	Sem1
Semester 2	Sem2
Final	Fin

- (b) A student in middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F”, or the equivalent of “C”, “D”, or “F”, the district forgiveness policy allows the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to the district’s forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- (c) Rule [6A-1.0955\(3\)\(a\)\(7\), F.A.C.](#) requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the District to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The district does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.

(14) Final Examination Grading

(a) Statewide EOC Assessments and Final Examination Grades

- (i) All students who take statewide EOC assessments in the 2014-15 school year and later in any entering 9th grade cohort are subject to the following rules concerning the use of statewide assessments as the final examination counting for thirty (30) percent of the overall course grade.
- (ii) All students associated with the course codes in Table 1 below are required to take the assessment in order to receive a final course grade. If a student does not take the assessment, they will receive no final course grade until the student takes the assessment.
- (iii) If a student retakes a course in Table 1 for any reason, the student will be required to take the statewide assessment aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the

course grade. All grade forgiveness rules outlined must be followed for a student to be eligible to attempt grade forgiveness in a course.

- (iv) The crosswalk between scale scores and the thirty (30) percent final examination grade is established in the following tables, “Crosswalk of Scale Scores and Course Grades” that must be made available to teachers.
- (v) If a student has their assessment invalidated for any student behavior in violation of statewide test policies and procedures or does not take the final examination, the assessment will be averaged in based on the lowest score on the EOC Assessment Crosswalks. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again in the next statewide administration window.

**Table 1: Courses Included in the Statewide 30% Calculation**

<b>Course</b>								
Algebra I	1200310	1200320	1200380	1200390	1209810			
Geometry	1206310	1206320	1206810	1209820				
Algebra II	1200330	1200340	1200395	1209825				
Civics	2106010	2106015	2106016	2106020	2106025	2106026	2106029	2100045
Biology	2000310	2000320	2000322	2000430	2000800	2002440	2002450	2000850
US History	2100310	2100320	2100390	2100480				

(b) Common Final Exams and Final Examination Grades

- (i) All Common Final Exams must count for twenty (20) percent of the overall course grade for secondary courses. Individual teachers will use the raw scores from district-created assessments to calculate final examination grades.
- (ii) If a student retakes a course with a Common Final Exam for any reason, the student will be required to take the Common Final Exam aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the course grade. All grade forgiveness rules outlined must be followed for a student to be eligible to attempt grade forgiveness in a course.
- (iii) If a student in a secondary course has their Common Final Exam invalidated for any student behavior in violation of statewide test policies and procedures or does not take the final examination, the assessment will be averaged in based on the lowest score on the EOC Assessment Crosswalks. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again in the next administration window.

(c) Statewide FSA (Florida Standards Assessments) and Final Examination Grades

If a student takes a course aligned with an FSA that is not the Algebra I, Geometry, or Algebra II assessment, the student will not receive a final examination grade associated with performance on the FSAs.

(d) National Assessments and Final Examination Grades

If a student takes a course aligned with an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course that has an aligned, national end-of-year assessment, the student will not receive a final examination grade associated with their performance on the assessment. This information will be provided in a crosswalk.

(15) Crosswalk of Scale Scores and Course Grades

The below charts describe the translation between statewide assessment scores, letter grades and grade values. These charts may be provided to teachers and other school personnel to assist in understanding the thirty (30) percent process.

*Algebra I: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
425 to 429	F	59
430 to 435	D	60
436 to 440	D	61
441 to 445	D	62
446 to 451	D	63
452 to 456	D	64
457 to 463	D	65
464 to 468	D	66
469 to 474	D	67
475 to 480	D	68
481 to 486	D	69
487	C	70
488	C	71
489	C	72
490	C	73
491	C	74
492	C	75
493	C	76
494	C	77
495	C	78
496	C	79
497 to 499	B	80
500 to 502	B	81
503 to 505	B	82
506 to 508	B	83
509 to 511	B	84
512 to 514	B	85

515 to 517	B	86
518 to 520	B	87
521 to 522	B	88
523 to 525	B	89
526 to 527	A	90
528 to 529	A	91
530 to 531	A	92
532 to 536	A	93
537 to 542	A	94
543 to 547	A	95
548 to 553	A	96
554 to 558	A	97
559 to 564	A	98
565 to 569	A	99
570 to 575	A	100

*Geometry: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
425 to 430	F	59
431 to 435	D	60
436 to 440	D	61
441 to 445	D	62
446 to 450	D	63
451 to 456	D	64
457 to 462	D	65
463 to 467	D	66
468 to 473	D	67
474 to 479	D	68
480 to 485	D	69
486	C	70
487 to 488	C	71
489	C	72
490	C	73
491 to 492	C	74
493	C	75
494	C	76
495	C	77
496	C	78
497 to 498	C	79
499 to 502	B	80
503 to 505	B	81
506 to 508	B	82
509 to 511	B	83
512 to 514	B	84
515 to 517	B	85
518 to 520	B	86
521 to 522	B	87
523 to 524	B	88
525 to 526	B	89

527 to 528	A	90
529 to 530	A	91
531 to 532	A	92
533 to 538	A	93
539 to 544	A	94
545 to 549	A	95
550 to 555	A	96
556 to 560	A	97
561 to 565	A	98
566 to 570	A	99
571 to 575	A	100

*Algebra II: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
425 to 431	F	59
432 to 438	D	60
439 to 446	D	61
447 to 453	D	62
454 to 459	D	63
460 to 466	D	64
467 to 473	D	65
474 to 480	D	66
481 to 486	D	67
487 to 492	D	68
493 to 496	D	69
497	C	70
498 to 499	C	71
500	C	72
501 to 502	C	73
503	C	74
504	C	75
505	C	76
506	C	77
507 to 508	C	78
509 to 510	C	79
511 to 513	B	80
514 to 515	B	81
516 to 518	B	82
519 to 520	B	83
521 to 523	B	84
524 to 526	B	85
527 to 528	B	86
529	B	87
530 to 531	B	88
532	B	89
533	A	90
534	A	91
535 to 536	A	92
537 to 540	A	93

541 to 545	A	94
546 to 550	A	95
551 to 555	A	96
556 to 560	A	97
561 to 565	A	98
566 to 570	A	99
571 to 575	A	100

*Biology: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
325 to 328	F	59
329 to 332	D	60
333 to 336	D	61
337 to 340	D	62
341 to 344	D	63
345 to 348	D	64
349 to 352	D	65
353 to 356	D	66
357 to 360	D	67
361 to 364	D	68
365 to 368	D	69
369 to 371	C	70
372 to 373	C	71
374 to 376	C	72
377 to 379	C	73
380 to 381	C	74
382 to 384	C	75
385 to 386	C	76
387 to 389	C	77
390 to 392	C	78
393 to 394	C	79
395 to 398	B	80
399 to 401	B	81
402 to 405	B	82
406 to 409	B	83
410 to 413	B	84
414 to 417	B	85
418 to 420	B	86
421 to 422	B	87
423	B	88
424 to 425	B	89
426 to 427	A	90
428 to 429	A	91
430	A	92
431 to 435	A	93
436 to 441	A	94
442 to 447	A	95
448 to 453	A	96
454 to 460	A	97



461 to 465	A	98
466 to 470	A	99
471 to 475	A	100

*US History: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
325 to 328	F	59
329 to 333	D	60
334 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 357	D	65
358 to 361	D	66
362 to 366	D	67
367 to 372	D	68
373 to 377	D	69
378 to 379	C	70
380 to 381	C	71
382 to 383	C	72
384 to 385	C	73
386 to 387	C	74
388 to 389	C	75
390 to 391	C	76
392 to 393	C	77
394 to 395	C	78
396	C	79
397 to 398	B	80
399 to 401	B	81
402 to 404	B	82
405 to 407	B	83
408 to 410	B	84
411 to 413	B	85
414 to 416	B	86
417 to 418	B	87
419 to 421	B	88
422 to 423	B	89
424 to 426	A	90
427 to 428	A	91
429 to 431	A	92
432 to 437	A	93
438 to 443	A	94
444 to 448	A	95
449 to 453	A	96
454 to 458	A	97
459 to 463	A	98
464 to 469	A	99
470 to 475	A	100

*Civics: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
325 to 329	F	59
330 to 334	D	60
335 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 356	D	65
357 to 359	D	66
360 to 365	D	67
366 to 370	D	68
371 to 375	D	69
376 to 377	C	70
378 to 379	C	71
380 to 381	C	72
382 to 383	C	73
384	C	74
385 to 386	C	75
387 to 388	C	76
389	C	77
390 to 391	C	78
392 to 393	C	79
394 to 396	B	80
397 to 398	B	81
399 to 400	B	82
401 to 403	B	83
404 to 405	B	84
406 to 408	B	85
409 to 412	B	86
413 to 415	B	87
416 to 417	B	88
418 to 420	B	89
421 to 422	A	90
423 to 425	A	91
426 to 427	A	92
428 to 433	A	93
434 to 439	A	94
440 to 445	A	95
446 to 451	A	96
452 to 456	A	97
457 to 462	A	98
463 to 468	A	99
469 to 475	A	100

(16) Promotion Requirements for Students in Grades 6 and 7

To meet promotion requirements from 6<sup>th</sup> to 7<sup>th</sup> grade or 7<sup>th</sup> to 8<sup>th</sup> grade, students must successfully pass the equivalent of four full-year courses, three of which must

be from the areas of English Language Arts, mathematics, science and social studies. [s. 1008.25\(2\)\(a-b\), F.S.](#)

(17) Promotion Requirements for Students in Grade 8

- (a) The requirement to be promoted from eighth grade involves the successful completion of three middle grades (or higher) courses of English Language Arts, math, science and social studies. A semester course in career and education planning is also required in the 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade. This course will be an internet-based course. For students who fail a required course, course recovery options are available.

(18) Parent/Guardian Notification of Graduation Requirements

The district shall provide each student in Grades 6-12 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in [s. 1003.4281, F.S.](#), including the respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option. This information may be provided in writing or in a group meeting. [s.1003.4281\(3\), F.S.](#) At the beginning of each school year, the educational opportunities and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, ACCEL options, and Florida Virtual School courses must also be explained to students and parents/guardians. [s. 1003.02, F.S.](#)

(19) Assessment Test Performance and Progress Monitoring Plan (PMP)

- (a) Each student must participate in district and statewide assessment tests in reading, writing, science, and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science and mathematics for each grade level are the state's expectations of levels of performance as determined by the Florida Department of Education. If a student takes a Statewide End of Course assessment (EOC Assessment), the student is not permitted to take the related FSA/FCAT 2.0 exam in the same subject. Each student who does not meet district specific levels of performance for student progression in FSA/FCAT 2.0 English Language Arts, science, and mathematics or the End of Course exam in Algebra I, Geometry, or Algebra II for each grade level, or who scores below Level 3 in FSA English Language Arts or FSA mathematics must be provided with additional evaluations identified by the district and school to determine the nature of the student's areas of academic need. [s. 1008.25\(4\)\(a\), F.S.](#) A progress-monitoring plan must be enacted for all students who score below an FSA Level 3 in ELA or math. The school must develop the progress-monitoring plan in consultation with the student's parents/legal guardians. [s. 1008.25\(4\)\(b\), F.S.](#)
- (b) The purpose of the progress-monitoring plan is to assist the student in meeting state and district expectations for satisfactory performance. Each plan must include the provision of intensive remedial instruction and

support services in the areas of weakness. Strategies may include, but not be limited to: summer school, dropout prevention services, parent/guardian tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instructions and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and reevaluation activities to be employed. [s. 1008.25\(4\)\(b\), F.S.](#) The district may require low-performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. [s. 1008.25\(4\)\(b\)3, F.S.](#)

- (c) The progress monitoring plan used in the district will meet all specifications of statute and be a school wide system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies. The progress monitoring plan is not a form or folder. It is a set of actions and may contain multiple papers with documentation from multiple data sources. Other forms of the monitoring plan may include a federally required student plan (such as an individual education plan), or an individualized monitoring plan. [s. 1008.25\(4\)\(b\), F.S.](#)
- (d) If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the progress-monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment tests in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory attendance. [s. 1008.25\(4\)\(c\), F.S.](#)

(20) Procedures for Maintenance and Transfer of Student Records

The district will accept transfer work and credit for middle school students as specified in Rule [6A-1.09942, F.A.C.](#), *State Uniform Transfer of Students in the Middle Grades*. [s. 1003.25\(3\), F.S.](#)

(21) Parent/Guardian Notice and Annual Reporting of Progress

- (a) Progress of the student toward achieving state and district expectations for satisfactory performance in English Language Arts, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents/guardians of each student. The report will be developed by the district and is adopted by the district in the approval of this Student Progression Plan. The evaluation of this progress must be based on:
  - (i) classroom work
  - (ii) observations

- (iii) tests
  - (iv) district and state assessments
  - (v) other relevant information [s. 1008.25\(8\)\(a\), F.S.](#)
- (b) The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to meet with the placement committee.

(22) Graduation Ceremony

There will be no formal graduation exercises for middle schools.

(23) Accelerated Placement

- (a) Accelerated education experiences may be provided to students within their assigned grade levels and acceleration options may be provided as described below.
- (b) Where accelerated educational experiences seem indicated for an individual student, programs for the gifted shall be the first alternative for placement.

(24) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:
  - (i) whole-grade and during year promotion
  - (ii) subject-matter acceleration
  - (iii) virtual instruction in higher grade level subjects
  - (iv) Credit Acceleration Program under [s. 1003.4295, F.S.](#)
- (b) Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Per FDOE technical guidance the following explanation is provided. *Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work*

*on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.*

(25) Parent/Guardian Notification

- (a) Each principal must inform and advise parents/guardians and students of the ACCEL options available at the school as well as options that may result in the student attending a different school and the student eligibility requirements for ACCEL options established pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) This information will include the process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that may be available at the student's school or would result in a student attending a different school, pursuant to [s. 1002.3105\(4\)\(b\)2, F.S.](#)
- (b) The district must advise parents/guardians and students to contact the principal at the student's school for information related to:
  - (i) student eligibility requirements for whole grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#)
  - (ii) the process by which a parent/guardian may request student participation in these acceleration options.

(26) Eligibility and Procedural Requirements: Principal Determined and District Determined

- (a) When promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects; whole-grade promotion; during year promotion; and subject-matter acceleration. If a school offers as ACCEL options enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (b) The district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the

district's comprehensive student progression plan as outlined in [s. 1008.25, F.S.](#)

- (c) When establishing student eligibility requirements, principals and school districts must consider, at a minimum:
  - (i) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22, F.S.](#)
  - (ii) The student's grade point average
  - (iii) The student's attendance and conduct record
  - (iv) Recommendations from one or more of the student's teachers in core-curricula courses as outlined in [s. 1003.01\(14\)\(a\)-\(e\), F.S.](#)
  - (v) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled. [s. 1002.3105\(3\), F.S.](#)
- (d) A final eligibility requirement is recommendation by the principal and approval by the Area Superintendent.

(27) Parent/Guardian Request and Student Eligibility

- (a) Each principal must establish a process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (b) Each school district must establish a process by which a parent/guardian may request student participation in whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive Student Progression Plan, as required in [s. 1002.3105\(2\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option.
- (c) In the OCPS Student Progression Plan, the school and district process of student eligibility and parent/guardian request is contained in each grade

level section. For middle school, eligibility criteria for whole grade or during year promotion are:

- (i) Level 5 FSA/FCAT 2.0 performance in English Language Arts, mathematics, and science
  - (ii) a grade point average of 3 or above
  - (iii) no less than two (2) in conduct in the current school year
  - (iv) less than four (4) unexcused absences in current or prior school year
  - (v) recommendation by a core subject teacher and a certified school counselor
  - (vi) The principal must agree with the acceleration.
- (d) Eligibility for subject matter acceleration (other than as stated in criteria for advanced placement or other accelerated course programs) will be the same criteria used for whole year or during year promotion with these exceptions:
- (i) Level 5 FSA/FCAT 2.0 performance in English Language Arts, mathematics, or science, as related to the desired subject;
- (e) Parent/guardian request is to be made by May 1 on an acceleration request form available at the school and school decision will be made by July 15 dependent on release of FSA/FCAT 2.0 scores. Enactment of the promotion or subject acceleration will occur for the start of the school year. If a parent/guardian misses the May 1 deadline, then during year promotion or subject acceleration may occur by or before October 30 with a required parent/guardian request submitted by September 1. Any recommended request must have final approval by the Area Superintendent of the school. If the school does not recommend a parent/guardian request, the parent/guardian may write an appeal to the Area Superintendent explaining why the request should be approved.
- (f) Note: In order to meet the requirements of [s. 1003.4156, F.S.](#), governing middle grades promotion, performance at the high level of eligibility and successful passing of the accelerated grade level will serve as proof of mastery of grade level core subjects that were skipped in the process of acceleration. Mandatory courses of Civics and Career and Education Planning must be taken and passed prior to promotion from 8<sup>th</sup> grade.
- (g) If promotion places a student in 9<sup>th</sup> grade, thus involving a building change, the Area Superintendent's office will inform the high school principal.
- (h) Acceleration may be attained through the Credit Acceleration Program (CAP), created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course



assessment if the student attains a specified score on the assessment. Notwithstanding [s. 1003.436, F.S.](#), a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment, [s. 1003.4295, F.S.](#), according to the following process:

- (i) Student is not enrolled in course: If a student wants to receive credit by taking the EOC assessment and not taking the course, testing will be done at the April/May administration of the test. Passing score will be known prior to start of school for accurate scheduling of student. If this timeline is missed, a student would be enrolled in a course (if eligible) to ensure access to course and credit. A parent/guardian must submit an acceleration request form by January 7 for the April/May EOC assessment test window. A parent/guardian must submit an acceleration request form by the last day of school for the Summer EOC assessment test window.
- (ii) Student is enrolled in course: If a student is enrolled in a course and wants to “CAP” the course by taking the EOC assessment, testing will be done at the first scheduled test administration in the first semester only. Student will remain in course until a passing score is determined. Class change will occur at end of grading period. A parent/guardian must submit an acceleration request form by September 15 for the December test window.

(28) Student Performance Contract

- (a) If a student participates in an ACCEL option pursuant to the parent/guardian request under [s. 1002.3105\(2\)\(b\)1, F.S.](#), a performance contract must require compliance with minimum student attendance requirements and minimum student conduct requirements. The contract may contain ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- (b) If a principal initiates a student’s participation in an ACCEL option, the student’s parent/guardian must be notified. To accommodate special cases in a principal-initiated ACCEL option for a student, the principal may waive specific eligibility requirements if approved by the Area Superintendent. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

(29) Orange County Virtual School and Florida Virtual School

The district shall provide students with access to enroll in courses available through the Orange County Virtual School and/or Florida Virtual School and award

credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. [s. 1001.42\(23\), F.S.](#) Student participation may involve full-time or part-time enrollment for students in kindergarten through grade 12. [s. 1002.37, F.S.](#) To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455, F.S.](#)

(30) Digital Learning [s. 1002.321, F.S.](#)

- (a) Customized and Accelerated Learning- The school district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:
  - (i) School district operated part-time or full-time virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.
  - (ii) Florida Virtual School instructional services authorized under [s. 1002.37, F.S.](#) Blended learning instruction provided by charter schools authorized under [s. 1002.33, F.S.](#)
  - (iii) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#)
  - (iv) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to [s. 1003.498, F.S.](#)
  - (v) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to [s. 1003.498, F.S.](#)
- (b) Orange County Virtual School and Florida Virtual School ([s. 1002.37, F.S.](#)) may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455\(2\), F.S.](#)
- (c) Public school students receiving part-time instruction by the Orange County Virtual School and Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)
- (d) All statewide assessments must be taken at the school to which the student would be assigned according to district attendance areas. The district must provide the student with access to the school's testing facilities.

(31) Virtual Instruction Programs

The district must provide parents/guardians with timely written notification of at least one open enrollment period for full-time students of ninety (90) days or more that ends thirty (30) days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. A school district virtual instruction program shall consist of the following:

- (a) Full-time virtual instruction for students enrolled in kindergarten through grade 12
- (b) Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in [s. 1002.45\(8\)\(a\)2, F.S.](#)
- (c) Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

(32) Student Eligibility for K-12 Virtual instruction

- (a) A student is eligible to participate in virtual instruction [s. 1002.455, F.S.](#), if:
  - (i) The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
  - (ii) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to this state from another state or from a foreign country pursuant to a permanent change of station order.
  - (iii) The student was enrolled during the prior school year in a virtual instruction program under [s. 1002.45, F.S.](#), or a full-time Florida Virtual School program under [s. 1002.37\(8\)\(a\), F.S.](#)
  - (iv) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
  - (v) The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

- (b) Virtual instructional options for students include:
  - (i) District operated part-time or full-time kindergarten through grade 12 virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for students enrolled in the district.
  - (ii) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#)

**F. Student Progression – Exceptional Student Education Grades 6-8**

(1) Exceptional Student Education Staffing

- (a) The staffing of a student into an exceptional student education program shall follow the procedures established in the Special Programs and Procedures (SP&P) document for exceptional student education services. No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate placement recommendations based on identified student service needs.
- (b) For students who are in the Gifted Program, EP Teams shall use the Education Plan (EP) document in making appropriate placement recommendations based on identified student service needs.

(2) Exceptional Student Education Services (6-8)

A student with a disability who receives Exceptional Student Education (ESE) services is expected to meet the same state requirements and district expectations as a student who does not have a disability. Educational, related special education services, and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law, and are determined by the educational judgment of the eligibility staffing committee as outlined in the SP&P document for exceptional student education services. (FLDOE 2014-2017 SP&P Document-Orange).

(3) Promotion of Students with Disabilities

Students with disabilities in middle schools shall meet the same course requirements for promotion as students without disabilities.

(4) Retention of Students with Disabilities

- (a) The decision as to whether a student has satisfactorily completed a course is a professional judgment of the teacher. For any grade that a student receives, including failure, there shall be adequate documentation to support the decision in the form of formative and summative assessments, evidence of class participation course work, and documentation of the provision of educational and related special education accommodations, services, or modifications (as specified by in the student's IEP).

- (b) The parents/guardians of a student not making adequate progress should be notified in writing by the end of the third nine weeks grading period that the student may have to repeat a course or grade level.
- (5) Dismissal from an Exceptional Student Education Program or Change in Exceptional Student Education Program
- (a) A student with a disability who receives Exceptional Student Education (ESE) services is expected to meet the same state requirements and district expectations as a student who does not have a disability. Educational, related special education services, and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law, and are determined by the educational judgment of the eligibility staffing committee as outlined in the SP&P document for exceptional student education services.
  - (b) The staffing of a student with a disability into a different or additional exceptional student education program shall be determined by an eligibility staffing committee. Staffing shall be in the least restrictive environment, and shall be based on academic performance, age, and the appropriate educational judgment of the eligibility staffing committee as outlined in the SP&P document for exceptional student education services. (FLDOE 2014-2017 SP&P Document-Orange).

**G. Student Progression – English Language Learners (ELL) 6-8**

(1) Identification of English Language Learners

All students that are possible candidates to receive English for Speakers of Other Languages (ESOL) services based on the Home Language Survey (HLS) must be appropriately identified in order to ensure appropriate services. The identification process of ELLs will follow the district's ELL Plan. A copy of the ELL Plan can be found in the Multilingual Student Education Department website. (Florida Consent Decree Part I. Identification and Assessment and [Rule 6A-6.0902, F.A.C.](#), Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners)

(2) Exiting English for Speakers of Other Languages Program (ESOL)

Grade 3-9 students may be exited from the ESOL program by scoring at least a level 4 in all four (4) domains of the state English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a level 5 composite score on the ELP. Students must also earn a passing score on the grade level FSA in English Language Arts (ELA). [Rule 6A-6.0903, F.A.C.](#)

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the FSAA, pursuant to [Rule 6A-1.09430, F.A.C.](#)

Students may also be exited by the decision of an English Language Learner (ELL) Committee

For students in grades 10 – 12, a score on the 10<sup>th</sup> grade FSA in ELA, or a score on the FSAA, pursuant to [Rule 6A-1.09430, F.A.C.](#), pursuant to [Rule 6A-1.09422, F.A.C.](#), is sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to [Section 1008.22, F.S.](#)

(3) Progress Monitoring and Promotion Retention Process

English Language Learner (ELL) students in grades 6-8 who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an ELL committee. This committee will develop an Academic Needs Improvement (ANI) plan for the student in accordance with the following guidelines and procedures:

- (a) The reason for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency – English for Speakers of Other Language (ESOL) Good Cause Exemption (under two (2) years based on date entered US school).
- (b) Determine any lack of academic progress in the areas of English Language Arts (ELA), mathematics, and/or science using indicators that includes, but are not limited to pre-tests and post-tests, state developed English Language Proficiency Assessment results, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress. Florida Consent Decree Part Equal Access to Appropriate Programming and [Rule 6A-6.0902, F.A.C.](#)
- (c) The first ELL committee meeting develops an ANI plan that includes a list of intensive instructional support designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies). [Rule 6A-6.0904, F.A.C.](#) Equal Access to Appropriate Instruction for English Language Learners.
- (d) The second ELL committee meeting, is held within eighteen (18) weeks (after one (1) semester) to review the effectiveness of the support. If the ELL student does not make satisfactory progress, the ANI plan must be revised in order to provide additional and more intense instructional support. [Rule 6A-6.0904, F.A.C.](#)
- (e) If the ELL student still has not made satisfactory progress after implementing the ANI plan for at least twenty-seven (27) weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion. Both ELL meetings must be documented in the ELL portfolio and proper steps taken to ensure that the student received necessary support. [Rule 6A-6.0904, F.A.C.](#)

- (f) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is lack of academic progress in grade level concepts.
- (g) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian must be invited to attend all meetings.
- (h) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
- (i) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency. [Rule 6A-1.09432, F.A.C.](#), Assessment of Limited English Proficient Students.

(4) Grading and Documenting Academic Progress of ELL Students

- (a) Course grades and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable appropriate grade level standards based instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and necessary curriculum accommodations based on the student's language proficiency level.
- (b) If there is a continued pattern of academic underperformance, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an ELL student **must not imply** that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- (c) The following documentation needs to be included in the student's ELL portfolio:
  - (i) Documentation of the ESOL strategies used by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
  - (ii) Parent/guardian contacts or attempts made to inform the parent/guardian of the student's under-performance. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible. [Rule 6A-6.0904, F.A.C.](#), Equal Access to Appropriate Instruction for English Language Learners
- (d) An English Language Learner's teacher, parent/guardian, parent's/guardian's designee, or other school personnel may request the convening of an ELL committee at any time after the end of the student's

first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan. [Rule 6A-6.09022, F.A.C.](#), Extension of Services in English for Speakers of Other Languages (ESOL) Program

- (e) The ELL committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:
  - (i) Extent and nature of prior educational or academic experience, social experience, and a student interview;
  - (ii) Written recommendation and observation by current and previous instructional and supportive services staff;
  - (iii) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
  - (iv) Grades from the current or previous years; and
  - (v) Test results from tests other than the assessment according to subsection (2) of this rule.
- (f) Documentation of any instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or Curriculum Compliance Teacher (CCT) available at the school.

#### **H. Student Progression – High School Grades 9-12**

(1) Precedence of Florida Statutes

Prior to annual revisions to this plan based on annual legislation and technical assistance from the Florida Department of Education, it is understood that current and future Florida Statutes (F.S.) are applicable to district practice and compliance and take precedence over the items in this document.

(2) Required Public Notice and Report

To comply with [s. 1008.25, F.S.](#), the District will annually publish on the district website and in the local newspaper the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FSA English Language Arts; by grade, the number and percentage of all students in grades 3-10; information on the total number of grade 3 students



promoted for good cause, by each category of good cause; and any revisions to district policy on retention and promotion from the prior year. [s. 1008.25\(8\)\(b\), F.S.](#)

(3) English Language Learners

- (a) Under the Multicultural Education, Training, and Advocacy (META) Consent Decree, English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence and quality to that provided to English proficient students and it needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules, regulations, based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.
- (b) In addition, OCPS receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based academic supports to assist ELL academic achievement and English language acquisition. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English Language Acquisition, percent proficient in English Language Acquisition, and district progress in graduation rate and content areas as measured by the Florida Standards Assessment (FSA).

(4) Interstate Compact on Educational Opportunity for Military Children

- (a) The purpose of this compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. This compact applies to (i) active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. s. 1209 and 1211; (ii) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and (iii) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
- (b) This compact applies to local educational agencies.
- (c) This compact does not apply to the children of inactive members of the National Guard and military reserves; members of the uniformed services now retired except as provided in section (a) above; veterans of the uniformed services except as outlined in section (a) above; and other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.
- (d) If a child's official education records cannot be released to the parents/guardians for the purpose of transfer, the custodian of the records

in the sending state shall prepare and furnish to the parent/guardian a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within ten (10) days or within such time as is reasonable determined under rules adopted by the Interstate Commission.

- (e) Students are to be given thirty (30) days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonable determined under the rules promulgated by the Interstate Commission.
- (f) Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
- (g) If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in courses.
- (h) The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to gifted and talented programs and English as a second language (ESOL). [s. 1000.36, F.S.](#)

- (i) For eligibility of enrolling a child per the Military Compact, a special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parent/guardian participation and consent.
- (j) A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian.
- (k) A transitioning military child, placed in the care of a noncustodial parent/guardian or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent/guardian, may continue to attend the school in which he or she enrolled while residing with the custodial parent/guardian.
- (l) The state and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
- (m) In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:
  - (i) Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
  - (ii) States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the following provisions of the Compact (Article VII, C) shall apply.
  - (iii) If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member

of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

(5) Assistance to Transitioning Students from Military Families

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent/guardian of the student must assume responsibility for transporting the student to that school. Special academic programs, under the provision of this section, include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [s. 1003.05\(3\), F.S.](#)

(6) Compulsory School Attendance

- (a) All children who have attained the age of six (6) years or who will have attained the age of six years by February 1 of any school year, or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district. [ss. 1003.21\(1\)\(a\)1 and 2\(c\), F.S.](#)
- (b) A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district. Public school students who have attained the age of sixteen (16) years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district.
- (c) The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. The school district must notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED®/2014 GED® test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(7) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or work by providing information regarding:
  - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
  - (ii) How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.
  - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.
- (b) This information is to be provided to students and parents/guardians through websites, handbooks, manuals and other regularly provided communications. [s. 1000.03\(5\), F.S.](#)

(8) High School Curriculum and Progression

- (a) The school district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet Florida Standards/Next Generation Sunshine State Standards in the following subject areas: language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. [s. 1003.42\(1\), F.S.](#)
- (b) Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district and can be found in the Instructional Management System (IMS). Performance is based on the Florida Standards and the Next Generation Sunshine State Standards. The district will provide support and assistance to schools and teachers for implementation of research-based, effective instruction to produce student achievement in the Florida Standards/Next Generation Sunshine State Standards including reading and math.
- (c) Students must have a minimum unweighted cumulative grade point average of 2.0 on 4.0 scale to meet graduation requirements. All courses taken must be included in the calculation of the cumulative grade point average required for graduation unless the grade has been replaced by retaking the course according to the district forgiveness policy. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades of "C", "D", or "F" may be re-taken for forgiveness. [s.1003.4282, F.S.](#)
- (d) A student accepted into the performance-based diploma program will be exempted from this progression.

(9) Florida Ready To Work Program

- (a) The Florida Ready to Work Certification Program was created to enhance the workplace skills of Florida's students to better prepare them for successful employment in specific occupations. It may be conducted in public middle and high schools, community colleges, technical centers, one-stop career centers, vocational rehabilitation centers, and Department of Juvenile Justice educational facilities. The program may be made available to other entities that provide job training. The Department of Education shall establish institutional readiness criteria for program implementation.
- (b) The program shall be composed of (i) a comprehensive identification of workplace skills for each occupation identified for inclusion in the program by the Agency for Workforce Innovation and the Department of Education; (ii) a pre-instructional assessment that delineates the student's mastery of level on the specific workplace skills identified for that occupation; (iii) a targeted instructional program limited to those identified workplace skills in which the student is not proficient as measured by the pre-instructional assessment. Instruction must utilize a Web-based program and be customized to meet identified specific needs of local employers; and (iv) a Florida Ready to Work credential and portfolio awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidence of the student's preparation for employment. [s. 445.06, F.S.](#)
- (c) The Florida Ready to Work credential will be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and locating information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 – 7. The level of the credential each student receives is based on the following:
  - (i) Bronze level – requires a minimum score of 3 or above on each assessment.
  - (ii) Silver level – requires a minimum score of 4 or above on each assessment.
  - (iii) Gold level – requires a minimum score of 5 or above on each assessment.
- (d) In OCPS, the Career and Technical Education (CTE) department is the district contact for this program.

(10) Postsecondary Destination Student Progression Model Requirements

- (a) It is the intent of the Legislature that students and parents/guardians develop academic achievement and career goals for the student's post-high-school experience during the middle grades. Parents/Guardians and students are to become partners with school personnel in career

exploration and educational decision-making. A clear academic and career plan for the student which must emphasize technology or the application of technology in career fields will be developed; course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.

- (b) Students entering the 9th grade and their parents/guardians shall have developed during the middle grades a 4 to 5 year academic and career plan based on postsecondary and career goals, signed by student and parents/guardians. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional student education programs to the extent appropriate for individual students. Students and their parents/guardians shall choose among destinations, which will include:
  - (i) Four-year postsecondary degree
  - (ii) Two-year postsecondary degree
  - (iii) Postsecondary career certificate
  - (iv) Immediate employment or entry-level military
  - (v) A combination of the above
- (c) A student has the option of early graduation (ACCEL) if the student has completed a minimum of twenty-four (24) credits and meets the graduation requirements set forth in [s. 1003.4281, F.S.](#) Early graduation means finishing high school requirements in less than eight (8) semesters.
- (d) The student progression model toward a chosen destination shall include:
  - (i) A “path” of core courses leading to each of the destinations provided in paragraph (a).
  - (ii) A recommended group of electives which shall help define each path.
  - (iii) Provisions for a teacher, school administrator, other school staff member, or community volunteer to be assigned to a student as an “academic advocate” if parent/guardian involvement is lacking.
- (e) A placement test authorized in [s. 1001.03\(10\), F.S.](#) and [s.1008.30, F.S.](#) or a similar test may be administered to high school students who have chosen one of the four destinations. The results of the placement test shall be used to target additional instructional needs in reading, writing, and mathematics prior to graduation.

- (f) Ample opportunity shall be provided for students to move from one destination to another, and some latitude shall exist within each destination, to meet the individual needs of students.

(11) Report Cards

- (a) A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance, including absences and tardiness. The final report card for a school year shall contain a statement indicating end of year status, performance or nonperformance at grade level, behavior, attendance and promotion or non-promotion. [s. 1003.33\(1\), F.S.](#) The district may use a separate report notice for statement of promotion or non-promotion. The school, on behalf of the superintendent, will notify students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.
- (b) Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)

(12) Grade Classification

- (a) Credit requirements for grade classification will be as follows:

9 <sup>th</sup> Grade	0-4.5 credits
10 <sup>th</sup> Grade	5-10.5 credits
11 <sup>th</sup> Grade	11-17.5 credits
12 <sup>th</sup> Grade	18-24 credits

- (b) For purposes of non-athletic student activities, principals may designate the appropriate standing (freshman, sophomore, junior, senior). If a student is successfully completing a three year graduation plan or has chosen an ACCEL option plan, his/her final year of school will be classified as the senior year with all senior recognitions and privileges. An alternate system of grade classification may be implemented by the district with the approval of the superintendent.

(13) Class Rank and Valedictorian and Salutatorian

- (a) For 11<sup>th</sup> and 12<sup>th</sup> graders on standard diploma – class rank will be run twice per school year.
  - (i) First run – 3<sup>rd</sup> week of school year. This will allow for transfers and new enrollments to be scheduled and entered into the student information system.



- (ii) Second run – at the end of the 1<sup>st</sup> Semester. This will allow for 11<sup>th</sup> grade early college admission and 12<sup>th</sup> grade final class rank.
- (b) Beginning with the Class of 2020-2021, schools will only have one Valedictorian and one Salutatorian. The Valedictorian and Salutatorian will be the students who hold the highest weighted GPA based on the courses taken through the first seven (7) semesters of their high school course work. Course taken in middle school for high school credit as well as any courses taken on-line or any dual enrollment courses will be included in these calculations. The Valedictorian will be the one student with the highest weighted GPA. The Salutatorian will be the student with the second highest weighted GPA. If two or more students have identical GPAs when calculated to the third decimal place, all students with identical GPAs will be recognized.

(14) General Promotion Requirements

Each student's progression from grades nine through twelve shall be determined, in part, upon proficiency in English Language Arts (ELA), writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. [s. 1008.25\(1\), F.S.](#) Students who do not meet these performance levels will be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. [s. 1008.25\(6\)\(a\), F.S.](#) An appropriate alternative placement determined by the district and school must be provided for a student who has been retained two or more years. [s. 1008.25\(2\)\(c\), F.S.](#)

(15) Assessment Test Performance and the Progress Monitoring Plan (PMP)

- (a) Each student must participate in district and statewide assessment tests in ELA, science and mathematics or End of Course assessments in algebra, geometry or biology. The district expectations of performance standards in reading, writing, science and mathematics for each grade level are the state's expectations of levels of satisfactory performance as determined by the Florida Department of Education. Each student who does not meet district specific levels of performance for student progression in FSA/FCAT 2.0 or EOC Assessment: ELA, science and mathematics for each grade level, or who scores below Level 3 in FSA ELA or FSA Math, or EOC Assessment Algebra 1 must be provided with additional diagnostic assessments identified by the district and school to determine the nature of the student's areas of academic need. [s. 1008.25\(4\)\(a\), F.S.](#) A progress-monitoring plan must be enacted for all students who score below an FSA or EOC Assessment Level 3 in Algebra 1, reading, math, or writing. The school must develop the progress-monitoring plan in consultation with the student's parents/legal guardians. [s. 1008.25\(4\)\(b\), F.S.](#)
- (b) The purpose of the progress-monitoring plan is to assist the student in meeting state and district expectations for satisfactory performance. Each plan must include the provision of intensive remedial instruction and

support services in the areas of weakness. Strategies may include, but not be limited to: summer school, dropout prevention services, parent/guardian tutorial programs, contracted academic services, exceptional student education services, modified curriculum, reading instruction, after school instructions and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development program. The plan should clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and reevaluation activities to be employed. The district may require low-performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. [s. 1008.25\(4\)\(b\), F.S.](#)

- (c) The progress monitoring plan used in the district will meet all specifications of statute and be a school wide system of progress monitoring to identify individual assistance to be given to remedy the student's individual, identified deficiencies. The progress monitoring plan is not a form or folder. It is a set of actions and may involve multiple papers with documentation from multiple data sources. [s. 1008.25\(4\)\(b\), F.S.](#)
- (d) If the documented deficiencies for ELA or mathematics are not corrected in accordance with the progress-monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment test in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory attendance. [s. 1008.25\(4\)\(c\), F.S.](#)
- (e) A student with a disability who began 9th grade in the 2012-2013 school year or prior may maintain any credit previously earned for a Level 1 course towards a standard diploma. In such cases a written assessment of the need must be included in the student's Individual Educational Plan (IEP).
- (f) Each student's progression from grades nine through twelve shall be determined, in part, upon satisfactory performance in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. [s. 1008.25\(1\), F.S.](#) Students who do not meet these performance levels must receive remediation or be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. [s. 1008.25\(2\)\(b\), F.S.](#); [s. 1008.25\(6\)\(a\), F.S.](#) An appropriate alternative placement determined by the district and school must be provided for a student who has been retained two (2) or more years. [s. 1008.25\(2\)\(c\), F.S.](#)

(16) Parent/Guardian Notice and Annual Reporting of Progress

- (a) Progress of the student toward achieving state and district expectations for proficiency in ELA, science and mathematics and the student's results on

each statewide assessment test must be reported annually in writing to the parents/guardians or guardian of each student. The report will be developed by the district and is adopted by the District in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- (i) classroom work
  - (ii) observations
  - (iii) tests
  - (iv) district and state assessments
  - (v) other relevant information [s. 1008.25\(8\)\(a\), F.S.](#)
- (b) The parents/guardians of a student not making adequate progress toward promotion must be notified in writing at the beginning of the third grading period and given an opportunity to meet with the school team. For students with a cumulative grade point average (GPA) of less than .5 above the required 2.0 curriculum GPA needed for graduation, at the end of each semester in grades 9, 10, 11 and 12, parents/guardians shall be notified that the student is at risk of not meeting graduation requirements. The notice will direct the parent/guardian to an explanation of assistance for the student to raise the GPA to the requirement.
- (c) At the beginning of each school year, the parents/guardians of students in or entering high school will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment and Florida Virtual School courses and options for early or accelerated high school graduation outlined in career academy courses, and courses that lead to national industry certification as well as the availability of course offerings through virtual instruction. Notice will be given to students in grades 6-9 and their parents/guardians of the graduation plan options listed in [s. 1003.4281, F.S.](#) including curriculum requirements so that students and parents/guardians may select the plan that best meets their needs. [s. 1003.4281, F.S.](#)
- (d) Each high school shall offer an IB Program, an AICE Program, or a combination of at least four courses in dual enrollment or AP, including one course in each English, mathematics, science, and social studies. To meet this requirement, the district may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the FDOE and for which a standardized EOC Assessment, as approved by the FDOE, is administered.
- (e) The district shall provide each student in Grades 6-12 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in [s. 1003.4281, F.S.](#), including the

respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option.

(17) Determination of Credits

- (a) The satisfactory completion of each course results in 0.5 credits for a semester course and 1.0 credit for a full-year course.
- (b) Credits transferred from accredited schools in other school systems shall be verified by official transcript and evaluated in terms of the requirements of the school system where such credit was earned. A student transferring in prior to July 1, 2012, who is part of the 2010-2011 ninth grade cohort who has taken a semester (0.5 credit) of a course for which Florida requires and end-of-course (EOC) assessment in order for the course credit to be awarded must take semester two of the course and take the EOC assessment (thirty (30) percent of results are factored into the final grade for that course). A student transferring in which a semester credit of a course requiring an EOC Assessment and is part of the 2011-2012 cohort may take the EOC assessment and if the student passes be awarded the 1.0 credit. The student may also take semester two of the course and upon passing the EOC assessment will receive credit to be awarded for the course. Credits will not be accepted from a high school that is not accredited by regional or state accrediting agencies except when validated by the student's demonstration of satisfactory classroom performance during a nine-week probationary period.
- (c) A course designated in the Course Code Directory as grade 9 through 12 that is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Bright Futures award requirements.
- (d) The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher. However, to receive credit in any course, students must demonstrate mastery of the Florida Standards/Next Generation Sunshine State Standards designated for that course. Any grade that a student receives, including failures, shall be adequately documented in the form of formative and summative assessments, grades on class participation, mastery of the Florida Standards/Next Generation Sunshine State Standards, and other course work to support the decision. For a student with a disability, there shall be additional evidence to support the decision in the form of documentation of the provision of educational and related special education services and allowable and appropriate accommodations or modifications (as specified in the student's IEP) (FLDOE 2014-2017 SP&P Document-Orange).

(18) Grading Scale and Computation of Grade Point Average (GPA) Grades 6-12: Unweighted and Weighted

The grading system and interpretation of letter grades will be as prescribed by the Florida Statutes. [s. 1003.437\(1-5\), F.S.](#) The unweighted grading scale will be:

<u>Grade</u>	<u>Percentage</u>	<u>Grade Point Average Value</u>	<u>Definition</u>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Students cannot receive less than 50% on the following grading periods:

Quarter 1	Q1
Quarter 2	Q2
Quarter 3	Q3
Quarter 4	Q4
Semester 1	Sem1
Semester 2	Sem2
Final	Fin

(19) Final Examination Grading

(a) Statewide FSA (Florida Standards Assessments) and Final Examination Grades in 2014-2015 and Beyond

If a student takes a course aligned with an FSA that is not the Algebra I, Geometry, or Algebra II assessment, the student will not receive a final examination grade associated with performance on the FSAs.

(b) National Assessments and Final Examination Grades in 2014-2015 and Beyond

If a student takes a course aligned with an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course that has an aligned, national end-of-year assessment, the student will not receive a final examination grade associated with their performance on the assessment. This information will be provided in a crosswalk.

(c) Statewide EOC Assessments and Final Examination Grades in 2014-2015 and Beyond

(i) All students who take statewide EOC assessments in the 2014-15 school year and later in any entering 9th grade cohort are subject to the following rules concerning the use of statewide assessments as the final examination counting for thirty (30) percent of the overall course grade.

- (ii) All students associated with the course codes in Table 1 below are required to take the assessment in order to receive a final course grade. If a student does not take the assessment, they will receive no final course grade until the assessment is taken by the student.
- (iii) If a student retakes a course in Table 1 for any reason, the student will be required to take the statewide assessment aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to determine the course grade. All grade forgiveness rules outlined must be followed for a student to be eligible to attempt grade forgiveness in a course.
- (iv) The crosswalk between scale scores and the thirty (30) percent final examination grade is established on the attached document, 'Crosswalk of Scale Scores and Course Grades' that must be made available to teachers.
- (v) If a student has their assessment invalidated for any student behavior in violation of statewide test policies and procedures or does not take the final examination, the assessment will be averaged in based on the lowest score on the EOC Assessment Crosswalks. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again in the next statewide administration window.

**Table 1: Courses Included in the Statewide 30% Calculation**

<b>Course</b>								
Algebra I	1200310	1200320	1200380	1200390	1209810			
Geometry	1206310	1206320	1206810	1209820				
Algebra II	1200330	1200340	1200395	1209825				
Civics	2106010	2106015	2106016	2106020	2106025	2106026	2106029	2100045
Biology	2000310	2000320	2000322	2000430	2000800	2002440	2002450	2000850
US History	2100310	2100320	2100390	2100480				

(d) Common Final Exams and Final Examination Grades

- (i) All Common Final Exams must count for twenty (20) percent of the overall course grade for secondary courses. Individual teachers will use the raw scores from district-created assessments to calculate final examination grades.
- (ii) If a student retakes a course with a Common Final Exam for any reason, the student will be required to take the Common Final Exam aligned to the course to receive their final examination grade for the course. Only the assessment administered during the retaking of the course will be used in the course grade. No process will be used that provides the higher of two or more assessment results to

determine the course grade. All grade forgiveness rules outlined must be followed for a student to be eligible to attempt grade forgiveness in a course.

- (iii) If a student in a secondary course has their Common Final Exam invalidated for any student behavior in violation of statewide test policies and procedures or does not take the final examination, the assessment will be averaged in based on the lowest score on the EOC Assessment Crosswalks. If the score is invalidated due to teacher behavior, the student will have the opportunity to take the assessment again.

(20) Crosswalk of Scale Scores and Course Grades

- (a) The below charts describe the translation between statewide assessment scores, letter grades and grade values. These charts may be provided to teachers and other school personnel to assist in understanding the thirty (30) percent process.

*Algebra I: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
425 to 429	F	59
430 to 435	D	60
436 to 440	D	61
441 to 445	D	62
446 to 451	D	63
452 to 456	D	64
457 to 463	D	65
464 to 468	D	66
469 to 474	D	67
475 to 480	D	68
481 to 486	D	69
487	C	70
488	C	71
489	C	72
490	C	73
491	C	74
492	C	75
493	C	76
494	C	77
495	C	78
496	C	79
497 to 499	B	80
500 to 502	B	81
503 to 505	B	82
506 to 508	B	83
509 to 511	B	84
512 to 514	B	85
515 to 517	B	86
518 to 520	B	87

521 to 522	B	88
523 to 525	B	89
526 to 527	A	90
528 to 529	A	91
530 to 531	A	92
532 to 536	A	93
537 to 542	A	94
543 to 547	A	95
548 to 553	A	96
554 to 558	A	97
559 to 564	A	98
565 to 569	A	99
570 to 575	A	100

*Geometry: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
425 to 430	F	59
431 to 435	D	60
436 to 440	D	61
441 to 445	D	62
446 to 450	D	63
451 to 456	D	64
457 to 462	D	65
463 to 467	D	66
468 to 473	D	67
474 to 479	D	68
480 to 485	D	69
486	C	70
487 to 488	C	71
489	C	72
490	C	73
491 to 492	C	74
493	C	75
494	C	76
495	C	77
496	C	78
497 to 498	C	79
499 to 502	B	80
503 to 505	B	81
506 to 508	B	82
509 to 511	B	83
512 to 514	B	84
515 to 517	B	85
518 to 520	B	86
521 to 522	B	87
523 to 524	B	88
525 to 526	B	89
527 to 528	A	90
529 to 530	A	91



531 to 532	A	92
533 to 538	A	93
539 to 544	A	94
545 to 549	A	95
550 to 555	A	96
556 to 560	A	97
561 to 565	A	98
566 to 570	A	99
571 to 575	A	100

*Algebra II: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
425 to 431	F	59
432 to 438	D	60
439 to 446	D	61
447 to 453	D	62
454 to 459	D	63
460 to 466	D	64
467 to 473	D	65
474 to 480	D	66
481 to 486	D	67
487 to 492	D	68
493 to 496	D	69
497	C	70
498 to 499	C	71
500	C	72
501 to 502	C	73
503	C	74
504	C	75
505	C	76
506	C	77
507 to 508	C	78
509 to 510	C	79
511 to 513	B	80
514 to 515	B	81
516 to 518	B	82
519 to 520	B	83
521 to 523	B	84
524 to 526	B	85
527 to 528	B	86
529	B	87
530 to 531	B	88
532	B	89
533	A	90
534	A	91
535 to 536	A	92
537 to 540	A	93
541 to 545	A	94
546 to 550	A	95

551 to 555	A	96
556 to 560	A	97
561 to 565	A	98
566 to 570	A	99
571 to 575	A	100

*Biology: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
325 to 328	F	59
329 to 332	D	60
333 to 336	D	61
337 to 340	D	62
341 to 344	D	63
345 to 348	D	64
349 to 352	D	65
353 to 356	D	66
357 to 360	D	67
361 to 364	D	68
365 to 368	D	69
369 to 371	C	70
372 to 373	C	71
374 to 376	C	72
377 to 379	C	73
380 to 381	C	74
382 to 384	C	75
385 to 386	C	76
387 to 389	C	77
390 to 392	C	78
393 to 394	C	79
395 to 398	B	80
399 to 401	B	81
402 to 405	B	82
406 to 409	B	83
410 to 413	B	84
414 to 417	B	85
418 to 420	B	86
421 to 422	B	87
423	B	88
424 to 425	B	89
426 to 427	A	90
428 to 429	A	91
430	A	92
431 to 435	A	93
436 to 441	A	94
442 to 447	A	95
448 to 453	A	96
454 to 460	A	97
461 to 465	A	98
466 to 470	A	99

471 to 475	A	100
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*US History: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
325 to 328	F	59
329 to 333	D	60
334 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 357	D	65
358 to 361	D	66
362 to 366	D	67
367 to 372	D	68
373 to 377	D	69
378 to 379	C	70
380 to 381	C	71
382 to 383	C	72
384 to 385	C	73
386 to 387	C	74
388 to 389	C	75
390 to 391	C	76
392 to 393	C	77
394 to 395	C	78
396	C	79
397 to 398	B	80
399 to 401	B	81
402 to 404	B	82
405 to 407	B	83
408 to 410	B	84
411 to 413	B	85
414 to 416	B	86
417 to 418	B	87
419 to 421	B	88
422 to 423	B	89
424 to 426	A	90
427 to 428	A	91
429 to 431	A	92
432 to 437	A	93
438 to 443	A	94
444 to 448	A	95
449 to 453	A	96
454 to 458	A	97
459 to 463	A	98
464 to 469	A	99
470 to 475	A	100

*Civics: Scale Score to Grade Value*

<b>EOC Scale Score</b>	<b>Letter Grade</b>	<b>Grade Value</b>
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325 to 329	F	59
330 to 334	D	60
335 to 338	D	61
339 to 342	D	62
343 to 347	D	63
348 to 352	D	64
353 to 356	D	65
357 to 359	D	66
360 to 365	D	67
366 to 370	D	68
371 to 375	D	69
376 to 377	C	70
378 to 379	C	71
380 to 381	C	72
382 to 383	C	73
384	C	74
385 to 386	C	75
387 to 388	C	76
389	C	77
390 to 391	C	78
392 to 393	C	79
394 to 396	B	80
397 to 398	B	81
399 to 400	B	82
401 to 403	B	83
404 to 405	B	84
406 to 408	B	85
409 to 412	B	86
413 to 415	B	87
416 to 417	B	88
418 to 420	B	89
421 to 422	A	90
423 to 425	A	91
426 to 427	A	92
428 to 433	A	93
434 to 439	A	94
440 to 445	A	95
446 to 451	A	96
452 to 456	A	97
457 to 462	A	98
463 to 468	A	99
469 to 475	A	100

- (b) The EOC Assessment results may be waived for the purpose of determining course grade and credit for a student with a disability in accordance with district ESE procedures if the IEP team determines that the assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

- (c) Computation of the high school graduation GPA requirement shall be based on all courses taken except those forgiven through the grade forgiveness policy. The unweighted grading scale values will be used in the calculation of the cumulative minimum GPA for graduation required by Florida Statute. The unweighted grading scale values will be used in the calculation of the minimum GPA required for participation in extracurricular activities.
- (d) A weighted grade scale will be used to compute a grade point average when determining rank in class. [s. 1003.437, F.S.](#) Grade values for the weighted scale are as follows:

<u>Grade</u>	<u>Weighted Value</u>
A	5
B	4
C	3
D	1
F	0

- (e) Weighted value for the following courses will apply to the above scale. Any course designated by the State Course Code Directory as a level 3 course will receive the Honor's weight. (This does not include courses with the Level 3 in the course name, but still designated as a level 2 by the State).
- (f) Courses higher than honors level: Advanced Placement, International Baccalaureate, Advanced International Certificate of Education and college or postsecondary technical Dual Enrollment courses, will be weighted according to the following scale. (For students entering Grade 9 in the 2006-2007 school year, dual enrollment courses via postsecondary technical programs will be given the same weight as the courses described in this paragraph. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.) [s. 1007.271\(16\), F.S.](#)

<u>Grade</u>	<u>Weighted Value</u>
A	6
B	5
C	4
D	1
F	0

- (g) Grades transferred into the district shall be weighted according to Orange County Public Schools policy for GPA calculation.
- (h) The GPA calculation for the Florida Bright Futures Program shall be based upon the statewide Florida Bright Futures Scholarship Program Weighting System established by the Department of Education. [s. 1009.531\(4\), F.S.](#)

(21) Graduation/Promotion Exercises

- (a) Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study in accordance with their respective abilities to achieve; and that they have satisfactorily passed any examinations and other requirements.
- (b) The staff will arrange for appropriate awards and recognition programs and graduation exercises at appropriate times during the year.
- (c) All graduation and promotion exercises shall be limited to the 12th grade. Special dress shall not be required for participation in special or awards assemblies. A student who does not meet the requirements for graduation and does not qualify for a diploma or Certificate of Completion shall not participate in graduation ceremonies.

(22) Early High School Graduation

- (a) A high school student must be allowed the option of early graduation if the student has completed the requirements for a standard diploma. Such students are not required to complete any additional district mandated graduation requirements.
- (b) A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district rules and policies regarding access to the school facilities and grounds during normal operating hours.
- (c) If eligible for a Florida Bright Futures Scholarship Program award under [s. 1009.53, F.S.](#) through [s. 1009.538, F.S.](#) a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.
- (d) A student who graduates from high school midyear must apply no later than August 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year as specified in [s. 1009.531, F.S.](#) In addition, a student who receives an initial award during the spring term shall be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term as outlined in [s. 1009.532\(4\), F.S.](#)

(23) General Graduation Requirements

- (a) Beginning with the 2007-2008 school year, students entering their 1st year of high school must earn a minimum of twenty-four (24) high school credits or complete an International Baccalaureate curriculum or the Advanced International Certificate of Education curriculum for graduation. In order to graduate, students must attain a cumulative 2.0 grade point average.

Standards for graduation include earning a passing score on the grade 10 FSA ELA or FCAT 2.0 Reading or earning a concordant score on the ACT or SAT (for students who entered 9th grade 2009-10 school-year and beyond) as defined in the Florida Statutes and designated by the Florida Department of Education. Students must also complete all other applicable requirements prescribed by the district as specified in [s. 1008.25, F.S.](#)

- (b) Students who earn the required credits, attain the required GPA, and demonstrate mastery of the Florida Standards/Next Generation Sunshine State Standards (FSA/FCAT) as determined by the Florida Department of Education will receive a diploma. Students must earn a passing score on the grade 10 FSA/FCAT, a concordant score on the ACT or SAT, or receive a waiver of results as a student with a disability in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#), as designated by the Florida Department of Education.
- (c) A student who has met state and school district credit requirements for graduation but has not passed the required statewide assessments specified in the [Graduation Requirements for Florida's Statewide Assessments document](#) or achieved the required GPA is eligible for a certificate of completion or a special certificate of completion. Such a student may also attend summer school, adult high school, and/or may remain in high school for up to one additional year on a full or part-time basis and receive instruction to remedy deficiencies to meet all graduation requirements and receive a standard high school diploma. The diploma will be awarded whenever the requirements are completed. A student with a disability is eligible to continue working toward a standard high school diploma until the end of the semester in which they turn twenty-two (22).
- (d) The district shall provide each student in Grades 6-9 and their parents/guardians with information concerning the three-year and four-year high school graduation options listed in [s. 1003.4282, F.S.](#), including the respective curriculum requirements for those options, so that the students and their parents/guardians may select the program that best fits their needs. Students and parents/guardians must also be made aware of the acceleration options (ACCEL) which provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12 who qualify. These options include whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects. The information shall include a timeframe for achieving each graduation option. This information may be provided in writing or in a group meeting. [s. 1003.4282, F.S.](#)
- (e) The district provides policies and procedures to assist students in meeting the graduation requirements. These include forgiveness policies, summer school, before or after school attendance, special counseling, volunteer or peer tutors, school-sponsored help sessions, and study skills classes.
- (f) A student who previously has been awarded a certificate of completion in lieu of a standard high school diploma may be awarded a standard high school diploma upon retaking and passing the statewide assessment test

or earning a concordant score on the ACT or SAT. The diploma will be awarded whenever the requirements are completed.

- (g) For students who meet all graduation requirements except for the required cumulative grade point average, special assistance may be given to obtain a high school equivalency diploma pursuant to [s. 1003.435, F. S.](#)
- (h) The superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. [s. 1003.433\(4\), F.S.](#)



(24) Graduation Plans: Students Entering Grade Nine in 2012-2013 School Year



**Students Entering Grade Nine in the 2012-2013 School Year**  
**Academic Advisement Flyer—What Students and Parents Need to Know**

**What are the diploma options?**

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

**What are the state assessment requirements\*?**

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

**What are the graduation requirements for students with disabilities?**

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

\* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade.

**What are the requirements for the 24-credit standard diploma?**

<b>4 Credits English Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must have a laboratory component</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- 3 elective credits instead of 8
- Physical education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the credit acceleration program (CAP)?**

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

SUS (State University System)
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit

<http://www.floridastudentfinancialaid.org/>.

In addition, EOC assessment requirements must be met by cohort.

(25) Graduation Plans: Students Entering Grade Nine in 2013-2014 School Year

**Students Entering Grade Nine in the 2013-2014 School Year**  
Academic Advisement Flyer–What Students and Parents Need to Know

**What are the diploma options?**

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

**What are the state assessment requirements?**

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Geometry
- Biology I
- U.S. History
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

**What is the credit acceleration program (CAP)?**

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

**What are the graduation requirements for students with disabilities?**

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

**What are the requirements for the 24-credit standard diploma option?**

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must
<ul style="list-style-type: none"><li>▪ Earn 1 credit in Algebra II;</li><li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li><li>▪ Pass the Biology I EOC;</li><li>▪ Earn 1 credit in chemistry or physics;</li><li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li><li>▪ Pass the U.S. History EOC;</li><li>▪ Earn 2 credits in the same world language; and</li><li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li></ul>
A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student
<ul style="list-style-type: none"><li>▪ Takes the respective AP, IB or AICE assessment; and</li><li>▪ Earns the minimum score to earn college credit.</li></ul>
Merit Diploma Designation
<ul style="list-style-type: none"><li>▪ Meet the standard high school diploma requirements</li><li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li></ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACEL option and the 24-credit option?**

- 3 elective credits instead of 8
- Physical education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:
<ul style="list-style-type: none"><li>▪ High school graduation with a standard diploma</li><li>▪ Admission test scores</li><li>▪ 16 credits of approved college preparatory academic courses</li><li>▪ 4 English (3 with substantial writing)</li><li>▪ 4 Mathematics (Algebra I level and above)</li><li>▪ 3 Natural Science (2 with substantial lab)</li><li>▪ 3 Social Science</li><li>▪ 2 World Language (sequential, in the same language)</li><li>▪ 2 approved electives</li></ul> <p><a href="http://www.flboq.edu/forstudents/planning">http://www.flboq.edu/forstudents/planning</a></p>
The Florida College System
The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.
<p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</a></p>
Career and Technical Centers
Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.
<p><a href="#">Career and Technical Directors</a></p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Revised April 2016

In addition, EOC assessment requirements must be met by cohort. [s. 1008.22, F.S.](#)

(26) Graduation Plans: Students Entering Grade Nine in 2014-2015 School Year

**Students Entering Grade Nine in the 2014-2015 School Year  
Academic Advisement Flyer–What Students and Parents Need to Know**

**What are the diploma options?**

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

**What are the state assessment requirements?**

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I                      ▪ U.S. History
- Geometry                    ▪ Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

**What is the credit acceleration program (CAP)?**

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I                      ▪ Biology I
- Geometry                    ▪ Algebra II
- U.S. History

**What are the graduation requirements for students with disabilities?**

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

**What are the requirements for the 24-credit standard diploma option?**

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must
<ul style="list-style-type: none"><li>Earn 1 credit in Algebra II (must pass EOC);</li><li>Pass the Geometry EOC;</li><li>Earn 1 credit in statistics or an equally rigorous mathematics course;</li><li>Pass the Biology I EOC;</li><li>Earn 1 credit in chemistry or physics;</li><li>Earn 1 credit in a course equally rigorous to chemistry or physics;</li><li>Pass the U.S. History EOC;</li><li>Earn 2 credits in the same world language; and</li><li>Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li></ul>
A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student
<ul style="list-style-type: none"><li>Takes the respective AP, IB or AICE assessment; and</li><li>Earns the minimum score to earn college credit.</li></ul>
Merit Diploma Designation
<ul style="list-style-type: none"><li>Meet the standard high school diploma requirements</li><li>Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li></ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:
<ul style="list-style-type: none"><li>High school graduation with a standard diploma</li><li>Admission test scores</li><li>16 credits of approved college preparatory academic courses<ul style="list-style-type: none"><li>4 English (3 with substantial writing)</li><li>4 Mathematics (Algebra I level and above)</li><li>3 Natural Science (2 with substantial lab)</li><li>3 Social Science</li><li>2 World Language (sequential, in the same language)</li><li>2 approved electives</li></ul></li></ul>
<a href="http://www.flboq.edu/forstudents/planning">http://www.flboq.edu/forstudents/planning</a>
The Florida College System
The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.
<a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html</a>
Career and Technical Centers
Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.
<a href="#">Career and Technical Directors</a>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Revised April 2016

In addition, EOC assessment requirements must be met by cohort.

(27) Graduation Plans: Students Entering Grade Nine in 2015-2016 School Year

## Students Entering Grade Nine in the 2015-2016 School Year Academic Advisement Flyer–What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II (must pass EOC);</li> <li>▪ Pass the Geometry EOC;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 Credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 Approved electives</li> </ul> <p><a href="http://www.flboq.edu/forstudents/planning">http://www.flboq.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Revised April 2016

In addition, EOC assessment requirements must be met by cohort.

**(28) Graduation Plans: Students Entering Grade Nine in 2016-2017 School Year**



## Students Entering Grade Nine in the 2016-2017 School Year Academic Advisement Flyer—What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II (must pass EOC);</li> <li>▪ Pass the Geometry EOC;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 Credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 Approved electives</li> </ul> <p><a href="http://www.flboq.edu/forstudents/planning">http://www.flboq.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

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In addition, EOC assessment requirements must be met by cohort.

(29) Course Notations

- (a) The twenty-four (24) credits for a standard high school diploma may be earned through applied; integrated and career education courses, including work related internships, approved by the Department of Education and identified in the course code directory. A student can also earn a standard high school diploma by successfully completing an IB curriculum or an Advanced International Certificate of Education curriculum. An Equivalent course is one (1) or more courses identified by the FLDOE CCD. An integrated course includes content from several courses within a content area or across content areas. It shall be distributed as follows:
- (b) One (1) credit in physical education (Health Opportunities through Physical Education (HOPE Core)) is required and is to include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better and completes cardiopulmonary resuscitation (CPR) instruction as outlined in section (i) below. The competency test on personal fitness is developed by the Department of Education. The one credit in physical education does not have to be taken during the 9th grade year. Completion of two (2) years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education (HOPE Core) and the one-credit requirement in performing arts.
  - (i) Beginning 2016-2017 school year, as part of the physical education curriculum or any other required curriculum that a school district may designate, each school shall provide training in cardiopulmonary resuscitation (CPR) which is based on an instructional program established by the American Heart Association, the American Red Cross, or another nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines and incorporates the development of psychomotor skills in the program. Students may study and practice the psychomotor skills associated with performing CPR and study the appropriate use of an AED.

Schools choosing Health Opportunities Through Physical Education (HOPE Core)
Two seasons of an interscholastic sport at the junior varsity or varsity level (Season 1 waiver #1500410, Season 2 waiver #1500420) <u>AND</u> a grade of "C" or better on the Personal Fitness competency test (waiver #1500430) <u>AND</u> completion of CPR training waives the full one credit physical education (HOPE Core) requirement.
Two years in a R.O.T.C. class (Year 1 waiver #1500450, Year 2 waiver # 1500460) waives the full one credit physical education (HOPE Core) requirement <u>AND</u> the full one credit performing arts requirement (waiver # 1500480).

- (c) The district is responsible for adopting a written physical education policy that details the district's physical education program, the expected program

outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education.

- (d) Completion of ALL the courses within certain job preparatory vocational programs as described by the Florida Department of Education will allow for the substitution of required credits in language arts, mathematics and science. However, credits obtained in this manner may not exceed more than two (2) credits in each subject area.
- (e) Upon completion of the JROTC program (Army, Navy, Marine, or Air Force), students may substitute on a curriculum equivalency basis one (1) credit to satisfy the Practical Arts and HOPE graduation requirements.
- (f) Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
- (g) **ONLINE COURSE REQUIREMENT.** – [\(H.B. 7029\)](#) At least one (1) course within the twenty-four (24) credits required under this section must be completed through online learning.
  - (i) An online course taken in grade 6, grade 7, or grade 8 fulfills the requirements of this subsection. The requirement is met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S., meets the requirement.
- (h) A district school board or a charter school governing board, as applicable, may offer students the following options to satisfy the online course requirements of this subsection:
  - (i) Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to s. 1008.44, F.S., or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses, as applicable.
  - (ii) Passage of an online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.
- (i) Efforts must be made to support students with disabilities in meeting the online graduation requirement. If the IEP team determines at the students annual review that a student is unable to complete an online course or other option to fulfill this graduation requirement, or that a student does not have sufficient time in order to become proficient in these tools to successfully participate and progress in an online course or other option to fulfill this

graduation requirement for the coming school year, the IEP team may recommend an exemption to the requirement in accordance with [s. 1003.4282\(2\)\(c\), F.S.](#) For each year in which this determination is made, the IEP team must identify and document goals, supports, services, and accessible instructional materials (AIMs) in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course or other option to fulfill this graduation requirement, and must reconsider the student's ability to participate in an online course or other option to fulfill this graduation requirement at the next IEP review.

- (j) This does not apply to students in the International Baccalaureate Program (IB) or Advanced International Certificate of Education Program (AICE).
- (k) This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one (1) academic year or less remaining in high school.

(30) High School Credit

- (a) One (1) full credit is defined as a minimum of 135 hours of instruction in a course that contains student performance standards. (In a school that has been authorized to implement block scheduling, one full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.) One-half credit is defined to be one half the requirement for a full credit. [s. 1003.436\(1\), F.S.](#) In order to be in attendance for 135 hours, the student can have no more than ten (10) unexcused absences in a semester or twenty (20) unexcused absences in a school year.
- (b) A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Florida Standards/Next Generation Sunshine State Standards. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. Credits may be awarded to students if they are not enrolled in course but passed statewide standardized assessments or CAP [s. 1003.436, F.S.](#) In addition to earning the required twenty-four (24) credits a student must participate in and pass any statewide standardized assessment required for a standard high school diploma or earn identified concordant scores or comparative scores as applicable on approved alternative assessments.
- (c) The district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a

passing grade. The student must successfully meet additional district requirements such as class attendance, homework, participation and other performance indicators. [s. 1003.436\(2\), F.S.](#)

- (d) Excused absences as determined by the district and as carried out by the secondary school principals shall be based upon the criteria for determining excused absences as provided in [s. 1003.21, F.S.](#), absence for religious instruction or a religious holiday, and [s. 1003.24, F.S.](#), absence due to sickness, injury or other insurmountable condition, and absence due to participation in an academic class or program. Missed work shall be made up for all excused absences.
- (e) Excused absences, field trips, and suspension days CANNOT be counted against a student for purposes of credit hours. Students are allowed to make up their work during excused absences, so these are counted as hours in attendance. [s. 1001.41, F.S.](#), [s. 1003.21, F.S.](#), [s.1003.24, F.S.](#), [s. 1003.436, F.S.](#)
- (f) Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [s. 1003.33\(2\), F.S.](#)
- (g) A student may be counted as being in school if (i) he/she is attending an academic instructional activity away from the school site; (ii) the academic instructional activity is directly related to the instructional outcomes of one or more of the classes missed; and (iii) all class work and homework are made up for any classes missed.
- (h) Such activities as guidance and counseling, psychological assessment, speech, vision, hearing therapy, and other such student related services are part of the academic instructional program. In instances where there is a question regarding whether the activity is directly related to instructional outcomes, the decision will be referred to the appropriate area superintendent or designee.
- (i) A student may earn elective credit towards high school graduation through participation in a career dual-enrollment program at the district's Career and Technical College.
- (j) For the purpose of earning high school credit or for Florida Bright Futures award requirements, a student below grade 9 may be classified as a high school student for the period the student is enrolled in a course designated as a 9-12 grade course.

(31) Courses Excluded from Credit Awarding

- (a) No student may be granted credit toward high school graduation for enrollment in the following:
  - (i) more than a total of nine (9) elective credits in remedial programs
  - (ii) more than one (1) credit in exploratory vocational courses
- (b) A student with a disability who began 9th grade in the 2012-2013 school year or prior may maintain any credit previously earned for a Level 1 course towards a standard diploma.

(32) Grade Forgiveness

- (a) The high school graduation GPA requirement shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher by retaking the same or comparable course or another course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average required for graduation. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades earned of C, D, or F may be re-taken for forgiveness. [s. 1003.4282\(6\), F.S.](#)
- (b) [Rule 6A-1.0955\(3\)\(g\), F.A.C.](#) requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the District to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The district does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.

(33) Diploma and Certificate of Completion Types

- (a) Standard Diploma
  - (i) Successful completion of the required credits as specified in [s. 1003.4282, F.S.](#) and [s. 1003.4282\(11\), F.S.](#) (Alternative Pathways

to Standard Diploma for Students with Disabilities). Refer to the section entitled Exceptional Student Education 9-12 later in this document for further details.

- (ii) Achieve a minimum 2.0 unweighted cumulative GPA.
- (iii) Earn a passing score on the required FSA/FCAT and EOC Assessment test or earning a concordant score on the SAT or ACT as defined in [s. 1008.22, F.S.](#) Students with disabilities must earn a passing score on required general education state-wide assessments or alternate assessment (if eligible) and EOC assessments, unless eligible for a waiver of assessment results in accordance with [s. 1008.22, F.S.](#)

(b) International Baccalaureate (IB) Diploma

- (i) Given by the International Baccalaureate Office to students who meet the requirements of the IB program.
- (ii) This is awarded during the summer after graduation and is in addition to the OCPS diploma.

(c) Cambridge (AICE) Diploma

- (i) Given by Cambridge to students who meet the requirements of the AICE program.
- (ii) This is awarded during the summer after graduation and is in addition to the OCPS diploma.

(d) Special Diploma (Students entering 9<sup>th</sup> grade 2013-2014 and prior)

Students with disabilities who entered the 9th grade in 2013-2014, and prior, and whose IEP noted that they were working toward a special diploma on the day the bill was signed into law (June 20, 2014), may receive a special diploma, as provided by [s. 1003.438, F.S.](#) Refer to the section titled Exceptional Student Education (9-12) later in this document for further details.

(e) Certificate of Completion

A student who earns the required twenty-four (24) credits, or the required eighteen (18) credits under [s. 1002.3105\(5\), F.S.](#) but fails to pass the assessments required under [s. 1008.22\(3\), F.S.](#) or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the Florida Department of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies. [s. 1003.4282, F.S.](#)



- (f) Special Certificate of Completion (for student with disabilities)

A student with a disability who meets all special requirements, but is unable to meet the appropriate minimum requirements (fails to have earned a minimum 2.0 cumulative GPA), must be awarded a special certificate of completion. A student with a disability is eligible to continue working toward a standard high school diploma until the end of the semester in which they turn 22. [Rule 6A-1.09961, F.A.C.](#)

(34) Standard High School Diploma Designations

- (a) Scholar's Designation

In addition to the requirements of [s. 1003.4285, F.S.](#) as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

- (i) English Language Arts (ELA).—When the state transitions to Florida Standards assessments, pass the 11th grade ELA Florida Standards assessment.
- (ii) Mathematics.—Earn one (1) credit in Algebra II and one (1) credit in statistics or an equally rigorous course. When the state transitions to Florida Standards assessments, students must pass the Algebra II end-of-course assessment.
- (iii) Science.—Pass the statewide, standardized Biology I end-of-course assessment and earn one (1) credit in chemistry or physics and one (1) credit in a course equally rigorous to chemistry or physics. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to [s. 1007.27\(2\), F.S.](#) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.
- (iv) Social studies.—Pass the statewide, standardized United States History end-of-course assessment. A student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to [s. 1007.27\(2\), F.S.](#) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.
- (v) Foreign language.—Earn two (2) credits in the same foreign language.
- (vi) Electives.—Earn at least one (1) credit in an Advanced Placement,

an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course. [s. 1003.4285, F.S.](#)

(b) Merit Designation

- (i) In order to earn the Merit designation, a student must attain one or more industry certifications from the list established under [s. 1003.492, F.S.](#)
- (ii) Parents/guardians and students shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each designation.

(35) Florida Bright Futures Scholarship Program

- (a) The appropriate scholarship shall be awarded by the Commissioner of Education to any graduate who has completed the initial eligibility requirements as specified in [s. 1009.531, F.S.](#) A course designated in the Course Code Directory as grade 9 through 12 which is taken below the ninth grade, may be used to satisfy Florida Bright Futures Scholarship Program requirements. A student who graduates from high school midyear to receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year. Note: Students may not dually enroll if they will graduate prior to the end of the postsecondary course, but students may pay the postsecondary tuition and fees for this enrollment. [s. 1007.271, F.S.](#)
- (b) The district shall annually provide a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key. The report shall be disseminated at the beginning of each school year. The report must include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report must also identify all requirements not met per award, including the grade point average requirement, as well as identify the award for which the student has met the academic requirements. (This requirement is met through FLVC.org.)
- (c) Student report cards must contain a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card. [s. 1009.531\(4\), F.S.](#)

Volunteer Service Hours are required for eligibility purposes when applying for Florida Bright Futures and other scholarship programs. These must be completed and submitted to the school prior to graduation date of the student. There is no minimum or maximum limit to the amount of volunteer service hours completed by the student at any one time. Students are not to be compensated or receive academic credit for their voluntary service.

Documentation of service hours can be submitted in written form through school based forms or letter provided by the organization where the experience was performed. Submission of hours is required prior to graduation. More information can be found at the following link:

<http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFHandbookChapter1.pdf>

(36) Graduation Requirements for Transfer Students

- (a) Transfer students will be expected to meet graduation credit requirements of the Orange County Public Schools. If such credit requirements are judged to be impossible to meet time wise because of late transfer to Orange County, requirements of the district shall not be retroactive. Such students however, will be expected to meet the planned program requirements of the school system from which they transfer as specified in [Rule 6A-1.09941, F.A.C.](#) All transfer students must meet Florida Department of Education requirements in the minimum performance standards (FSA/FCAT) or they will receive a Certificate of Completion. Students may continue in school for one additional year to receive a diploma if they do not choose to accept a Certificate of Completion. A transfer student who enters school at grade 12 from out-of-state or a foreign country and who is a dependent of a member of the United States Armed Forces may provide proof of attaining a satisfactory score on an approved alternative assessment that is concordant to a passing score on the grade 10 FSA/FCAT to satisfy the assessment requirement of a standard high school diploma. (Important Note: For transfer procedures for students of military families refer to Military Compact on pages 1-3.) [Rule 6A-1.0955\(3\)\(g\), F.A.C.](#)
- (b) Students who enter a Florida public school at the end of the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FSA/FCAT 2.0 Reading assessment and after 2011 – 2012 the Algebra 1 EOC Assessment, required in [s. 1008.22\(3\), F.S.](#), or other assessment as described in [s. 1008.22\(10\), F.S.](#) and [s. 1003.433\(1\), F.S.](#)
- (c) Transfer students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FSA/FCAT or other assessment by the end of Grade 12 must be provided the following learning opportunities:
  - (i) Participation in an accelerated high school equivalency diploma preparation program during the summer.
  - (ii) Upon receipt of a certificate of completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted

to remedial or credit courses at a state community college, as appropriate. (*Explanatory Note:* The certificate of completion they may receive is a PERT Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8A. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of “PERT eligible.”)

(iii) Participation in an adult general education program as provided in [s. 1004.93, F.S.](#), for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment as defined in [s. 1003.4282, F.S. or s. 1008.22, F.S.](#), an unlimited number of times in order to receive a standard high school diploma.

(d) Transfer students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FSA or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FSA or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FSA or other assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act. [s. 1003.433\(3\), F.S.](#)

(37) Articulated Acceleration and Alternative Graduation Requirements

(a) Articulated acceleration is available to students to shorten the time necessary to complete high school diploma requirements and a postsecondary degree. This accelerated opportunity broadens the scope of curricular options and increases the depth of study for an available subject. Credit earned through an accredited online provider can provide opportunity for early graduation and acceleration. Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. [s. 1007.27\(1\), F.S.](#) and s. [1007.27\(4\), F.S.](#)

(38) Advanced Placement

(a) Enrollment in the Advanced Placement (AP) administered by the College Board is available to high school students. A passing grade in the course will be accepted for a high school credit. A qualifying score on the AP exam determined by the postsecondary institution can earn the student college credit. Students shall be exempt from payment of any fees regardless of whether or not the student achieves a passing score on the examination. [s. 1007.27, F.S.](#)

(39) Dual Enrollment and Articulation Agreement; Career Dual Enrollment

- (a) Dual enrollment as an educational option and mechanism for acceleration is available for secondary school or home education students. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. Students and their parents/guardians work directly with their OCPS high school guidance department to determine eligibility for dual enrollment and options for participation on the high school campus or on a college campus. Participation requires approval signatures of the high school counselor and the parent/guardian. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with [s. 1003.42\(2\), F.S.](#), and conducts a secondary curriculum pursuant to [s. 1003.42, F.S.](#) General requirements for high school graduation, [s. 1007.271\(1\), F.S.](#) and [s. 1007.271\(5\), F.S.](#) Transportation is not provided by the district and is the responsibility of the parent/guardian/student.
- (b) Articulation agreements between OCPS and post-secondary institutions are established according to the Florida Statutes. Each dual enrollment student will be responsible to follow specific guidelines and policies of each post-secondary institution.
- (c) Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications through courses that count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certification. Participation in the career early admission program is limited to students who have completed a minimum of four (4) semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. [s. 1007.271\(11\), F.S.](#)

(40) International Baccalaureate Diploma

- (a) The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. Students who receive the International Baccalaureate Diploma, awarded by the International Baccalaureate Office, shall be deemed to have met the curricular requirements for graduation and shall be awarded a high school diploma. These students shall also qualify for the Florida Academic Scholar Award. [s. 1007.27, F.S.](#) and [s. 1009.534, F.S.](#)
- (b) Students who complete the International Baccalaureate curriculum but fail to earn the International Baccalaureate Diploma may qualify for the Florida Bright Futures Scholarship Program if they achieve the test score as

prescribed in the initial eligibility requirements as specified in [s.1009.531, F.S.](#) and [s. 1009.534, F.S.](#)

- (c) The Florida Department of Education has defined rules that specify the cutoff scores and the IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. Students shall be awarded a maximum of 30 semester credit hours. [s. 1007.27\(7\), F.S.](#)
- (d) A student participating in an IB curriculum program who completes the requirements of the scholar and/or merit diploma designation is eligible for the designation(s).

(41) Advanced International Certificate of Education Program

- (a) Eligible secondary students may be enrolled in Advanced International Certificate of Education Program (AICE) and the International General Certificate of Secondary Education Program (pre-AICE). These programs shall be the curricula offered through the AICE program or the International General Certificate of Secondary Education program (pre-AICE) administered by the University of Cambridge Local Examinations Syndicate. The Florida Department of Education shall establish rules that specify the cutoff scores and AICE examinations that will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rule adoption. Students shall be awarded a maximum of 30 semester credit hours. The specific course for which the student receives credit is determined by the community college or university system that accepts the student for admission. Students shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student earns a passing score on the examination. [s. 1007.27, F.S.](#)
- (b) A student participating in an AICE curriculum program who completes the requirements of the scholar and/or merit diploma designation is eligible for the designation(s).

(42) Credit by Examination (CLEP) for College Credit

Credit by Examination shall be the program through which postsecondary credit is earned by a secondary school or home education student based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. Minimum scores required for an award of credit are stated by the Florida Department of Education in the statewide articulation agreement. [s. 1007.27\(6\), F.S.](#)

(43) Early College Admissions

- (a) Early admission is a form of dual enrollment through which eligible secondary school or home education students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree in accordance with the provisions of an articulation agreement between the school district and the postsecondary institution. [s. 1007.27, F.S.](#) The following conditions apply:
  - (i) The student must be accepted by an accredited college after completion of at least the tenth grade with an unweighted 3.0 cumulative grade point average or above in the core academic courses.
  - (ii) The student must enroll in college on a full-time basis and earn sufficient college credit to fulfill remaining high school graduation requirements. The Florida Department of Education shall determine the number of postsecondary credit hours earned through dual enrollment in satisfaction of the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course as identified in [s. 1007.271, F.S.](#)
- (b) Students enrolled are exempt from the payment of registration, matriculation and lab fees. [s. 1007.27, F.S.](#)
- (c) The student may be awarded a diploma at graduation based on the completion of all high school graduation requirements, including the required assessments.

(44) Acceleration Courses

- (a) Each high school shall advise each student of programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education Program, dual enrollment, and early admission courses, career academy courses, and courses that lead to industry certification, as well as the availability of ACCEL options and course offerings through virtual instruction.
- (b) Beginning with the 2011-2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the Department of Education, and for which a standardized end-of-course assessment, as approved by the department, is administered.

(c) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified scores on the assessment. Notwithstanding [s. 1003.436, F.S.](#), a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment, [s. 1003.4295, F.S.](#), according to the following process:

- (i) Student is not enrolled in course: If student wants to receive credit by taking the EOC assessment exam and not taking the course, testing will be done at the April/May administration of the test. Passing score will be known prior to start of school for accurate scheduling of student. If this timeline is missed, student would be enrolled in course (if eligible) to ensure access to course and credit. A parent/guardian must submit an acceleration request form by January 7 for the April/May EOC assessment test window. A parent/guardian must submit an acceleration request form by the last day of school for the Summer EOC assessment test window.
- (ii) Student is enrolled in course: If a student is enrolled in a course and wants to “CAP” the course by taking the EOC assessment exam, testing will be done at the first scheduled test administration in the first semester only. Students will remain in course until a passing score is determined. Class change will occur at end of grading period. A parent/guardian must submit an acceleration request form by September 15 for the December test window.

(45) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options [s. 1002.3105, F.S.](#)

- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) Options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:
  - (i) Whole-grade and during year promotion; 18-Credit Graduation Plan (See Graduation Plans)
  - (ii) Subject-matter acceleration
  - (iii) Virtual instruction in higher grade level subjects
  - (iv) Credit Acceleration Program under [s.1003.4295, F.S.](#)
  - (v) Rigorous industry certification that are articulated to college credit
  - (vi) Work-related internships or apprenticeships



- (b) Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Per FDOE technical guidance the following explanation is provided. *Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.*

(46) Parent/Guardian Notification

- (a) Each principal must inform and advise parents/guardians and students of the ACCEL options available at the school as well as options that may result in the student attending a different school and the student eligibility requirements for ACCEL options established pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#) This information will include the process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that may be available at the student's school or would result in a student attending a different school, pursuant to s. [1002.3105\(4\)\(b\)2, F.S.](#)
- (b) The district must advise parents/guardians and students to contact the principal at the student's school for information related to:
  - (i) student eligibility requirements for whole grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#)
  - (ii) the process by which a parent/guardian may request student participation in these acceleration options.

(47) Eligibility and Procedural Requirements: Principal Determined and District Determined

- (a) When promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects; whole-grade promotion; during year promotion; and subject-matter acceleration. If a school offers as ACCEL options enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.
- (b) The district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the district must be included in the district's comprehensive student progression plan as outlined in [s. 1008.25, F.S.](#)
- (c) When establishing student eligibility requirements, principals and the district must consider, at a minimum:
  - (i) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22, F.S.](#)
  - (ii) The student's grade point average
  - (iii) The student's attendance and conduct record
  - (iv) Recommendations from one or more of the student's teachers in core-curricula courses as outlined in [s. 1003.01\(14\)\(a\)-\(e\), F.S.](#)
  - (v) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- (d) A final eligibility requirement is recommendation by the principal and approval by the Area Superintendent.
- (e) Parent/Guardian Request and Student Eligibility: Each principal must establish a process by which a parent/guardian may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to [s. 1002.3105\(2\)\(a\), F.S.](#), the student must be provided the opportunity to

participate in the ACCEL option. Principals will follow the policies set forth in the Student Progression Plan to maintain consistent practice throughout the district.

- (f) The district must establish a process by which a parent/guardian may request student participation in whole-grade promotion, during year promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent/guardian selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive Student Progression Plan, as required in [s. 1002.3105\(2\)\(b\), F.S.](#), the student must be provided the opportunity to participate in the ACCEL option.
- (g) In the OCPs Student Progression Plan, the school and district process of student eligibility and parent/guardian request is contained in each grade level section. For high school, whole grade or during year promotion will be enacted when the number of credits needed for the grade level are earned as defined in the Grade Classification section. Acceleration for promotion will be accomplished by successful completion of extra courses through online instruction, summer credits, or credit by examination respective of these processes and requirements. No parent/guardian acceleration request form or timeline is required related to this ACCEL option. (Other program timelines and procedures may apply.)

Eligibility for subject matter acceleration (other than as stated in criteria for advanced placement or other accelerated course programs) will be the criteria of Level 5 FSA/FCAT performance in reading or math or science, as related to the desired subject; FSA/FCAT writing performance of 5 (which may be waived for special exceptions, such as math); a grade point average of 3 or above in the related subjects; no less than 2s in conduct in the current school year; less than 4 unexcused absences in current or prior school year; with recommendation by a related subject area teacher and a certified school counselor. The principal must agree with the acceleration. Parent/Guardian request is to be made by May 1 on an acceleration request form available at the school and school decision will be made by July 15 dependent on release of FSA/FCAT scores. Any request must have final approval by the Area Superintendent of the school. If a parent/guardian request is not recommended by the school, the parent/guardian may write an appeal to the Area Superintendent explaining why the request should be approved.

(48) Student Performance Contract

- (a) If a student participates in an ACCEL option pursuant to the parent/guardian request under [s. 1002.3105\(2\)\(b\)1, F.S.](#), a performance contract must require compliance with minimum student attendance requirements and minimum student conduct requirements. The contract may contain ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

- (b) If a principal initiates a student's participation in an ACCEL option, the student's parent/guardian must be notified. To accommodate special cases, in a principal-initiated ACCEL option for a student, the principal may waive specific eligibility requirements if approved by the Area Superintendent. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

(49) Orange County Virtual School and Florida Virtual School

The district shall provide students with access to enroll in courses available through the Orange County Virtual School and/or Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. [s. 1001.42 \(23\), F.S.](#) Student participation may involve full-time or part-time enrollment for students in kindergarten through grade 12. [s. 1002.37, F.S.](#) To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455, F.S.](#)

(50) Digital Learning [s. 1002.321, F.S.](#)

- (a) Customized and Accelerated Learning- The school district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:
  - (i) District operated part-time or full-time virtual instruction programs under [s. 1002.45\(1\)\(b\), F. S.](#) for kindergarten through grade 12 students enrolled in the district. A full-time program shall operate under its own Master School Identification Number.
  - (ii) Florida Virtual School instructional services authorized under [s.1002.37, F.S.](#)
  - (iii) Blended learning instruction provided by charter schools authorized under [s.1002.33, F.S.](#)
  - (iv) Full-time virtual charter school instruction authorized under [s. 1002.33, F.S.](#)
  - (v) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to [s. 1003.498, F.S.](#)
  - (vi) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to [s. 1003.498, F.S.](#)
- (b) Orange County Virtual School and Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade

12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in [s. 1002.455\(2\), F.S.](#)

- (c) Public school students receiving part-time instruction by the Orange County Virtual School and Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#)
- (d) All statewide assessments must be taken at the school to which the student would be assigned according to district attendance areas. A school district must provide the student with access to the school's testing facilities.

(51) Virtual Instruction Programs

The district must provide parent/guardian with timely written notification of at least one open enrollment period for full-time students of ninety (90) days or more that ends thirty (30) days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. A school district virtual instruction program shall consist of the following:

- (a) Full-time virtual instruction for students enrolled in kindergarten through grade 12
- (b) Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in [s. 1002.45\(8\)\(a\)2., F.S.](#)
- (c) Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

(52) Student Eligibility for K-12 Virtual Instruction

- (a) A student is eligible to participate in virtual instruction [s. 1002.455, F.S.](#), if:
  - (i) The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
  - (ii) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to this state from another state or from a foreign country pursuant to a permanent change of station order.

- (iii) The student was enrolled during the prior school year in a virtual instruction program under [s. 1002.45, F.S.](#) or a full-time Florida Virtual School program under [s. 1002.37\(8\)\(a\), F.S.](#)
  - (iv) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
  - (v) The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2 through 5 and is enrolled full-time in a district virtual instruction program, virtual charter school, or the Florida Virtual School.
- (b) Virtual instructional options for students include:
- (i) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under [s. 1002.45\(1\)\(b\), F.S.](#) for students enrolled in the district.
  - (ii) Other full-time virtual charter school instruction as authorized under [s. 1002.45\(1\)\(b\), F.S.](#)

(53) High School Equivalency Diploma

- (a) Passing the GED®/2014 GED® examination may qualify a person for a State of Florida High School Diploma issued by the Florida Department of Education.
- (b) In order to qualify for a GED®/2014 GED® a student must be at least eighteen (18) years of age at the time of application unless individually waived for extraordinary circumstances by the district. Extraordinary circumstances shall include but not be limited to the following criteria for sixteen (16) and seventeen (17) year old students:
  - (i) Pregnancy or teen parent/guardian;
  - (ii) Sole supporter;
  - (iii) Medical, physical, or mental condition that interferes with school policies;
  - (iv) Credit deficiency;
  - (v) Multiple FSA/FCAT failures;
  - (vi) Homelessness.
- (c) In such a case, the applicant must have completed a career planning conference with the parent/guardian or guardian in attendance, must have submitted an official application including the approval signature of the

parent/guardian or guardian and payment of the required fee for the GED®/2014 GED® exam. Applicants 18 years of age and older must submit an official application and pay the required fee.

- (d) A student who successfully completes all of these requirements shall be considered a high school graduate, but will not participate in high school graduation exercises and will not receive an Orange County high school standard diploma.

(54) Interscholastic Extracurricular Eligibility

- (a) The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.
- (b) In order to participate in interscholastic, extracurricular activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation [s. 1006.15, F.S.](#)
- (c) A student must fulfill the requirements of an academic performance contract between the student, the district, the appropriate governing association, and the student’s parents/guardians. If the student’s cumulative grade point average falls below 2.0, or its equivalent on a 4.0 scale in courses required for high school graduation specified in [s. 1003.4282, F.S.](#), or, for students who entered 9th grade prior to the 1997-1998 school year, if the student’s grade point average falls below 2.0 on a 4.0 scale, or its equivalent in courses required for graduation, specified in [s. 1003.4282, F.S.](#), that are taken after July 1, 1997. The contract must require that the student attend summer school, or its grade equivalent, between Grades 9 and 10 or Grades 10 and 11, as necessary. A student must have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in [s. 1003.4282, F.S.](#), during his or her junior year.
- (d) The district and the appropriate governing association determine the content and the format of the academic performance contract. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student’s participation in interscholastic extracurricular activities is contingent upon district policy. According to the OCPS Code of Student Conduct, any student who has been formally charged with a felony or similar offense by a prosecuting attorney shall be excluded from participation in extracurricular/co-curricular activities and athletics for a minimum of one calendar year. If the student is not found guilty or if the charges are dismissed, the student may return upon presenting documentation of the court’s decision.
- (e) Any student who is exempt from attending a full school day based on rules adopted by the district for double sessions or programs, experimental

schools, or schools operating under emergency conditions, must maintain a 2.0 grade point average, or its equivalent, on a 4.0 scale and pass each class.

- (f) A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:
  - (i) the student must meet the requirements of the home education program [s. 1002.41, F.S.](#);
  - (ii) during the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent/guardian and the school principal, which may include:
    - a. review of the student's work by a certified teacher chosen by the parent/guardian;
    - b. grades earned through correspondence;
    - c. grades earned in courses taken at a community college, university, or trade school;
    - d. standardized test scores above the 35th percentile; or
    - e. any other method in [s. 1002.41, F.S.](#)
  - (iii) the student must meet the same residency requirements as other students in the school at which he or she participates;
  - (iv) the student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities;
  - (v) the student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity;
  - (vi) a student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year;



- (vii) any public school or nonpublic school student who has been unable to maintain eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, [s. 1006.15\(3\)\(a\)2, F.S.](#), to become eligible to participate as a home education student. [s. 1006.15, F.S.](#)
- (55) National Collegiate Athletic Association (NCAA) College Requirements for Student Athletes
- (a) College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division 1 and 2 colleges or universities.
  - (b) A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012–13), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:
    - (i) Minimum core-course GPA of 2.300 required
    - (ii) Change in GPA and test-score index (sliding scale)
    - (iii) Ten (10) core courses required before the seventh semester of the senior year
  - (c) A student who enters a NCAA Division II college or university on or after August 1, 2013, (2012–13 high school graduates) will be required to complete sixteen (16) core courses instead of the current fourteen (14).

**I. Student Progression – Exceptional Student Education Grades 9-12**

- (1) Exceptional Student Education Staffing
- (a) The staffing of a student into an exceptional student education program shall follow the procedures established in the Special Programs and Procedures (SP&P) document for exceptional student education services. (FLDOE 2014-2017 SP&P Document-Orange). No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly determined eligible by a staffing committee. The Individual Education Plan (IEP) document shall be used by IEP Teams in making appropriate staffing recommendations based on identified student service needs ([34 CFR §§300.29, 300.110, 300.320](#) through [300.328](#), and [300.503](#); ss. [1001.02](#), [1003.01](#), [1003.4203](#), [1003.4282](#), [1003.57](#), [1003.5715](#), [1003.5716](#), [1008.212](#), and [1008.22](#), F.S. [Rules 6A-1.09961](#) and [6A-6.03028](#), F.A.C.)
  - (b) For students who are eligible to receive services through the Gifted program, the Gifted Education Plan (EP) document shall be used by EP

Teams in making appropriate staffing recommendations based on identified student service needs.

(2) Exceptional Student Education Services (9-12)

The segregation of student with a disability shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (IDEA [s. 1003.57, F.S.](#)). Educational and related services and allowable and appropriate accommodations or modifications to state requirements and district expectations are defined by federal and state law and are determined by the eligibility staffing committee as outlined in the SP&P document for exceptional student education services (FLDOE 2014-2017 SP&P Document-Orange).

(3) General Requirements for Graduation and Diploma Options for Students with Disabilities Entering the 9<sup>th</sup> Grade 2014-2015 and Beyond

- (a) All students with disabilities shall be supported through the provision of allowable accommodations and specially designed instruction to work toward and attain a standard diploma, as defined in s. 1003.4282(1), F.S., with a Scholar or Merit designation, as defined in [s. 1003.4285, F.S.](#)

A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits, but who do not achieve the required grade point average or who do not achieve proficiency on required assessments for which they have not been granted a waiver in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#)

- (b) Beginning with students entering grade 9 in the 2014-2015 school year, a parent/guardian of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to [s. 1003.5716, F.S.](#), declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma. The IEP team, including the student and their family, may also change the diploma option to one of the alternative pathways to standard diploma in accordance with [s. 1003.4282\(10\), F.S.](#)

(4) Alternative Pathways to Standard Diploma for Students with Disabilities

In accordance with [s. 1003.4282\(11\), F.S.](#) beginning in the 2014-2015 school year, in addition to earning a standard diploma in accordance with [s. 1003.4282 F.S.](#) a student with a disability entering grade nine may also earn a standard high school diploma through the following two alternative courses of study:

- (a) Standard Diploma for Students with Disabilities via Access Points

- (b) Standard Diploma for Students with Disabilities via Academic and Employment Competencies (non-Access Points)
- (5) Requirements for a Standard Diploma for Students with a Disability via Access Points

- (a) This option is available for a student with a disability for whom the individual educational plan (IEP) team has determined that instruction in access points and the Florida Alternate Assessment are the most appropriate means of providing the student access to the general curriculum, in accordance with [s. 1008.22\(3\)\(c\)4., F.S.](#)

In order to receive a standard diploma, a student must meet all of the following requirements:

- (i) Four (4) credits in English Language Arts to include Access English I, II, III, and IV. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for Access English IV.
- (ii) Four (4) credits in mathematics to include Access Algebra 1A and 1B and Access Geometry. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry.
- (iii) Three (3) credits in science to include Access Biology. At least two courses must have a laboratory component. Eligible CTE courses, as defined in [Rule 6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) science credit, with the exception of Access Biology.
- (iv) Three (3) credits in social studies to include one (1) credit in Access World History, one (1) credit in Access United States History, one-half (0.5) credit in Access United States Government, and one-half (0.5) credit in Access Economics with Financial Literacy. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) social studies credit with the exception of Access United States History.
- (v) One (1) credit in Physical Education to include the integration of health. Eligible courses are described in the Course Code Directory and Instructional Assignments, in accordance with Rule [6A-1.09441, F.A.C.](#)
- (vi) One (1) credit in Fine and Performing Arts, Speech and Debate, or Practical Arts.
- (vii) Eight (8) electives, which must include a course in Self-Determination or Transition Planning and which may include employment-based courses.

- (viii) Participate in one (1) online course, unless waived by the IEP team in accordance with [s. 1003.4282\(4\), F.S.](#) If the online course option is waived, the IEP team must identify and document goals, supports, services, and accessible instructional materials (AIMs) in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course, and must reconsider the student's ability to participate in an online course at the next IEP review.
  - (ix) Participation in the Florida Standards Alternate Assessments (FSAA) in English Language Arts, mathematics, and science is required until replaced by state-required end of course assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.
  - (x) A proficient score on the Florida Standards Alternate Assessments in English Language Arts and math must be attained unless assessment results are waived in accordance with Section [1008.22\(3\)\(c\), F.S.](#) A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section [1008.22\(3\)\(c\), F.S.](#), must be approved by the parents/guardians and is subject to verification for appropriateness by an independent reviewer selected by the parent/guardian as provided for in [s. 1003.572, F.S.](#)
  - (xi) For students whose IEP team has determined that they qualify for exemption from the FSA and are eligible to take the Florida Standards Alternate Assessments (FSAA), whose performance results on standardized assessments are waived by the IEP team as approved by the parent/guardian, the development of a graduation portfolio of quantifiable evidence of achievement is required. Portfolios must provide a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of all required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, modified occupational completion points (MOCPs), work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
  - (xii) Earn a cumulative grade point average (GPA) of at least 2.0.
- (6) Requirements for a Standard Diploma for Students with Disabilities via Academic and Employment Competencies (non-Access Points)
- (a) This option is available for a student with a disability for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate their skills. A student must meet all of the graduation requirements specified in s. [1003.4282\(1\)-\(9\), F.S.](#) or s. [1002.3105\(5\), F.S.](#) Eligible

courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule [6A-1.09441, F.A.C.](#)

- (b) In order to earn a standard diploma, a student must meet all of the following requirements:
- (i) Four (4) credits in English Language Arts to include English I, II, III, and IV. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for English IV.
  - (ii) Four (4) credits in mathematics to include Algebra 1A and 1B and Geometry. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for (1) mathematics credit, with the exception of Algebra 1A and Algebra 1B and Geometry.
  - (iii) Three (3) credits in science to include Biology. At least two courses must have a laboratory component. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) science credit, with the exception of Biology.
  - (iv) Three (3) credits in social studies to include one (1) credit in World History, one (1) credit in United States History, one-half (0.5) credit in United States Government, and one-half (0.5) credit in Economics with Financial Literacy. Eligible CTE courses, as defined in Rule [6A-1.09441\(2\)\(d\), F.A.C.](#), may substitute for one (1) social studies credit with the exception of United States History.
  - (v) One (1) credit in Physical Education to include the integration of health.
  - (vi) One (1) credit in Fine and Performing Arts, Speech and Debate, or Practical Arts
  - (vii) Students must earn a minimum of one-half (0.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in [s. 1003.4282\(11\)\(b\)2.d., F.S.](#), for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.
  - (viii) Seven (7) credits in electives.
  - (ix) One (1) online course, unless waived by the IEP team in accordance with [s. 1003.4282\(4\), F.S.](#) If the online course option is waived, the IEP team must identify and document goals, supports, services, and accessible instructional materials (AIMs) in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course, and must reconsider the student's ability to participate in an

online course at the next IEP review.

(7) Deferral of Receipt of Standard Diploma for Students with Disabilities

- (a) A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if they meet the requirements found at [s. 1003.4282\(11\)\(c\), F.S.](#)
- (b) In accordance with [s. 1003.4282, F.S.](#) the student must:
  - (i) Have an individual education plan that prescribes special education, transition planning, transition services, or related services through age twenty-one (21); and
  - (ii) Be enrolled in accelerated college credit instruction pursuant to [s. 1007.27, F.S.](#) industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.
- (c) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma, and the decision must be noted on the IEP.
  - (i) The IEP team must review the benefits of deferring the standard high school diploma and describe to the parent/guardian and the student all services and program options available to students who defer. This must be done in writing if the parent/guardian or the student does not attend the IEP meeting.
  - (ii) The district must inform the parent/guardian and the student, in writing, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from providing a free appropriate public education (FAPE). This communication must also clearly state the district's deadline for acceptance or deferral of the diploma, and that failure to attend a graduation ceremony does not constitute a deferral.
  - (iii) The district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

- (d) In accordance with [Rule 6A-6.03028\(1\), F.A.C.](#), a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the district, until the end of the school semester or year in which the student turns twenty-two (22). A student who receives a certificate of completion may participate in any courses, classes, or programs available in the district for which they meet the entrance criteria, if any.
- (8) General Requirements Special Diploma for Students with Disabilities Entering the 9<sup>th</sup> Grade 2013-2014 and Prior Years
- (a) A student entering the 9th Grade in 2013-2014 and prior years, shall, upon meeting all applicable requirements prescribed by the district pursuant to [s. 1008.25, F.S.](#) awarded a special diploma in a form prescribed by the commissioner.
- (b) The student must:
- (i) have been identified, in accordance with rules established by the Florida Department of Education, as a student with a disability who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an “other health” impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet all requirements of [s.1002.3105\(5\), F.S.](#), [s. 1003.4281, F.S.](#) or [s. 1003.4282, F.S.](#)
- (ii) have an individual educational plan (IEP), that as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.
- (c) Such special graduation requirements prescribed by the district must include minimum graduation requirements as prescribed by the commissioner. Any such student who meets all special requirements of the district, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the commissioner.
- (d) This section does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements for a standard diploma [s. 1002.3105\(5\), F.S.](#), [s. 1003.4281, F.S.](#), or [s. 1003.4282, F.S.](#), through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.
- (e) A student who entered 9th grade prior to the 2014-15 school year and is pursuing a special diploma using Option 1, may switch to the Option 2

special diploma if that option is offered by the school district and the IEP team determines that it best meets the student's postsecondary goals.

- (f) The criteria for each Special Diploma option (9th grade cohorts 2013-2014 and prior) are summarized below.
  - (i) Special Diploma Option I (The appropriate special diploma option must be determined, selected and documented through the IEP team process.)
  - (ii) Special Diploma – Option IA (Sixteen (16) Required Credits + Six (6) Electives = Twenty-two (22) credits for graduation)
    - a. Meet established criteria for Special Diploma as documented through the IEP process. Students may qualify for Florida Standards Alternate Assessments or State and District Assessments (FSA/FCAT).
    - b. Meet established student performance standards for Special Diploma.
    - c. Meet the 2.0 cumulative GPA requirements for the time the student is designated as a Special Diploma candidate.
  - (iii) Special Diploma – Option IB (reduced credit option) (Ten (10) Required Credits + Six (6) Electives Credits = Sixteen (16) credits for graduation)
    - a. Meet established criteria for Special Diplomas as documented through the IEP Process and qualify for Florida Alternate Assessment.
    - b. Meet established student performance standards for Special Diploma Option IB
    - c. Meet the 2.0 cumulative GPA requirement for the time the student is designated as a Special Diploma candidate.
    - d. Meet established criteria for Special Diploma as documented through the IEP
  - (iv) Special Diploma - Option II
    - a. Meet established criteria for Special Diploma as documented through the IEP process. Complete community and employment competencies identified on the Student's Transition Individual Education Plan (TIEP) and based on Sunshine State Standards for special Diploma, Life Work Strand
    - b. Complete two or more semesters of vocational/job training.



- c. Maintain successful community-based employment during two (2) or more consecutive semesters at minimum wage or better by Wage and Labor guidelines.
- d. Be seventeen (17) years of age or older.
- (v) Students pursuing a diploma under Option II will progress through Phase A and B. Special Diploma Option II course selection should reflect the courses identified in Option I.
- (g) **Completing Phase A is strongly encouraged prior to entering Phase B.**
  - (i) Phase A:
    - a. Career Education and/or Career Preparation
    - b. Self Determination/Driver's Education or other elective
    - c. Math
    - d. English
    - e. Social Personal Skills course
    - f. Elective
    - g. Two (2) or more semesters of one (1) of the following are required:
      - 1. On-the-job training (unpaid or paid)
      - 2. Vocational training program on campus
      - 3. Vocational training class at a technical center through shared time or dual enrollment
  - (ii) Phase B:
    - a. Maintain hours of successful community-based employment during two (2) or more consecutive semesters at minimum wage or better by Wage and Labor guidelines (required)
    - b. Be seventeen (17) years of age or older
- (h) Certificate of Completion (for student with disabilities)

A student with a disability who meets all special requirements, but is unable to meet the appropriate minimum requirements (fail to have earned a

minimum 2.0 cumulative GPA), must be awarded a special certificate of completion [s. 1003.438, F.S.](#), Rule [6A-1.09961, F.A.C](#)

(i) Exceptions

a. Hospital/Homebound

General education students who are staffed into the Hospital/Homebound program only are not eligible for a special certificate of completion. Hospital/Homebound students staffed into another exceptional student education program shall meet requirements established for the diploma choice made during an IEP team meeting.

b. Visually Impaired

Students who are visually impaired are not eligible for a special certificate of completion when services are based solely upon their visual impairment.

(9) Strategies for Students with Disabilities to Meet Standard Diploma Requirements

The district must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. The district may require specially designed courses, specialized services, specific course programs, and allowable and appropriate accommodations or modifications so that exceptional education students are assured access to, involvement with and make progress in the general education curriculum and the opportunity to meet graduation requirements.

(10) Waiver of Statewide, Standardized Assessments and EOC Assessments

(a) A student with a disability, as defined in [s. 1007.02, F.S.](#), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments or end-of-course assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, may have assessment results waived in accordance with [s. 1008.22\(3\)\(c\)2., F.S.](#), for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript, and the statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

(b) Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, if instructional accommodations are required in order for the student to access the curriculum and instruction they are allowed in the classroom but they must be documented in the students' IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results

waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.

- (c) If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent/guardian in writing and provide the parent/guardian with information regarding the impact on the student's ability to meet expected performance levels. A parent/guardian must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.
- (d) If a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in hard copy.
- (e) For students with a demonstrated, documented, significant cognitive disability, the Department of Education shall provide for the administration of the Florida Standards Alternate Assessment to accurately measure student progress toward the core curricular content established in the Florida Standards Access Points and Next Generation Sunshine State Standards.
- (f) "Senior year" refers to the year that a student has enough credits to be classified as a senior and also applies to those students with disabilities who elected to remain enrolled beyond their 4th year of high school in order to seek a standard diploma, or those who opt to defer receipt of Standard Diploma to continue to receive services if they meet the requirements found at [s. 1003.4282\(11\)\(c\), F.S.](#) Any senior who has not achieved a passing score on the FSA/FCAT must receive intensive remediation. To help evaluate the effectiveness of such remediation and ensure each student has the opportunity to pass the FSA/FCAT, the student must have participated in the administration of the FSA/FCAT at least once in grade 10 and once in grade 11 and the March administration of their senior year.
- (g) A student with a disability is eligible for a waiver of FSA results, FSAA results, and EOC results for the purposes of earning course credit and/or graduating with a standard diploma. To be considered for a waiver of statewide, standardized assessment results, or end-of-course assessment results for the purpose of receiving a course grade and a standard high school diploma in accordance with [s. 1008.22\(3\)\(c\) 2., F.S.](#), the student must:
  - (i) be identified as having a disability as defined in [s. 1007.02\(2\), F.S.](#)
  - (ii) have a current individual education plan (IEP)
  - (iii) The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

- (iv) have documented mastery of core content and skills necessary for successful grade-to-grade progression and high school graduation.
  - (v) complete the state's twenty-four (24) credit/course and achieve a 2.0 cumulative grade point average (GPA) requirements as specified in Rule [6A-1.09963](#), and any other district requirements for graduation with a standard diploma
  - (vi) In accordance with [s. 1008.22\(3\)\(c\)2, F.S.](#), the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities. The IEP team may meet at any time to: verify that the criteria have been met and document the team's determination and information analyzed in making the decision
- (h) A student with a disability who transfers to Florida from another state in the 12<sup>th</sup> grade is eligible for a waiver of statewide, standardized assessment and end-of-course assessment results in accordance with [s. 1008.22\(3\)\(c\)2, F.S.](#), for the purpose of receiving a course grade and a standard high school diploma. However, the student must be provided with every opportunity to take and pass the all statewide, standardized assessments and EOC assessments. For example, a 12<sup>th</sup> grade student who enrolled in a Florida public school from another state at the beginning of the school year must participate in all scheduled administrations of statewide, standardized assessments and EOC assessments. However, a 12<sup>th</sup> grade student who enrolled in Florida public schools in January may only take the remaining scheduled administrations of statewide, standardized assessments and EOC assessments, and still be considered for the waiver.

(11) Course Credit

- (a) All students with disabilities will be supported through the provision of allowable accommodations and specially designed instruction to earn course credit toward a standard diploma.
- (b) A student with a disability, who began 9th grade in 2013-2014 school year or prior, and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma may be awarded course credit toward a special diploma or special certificate of completion by taking courses in exceptional, basic or vocational education, as listed in the current FLDOE Course Code Directory. Exceptional Student Education (ESE) course descriptions for Special Diploma developed by the Department of Education will be used for Exceptional Student Education courses for Special Diploma.

- (c) Allowable and appropriate accommodations or modifications (as specified by in the student's IEP) must be provided to ensure that a student with a disability has the opportunity to meet the graduation requirements for a standard diploma. Accommodations and modifications (as specified in the student's IEP) shall be made to vocational courses and programs of study, as necessary; to assure that a student with a disability has the opportunity to meet graduation requirements for a standard or special diploma (special diploma only available for students entering 9th grade 2013-2014 or prior). Accommodations may include: (i) flexible scheduling, (ii) flexible timing, (iii) flexible setting, (iv) flexible presentation/revised format, and (v) flexible responding.

(12) Retention of Students with Disabilities

- (a) The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are based on students' demonstration of mastery of course standards and the professional judgment of the teacher.
- (b) For any grade that a student receives, including failure, there shall be adequate documentation to support the decision in the form of formative and summative assessments, evidence of class participation, course work, and documentation of the provision of educational and related special education services and allowable and appropriate accommodations or modifications (as specified in the student's IEP).

(13) Promotion of Students with Disabilities

- (a) A student with a disability must meet the minimum required credits for promotion and for grade classification. A special certificate of completion does not require a minimum GPA for promotion.
- (b) The district must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge skills necessary for successful-grade-to grade progression and high school graduation.

(14) Dismissal from an Exceptional Student Education Program

- (a) Dismissal of students from an exceptional student education program shall be determined by an eligibility staffing committee, as outlined in the SP&P document for exceptional student education services.
- (b) The staffing of a student with a disability into a different or additional exceptional student education program shall be determined by an eligibility staffing committee. Staffing shall be in the least restrictive environment, and shall be based on academic performance, age, and the appropriate educational judgment of the eligibility staffing committee as outlined in the SP&P document for exceptional student education services.

**J. Student Progression – English Language Learners (ELL) 9-12**

(1) Identification of English Language Learners

All students that are possible candidates to receive ESOL services based on the Home Language Survey (HLS) must be appropriately identified in order to ensure appropriate services. The identification process of ELLs will follow the district's ELL Plan. A copy of the ELL Plan can be found in the Multilingual Student Education Department website. (Florida Consent Decree Part I. Identification and Assessment and [Rule 6A-6.0902](#). Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.)

(2) Exiting English for Speakers of Other Languages Program (ESOL)

[Rule 6A-6.0903](#), F.A.C.

Students in grades 3-9 may be exited from the ESOL program by scoring at least a level 4 in all four (4) domains of the state wide English Language Proficiency (ELP) Assessment (Access for ELLs 2.0) and a level 5 composite score on the ELP. Student must also earn a passing score on the grade level FSA in English/Language Arts (ELA)

For students in grades 10 -12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C.

Students may also be exited by the decision of an English Language Learner (ELL) Committee.

(3) Progress Monitoring and Promotion Retention Process

English Language Learner students in grades 9-12 who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an ELL committee. This committee will develop an Academic Needs Improvement (ANI) plan for the student in accordance with the following guidelines and procedures:

- (a) The reason for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency – English for Speakers of Other Language (ESOL) Good Cause Exemption (under two (2) years based on date entered US school).
- (b) Determine any lack of academic progress in the areas of English Language Arts (ELA), mathematics, and/or science using indicators that includes, but are not limited to pre-tests and post-tests, state developed English Language

Proficiency Assessment results, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress. (Florida Consent Decree Part Equal Access to Appropriate Programming and Rule [6A-6.0902, F.A.C.](#) Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.)

- (c) The first ELL committee meeting develops an ANI plan that includes a list of intensive instructional support designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies).
  - (d) The second ELL committee meeting, is held within eighteen (18) weeks (after one (1) semester) to review the effectiveness of the support. If the ELL student does not make satisfactory progress, the ANI plan must be revised in order to provide additional and more intense instructional support.
  - (e) If the ELL student still has not made satisfactory progress after implementing the ANI plan for at least twenty-seven (27) weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion. Both ELL meetings must be documented in the ELL portfolio and proper steps taken to ensure that the student received necessary support.
  - (f) An ELL student who has received more than two (2) years of instruction in an approved ESOL program may be retained when there is lack of academic progress in grade level concepts.
  - (g) The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian must be invited to attend all meetings. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible.
  - (h) The teacher(s) must show extensive documentation of the ESOL strategies and intense instructional support used to provide the student with comprehensible instruction.
  - (i) The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency.
- (4) Grading and Documenting Academic Progress of ELL Students
- (a) Course grades and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable appropriate grade level standards based instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and necessary curriculum accommodations based on the student's language proficiency level.
  - (b) If there is a continued pattern of academic underperformance, the ELL committee shall meet to review the reasons for the student's lack of progress.

The reason(s) documented for the academic under-performance of an ELL student must not imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.

- (c) The following documentation needs to be included in the student's ELL portfolio:
- (i) Documentation of the ESOL strategies used by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
  - (ii) Parent/guardian contacts or attempts made to inform the parent/guardian of the student's under-performance. Notices to parent/guardian of ELL students must be provided in the home/native language, whenever feasible. [Rule 6A-6.0904, F.A.C.](#) Equal Access to Appropriate Instruction for English Language Learners.
  - (iii) An English Language Learner's teacher, parent/guardian, parent/guardian's designee, or other school personnel may request the convening of an ELL committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan. [Rule 6A-6.09022, F.A.C.](#) Extension of Services in English for Speakers of Other Languages (ESOL) Program
  - (iv) The ELL committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:
    - a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
    - b. Written recommendation and observation by current and previous instructional and supportive services staff;
    - c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
    - d. Grades from the current or previous years; and
    - e. Test results from tests other than the assessment according to subsection (2) of this rule.



- (v) Documentation of any instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or Curriculum Compliance Teacher (CCT) available at the school.

**K. Student Progression – Adult General Education (AGE)**

(1) Definition of an Adult General Education Student

- (a) Florida’s adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education, Adult High School, GED® Preparation, and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills, such as reading, writing, math, and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education.
- (b) Adult learners enrolled in Adult High School can earn a high school diploma or its equivalent by successfully passing the standard GED® tests. [Rule 6A-6.014, F.A.C.](#)

(2) Adult Education Programs are available to students who:

- (a) Are sixteen (16) years or older
- (b) Do not have a high school diploma or its equivalent.
- (c) Want to learn to speak, read, and write the English language.
- (d) Are not enrolled, or required to be enrolled, in a secondary school

(3) Comprehensive K-20 Career and Education Planning

- (a) The district is responsible to prepare all students at every level for the transition from school to postsecondary education or careers by providing information regarding:
  - (i) Career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter each career.
  - (ii) How to make informed decisions about the program of study that best addresses the students’ interests and abilities while preparing them to enter postsecondary education or the workforce.
  - (iii) Recommend coursework and programs that prepare students for success in their areas of interest and ability.

- (b) This information is to be provided to students and parents/guardians through websites, handbooks, manuals and other regularly provided communications. [s. 1000.03\(5\), F.S.](#)

(4) Adult Career and Technical Student Basic Skill Level Requirements

For students entering career and technical education programs, the Tests of Adult Basic Education (TABE) is used to determine the student's Basic Skill Level. The Basic Skill Level, used to determine whether or not the student has the basic skills necessary to be successful in the chosen career program, is established by the State for each technical program. Students who are enrolled in a postsecondary technical program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program.

(5) Exemption from Basic Skills

- (a) The following students are exempt from taking the initial basic skills assessment required in subsection of Rule [6A-10.040, F.A.C.](#) The designated program administrator must receive an official copy of the degree, transcript, or test score in order to allow any of the following exemptions.
  - (i) Those who possess a college degree at the associate in applied science level or higher.
  - (ii) Those who demonstrate readiness for public postsecondary education pursuant to Rule [6A-10.0315, F.A.C.](#)
  - (iii) Those who pass a state or national industry certification or licensure examination effective July 1, 2014, that is identified in the list entitled "Basic Skills and Licensure Exemption List – 2015-2016".
  - (iv) Those who are enrolled in an apprenticeship program that is registered with the Department of Education in accordance with [Chapter 446, F.S.](#)
  - (v) Students serving as active duty members of any branch of the United States Armed Services.
  - (vi) Students who have earned a score of 262 on Grade 10 FCAT 2.0 Reading (waivers of reading and language requirement; mathematics must be documented through another assessment; scores must be no more than two (2) years old)
- (b) Also accepted are official transcripts providing proof of acceptable forms of other assessments. [s. 1004.91, F.S.](#)
- (c) The Basic Skill requirement is an exit requirement and cannot be used to screen students for entry into a program. For the purpose of career education and basic skills, exit is defined as when a student reaches the final

Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program.

- (d) If the student successfully completes his/her coursework, does not meet the basic skills requirements for exit (pre-and post-testing), takes and passes a related industry certification and/or licensure exam identified by the Department of Education, Division of Career and Adult Education, that student shall be counted as a completer and does not have to be retested on one of the basic skills examinations. The local educational agency (LEA) is required to maintain documentation that the student passed licensure in order to report the student as a “completer” for funding and auditing purposes. The student should be post-tested to determine whether or not he/she meets the exit requirements before he/she takes the related professional licensure examination.

(6) Adult Basic Education (ABE)

- (a) The Tests of Adult Basic Education (TABE), an instrument approved by the FLDOE for this purpose, will initially assess students who enter the Adult Basic Education program. The student will then be placed in an individualized program based on the assessment results and personal goals. Additional assessment instruments may also be used to place adults with disabilities at their level of achievement. Accommodations will be made for students with disabilities according to state and district procedures.
- (b) Promotion will be determined by demonstrated completion of state-approved performance standards at the student’s level of achievement for reading, mathematics, and language arts courses offered in the Adult Basic Education program.
- (c) The program is subdivided into three (3) courses:
  - (i) Reading
  - (ii) Mathematics
  - (iii) Language

(7) English for Speakers of other Languages (ESOL)

The ESOL program is subdivided into five (5) programs:

- (a) Academic Skills for Adult ESOL
- (b) Adult English for Speakers of Other Languages (ESOL)
- (c) Citizenship
- (d) English Literacy for Career and Technical Education
- (e) Literacy Skills for Adult ESOL Learners

(8) Academic Skills for Adult ESOL

The Academic Skills for Adult ESOL course is non-credit and is designed to prepare adult students for further education by providing concentrated instruction in ESOL Academic Skills competencies. Advancement within the program is measured through Literacy Completion Points (LCP). One LCP is awarded upon satisfactory completion of the competencies in the course.

(9) Adult English for Speakers of Other Languages

Adult ESOL provides English language instruction to adult learners who are able to read and write in at least one language other than English. The program prepares adult learners to use English for entering career and technical and/or postsecondary education, employment, and participation in the civic life in the United States. The Comprehensive Adult Student Assessment System (CASAS) Life and Work Series is the state approved assessment instrument utilized in this district to assess the Adult ESOL student's functioning levels upon entry into the program and then to document growth through Literacy Completion Points (LCPs) throughout the student's enrollment in the program.

(10) Citizenship

The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States citizenship as a goal. The only measurable outcome will be the student's successful completion of performance standards, which demonstrate probability of success on the U.S. Bureau of Citizenship and Immigration Services (CIS) naturalization exam.

(11) English Literacy through Career and Technical Education (ELCATE)

(a) The CASAS Life and Work Series is the state approved assessment instrument utilized in this district to assess the ELCATE student's functioning level at entry and for documentation of progression through Literacy Completion Points (LCPs).

(b) ELCATE is open to students who have the goal of entering a career and technical program and are able to function at the Low Intermediate level according to the National Reporting System (NRS) functioning levels. Promotion of a student will be determined by demonstrated completion of state-approved performance standards at level of achievement. Each level includes language competencies the student needs to acquire in order to be successful in technical programs and in the workplace. State-approved tests are used to determine student readiness for other programs, such as ABE (Adult Basic Education), the GED® Preparation Program, technical programs, and college. Students advance by obtaining a score on the post-test that passes them from one educational functioning level (EFL) to the next.

(12) Literacy Skills for Adult ESOL Learners

The purpose of this course is to provide English language and literacy instruction for English language learner adults whose first language is not English and who are non-

literate or semi-literate in their home language, in order to increase their ability to communicate in English. Promotion of a student will be determined by demonstrated completion of state approved performance standards at level of achievement. Each level includes language competencies the student needs to acquire. State approved tests are used to determine student readiness for other programs, such as ABE (Adult Basic Education), GED® Preparation Program, technical programs, and college.

(13) GED® Preparation Program

Completion of the GED® Preparation program is dependent on the student's mastery of academic content areas evaluated by the passing of the official GED® Assessment. The official GED® tests measure proficiency in Reasoning through Language Arts, Social studies, Science, Mathematical Reasoning.

(14) Official GED® Assessment Eligibility

- (a) Adults (eighteen (18) years of age or older)
- (b) Youth (sixteen (16) to seventeen (17) years of age) who for extenuating circumstances are determined eligible to test by the Superintendent or designee. Extenuating circumstances shall include, but not be limited to, the following criteria for the superintendent's consideration:
  - (i) Pregnancy or teen parent/guardian
  - (ii) Sole supporter
  - (iii) Medical, physical, or mental condition that interferes with regular school policies
  - (iv) Credit deficiency
  - (v) Multiple FCAT failures
  - (vi) Homelessness
- (c) Before test eligibility can be considered, the youth must be legally withdrawn from secondary school (including private and home schooled students). In addition, he/she will enroll in and complete a GED® Preparation program, obtain recommendation from an OCPS GED® preparation instructor by earning a passing score on the GED® Ready, and parent/guardian consent.
- (d) Students enrolled in an approved dropout prevention program.

(15) State of Florida Diploma through the official GED® Assessment

Passing the official GED® Assessment qualifies a person for a State of Florida High School Diploma. A student who successfully completes all requirements and receives a diploma issued by the Florida Department of Education shall be considered a high school graduate. Orange County high school diplomas will not be issued to students in lieu of the State of Florida high school diploma.

(16) Adult High School Credit Program

Students entering the Adult High School Credit Program will have previous high school transcripts evaluated by an adult high school certified school counselor prior to enrollment. Certified school counselors will then make recommendations for program placement based on previous credits, assessment results, and student goals. Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students.

(17) Requirements for an Adult High School Diploma

- (a) Students entering adult high school whose ninth grade cohort has not graduated must meet the graduation requirements based on the year that the student entered ninth grade.
- (b) Students entering adult high school after their ninth grade cohort has graduated or who are not part of a ninth grade cohort must meet the current twelfth grade cohort graduation requirements that are in effect for the year they enter high school. [Rule 6A-6.020, F.A.C.](#)
- (c) For students entering the ninth grade in the 2000-2001 school year and thereafter, the high school graduation GPA shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course or another elective course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average for graduation.

(18) Adult High School Co-Enrolled

Provisions have been made within the Adult High School Credit Program to assist high school students who are in jeopardy of not graduating due to credit deficiency. A student in grades 9-12 who has a credit deficit may enter the Adult High School Co-Enrolled program by submitting the adult education request for enrollment form with the appropriate signatures to an adult education counselor. High school students are expected to fulfill the same course and grade requirements as those required of regular adult credit students. The available courses may be taken in the classroom.

(19) The Career and Technical Education (CTE) Virtual Center

- (a) The CTE Virtual Center offers a variety of open enrollment online courses for students who are enrolled in the Adult General Education Program.
- (b) The courses are available to current non-high school students who are sixteen (16) years of age or older.

(20) High School Equivalency Diploma

- (a) Passing the GED®/2014 GED® examination may qualify a person for a State of Florida High School Diploma issued by the Florida Department of Education.
- (b) In order to qualify for a GED®/2014 GED® a student must be at least eighteen (18) years of age at the time of application unless individually waived for extraordinary circumstances by the district. Extraordinary circumstances shall include but not be limited to the following criteria for sixteen (16) and seventeen (17) year old students:
  - (i) Pregnancy or teen parent/guardian;
  - (ii) Sole supporter;
  - (iii) Medical, physical, or mental condition that interferes with school policies;
  - (iv) Credit deficiency;
  - (v) Multiple FCAT failures;
  - (vi) Homelessness.
- (c) In such a case, the applicant must have completed a career planning conference with the parent/guardian or guardian in attendance, must have submitted an official application including the approval signature of the parent/guardian or guardian and payment of the required fee for the GED®/2014 GED® exam. Applicants eighteen (18) years of age and older must submit an official application and pay the required fee.
- (d) A student who successfully completes all of these requirements shall be considered a high school graduate, but will not participate in high school graduation exercises and will not receive an Orange County high school standard diploma.

(21) Graduation/Promotion Exercises

OCPS Orange Technical College may conduct graduation exercises for those adult students who have successfully completed requirements for a high school diploma from Orange County or the Florida Department of Education, or for technical program completion certificates.

**SPECIFIC AUTHORITY:**

Sections 1000.03(5)(g); 1000.36; 1001.41(2); 1001.42(23); 1002.20(11); 1002.69(1); 1003.02(1)(i); 1003.05(3); 1003.21(1)(a)-(b); 1003.25(3); 1003.33(1)-(2); 1003.4156(1)-(2); 1003.42(1); 1003.433(1)-(4); 1003.436(1)(a)-(2); 1003.437(1)-(5); 1003.438; 1003.455; 1003.56(1); 1003.57(1);

1006.02(4); 1006.15(2)-(3); 1007.02(1)-(2); 1007.27(1) & (4)-(10); 1007.271(1)-(4-5)(13)(16); 1008.22(3)(c); 1008.22(10); 1008.25(1)-(8); 1008.30; 1009.531(4), Florida Statutes

ADOPTED: 12/14/10

REVISED: 12/11/12, 04/22/14, 11/11/14, 9/29/15, 9/13/16





Innovation  
**Montessori**  
—High School—

## Appendix F: Assessment Schedule

## **Innovation Montessori HS Assessment Schedule**

Our Innovation Montessori HS students use electronic work plans, which assess and track student progress daily. Their teachers review and evaluate progress to make daily and weekly modifications. Presentations of Project-Based Learning projects are assessed according to a rubric, and the Core Math and Science courses utilize formal assessments. MAP (or other nationally normed assessment) testing will also occur in August, January and May for 9<sup>th</sup> and 10<sup>th</sup> graders as necessary to assess student's progress. 11<sup>th</sup> and 12<sup>th</sup> grades will also use MAP testing as needed.

Other formal assessments, such as the FSA, NGSS exams and EOC exams, will be executed according to the schedule dictated by the State of Florida and OCPS.

As stated throughout this application, IMHS's mission is to provide a game-changing High School education to cultivate independent, inspired and innovative leaders through purpose-driven Project-based Learning, a Montessori focus on a global perspective, and a four-year-long Innovation Incubator. As such we are dedicated to working with researchers who are on the forefront of learning sciences in assessing the growth of our students as stated in Section 5 as part of our Mission Specific Goals. The work to develop these assessments will begin immediately so baseline data may be captured with the first group of students. We believe this will be an important narrative in describing the success of our student's progress.



Innovation  
**Montessori**  
—High School—

**Appendix G: Proposed discipline policy or student code of  
conduct**

## **Innovation Montessori High School Discipline Policy / Student Code of Conduct**

Innovation Montessori High School Charter will adhere to the state guidelines under the sponsoring district for their discipline policy. The School will adhere to all provisions under Florida Law for Student Discipline. The sponsoring district's Discipline Policy, will be used as a strong framework while provisions of Florida Law will be the final arbitrator in decisions and policies around Discipline.



# Innovation **Montessori**

Inr \_\_\_\_\_ High School \_\_\_\_\_

# Parent/Student Handbook

***Chartering Our Way to  
Public Montessori School Success***

***\*Policies are secure. Details will adjust  
closer to school opening in 2019-2020***

**INNOVATION MONTESSORI HIGH SCHOOL  
1644 Lakewood Avenue, Ocoee, FL 34761**

**SCHOOL HOURS:**

	Monday, Tuesday, Thursday, Friday	Wednesday
		<b>EARLY RELEASE DAY</b>
<b>DROP OFF:</b>	8:15-9:00 OCOEE	SAME DROP OFF
<b>PICKUP:</b>	3:30 – 4:00 OCOEE	2:30 = 3 PM OCOEE

**SCHOOL INFORMATION**

<b>PHONE:</b>	407-654-2045
<b>FAX:</b>	407-654-2046
<b>EMAIL:</b>	office@INNOVATIONMONTESSORI.com
<b>WEB PAGE:</b>	www.innovationmontessori.com
<b>Executive Director:</b>	Patrice M. Cherico
<b>Assistant Principal:</b>	

**INNOVATION MONTESSORI HIGH SCHOOL**

*Our mission is to provide a game-changing High School education to cultivate independent, inspired and innovative leaders through purpose-driven Project-based Learning, a Montessori focus on a global perspective, and a four-year-long Innovation Incubator.*

*Vision: IMHS students learn critical thinking, problem-solving, creativity, adaptability, a global perspective, purpose, and the ability to transfer knowledge and skills across subject matter lines in order to become the visionary creators of the fluid and fast-paced future.*

**Our Core Values**

**INDEPENDENCE \* INSPIRATION \* INNOVATION**

*We hope you find this Alphabetical Guide to INNOVATION MONTESSORI H.S. student policies helpful. This is not intended to be an all-inclusive list. If you have questions about our Charter, the Montessori curriculum, ESE (Exceptional Student Education), MTSS (Multi-Tier System of Support), Gifted Services, or any other information not listed, please contact the front office. We are happy to provide additional information.*

*The purpose of the handbook is to provide parents and teachers a quick guide to the most relevant day to day information. On the last page there is a documents that need to be returned to school within the first 10 days of school with your signature. If you have any questions please contact the front office.*

**ADDITIONS (VOLUNTEERS)**

INNOVATION MONTESSORI HIGH SCHOOL students need you! Parents and friends of INNOVATION MONTESSORI HIGH SCHOOL can help our school through the ADDITIONS Volunteer Program. We encourage you to become involved. Younger siblings will not be allowed to accompany parents to the classroom. ADDITIONS is where you log in your Volunteer Hours. If you have any questions please ask the staff in the front office.

### **Volunteer Guidelines**

Volunteering at school is one way to get involved in your child's education. Volunteers contribute in many ways, including accompanying classes on field trips, helping to make materials, or organizing and participating at events. Parent volunteers get a close-up view of their child's school. Seeing how children are taught also can give you ideas on how to help your child at home.

The school charter requires that families support the school by volunteering their time. Almost every charter school in Florida has this policy, with most requiring 50 or more hours per year. INNOVATION MONTESSORI HIGH SCHOOL families are only required to contribute 20 hours per family. If the volunteer hour requirements are not fulfilled, your child will not be permitted to re-enroll in MCS for the subsequent year. Note that it is the parent's responsibility to record hours online through OCPS ADDITIONS. If you have any questions regarding volunteering at INNOVATION MONTESSORI HIGH SCHOOL, please contact the front office.

Only adult family members will be credited with service hours.

All volunteer hours must be fulfilled prior to May 15. Please plan accordingly. Remember, this is a commitment of less than seven minutes per school attendance day.

#### EXAMPLES OF VOLUNTEER OPPORTUNITIES:

*Material Making \* Classroom Support (Seasonal Activities) \* PTO Activity Assistance  
Teacher Appreciation Week \* School Field Trips \* Volunteer Coordinator \* Fundraising Events*

### **ADDRESS/TELEPHONE NUMBER**

Please keep us informed of any changes in address, telephone number, or parent's work location. It is important for us to be able to contact you in case of an emergency. If you have an e-mail address we will add you to our e-mail list providing weekly newsletters. Your School Mint dashboard is where all changes can be made.

### **ARRIVAL AND DEPARTURE (All Students Receive PLACARDS for Car Pick-Ups) BE ON TIME**

When students are tardy, they miss morning news and directions for the day. Please make every effort to have your child here on time. Please be aware 5 tardies is equal to 1 absence according to Florida State attendance guidelines. If car line is closed you MUST park and walk your child. There can be no exceptions. We are growing which is wonderful but we have reached our parking limit.

### **SCHOOL HOURS**

	Monday, Tuesday, Thursday, Friday	Wednesday
		<b>EARLY RELEASE DAY</b>
<b>DROP OFF:</b>	8:15-9:00 OCOEE	SAME DROP OFF
<b>PICKUP:</b>	3:30 – 4:00 OCOEE	2:30 = 3 PM OCOEE

### **Car Line Protocol**

1. Do not use cell phone, including texting.
2. Please pull up to the designated cone when it is your turn.
3. Place car in park when you are loading or unloading children.
4. Turn "right" out of the school parking lot as this keeps the car line moving.

### **Early Check Out/and Late Drop off**

1. When checking students out early please pick them up by 2:30 PM (1:30 PM on Wed.).
2. Student must be signed out in the main office.
3. Late students must be walked to the main office, signed in and office staff notified that the student(s) is there.

**Again, when needing to check your child out early for any reason, please note for the safety of our students, students need to be picked up before 2:30 PM (1:30 PM on Wednesday). Once we begin moving students for dismissal it is very difficult to have a smooth transition if students are being requested to come home early.** The student must be signed out in the main office for security reasons. Please be prepared to present your identification.



If a student is to be picked up by anyone other than the parent or designated driver, **those arrangements must be made in writing, in advance.** No student will be released to a person not on their designated list, without prior written permission. **No phone calls will be accepted for dismissal. The Executive Director or Assistant Principal are the only ones who can make an exception.**

## **BULLYING POLICY**

The OCPS Code of Student Conduct outlines the policy that INNOVATION MONTESSORI HIGH SCHOOL follows to comply with the

State Anti-Bullying Policy. The policy can be found in the Code of Student Conduct below. Bullying is defined as "repeated behavior towards another person that causes that person to be afraid either on school property or off school grounds. This may include, but is not limited to pushing, shoving, name calling with or without cursing, or verbal cruelty."

## **CODE OF STUDENT CONDUCT**

Florida law outlines both the rights and responsibilities of students. While the student has the right to expect a good education, the school has the right to expect good behavior and responsibility from the student. Specific information is printed in the Code of Student Conduct. Students who choose to continually be disruptive, disrespectful, or discourteous will be dealt with in accordance, when applicable, with the Orange County Code of Student Conduct. The Code of Student Conduct describes the rules that must be followed as well as the consequences if rules are not followed. All parents receive the link for reading through the policy. This link is provided to parents as an 'acknowledgement page' in the beginning of the school year. Parents and students sign this page, acknowledging they have read the policy. OCPS typically provides paper copies when needed. Please inquire at the front office if you would like a paper copy. A link may also be found on our website. If you have any questions on this Code of Student Conduct please contact the Executive Director.

## **COMMUNICATIONS**

Newsletters These colorful summary newsletters are the most comprehensive look each week at what's happened and what is upcoming at INNOVATION MONTESSORI HIGH SCHOOL. Sent out each Friday morning, these newsletters include a section from our Executive Director, Patrice Cherico, and Assistant Principal, Cathy Tobin, along with an update from the Board of Directors and PTO. Watch for emails from [office@innovationmontessori.com](mailto:office@innovationmontessori.com).

School Mint This system is used by the school office staff to send official school communication related to forms, activities, and other important requests on a periodic basis. Keep an eye out for emails from [noreply@schoolmint.com](mailto:noreply@schoolmint.com)

### **Online Resources \*\*\*WILL BE UPDATED**

- School website: [www.innovationmontessori.com](http://www.innovationmontessori.com)
- PTO website: [www.ptoowls.com](http://www.ptoowls.com)
- Online school calendar: [www.innovationmontessori.com/calendar](http://www.innovationmontessori.com/calendar) – linked on both the school and PTO websites, this Google calendar is updated regularly with all school holidays, events, and meetings. Add it to your own Google calendar with the click of a button, and help line up your schedules!

Sign Up Genius (SUG) This is the primary place for finding and signing up for helping with activities, in the classroom, and also for bringing in donated items. Bookmark [www.signupgenius.com](http://www.signupgenius.com), create an account and check it regularly for volunteering opportunities. We will also publish direct links to Sign Up Genius volunteering opportunities that you can click on and sign up for (even without an account). Watch for them in the weekly newsletters or on our Facebook PTO Owls Group. PTO also has a direct link to check SUG opportunities at [ptoowls.com/sign-up-genius/](http://ptoowls.com/sign-up-genius/). Note that signing up on Sign Up Genius is NOT considered officially submitting hours.

Social Media PTO Owls Facebook Group: [facebook.com/groups/ptoowls/](https://facebook.com/groups/ptoowls/) – the hub for parent online communication  
Innovation Montessori School Facebook Page: [facebook.com/Innovationmontessori/](https://facebook.com/Innovationmontessori/) –main social media presence  
Classroom Facebook Pages: Each class has their own private designated page to promote community and discussion amongst families and teachers, posting photos, and more.

## **CUSTODY OF STUDENTS**

The school staff is required to release students to either of their natural parents unless we have a copy of a court order that grants custody to one of the natural parents or to someone else. If you have a court order, please give a copy to the office staff. All students must be signed out by parent, legal guardian, or designated adult in the office.

## **DRESS FOR SUCCESS**

Cleanliness, good grooming and neatness are important standards of appearance for everyone. IMO students are always expected to wear appropriate dress, as outlined below. INNOVATION MONTESSORI HIGH SCHOOL Uniform Policy. Uniforms are a requirement for students at INNOVATION MONTESSORI HIGH SCHOOL (IMO).

The Uniform Policy is applicable all 5 days, unless it is specifically designated by administration or PTO as a non-uniform or spirit day. No characters, large logos (other than the school's logo), light-up wearables, or slogans.

**Uniform Colors:** Uniform colors are all solid colors.

**Shirts/Dresses:** Solid White, Navy, Light Blue, Hunter/Forest Green or 'Gator' Orange. **Jumpers/Skirts/Skorts/Shorts/Pants:** Solid Khaki or Navy. Uniform Details:

**Shirts:** Short or long-sleeve polo-style or button-down, oxford-style shirts are acceptable. Visible undershirts must adhere to uniform colors.

**Pants:** Long pants may be worn. Jeans are not acceptable, nor are leggings when worn alone.

**Dresses/Jumpers/Skirts:** Fingertip length or longer. Solid-color shorts, tights, or leggings must be worn underneath. Please note that shorts, worn alone, must be either solid Khaki or Navy, while those worn under dresses/skirts may be in any solid color.

**Shorts & Skorts:** Fingertip length or longer.

**Leggings & Socks:** Student's choice of solid color. No patterns, logos, characters, or slogans.

**Outerwear:** Jackets, sweaters, scarves, and gloves worn inside the classroom must be compliant with school uniform color policy. If other colors are worn outside the classroom, they must be removed and stored while inside the classroom.

**Shoes:** Closed-toed and closed-back shoes. No light up shoes are acceptable.

**Accessories:** Hair bows, belts, etc. may be in the student's choice of solid color.

**Jewelry:** If it is worn, it should not be distracting, and it should be safe for the classroom. The school is not responsible for lost or broken jewelry.

**Logos:** School logo shirts are not required, but they are available to be purchased from Lands' End at [www.landsend.com](http://www.landsend.com). The school receives a percentage of sales from uniforms purchased through Lands' End. Logos may also be embroidered on any uniform shirt or uniform-color sweater or jacket at Stitches by Leyla: <http://www.stitchesbyleyla.com>, 13020 West Colonial Drive, Winter Garden, FL 34787. A percentage from every logo purchase goes back to the school. Logos may only be added to the items mentioned above. The IMO logo is the property of IMO.

**Financial Considerations/Assistance:** Students will not be denied attendance at school, or be otherwise penalized, for failing to wear clothing that complies with the school uniform if such failure is due to financial hardship. Parents/guardians should notify the Executive Director if assistance is needed. The Executive Director shall offer assistance to students who would have, or are having difficulty, complying with the school uniform policy due to financial hardships and shall develop a program to provide for uniform donations or uniform clothing.

**Discipline:** The Executive Director or designee has the authority to decide if clothing complies with the IMO Uniform Policy. If the Executive Director determines that a student's clothing does not comply with the IMO Uniform Policy, a parent/guardian may be asked to bring an appropriate change of clothes to school, or the student may be asked to leave an after-school activity. The student may also receive a disciplinary consequence for not following the school's dress code policy. Repeated violations may result in progressively serious consequences. Students may appeal the Executive Director's decision to the Governing Board President.

## EDUCATIONAL TRIPS

All of our classes will be taking educational trips to interesting and informative places. Permission slips and fees need to be returned at least two weeks before the trip is to take place. Chaperones are selected by the classroom teacher. Younger siblings may not attend school field trips.

**E-MAIL** Please ensure that you provide parents' email addresses to the school.

## EXTENDED DAY

Our Extended Day ASP program provides recreational, social and academically oriented activities in a safe and loving environment for children. Our ASP Coordinator is Mala Gopaul at 407-654-7215.

## HEAD LICE

Head lice may be found in any school. INNOVATION MONTESSORI HIGH SCHOOL policy states that any student with head lice may not stay in school. Students with head lice will be isolated until taken home. Nits and lice must be removed at home before returning to school. Before returning to the classroom, the student must be checked by the office. Please

accompany your child to the office when returning to school. School wide head checks will be done the first week of school. All classes will be checked on a rotating basis year-round.

#### **HOMEWORK**

Traditional homework is kept to a minimum. Montessorians feel that children spend all day in the classroom learning and need their afternoons and evenings to pursue their personal interests, interact with their families, help with family chores, and relax.

#### **LUNCH**

The Montessori curriculum includes lessons on grace and courtesy. Please include a re-usable/cloth napkin for lunch to "go green", placemat and appropriate silverware with your child's lunch every day. We are a PEANUT FREE SCHOOL. INNOVATION MONTESSORI HIGH SCHOOL School does not have a school cafeteria. When packing lunch for your student we ask that you pack a nutritious meal. Please also send your students with a beverage: water or milk are recommended. We ask that you do not send candy, soda or sugary sweet treats. Teachers will send those items back home. Please do not send in items needing to be heated as access to a microwave is not reliable. Please send a labelled water bottle daily.

#### **MESSAGES**

Plans for transportation home, and other after school activities should be made before the student comes to school. Calls to the school with requests to deliver a message to a student should occur only in the case of an absolute emergency.

#### **PARENT LIAISON**

Pursuant to Section 1002.33 (7)(d)(1), Florida Statutes, each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

#### **PARKING**

INNOVATION MONTESSORI HIGH SCHOOL is growing, and to accommodate our growing population and limited parking we need your help. **When visiting the school please plan to park across the street in the paved parking area and cross at the 9<sup>th</sup> Street crosswalk when at the Winter Garden campus.** We are limited in our parking spaces and need your help with this.

#### **PTO**

INNOVATION MONTESSORI HIGH SCHOOL School's Parent Teacher Organization is a group of dedicated parents working to enrich our students' educational experience. The PTO meetings will be announced via email and posted in the PTO info box in the front office. The 2017-2018 PTO Board includes President Shellie Braswell, Vice President Danielle Foley, Treasurer Maxine Henry, and Secretary Jennifer Drexler.

#### **SCHOOL ADVISORY COUNCIL**

The SAC is the link between the school and the community. It is a representative group of parents, teachers, and community members who meet regularly with the school administration to evaluate, plan and implement the school improvement plan. The SAC meetings will be announced via school calendar.

#### **SIBLINGS**

We know how much younger brothers and sisters like to visit the BIG school. Several opportunities will be provided during the school year for younger siblings to visit the school such as field day and special events. Younger children may not "help" when mom or dad are volunteering in the classroom. Please read classroom invitations to see if siblings are invited. When siblings are allowed, they must be kept in a carry pack or stroller.

#### **SICKNESS, MEDICATIONS, and ALLERGIES**

When NOT to send your child to school:

- Red rashes, bumps.
- Fever, nausea and vomiting.
- Red, itchy eyes with yellow discharge.
- Swollen glands.
- Cramping, diarrhea.
- Nits and live lice.

Actions you should take:

- Keep child at home until free of fever for 24 hours.
- Contact School and contact classroom teacher to arrange for make-up work after 2 days.

Illness or Injury during school hours

- All health emergencies will be reported to the office to call 911.
- Parents will be notified.
- No student will be released to anyone except parents or designated representative (unless release to emergency medical personnel is necessary).
- Keep emergency contacts and medical information up-to-date.

Guidelines on Prescription Medication

- Notify in writing of all prescription medications being taken by a student.
- When possible all medication should be administered outside school hours.
- If medication must be sent to school, the following legal requirements must be met:
  - For each prescribed medication, the student's parent or guardian must complete an AUTHORIZATION FOR MEDICATION FORM, which is available in the office and personally deliver the medication to the office.
  - All prescribed medication must be received in the ORIGINAL container. The prescription label must show: date, student's name, dosage and time to be administered.
  - If it is necessary for medication to be taken home, the parent or guardian must pick it up after dismissal. Parents or guardians are responsible for transporting medications to and from school.

Guidelines for Non-Prescription Medication

- Any over the counter medication brought to school to administer to students must be un-opened. The over the counter medication seal must not be broken. Parents must bring it to the office and complete AUTHORIZATION FOR MEDICATION FORM.
- Students are prohibited from keeping non-prescription medication in their backpacks.
- Students are prohibited from providing such medication to fellow classmates.

Children with Severe Food Allergies

- Fill out the following forms:
  - Authorization for Emergency Care of Children with Severe Allergies.
  - Acknowledgement of Receipt of Policy for Administering Emergency Treatment.
  - Release and Hold Harmless Agreement.
- Provide updated and current information.
- Keep teacher aware of a particular child's food allergies.
- It is the parent's responsibility to provide medication, as prescribed by the child's physician.
- Two sets of current medication must be provided to the school and on hand at all times.
- When the student is on a field trip, an additional set of medication must be provided to a child's teacher.
- NO SHARING OF FOOD OR SNACKS AMONG STUDENTS.

#### **SNACK**

The Montessori philosophy encourages grace and courtesy, independence, care of self and the environment. One way the teachers teach this skill is through eating snack at a snack table. Each student will bring their own individual **healthy** snack. We will not have a community snack. A recommended healthy snack would be a protein, fruit or vegetable (avoid process food). Recommended healthy snacks for all celebrations, including birthdays, might entail proteins, fruits or vegetables.

#### **STUDENT PROGRESSION PLAN**

We will adhere to all provisions under Florida Law for Pupil Progression. Orange County Public School's Pupil Progression Plan will be used as a framework while provisions of Florida Law will be the final arbitrator in decisions and policies around Pupil progression.

#### **STUDENT PROPERTY**

Please put names on coats, sweaters, jackets, books, school bags, lunch boxes and other items belonging to your child. Remind your child that they are responsible for keeping up with their own personal belongings and money. Please only provide the amount of money that your child will need for daily purchases and a method for keeping it safe. **Children are not allowed to bring toys to school.**

### **Technology**

INNOVATION MONTESSORI HIGH SCHOOL follows the OCPS Code of Student Conduct for the appropriate use of the internet, "for limited educational purpose". Students found to be using the internet inappropriately will be disciplined in accordance with the Code of Student Conduct.

If students choose to bring cell phones to school, they must be silenced and kept out of view during the school day. At dismissal, phones may be used solely for communication with parents/guardians.

Smart watches of any kind are not permitted at school. We encourage students who are learning to tell time to wear analog watches, before moving to digital.

### **VISITING SCHOOL**

All parents are encouraged to visit our school. However, for the safety of our children, we must insist upon everyone registering in the front office and wearing a visitor's badge during the visit. Arrangements for classroom visits must be made in advance with the teacher. This policy ensures each child's uninterrupted instruction. Parent conferences should be scheduled for times other than student instructional times. Teachers are responsible for the safe arrival and dismissal of students to and from their classrooms. They will not be able to give mini-conferences with parents who walk their children to and from class daily [these parents must enter through the office and obtain a visitor pass, daily]. Please schedule conferences with teachers when they are not directly responsible for the safety of children. We urge you to make arrangements to visit your child's classroom and conference with the teacher.

### **WITHDRAWAL**

Please let the office know as soon as possible if you will be moving or withdrawing your child from school.

**One Final Note...***We anticipate that you and your child will have a wonderful experience at INNOVATION MONTESSORI HIGH SCHOOL. But in case conflicts arise, please note the following protocol which will help you navigate through those times. If the problem has to do with your child's classroom, the students in the class, the teacher or teacher aide please talk with the teacher first and share your concern. We always want to foster open communication. After communicating with the teacher, if you still have concerns, please contact the Executive Director. Our Board President is also available after you have spoken with the Executive Director.*

**On the next page, you will find our Parent Student School Agreement. Please sign and return during the first 10 days of school.**

*INNOVATION MONTESSORI HIGH SCHOOL  
Parent-Student-School Agreement*

The parent(s)/guardian(s) of \_\_\_\_\_ have read and agreed to abide by the following:

INNOVATION MONTESSORI HIGH SCHOOL School is a community committed to providing a strong Montessori foundation in a public school setting that enables our students to achieve their full potential, develop curiosity, creativity, imagination, and become responsible citizens of the world. Our students flourish when their homes and schools operate harmoniously with each other.

As a INNOVATION MONTESSORI HIGH SCHOOL parent, I will agree to:

- + Make every attempt to learn Montessori principles and use them in the home.
- + Attend all conferences scheduled with any member of the INNOVATION MONTESSORI HIGH SCHOOL School staff.
- + Engage in the culture of giving. Share my time, talents, and resources to provide the best education possible for all students (20 volunteer hours per family are mandatory).
- + Provide transportation to and from school for my/our child.
- + Provide uniforms for my/our child and ensure that my/our child abides by the dress code of INNOVATION MONTESSORI HIGH SCHOOL School.
- + Supply a healthy lunch/snack, either from home or purchased through the school's lunch provider.
- + Annually review the Parent Handbook and my child's classroom's expectations.
- + Model Grace and Courtesy when interacting with members of INNOVATION MONTESSORI HIGH SCHOOL community and resolving any problems respectfully.
- + Communicate respectfully, directly, and actively with the school.
  - o Examples include sharing all significant events in your child's life and sharing observations about your child's classroom experience directly with their teacher.

INNOVATION MONTESSORI HIGH SCHOOL will:

- + Provide a genuine Montessori environment in our public school setting.
- + Nurture curiosity and initiative so your child develops strong work habits, a clear sense of purpose, and the will to learn and grow.
- + Guide your child's growth through Work Plans for their needs and development.
- + Encourage students to take on works and projects that feel out of their reach—and require them to stretch.
- + Communicate as partners, working hard to provide open, timely, respectful information and insight about your child and the school community.
  - o Examples include listening when you speak and responding with respect, always communicating in a timely, professional, and confidential manner.
  - o Examples may also include offering numerous opportunities to support your own ongoing Montessori education, including observations in your child's classroom and workshops focused on the structure, curriculum, and activity in the Montessori environment.
- + Be professional and courteous, providing mutually respectful communication with all of our community members. We are striving to be a model of grace and courtesy that guides Montessori curriculum and culture.
- + Work to balance the individual needs of the child with the needs of the classroom or school community as a whole.

We look forward to a working partnership to provide both an outstanding educational experience and warm, inviting community for both you and your child.

\_\_\_\_\_  
Parent Name (Please Print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



Innovation  
**Montessori**  
—High School—

## Appendix H: Articles of incorporation

FILED

**Articles of Incorporation of West Orange Montessori Charter School, Inc.**

The undersigned, acting as sole incorporator of the West Orange Montessori Charter School, Inc. (the "Corporation"), under the Florida Corporation Act, Chapter 617, Florida Statutes, hereby adopts the following Articles of Incorporation for such Corporation:

APR 12 P 3 19  
TALLAHASSEE, FLORIDA

**Article I - Name**

The name of the Corporation shall be West Orange Montessori Charter School, Inc.

**Article II - Principle Office**

The place in this state where the principal office of the Corporation is to be located is 227 South Main Street, Winter Garden, Florida 34787. The location of the principal office shall be subject to change pursuant to bylaws duly adopted by the Corporation.

**Article III - Statement of Purpose and Powers**

This Corporation is organized exclusively for the purpose of providing and promoting quality Montessori public education as a charter school pursuant to Section 1002.33, Florida Statutes, as hereafter amended. The Corporation shall operate for that educational purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue Law)(hereinafter the "Internal Revenue code").

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.



## **Article VI - Powers**

This Corporation shall have all the powers conferred upon not for profit corporations organized by the Florida Not for Profit Corporation Act, section 617, Florida Statutes, and as the same now exists and as hereafter amended, provided that it shall exercise such powers only in fulfillment of its above-stated purposes, and in compliance with this Article and all provisions of section 501(c)(3) of the Internal Revenue Code.

## **Article V – Members**

The corporation shall not have members, but shall be governed, administered and managed by its board of directors.

## **Article IV – Manner of Election of Directors**

The directors shall be elected in the manner specified in the bylaws of the corporation. Provided, however, that there shall be no less than three (3) directors at all times during the life of the corporation.

## **Article VII – Initial Directors and Officers**

The names of the initial directors are:

1. Thomas Palmer, 404 Mary Ellen Court, Winter Garden 34787
2. Jeffrey Badgley, 827 Irma Avenue, Orlando, Florida 32803
3. Michelle Dulany, 227 South Main Street, Winter Garden, Florida 34787
4. Anya Kaleshefski, 13630 1<sup>st</sup> Avenue, Winter Garden 34787
5. Michelle Wood, 1422 Sherbourne Street, Winter Garden 34787

The names of the initial officers are:

1. President, Thomas Palmer, 404 Mary Ellen Court, Winter Garden 34787
2. Vice President, Jeffrey S. Badgley, 827 Irma Avenue, Orlando, Florida 32803
3. Secretary, Michelle Wood, 1422 Sherbourne Street, Winter Garden 34787
4. Treasurer: Michelle Dulany, 227 South Main Street, Winter Garden, Florida 34787

**Article VIII – Initial Registered Agent and Street Address**

The registered agent for the corporation is Jeffrey S. Badgley, 827 Irma Avenue, Orlando, Florida 32803.

**Article IX – Incorporator**

The name and address of the Incorporator is Jeffrey S. Badgley, 827 Irma Avenue, Orlando, Florida 32803.

**Article X– No Private Inurement**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof.

**Article XI - Non-political Activity**

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**Article XII – Dissolution**

The Corporation may be dissolved upon the adoption of a plan to dissolve in the manner now or hereafter provided in the Florida Statutes. In the event of dissolution of the Corporation, no liquidating or other dividends and no distribution of the property owned by the Corporation shall be declared or paid to any private individual, but the net assets of the Corporation shall be distributed as follows:

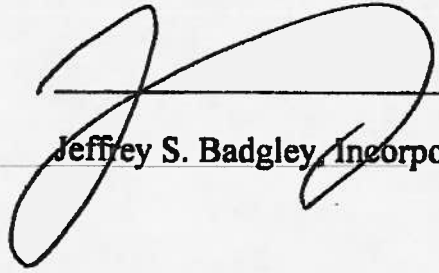
- (1) All liabilities and obligations of the Corporation shall be paid, satisfied and discharged, or adequate provision shall be made therefore;

- (2) Remaining assets shall be distributed to one or more organizations described in Section 501(c)(3) of the Internal Revenue Code, as determined in the plan to dissolve adopted in the manner set for the above in this Article VIII.

**Article XIII – Amendment**

These Articles may be amended in the manner now or hereafter provided in the Florida Statutes.

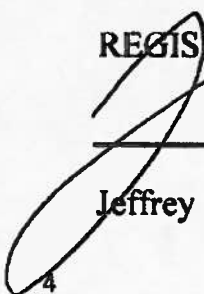
IN WITNESS WHEREOF, I have hereunto set my hand this 2d day of April, 2010.

  
\_\_\_\_\_  
Jeffrey S. Badgley, Incorporator

**ACCEPTANCE OF APPOINTMENT BY INITIAL REGISTERED AGENT**

THE UNDERSIGNED, having been named in Article VII of the foregoing Articles of corporation as Registered Agent at the office designated therein, hereby accepts such appointment and agrees to act in such capacity. The undersigned hereby states that it is familiar with, and accepts, the obligations set forth in Sections 617.0501, Florida Statutes and the undersigned will further comply with any other provisions of law made applicable to it as Registered Agent of the Corporation.

DATED, this 2d day of April, 2010.

  
\_\_\_\_\_  
Jeffrey S. Badgley

REGISTERED AGENT

SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

2010 APR 12 3 19

FILED



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**Montessori**  
—High School—

Appendix I: 501(c)(3) tax-exempt status determination letter



## Consumer's Certificate of Exemption

DR-14  
R. 10/15

Issued Pursuant to Chapter 212, Florida Statutes

85-8015691911C-8	07/31/2016	07/31/2021	SCHOOL-COLLEGE-UNIV
Certificate Number	Effective Date	Expiration Date	Exemption Category

This certifies that

INNOVATION MONTESSORI OCOEE INC  
855 E PLANT ST STE 1500  
WINTER GARDEN FL 34787-3166

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.



## Important Information for Exempt Organizations

DR-14  
R. 10/15

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).
2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.
3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.
4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).
5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.
6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Account Management at 800-352-3671. From the available options, select "Registration of Taxes," then "Registration Information," and finally "Exemption Certificates and Nonprofit Entities." The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.



Innovation  
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—High School—

## Appendix J: Governing board by-laws

# **Bylaws of Innovation Montessori High School, Inc.**

## **Article 1**

### **Offices**

#### **Section 1. Principal Office**

The principal office of Innovation Montessori High School (referred to hereinafter as “the School”) is located in Orange County, State of Florida.

## **Article 2**

### **Nonprofit Purposes**

#### **Section 1. IRC Section 501(c)(3) Purposes**

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

#### **Section 2. Specific Objectives and Purposes**

The specific objectives and purposes of this corporation shall be for the purpose of providing and promoting high quality and authentic Montessori public education as a charter school pursuant to Section 1002.33, Florida Statutes, as hereafter amended. The Corporation shall operate for that educational purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue Law) (hereinafter the “Internal Revenue code”).

## **Article 3**

### **Directors**

#### **Section 1. Number**

The School shall have no less than three (3) directors and collectively they shall be known as the Board of Directors. The number of Directors may fluctuate, but there will be no more than thirteen Directors. The Executive Director will attend all meetings, report to and advise the Board. The Board of Directors may increase the number of directors from time to time, depending on the needs of the School.

#### **Section 2. Qualifications**

Directors shall be of the age of majority in this state. The Board of Directors shall choose directors with skill sets that support the mission of the School. The School shall not elect a person as a director if such election violates the School's conflict of interest policy.

#### **Section 3. Powers**

Subject to the provisions of the laws of this state and any limitations in the articles of incorporation and these bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the board of directors.

#### **Section 4. Duties**

It shall be the duty of the directors to:

1. Establish and maintain a vision for an authentic and high quality Innovation Montessori education for high school students in Orange County.
2. Communicate and implement the mission of the school by establishing policies and procedures that provide for the effective operation of an authentic Innovation Montessori public charter high school.
3. Exercise fiduciary oversight of the operations of the School to ensure the preservation of the financial and human assets of the School.



4. Review and approve an annual budget for the operation of the School. The Board shall vote on and approve its annual budget no later than the June board meeting for the subsequent fiscal year.
5. Lead, facilitate and participate in fundraising for the School. The Board shall establish fundraising goals for each fiscal year, including capital campaign and funds for general operating expense.
6. Recognize, respect and preserve the executive, administrative, and leadership role of the Executive Director/Principal.
7. Ensure full compliance with all applicable Local, State, and Federal laws, standards and regulations as they pertain to the School.
8. Perform any and all duties imposed on the Board of Directors collectively or individually by law, by the articles of incorporation, by these bylaws, and the approved Orange County School Board Charter.
9. Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, the Executive Director of the School.
10. Provide fiduciary oversight of the management of all officers, agents, and employees of the School to assure that their duties are performed properly.
11. Meet at such times and places as required by these bylaws.
12. Register their addresses (which may be an e-mail address) with the secretary of the corporation, and notices of meetings mailed or transmitted to them at such addresses shall be valid notices thereof.
13. Provide an annual report to the Orange County School Board, pursuant to section 109.331(9)(k), Florida Statutes.
14. To participate in governance training approved by the Florida Department of Education, which training shall include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

### **Section 5. Term of Office**

Each director shall hold office for a period of three (3) years or until his or her successor is elected and qualifies. Directors are qualified for two successive renewals of their term. After serving three (3) consecutive terms, the Director's term shall end. A former Director may be re-elected to a board position no sooner than one (1) year following the termination of a previous term.

### **Section 6. Compensation**

Directors shall serve without compensation. However, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties. Any payments to directors shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

### **Section 7. Place of Meetings**

Meetings shall be held at the School, unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Board of Directors.

### **Section 8. Annual Meeting**

An annual meeting of the Board of Directors for the election of Directors and Officers, and adoption of an annual budget, and such other business as may come before the Board. During the annual meeting, the Executive Director/Principal of the School shall provide a report to the Board, to advise the board on the budget, performance, and operations of the School during the previous school year. The meeting shall be held during May of each year.

Written notice shall be given not less than thirty (30) days, nor more than sixty (60) days of the time, place, and purposes of the meeting. The meeting shall be held at the School, or such other place as shall be specified in the meeting notice.

### **Section 9. Regular Meetings**

In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

### **Section 10. Special Meetings**

Special meetings of the Board of Directors may be called by the president, the vice president, the secretary, by any two directors, or, if different, by the persons specifically authorized under the laws of this state to call special meetings of the board. Such meetings shall be held at the School or, if different, at the place designated by the person or persons calling the special meeting.

### **Section 11. Notice of Meetings**

Notice for all meetings of the Board of Directors will comply with section 286.011, Florida Statutes. Adequate notice of all meetings subject to section 286.011, Florida Statutes, shall be published on the School's website not less than forty-eight (48) hours before any such meeting.

### **Section 12. Quorum for Meetings**

A quorum shall consist of the majority of the members of the board of directors.

Except as otherwise provided under the articles of incorporation, these bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn.

### **Section 13. Majority Action as Board Action**

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

## **Section 14. Conduct of Meetings**

Meetings of the board of directors shall be presided over by the President, or in his or her absence, by the vice president of the corporation, or in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meeting.

The secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Meetings shall be governed by Roberts Rules of Order, insofar as such rules are not inconsistent with or in conflict with the articles of incorporation, these bylaws, or with provisions of law.

Pursuant to section 286.011, Florida Statutes, all meetings of the Board of Directors at which official acts are to be taken shall be public meetings open to the public at all times and no resolution, rule, or formal action shall be considered binding except as taken or made at such meeting.

The board may adopt additional policies and procedures regarding the conduct of its meetings.

## **Section 15. Vacancies**

Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, (2) expiration of a director's three-year term; and (3) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the office of the attorney general or other appropriate agency of this state.

Directors may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state, and these bylaws. The removal of any director shall only be made upon the vote of two thirds (2/3) of the number of directors.

Unless otherwise prohibited by the articles of incorporation, these bylaws, or provisions of law, vacancies on the board may be filled by approval of the board of directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the board of directors or until his or her death, resignation, or removal from office.

#### **Section 16. Meeting Attendance.**

Directors are expected to attend all Board Meetings. It shall be the duty of the Secretary of the Board to communicate with any Director who shall have three (3) consecutive absences to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

#### **Section 17. Non-liability of Directors**

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

#### **Section 18. Indemnification by Corporation of Directors and Officers**

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state.

#### **Section 19. Insurance for Corporate Agents**

Except as may be otherwise provided under provisions of law, the board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the articles of incorporation, these bylaws, or provisions of law.

## **Article 4**

### **Officers**

#### **Section 1. Designation of Officers**

The officers of the corporation shall be a president, a vice president, a secretary, and a treasurer. The School may change such titles as may be determined from time to time by the board of directors.

#### **Section 2. Qualifications**

Any person who is an elected member of the Board of Directors may serve as officer of this corporation.

#### **Section 3. Election and Term of Office**

Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office for a term of one (1) year, or until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

#### **Section 4. Removal and Resignation**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the president or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

#### **Section 5. Vacancies**

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be immediately filled by the Board of Directors. In the event of a vacancy in any office other than that of president,

such vacancy may be filled temporarily by appointment by the president until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

### **Section 6. Duties of President**

The president shall exercise leadership over the affairs and business of the Board of Directors. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the Board of Directors. The president shall preside at all meetings of the Board of Directors.. Except as otherwise expressly provided by law, by the articles of incorporation, or by these bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

### **Section 7. Duties of Vice President**

In the absence of the president, or in the event of his or her inability or refusal to act, the vice president shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions on, the president.

The vice president shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the Board of Directors.

### **Section 8. Duties of Secretary**

The secretary shall:

Certify and keep at the School the original, or a copy, of these bylaws as amended or otherwise altered to date.

Keep at the School or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof

was given, the names of those present or represented at the meeting, and the proceedings thereof.

Ensure that the minutes of meetings of the corporation, any written consents approving action taken without a meeting, and any supporting documents pertaining to meetings, minutes, and consents shall be contemporaneously recorded in the corporate records of this corporation. "Contemporaneously" in this context means that the minutes, consents, and supporting documents shall be recorded in the records of this corporation by the later of (1) the next meeting of the board, committee, membership, or other body for which the minutes, consents, or supporting documents are being recorded, or (2) sixty (60) days after the date of the meeting or written consent.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law, including, but not limited to notices of Special and Regular Meetings of the Board of Directors.

To send requests for agenda items before each Regular Meeting of the Board of Directors, no less than seven (7) days before the meeting.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of the corporation.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

## **Section 9. Duties of Treasurer**

The treasurer shall:

Maintain oversight of the management of the financial affairs of the School. The Treasurer shall work closely with the Executive Director and the School's accountant to ensure the financial integrity of the financial affairs of the School.

Ensure that all funds and financial assets of the corporation shall be deposited in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.



Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Ensure that the School keeps and maintains adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the president and directors, whenever requested, an account of any or all of his or her transactions as treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

## **Section 10. Compensation**

The officers shall serve without compensation. Provided, however, the Board may approve reimbursement of out-of-pocket expenses incurred by an officer for the benefit of the school. Such reimbursement shall be made in accordance with a written reimbursement policy adopted and approved by a majority of the members of the Board.

## **Article 5**

### **Committees**

#### **Section 1. Committees**

The corporation shall have committees from time to time, to be designated by resolution of the board of directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

### **Section 3. Meetings and Action of Committees**

Meetings of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the board of directors or by the committee.

The conduct of business by committees of the board shall be fact finding in nature. No action shall be taken by any committee that is binding on the board of the School. Committees of the board shall report back to the board with recommendations for board action regarding the subject of the committee meetings. The Board of Directors shall take action upon any and all such recommendations during its Regular or Special meetings.

The board of directors may adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

## **Article 6**

### **Execution of Instruments, Deposits, and Funds**

#### **Section 1. Execution of Instruments**

The Board of Directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the corporation, including the Executive Director, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

The board may adopt policies that govern the authority of the Executive Director in the execution of contracts and binding legal obligations of the School.

## **Section 2. Checks and Notes**

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Executive Director, or by the treasurer, or by the president of the corporation.

The board may adopt policies that govern and limit the authority of the Executive Director in expenditure of funds of the corporation.

## **Section 3. Deposits**

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

## **Section 4. Gifts**

The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the nonprofit purposes of this corporation.

# **Article 7**

## **Corporate Records, Reports, and Seal**

### **Section 1. Maintenance of Corporate Records**

The corporation shall keep at its principal office:

- a. Minutes of all meetings of directors, committees of the board, and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

## **Section 2. Corporate Seal**

The board of directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

## **Section 3. Directors' Inspection Rights**

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation, other provisions of these bylaws, and provisions of law.

## **Section 5. Right to Copy and Make Extracts**

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

## **Section 6. Periodic Report**

The board shall cause an annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

## **Article 8**

### **IRC 501(c)(3) Tax Exemption Provisions**

#### **Section 1. Limitations on Activities**

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

#### **Section 2. Prohibition Against Private Inurement**

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

#### **Section 3. Distribution of Assets**

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

## **Section 4. Private Foundation Requirements and Restrictions**

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

## **Article 9**

### **Conflict of Interest and Compensation Approval Policies**

#### **Section 1. Purpose of Conflict of Interest Policy**

The purpose of this conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible "excess benefit transaction" as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### **Section 2. Definitions**

- a. Interested Person.** Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.

**b. Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement;
2. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### **Section 3. Conflict of Interest Avoidance Procedures**

- a. Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- b. Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
- c. Procedures for Addressing the Conflict of Interest.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

- d. Violations of the Conflicts of Interest Policy.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Section 4. Records of Board and Board Committee Proceedings**

The minutes of meetings of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or



arrangement, and a record of any votes taken in connection with the proceedings.

### **Section 5. Compensation Approval Policies**

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- a. the terms of compensation shall be approved by the board or compensation committee prior to the first payment of compensation;
- b. all members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" (as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):
  1. is not the person who is the subject of the compensation arrangement, or a family member of such person;

2. is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement;
  3. does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement;
  4. has no material financial interest affected by the compensation arrangement; and
  5. does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.
- c. the board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate data may include the following:
1. compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions. "Similarly situated" organizations are those of a similar size, purpose, and with similar resources;
  2. the availability of similar services in the geographic area of this organization;
  3. current compensation surveys compiled by independent firms;
  4. actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement;

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

- d. the terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:

1. the terms of the compensation arrangement and the date it was approved;
2. the members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member;
3. the comparability data obtained and relied upon and how the data was obtained;
4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination;
5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting;
6. any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest was asked to, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement);
7. The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee.

## **Section 6. Annual Statements**

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. has received a copy of the conflicts of interest policy;
- b. has read and understands the policy;
- c. has agreed to comply with the policy; and
- d. understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## **Section 7. Periodic Reviews**

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

## **Section 8. Use of Outside Experts**

When conducting the periodic reviews as provided for in Section 7, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**Article 10**  
**Amendment of Bylaws**

**Section 1. Amendment**

Subject to the power of the members, if any, of this corporation to adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted by approval of the board of directors.

**Article 11**  
**Construction and Terms**

If there is any conflict between the provisions of these bylaws and the articles of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the articles of incorporation shall be to the articles of incorporation, articles of organization, certificate of incorporation, organizational charter, corporate charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.



Innovation  
**Montessori**  
—High School—

Appendix K: Governing board code of ethics and conflict of interest policy

# INNOVATION MONTESSORI HIGH SCHOOL

## Code of Ethics for Board Members

*As a member of the Board, I shall promote the best interests of the school as a whole and, to that end, shall adhere to the following ethical standards:*

### *Equity in Attitude*

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### *Trustworthiness in Stewardship*

- I will be accountable to the public by representing the school policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in school affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of school resources.
- I will make no personal promise or take private action that my compromise my performance or my responsibilities.

### *Honor in Conduct*

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as a decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

### ***Integrity of Character***

- I will refuse to surrender judgment to any individual or group at the expense of the school as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the school if disclosed.

### ***Commitment to Service***

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Executive Director.
- I will seek educational and development opportunities that can enhance my ability to fulfill my duties effectively.

### ***Student-centered Focus***

- I will be continuously guided by what is best for all students of the school.



# **CONFLICT OF INTEREST POLICY**

## **INNOVATION MONTESSORI HIGH SCHOOL**

**A FL NONPROFIT CORPORATION**

**BOARD OF DIRECTORS, OFFICERS, AND KEY EMPLOYEES**

Innovation Montessori High School (the “School”) is committed to conducting its affairs in compliance with the highest ethical standards. This Conflict of Interest Policy for the School’s Board of Directors, officers, and key employees is an important part of the School’s efforts to maintain those standards. The purpose of this Conflict of Interest Policy is to protect the School’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or trustee of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

1. Fiduciary Duty. Members of the Board of Directors, officers, and other key employees of the School occupy positions of fiduciary trust and are obligated to discharge their duties in good faith and with undivided loyalty to the School. They must act in the course of their duties solely in the School’s best interests without regard to the interests of any other organization or person with which they are related or associated, must refrain from taking part in any transaction or exploiting any opportunity if they cannot act with undivided loyalty to the School, and must refrain from using information regarding the School’s activities not generally known outside the School for their benefit. Directors are also subject to this policy while serving on a committee of the Board or while acting in any other capacity on behalf of the School.

2. Conflicts of Interest. Conflicts of interest (“Conflicts”) are those circumstances in which the personal or business interests of a Director, officer, or other key employee, or of an immediate family member, may actually or potentially conflict with the interests of the School, or may be perceived as actually or potentially conflicting with the interests of the School. Examples of Conflicts include (i) engaging in, or seeking to engage in, any transaction with the School that involves the purchase, sale, or leasing of property, the granting or lending of money, or the provision of services, (ii) holding any ownership or management interest in any organization that provides property, goods, or services to the School, is a

grantee of the School, or otherwise does, or seeks to do, business with the School, (iii) using information relating to the School's operations for personal or business advantage, (iv) disclosing confidential information of the School without authorization, (v) accepting a gift, entertainment, or other favor of more than nominal value from any person or organization that has received or seeks to receive a grant from the School, does or seeks to furnish property, goods or services to the School, or otherwise transacts or seeks to transact business with the School, except entertainment received in the ordinary course of performing services for the School, (vi) exploiting any opportunity within the scope of the School's activities without first offering it to the School, and (vii) having any interest in any organization with a mission in direct conflict with the School's mission.

3. Duty to Disclose Conflicts. Directors, officers, and other key employees of the School must disclose the material facts regarding any actual or potential Conflict on:

(a) Annual certifications submitted to the Board of Directors before each annual Board meeting. Each Director, officer, and other key employee of the School shall annually sign a statement which affirms such person has received a copy of the Conflict of Interest Policy, has read and understands the Policy, has agreed to comply with the Policy, and understands that the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

(b) Interim certifications submitted to the Board of Directors for actual or potential Conflicts that arise between annual certifications.

4. Board Action. After full disclosure of the Conflict and all material facts, and after any discussion with the Director, officer, or key employee who has an actual or potential Conflict ("Interested Person"), the Board of Directors may determine that no actual Conflict exists and that no further action is required, based on any reasonable grounds, including the nominal nature of any interest involved. If an actual Conflict exists, neither the School nor the Interested Person shall enter into or continue the transaction or arrangement presenting the Conflict unless it is approved by the Board. In approving a Conflict, the Board shall consider whether a more favorable alternative transaction or arrangement is available with a party that does not present a Conflict. If a more advantageous transaction

or arrangement is not reasonably possible under circumstances not producing a Conflict, the Board shall determine by a majority vote of the disinterested Directors whether to approve a Conflict by considering whether such Conflict is in the School's best interest and whether it is fair and reasonable.

5. Abstention. Any Interested Person seeking the approval of a Conflict or a determination that no actual Conflict exists shall abstain from the consideration of, and voting on, the transaction, arrangement, or opportunity presented to the Board, except to disclose the transaction, arrangement, or opportunity and answer questions about it. Any Director so abstaining may be counted in determining the presence of a quorum.

6. Minutes of Board Action. The minutes of the meeting of the Board where an actual or potential Conflict was disclosed and voted upon shall contain:

(a) A full description of the parties involved and relationships, the nature of the Conflict, any action taken to determine whether an actual Conflict was present, and the Board action, including a record of any votes taken in connection with the proceedings.

(b) The names of the persons who were present for discussions and votes relating to the actual or potential Conflict and the content of the discussion, including any alternatives to the actual or potential Conflict.

7. Violations of the Conflict of Interest Policy. If the Board of Directors has reasonable cause to believe an Interested Person has failed to disclose an actual or potential Conflict, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines that the Interested Person has failed to disclose an actual or potential Conflict, it shall take appropriate disciplinary and corrective action.

8. Compensation. A Director who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to his or her compensation. A voting member of any committee whose jurisdiction includes compensation matters and who

receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation. No Director or voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

9. Definitions. The term "organization" includes without limitation any agency, entity, company, association, firm, or other group, whether governmental or nongovernmental, and whether operated on a for-profit or nonprofit basis. The term "interest" includes without limitation any position as owner, officer, Board member, partner, member, employee, contractor, consultant, or beneficiary, but shall not include the ownership of less than five percent of the outstanding voting securities of a publicly held company. The term "immediate family" means spouse, domestic partner, ancestors, descendants, and the spouses or domestic partners of ancestors and descendants.



Innovation  
**Montessori**  
—High School—

**Appendix L: Board Member Information Sheets, Resumes,  
and Statements of Assurances**

# Sherilyn Moore

## Bio

Sherilyn Moore, President of the Board of Directors, works as a Course Director in the Creative Writing Master's program at Full Sail University. As a teacher, she embraces the Montessori philosophy of creating independent learners through hands-on methods and a dedication to keeping the fire for knowledge burning bright in every student. This serves to keep her own passion for keeping Innovation Montessori Ocoee steaming ahead, bringing a private school education to the public.

Moore also has been a Writer and Producer in the entertainment field for fifteen years, which requires critical and creative thinking, problem solving, budget management, leadership, and an ability to corral talented individuals to deliver a production on-time and on-budget.

As a volunteer for the past four years at MWGCS, Moore has been part of a great community and has had the opportunity to guide successful fundraising and fun-raising initiatives. In her tenure as PTO President, the successful Planned Giving program was launched, where 100% of family financial support supports the school and relieves our school of the need for the children to engage in door-to-door selling. As Board President, she has shepherded the fifteen-year Charter renewal, the securing of financing for the school's future facility, and the opening of Phase One of the new campus in August 2017.

The next step in the evolution of the school, Innovation Montessori High School is an exciting opportunity. This game-changing school will bring Montessori philosophy one step further by utilizing strong project-based learning and an Innovation Incubator to prepare the students with skills to create their own future.

Moore continues to bring her passion for education into action and honors the talented faculty and staff, exceptional Executive Director, and scores of volunteers who create this unique educational community where each child has the opportunity to grow and learn. With her husband and two Innovation Montessori children by her side, Moore is dedicated to keeping the flame of educational inspiration burning bright.

# Sherilyn Moore

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## **EXPERIENCE:**

**Course Director/Professor, Full Sail University** 2011 - Present

- Developing courses for the CWEBFA and CWMFA programs
- Restructuring and aligning courses to improve student engagement and work quality
- Creating over 100 video, audio, and visual assets to enhance student comprehension
- Mentoring and training new Course Directors and Associate Course Directors

**Creator/Writer/Presenter, Freelance** 2013 – Present

- Creating and Presenting *The Creative Key: unlocking creative and critical thought* for executive teams and creative professional training.

**Producer/Writer, Freelance** \*List of produced/published work available upon request 1999 – Present

- Producing, Developing, and Writing promos, pilots, and pitches for film and television
- Writing pitches, one-sheets, treatments, bibles, and screenplays for film and television
- Writing books, graphic novels, plays, and poetry
- Crafting business plans and other work-for-hire marketing documents

**English Instructor, Westwood College - South Bay Campus** 2008 - 2010

- Teaching English Composition, Science Fiction, Creative Writing, and Literature courses
- Crafting and implementing unique learning activities to supplement curriculum

*Redstone / Crimson College*

2006 – 2008

- Teaching English Composition, Critical Thinking, Speech, and Career Management
- Performing at the highest level of success in student and administration feedback

*Polymath Academy*

2006 – 2008

- Teaching SAT-prep Reading and Writing courses
- Developing curriculum for SAT-prep courses

**Vice President of Development** *Sub Rosa Entertainment* 2000 – 2003

- Developing feature films, television and books with freelance writers
- Editing books, treatments, scripts
- Publishing four titles: *Love First*, *B\$ Your Creditors, so you can survive!*, *B\$ a Script Sale, when you don't live in Hollywood!*, *Acting: Simple & Direct*

## **ADDITIONAL LEADERSHIP EXPERIENCE:**

**President, Governing Board** Innovation Montessori Ocoee 2014 – present

- Won Florida Consortium of Public Charter Schools Champions Award 2015
- Led school board organization to obtain fifteen-year charter extension
- Secured funding for \$12 million dollar new facility

**PTO President** Montessori of Winter Garden Charter School 2012 – 2013

- Launched direct "planned giving" fundraising program, raising over \$15k in Year One.
- Funded and managed paid Spanish and Music specials, and volunteer-staffed Art enrichment

## **EDUCATION:**

**Master of Arts degree in English – Creative Writing** University of Central Florida

**Bachelor's degree in Finance** University of South Florida

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847 Ayden Oak Lane  
Ocoee, FL 34761  
Cell: 310.704.5295  
sherilynmoore@gmail.com

#### IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

#### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori H.S.
2. Full name Sherilyn Mehnert Moore  
Home Address 847 Ayden Oak Lane  
Full Sail University, 3300 University Blvd., Winter Park,  
Business Name and Address FL 32792  
Phone Number 310.704.5295  
E-mail address pres-bod@innovationmontessori.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_

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.  
X Yes  No  
I am currently serving as President of the Governing Board at Innovation Montessori Ocoee

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

5. Why do you wish to serve on the board of the proposed charter school?  
A high school that is dedicated to create innovative, inspired, and independent leaders of the future is unique and in great demand. Using the foremost research into motivation, a sincere dedication to the Montessori principles of becoming stewards of the future, and using the deep learning models of project-based-learning, alongside an Innovation Incubator, IM HS



students will not only be provided the tools for creating the future, but also the ability and the motivation to do so with excellence, grace, and courtesy.

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6. What is your understanding of the appropriate role of a public charter school board member?  
Board members are to provide oversight of the operations, keep a strong hand on the financials, and ensure the vision and mission of the school are executed successfully.
- 

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 work as President of the Board of Innovation Montessori, our K-8 charter feeder school, has spanned over three years, and I led the school's PTO for a year prior to that. The experience in how to best manage a board, oversee operations, and secure a Montessori culture throughout the school are key to my ability to be able to do the same at the high school level.

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8. Describe the specific knowledge and experience that you would bring to the board.  
Besides my experience leading the K-8 board for over three years, my experience as a college professor at Full Sail University and my years as a Writer/Producer in the entertainment industry both will serve to bolster my ability to effectively contribute.

My teaching experience spans from middle school to my current work in a graduate program. Across the board, what works for students is what works for this school: hands-on, student-led, and steeped in purpose. Students must be given the tools to be able to create their own best pathways to success, the support to do so, and the guidance on how to adjust their approaches for maximum success. At every level, the lessons students learn by doing resonate deeply. This provides the most secure foundation for students to feel empowered to create and conceptualize the next level and the next step in their work, and eventually their chosen profession. Bringing this knowledge and expertise to the program in the High School will directly support the execution of the program.

As a Producer, my work was budget-intensive and often resource-scarce. Being able to create an effective balance, to prioritize needs vs. wants, and to ensure the goal is achieved are key attributes of a successful producer. Delivering projects on-time and on-budget requires the ability to multi-task, while never losing sight of the goal. In this case, delivering a ground-breaking public Montessori High School experience is the goal and my skills as a Producer will support that effort directly.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Innovation Montessori High School cultivates inspired, innovative, and independent creators of the future through purpose-driven, project-based learning, a Montessori focus on a global perspective, and a four-year-long innovation incubator.

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- 
2. What is your understanding of the school's proposed educational program?

Project-based learning is currently in use at our K-8 Montessori charter school, and it is an excellent method for students to learn the standards through hands-on projects. Multiple disciplines and areas of education are involved during a single project, and the ability to go beyond the basic learning model by digging in deeply to the material and execution of a project provides deeply-rooted foundational knowledge for the students.

The Innovation Incubator takes students through the process of ideation through execution for a business, invention, discovery, non-profit, or service of their own creation. Through daily individual research and work sessions to weekly seminars and mentoring from industry experts, students not only learn the ins and outs of how to turn an idea into reality, but also how to create new ideas and pathways. The Innovation Incubator will birth its own internal economy, so students learn how the backbone of organizations and governments work and don't work, and they experience the symbiotic relationship of an economy first-hand. The other unique piece about the Innovation Incubator is that students launch their dreams while still in school, so the inevitable challenges of a new venture are each student's best learning module. With the support of fellow students, dedicating teaching staff, and expert mentors, students will be able to test-and-adjust to refine their offerings to the internal school community or external world.

The Montessori philosophy is the heartbeat of the entire school that puts the project-based learning and Innovation Incubator in the context of contribution to the world. Becoming "stewards of the future" is a key goal for every Montessori student. From the youngest ages, our students are shown the value of treating others with grace and courtesy and that each person has special skills that can be used to benefit themselves and others. Highlighting those skills, while bolstering the areas of opportunity, is key to the Montessori philosophy and culture. That will continue in High School. Grace and Courtesy, two other Montessori touchstones, are never more important than in these final years of their K-12 education, when they are preparing for college and their careers.

- 
3. What do you believe to be the characteristics of a successful school?

Financial stability, a strong educational model, and a supportive and dedicated school staff, board and parent culture.

- 
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

We will model our successful monitoring process from our Innovation Montessori Ocoee K-8, which is a monthly finance committee meeting, monthly BOD reviews and reports with annual audits and a detailed annual budget-setting meeting. Policies on purchasing limits, a robust Finance committee, and a strict adherence to all accounting and reporting policies will also ensure successful monitoring of financials.

Operationally, we will continue the regular Executive Director/BOD President update meetings and open communications. Reviewing progress towards goals regularly and supporting the Executive Director's efforts to enhance the student and staff experience are important keys to achieving operational objectives.

- 
5. What do you see as your role regarding the school leaders?

To support their execution of the mission of the school and create an open line of communication to be able to continually enhance our school's success. All board decisions are put to the test of "is it best for the children" and "is it best for the financial viability of the school," so we can keep the balance for

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success securely in place.

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### **Governance**

1. Describe the role that the board will play in the school's operation.  
To set policy and strategy, and to ensure all regulations are being adhered to. In addition, the board will set the tone for volunteering, financial giving, supporting initiatives to secure a Montessori culture of grace and courtesy, and developing partnerships to further support the operations.

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2. How will you know if the school is successful at the end of the first year of operation?  
Students will demonstrate learning gains from the beginning of the school year. Students will be happy and excited to continue their learning next year. Parents will be eager to bring friends and family to our school. Staff and Faculty will be energized to forge new pathways in education and be seeking ways to enhance the student experience. Our finances will be solid with a 3% or more fund balance, while supporting the needed staff and facilities to execute our educational model.

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3. How will you know at the end of four years of the school is successful?  
Our finances will be solidly in the black, with an over 3% fund balance, and sufficient funding to support the staff and facility. Our first graduates will all be placed in the colleges and careers of their choice, and many will continue with their Innovation Incubator projects after graduation. Students, Parents, Staff, and Faculty will be proud of what they have created and inspired to continue innovating.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Beyond keeping the financials strong, the mission central, and the operations supported, the school board will forge partnerships with higher education, industry, government and the entrepreneur sector to support our program with advice, mentorships, and dollars. Fundraising for a public charter school is always a key piece to be able to provide additional options for our teachers and students. Executing our fundraising plans and partnership initiatives from the start will ensure we have a strong foundation of community support.

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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?  
Take immediate action, gather supportive evidence, and bring the matter before the full board for a vote to remove the board member.

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6. If your school intends to contract with a third-party ESP:
  - a. Summarize your involvement in the selection process;
  - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
  - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable

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### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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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)**

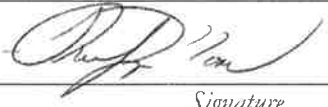
- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
  - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking 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.*

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### **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: Sherilyn Moore, Governing Board President IMO



*Signature*

11/26/2017

*Date*

#### **IV. STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.



*Signature*

11/21/2017

*Date*

Sherilyn Moore, Governing Board President IMO

*Printed Name*

## Jeremy Bellis

Jeremy is a proud father of two, Jacob and Savannah, and is married to his amazing wife Emma. He was born and raised in Rochester, New York, where school districts were small and community involvement was impactful. In 2001, he earned a Bachelor of Arts in Psychology from the University of Hartford and in 2003, earned an MBA from the Crummer Graduate School of Business at Rollins College. After graduate school he taught high-school mathematics for three years at a Central Florida Charter School and was awarded Teacher of the Year his second year teaching. He has worked for eleven years in the foodservice distribution industry and is currently a Finance Manager with Sysco Central Florida. He has lived in Ocoee for thirteen years and enjoys soccer, golf, playing the guitar and his black Labrador retriever, Mia. Jeremy is passionate about education, school choice and the ability for local communities to control how their children are educated.

# Jeremy M. Bellis, MBA

321 Trancas Court, Ocoee, FL 34761  
407-739-8022 • JBellis@mindspring.com

## EDUCATION

CRUMMER GRADUATE SCHOOL OF BUSINESS at ROLLINS COLLEGE, Winter Park, FL 2001 – 2003  
**Master of Business Administration**

UNIVERSITY OF HARTFORD, Hartford, CT 1998 – 2001  
**Bachelor of Arts in Psychology**

## PROFESSIONAL EXPERIENCE

SYSCO CENTRAL FLORIDA INC., Ocoee, FL 8/09 – Present  
**Finance Manager** – (10/16 – Present)  
**Director of Revenue Management** – (7/15 – 10/16)  
**Pricing / Revenue Manager** – (8/14 – 6/15)  
**Category Analyst** – (12/13 – 8/14)  
**Marketing Associate** – (8/09 – 12/13)

US FOODSERVICE INC., Orlando, FL 3/06 – 8/09  
**Territory Manager**

NORTHSTAR HIGH SCHOOL, Orlando, FL, 8/03 – 3/06  
**Dean of Students, Mathematics Teacher, Varsity Soccer Coach, Music Club Advisor**

KEISER COLLEGE, Orlando, FL, 5/05 – 7/05  
**Adjunct Professor**

## GRADUATE AND UNDERGRADUATE EXPERIENCE

Market Research Feasibility Study – Rollins College, Winter Park, FL Spring Term 2003

Domestic Practicum – Strawn Inn, Deland, FL Spring Term 2003

Internship – MyDataVault Inc., Orlando, FL Summer 2002

International Practicum – Croatian Tourism, Pula, Croatia Spring Term 2002

Internship – Community Foundation of Central Florida, Orlando, FL Spring Term 2002

Internship – Connecticut Children's Medical Center, Hartford, CT Spring Term 2001  
**Special Education Teacher Assistant**

## TRAINING AND CERTIFICATIONS

Community **Treasurer**, Governing Board of Directors, Innovation Montessori Ocoee



#### IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

#### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori H.S.
2. Full name Jeremy Michael Bellis  
Home Address 321 Trancas Ct  
Business Name and Address Sysco Central Florida  
Phone Number 407-739-8022  
E-mail address VicePres-BOD@innovationmontessori.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_

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.  
X Yes  No  
I am currently serving as Vice-President of the Governing Board of Directors at Innovation Montessori Ocoee

- 
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?  
I think it is part of my civic duty to do what I can to make the successful educational model of Innovation Montessori Ocoee continue beyond 8<sup>th</sup> grade. Families and children want to be in an environment which develops the whole child; educationally, emotionally, etc. The

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Montessori based educational model allows for child-led education which provides a stronger connection between the child and the experience.

---

6. What is your understanding of the appropriate role of a public charter school board member?  
As Vice-President I feel I am responsible for providing leadership to the organization as a whole, protecting the mission and vision of the school, to ensure the classroom experience is not negatively influenced by external sources. I recently transition from my role as Treasurer and as treasurer I felt I was responsible for sound financial decisions, including aiding in developing best practices and processes so accountability and oversight are natural components of how the business aspects of the school are handled.

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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I am currently the Vice-President for the Governing Board of Directors for Innovation Montessori Ocoee (formerly Montessori of Winter Garden Charter School). OCPS has mentioned on several occasions the quality of our accounting and bookkeeping. I have been on the board for over two years.

---

8. Describe the specific knowledge and experience that you would bring to the board.  
I am currently a Finance Manager who has been trained to be a CFO for a large corporation. I have been on a BOD for more than two years. I have also taught at a charter high school in OCPS for three years. I also have two children in IMO. These perspectives and experience provide the education/information to perform as the Treasurer, while also taking into account the other constituents for the new school IMHS.

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### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Innovation Montessori High School cultivates inspired, innovative, and independent creators of the future through purpose-driven, project-based learning, a Montessori focus on a global perspective, and a four-year-long innovation incubator

---

2. What is your understanding of the school's proposed educational program?  
Project-based learning is currently in use at our K-8 Montessori charter school, and it is an excellent method for students to learn the standards through hands-on projects. Multiple disciplines and areas of education are involved during a single project, and the ability to go beyond the basic learning model by digging in deeply to the material and execution of a project provides deeply-rooted foundational knowledge for the students.

The Innovation Incubator takes students through the process of ideation through execution for a business, invention, discovery, non-profit, or service of their own creation. Through daily individual research and work sessions to weekly seminars and mentoring from industry experts, students not only learn the ins and outs of how to turn an idea into reality, but also how to create new ideas and pathways. The Innovation Incubator will birth its own internal economy, so students learn how the backbone of organizations and governments work and don't work, and they experience the symbiotic relationship of an economy first-hand. The other unique piece about the Innovation Incubator is that students launch their dreams while still in school, so the inevitable challenges of a new venture are each

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student's best learning module. With the support of fellow students, dedicating teaching staff, and expert mentors, students will be able to test-and-adjust to refine their offerings to the internal school community or external world.

The Montessori philosophy is the heartbeat of the entire school that puts the project-based learning and Innovation Incubator in the context of contribution to the world. Becoming "stewards of the future" is a key goal for every Montessori student. From the youngest ages, our students are shown the value of treating others with grace and courtesy and that each person has special skills that can be used to benefit themselves and others. Highlighting those skills, while bolstering the areas of opportunity, is key to the Montessori philosophy and culture. That will continue in High School. Grace and Courtesy, two other Montessori touchstones, are never more important than in these final years of their K-12 education, when they are preparing for college and their careers.

- 
3. What do you believe to be the characteristics of a successful school?

A successful school needs to be financially sound, supported by the community, strong guiding principles, a strong staff, and a solid educational model. All of these attributes mean nothing however if there is not substantiated growth within the children who attend.

- 
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

We will model our successful monitoring process from our Innovation Montessori Ocoee K-8, which is a monthly finance committee meeting, monthly BOD reviews and reports with annual audits and a detailed annual budget-setting meeting. Policies on purchasing limits, a robust Finance committee, and a strict adherence to all accounting and reporting policies will also ensure successful monitoring of financials.

Operationally, we will continue the regular Executive Director/BOD President update meetings and open communications. Reviewing progress towards goals regularly and supporting the Executive Director's efforts to enhance the student and staff experience are important keys to achieving operational objectives.

- 
5. What do you see as your role regarding the school leaders?

I have proven to be a sounding board of sorts for several individuals related to the school. I was/am trusted by the school leaders to help, even in areas which were not typically handled by treasurers, because of my prior experiences in interpersonal matters and strategy development.

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### Governance

1. Describe the role that the board will play in the school's operation.  
To set policy and strategy, and to ensure all regulations are being adhered to. In addition, the board will set the tone for volunteering, financial giving, supporting initiatives to secure a Montessori culture of grace and courtesy, and developing partnerships to further support the operations.
- 
2. How will you know if the school is successful at the end of the first year of operation?  
Students will show growth and satisfaction. We will have a 90-100% return rate for students, faculty and staff. Our wait list will be healthy and strong. Our financials will be strong, and our fund balance will be at least 3%. Our parents will be satisfied with their child's progress

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and be immersed in the culture of the school. Our teachers, admin, and support staff will be energized and eager to continue developing the most effective public Montessori education around.

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3. How will you know at the end of four years of the school is successful?  
Our finances will be solidly in the black, with an over 3% fund balance, and sufficient funding to support the staff and facility. Our first graduates will all be placed in the colleges and careers of their choice, and many will continue with their Innovation Incubator projects after graduation. Students, Parents, Staff, and Faculty will be proud of what they have created and inspired to continue innovating.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The board will keep the focus on what is best for the child and what is best for the long-term financial viability of the school. These two ballasts have been effective as decision-making tools for Innovation Montessori Ocoee, and they will be used to guide Innovation Montessori Parkside as well. Keeping the financials strong, ensuring the mission and vision are always honored, and supporting the educational team will also create a successful school.

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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?  
Take immediate action, gather supportive evidence, and bring the matter before the full board for a vote to remove the board member.

---

6. If your school intends to contract with a third-party ESP:  
a. Summarize your involvement in the selection process;  
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and  
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

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Not Applicable

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#### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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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.

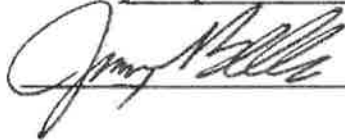
**Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

- (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 decisionmaking 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: Jeremy Bellis



Signature

11/16/17

Date

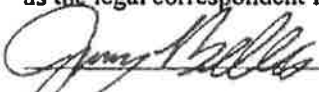
#### **IV. STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

 \_\_\_\_\_

*Signature*

11/15/17

*Date*

Jeremy Bellis \_\_\_\_\_

*Printed Name*

## Philip Gallina

### Bio

Philip has 15 years of experience in corporate accounting working for several large corporations in their shared service groups. His focus has been navigating the complexities of corporate needs and requirements, while evolving processes to achieve high levels of efficiency and accuracy. These roles have helped him to develop skills in finding solutions to complex situations through understanding the needs and desires of the others involved.

Philip and his wife, Carolyn, have been part of the community since fall 2012 when their oldest started at the school in kindergarten. Their two children are currently enrolled at the school.

Philip believes that contributing locally is how we all make the world a better place, and also that building community has inspired him to be involved in the school. He and his wife have been active volunteers at the school for 5+ years at many levels, including BOD and PTO positions, room parents, and volunteer labor. His favorite parts about volunteering in the school is getting to know many of the wonderful families that make up our school community, and getting to see little bits of our community culture and practices that he and his family had a part in creating through the years.

Community only exists through the choice of individuals to join in and be part. Philip is honored to be part of such a vibrant community, and to have an opportunity to continue the growth of our wonderful school.

# Philip Gallina

1331 Lindzlu Street, Winter Garden, FL

[philip.gallina@gmail.com](mailto:philip.gallina@gmail.com)

(407) 922-5641

## Summary

Proven efficiency expert with extensive experience providing reduced errors, faster response time and more dynamic 'what-if' analysis of financial data through use of technology and continuous improvement. Proven self-starter and team lead with experience as an entrepreneur, project manager and accounting manager.

## Education

- Boise State University, Boise, ID
- Bachelor of Business Administration in Accountancy (2002)
- Minor in Philosophy

## Professional Experience

August 2016 – Present

Manager Finance Shared Services | Adventist Health System| Orlando, FL

January 2008 – August 2016

Manager Accounting Services | Marriott Vacations Worldwide | Orlando, FL

Other Roles: Sr. Report Analyst, Project Manager in Accounting Services, Staff Accountant

July 2005 – January 2008

Mortgage Broker / Real Estate Investor | Orlando, FL

June 2002 – July 2005

Fixed Asset Account Associate | Walt Disney company | Orlando, FL

Other Role: HR Intern

## Other Experience & Accomplishments

Board of Directors, Innovation Montessori Ocoee

2017

PTO Vice President, Montessori Winter Garden Charter School

2013-2014



## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori H.S.
2. Full name Philip Anthony Gallina  
Home Address 1331 Lindzlu Street, Winter Garden, FL 34787  
Business Name and Address Adventist Health Systems  
900 Hope Way, Altamonte Springs, FL  
Phone Number 407-922-5641  
E-mail address treas-bod@innovationmontessori.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

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

I am currently serving as Treasurer of the Governing Board at Innovation Montessori Ocoee

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes  No

5. Why do you wish to serve on the board of the proposed charter school?

To support the expansion of the success of Innovation Montessori Ocoee through high school to further enrich the educational experience of our students and set them up for success in life.

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6. What is your understanding of the appropriate role of a public charter school board member?  
To provide oversight to administrative staff, set strategic direction through both financial and curriculum oversight, and to ensure the vision and mission of the school are sustained and maintained.

---

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently sit as treasurer on the Board of Innovation Montessori, which will be the K-8 feeder school to the high school. Although I am new to the board I have been a long time volunteer at the school and gained insight and understanding of the needs that exist to support a healthy school.. My professional background in corporate accounting provides me with a solid foundation in understanding financials and procedural requirements.

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8. Describe the specific knowledge and experience that you would bring to the board.

My professional experience is on developing sustainable efficient systems. With a strong understanding on financials and processes. I am also a parent of two children and the oldest has attended the Innovation Montessori school since its second year in operation. This provides me with an understanding of the culture and community that has helped lead to the success of our school as well as some of the growing pains that can arise at a new school campus and will need to be managed.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To extend the Montessori educational approach to the high school level. Creating innovative and independent thinkers through project based learning. Montessori provides a global perspective while developing a sense of personal responsibility.

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2. What is your understanding of the school's proposed educational program?

Through use of an entrepreneurial focus our students will achieve mastery of the Florida State standards. By focusing on real world problem solving with corporate and community sponsors and mentors the students gain confidence and learn the skills needed for future success.

The Innovation Incubator takes students through the process of ideation through execution for a business, invention, discovery, non-profit, or service of their own creation. Through daily individual research and work sessions to weekly seminars and mentoring from industry experts, students not only learn the ins and outs of how to turn an idea into reality, but also how to create new ideas and pathways. The Innovation Incubator will birth its own internal economy, so students learn how the backbone of organizations and governments work and don't work, and they experience the symbiotic relationship of an economy first-hand. The other unique piece about the Innovation Incubator is that students launch their dreams while still in school, so the inevitable challenges of a new venture are each student's best learning module. With the support of fellow students, dedicating teaching staff, and expert mentors, students will be able to test-and-adjust to refine their offerings to the internal school community or external world.

The Montessori philosophy is the heartbeat of the entire school that puts the project-based learning and Innovation Incubator in the context of contribution to the world. Becoming "stewards of the future" is a key goal for every Montessori student. From the youngest ages, our students are shown the

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value of treating others with grace and courtesy and that each person has special skills that can be used to benefit themselves and others. Highlighting those skills, while bolstering the areas of opportunity, is key to the Montessori philosophy and culture. That will continue in High School. Grace and Courtesy, two other Montessori touchstones, are never more important than in these final years of their K-12 education, when they are preparing for college and their careers.

- 
3. What do you believe to be the characteristics of a successful school?

A community that fosters a connected and supportive culture while delivering on providing the students with a strong foundation for the educational basics and a love of learning and a belief in themselves. Financial stability is of course a must to ensure that the school is sustainable.

- 
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As treasurer and a professional accountant, my focus is on adhering to documentation requirements and financial accuracy and soundness.

We will model our successful monitoring process from our Innovation Montessori Ocoee K-8, which is a monthly finance committee meeting, monthly BOD reviews and reports with annual audits and a detailed annual budget-setting meeting. Policies on purchasing limits, a robust Finance committee, and a strict adherence to all accounting and reporting policies will also ensure successful monitoring of financials.

Operationally, we will continue the regular Executive Director/BOD President update meetings and open communications. Reviewing progress towards goals regularly and supporting the Executive Director's efforts to enhance the student and staff experience are important keys to achieving operational objectives.

- 
5. What do you see as your role regarding the school leaders?

To support them in making the mission and vision of the school a reality while setting and defining boundaries for strategic areas. With a focus on what is best for the children and financial stability to ensure the longevity of the school.

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### Governance

1. Describe the role that the board will play in the school's operation.

To set policy and strategy, and to ensure all regulations are being adhered to. In addition, the board will set the tone for volunteering, financial giving, supporting initiatives to secure a Montessori culture of grace and courtesy, and developing partnerships to further support the operations.

- 
2. How will you know if the school is successful at the end of the first year of operation?

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Staff and student retention provide excellent insight into the in-classroom success in the early years of a school. Existing families providing good reviews and encouraging friends and neighbors to attend also indicate a successful first year. Financial stability is of course also important as is competent test scores.

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3. How will you know at the end of four years of the school is successful?  
Our finances will be solidly in the black, with an over 3% fund balance, and sufficient funding to support the staff and facility. Our first graduates will all be placed in the colleges and careers of their choice, and many will continue with their Innovation Incubator projects after graduation. Students, Parents, Staff, and Faculty will be proud of what they have created and inspired to continue innovating.
- 

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Given the uniqueness of a Montessori high school approach the board will need to continue to develop partners in the community and sustain feeder programs to ensure a student base with familiarity with Montessori education are entering the school. Long term relationships with colleges, businesses, and feeder schools will be integral to the long term success. And as always, financials must be managed well to make continued operation possible.

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?  
Take immediate action, gather supportive evidence, and bring the matter before the full board for a vote to remove the board member.
- 

6. If your school intends to contract with a third-party ESP:  
a. Summarize your involvement in the selection process;  
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and  
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable

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#### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  Yes

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Not applicable.

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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)**

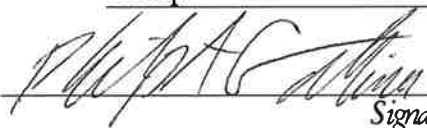
- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term*
- 1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board 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.*

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### **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: Philip A. Gallina



Signature

11/28/2017

Date

#### **IV. STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

  
\_\_\_\_\_

*Signature*

11/28/2017

*Date*

Philip A. Gallina

*Printed Name*

## Brett Casey BIO:

Brett Casey has over 15 years' experience in the Information Technology industry. He has been a successful leader in both digital media start-up's as well as corporate IT for Fortune 500 companies. Brett holds a Bachelors of Business Administration degree in Computer Information Systems from Florida Atlantic University. Brett has led the successful development of innovative digital products, as well as large business transformational projects & programs. Brett is currently the Director of the IT Program Management Office at Wyndham Vacation Ownership where he supports strategic technology programs.

Brett is a native of Atlantic Beach, Florida and has been a resident of Central Florida since 2009. He is an avid runner, enjoys competing in marathons and triathlons and spending as much time at the beach as possible. Brett and his amazing wife Samantha are the proud parents of 3 children, 2 attending Innovation Montessori Ocoee, and spend their time on life's adventures with them. They believe strongly in the Montessori method to instill a life-long passion for learning, individuality, creativity and a caring for others and their environment. Brett currently serves as the Partnerships Chair for the Board and is responsible for creating lasting relationships across the Central Florida community that will support the various missions of our school.

# **Brett Casey**

2150 Langley Circle, Orlando, FL 32835

[bmcaser@gmail.com](mailto:bmcaser@gmail.com)

(561) 212-1558

## **Summary**

Dynamic, hands-on Technology leader & Program Manager leading teams to plan and implement successful IT programs & projects that align business and IT objectives to deliver results.

## **Education**

- Florida Atlantic University, Boca Raton, FL
- Bachelor of Business Administration | 2000
- Computer Information Systems

## **Professional Experience**

June 2014 – Present

Director, IT Program Management Office | Wyndham Vacation Ownership | Orlando, FL

June 2010 – June 2014

Senior IT Program Manager | Wyndham Vacation Ownership | Orlando, FL

May 2006 – June 2010

Technical Project Manager | NBC Universal | New York, NY

June 2000 – May 2006

Director of Technology | HealthCentersOnline.com | Boca Raton, FL

## **Other Experience & Accomplishments**

Board of Directors, Innovation Montessori Ocoee

2016-2017

Project Management Professional (PMP), Project Management Institute

2012-2017

Certified SCRUM Master, Scrum Alliance

2010



## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori H.S.
2. Full name Brett Matthew Casey  
Home Address 2150 Langley Circle, Orlando, FL 32835  
Business Name and Address \_\_\_\_\_  
Phone Number 561-212-1558  
E-mail address partnerships@innovationmontessori.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_

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.  
X Yes  No

I am currently serving as on the Governing Board at Innovation Montessori Ocoee

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

5. Why do you wish to serve on the board of the proposed charter school?  
To bring the Montessori method to High School students in a manner that allows them to bring a peaceful, self-directed, approach to their project-based learning and innovation incubator.

6. What is your understanding of the appropriate role of a public charter school board member?

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Board members are to provide oversight of the operations, keep a strong hand on the financials, and ensure the vision and mission of the school are executed successfully.

---

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Board of Innovation Montessori Ocoee, our K-8 charter feeder school, for the last year, and have led Partnerships Committee. Learning how to best manage a board, oversee operations, and secure a Montessori culture throughout the school are key to my ability to support the same at the high school level.

---

8. Describe the specific knowledge and experience that you would bring to the board.

I would bring to this board vast experience in the corporate world, leader teams of people and strategic business programs. My experience in entrepreneurship lends directly to the mission of this high school and will allow me to support our project based learning curriculum.

---

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The school will be focused on delivering a project based learning environment, centered around it's Innovation Incubator program which will prepare students to be thinker, doers and leaders of their generation. Using the Montessori approach will allow the students to have autonomy and control over their learning environment and will cultivate a sense of purpose and creativity in how they learn.

---

2. What is your understanding of the school's proposed educational program?

The program will be centered on the Innovation Incubator, which utilizes an entrepreneurial focus to allow students to achieve mastery of the Florida State standards. This approach will have student immersed in real world problem solving and be partnered with support from the corporate and community as mentors and advisors.

---

3. What do you believe to be the characteristics of a successful school?

I believe that successful schools have 3 main elements, engaged parents, strong teachers and the resources and leadership to support them. Students must be challenged to think differently and to use real world experience to thoroughly absorb their educational curriculum.

---

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will attend all planned board meetings and ensure that we are reviewing our operating budget and our capital budget on a regular basis. We will be provided updates each meeting from the executive director on the academic progress and financial updates from the Finance committee leadership. The board will be hands on engaged with ensuring that there is the

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proper support network from both corporate and community leadership.

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5. What do you see as your role regarding the school leaders?  
To give the operating team the full support and resources they need to execute the mission they have been charged with.
- 

### Governance

1. Describe the role that the board will play in the school's operation.  
The board will set the financial budget for the school, be responsible for the hiring and caring for of the executive leadership. The board will connect the school with the resources it needs from the local community and the skills to drive the educational mission.
- 
2. How will you know if the school is successful at the end of the first year of operation?  
Students will demonstrate learning gains from the beginning of the school year. Students will be happy and excited to continue their learning next year. Parents will be eager to bring friends and family to our school. Staff and Faculty will be energized to forge new pathways in education and be seeking ways to enhance the student experience. Our finances will be solid with a 3% or more fund balance, while supporting the needed staff and facilities to execute our educational model.
- 
3. How will you know at the end of four years of the school is successful?  
Our finances will be solidly in the black, with an over 3% fund balance, and sufficient funding to support the staff and facility. Our first graduates will all be placed in the colleges and careers of their choice, and many will continue with their Innovation Incubator projects after graduation. Students, Parents, Staff, and Faculty will be proud of what they have created and inspired to continue innovating.
- 
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Ensure that the school has the proper vision, goals and strategic plan in place to support the education objectives. The board will be responsible for providing the executive leadership with the financial resources it needs, and have direct monitoring and controlling of their operations.
- 
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?  
I believe this would be best handling directly by the board and be discussed in a public board meeting. The board should be able to hear the issues at hand and recommend actions to the President for determining if a vote on retaining the board member is necessary.
- 
6. If your school intends to contract with a third-party ESP:  
a. Summarize your involvement in the selection process;  
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and  
c. Indicate whether you have been involved in the review/negotiation of the management agreement.
- 

Not applicable

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### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 No  Yes

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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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 decisionmaking 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: Brett M. Casey



11/10/2017

*Signature*

*Date*

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

  
\_\_\_\_\_

*Signature*

11/10/17

*Date*

BRETT M. CASEY

*Printed Name*

## **Heather Kerr Moore**

Heather Moore has 25+ years of experience in the Architecture, Design and Construction industry. She holds a Bachelor of Architecture, 5-year first professional degree from the University of Kentucky and a Master of Architecture from Cornell University. She has worked both nationally and internationally for corporate architectural/engineering firms with a special focus in planning and project management. She has also acted as a Manager & Director for both development and entertainment companies within the region. Heather has been involved in community outreach throughout her career and loves the opportunity to work with children. As a Master's candidate, she developed and implemented a "build environment" elementary education program in the local public school system.

Heather has two children enrolled at Innovation Montessori and believes firmly that the Montessori philosophy to learning provides a solid, balanced foundation for the future.

# Heather Kerr Moore

[heatherkerr7@gmail.com](mailto:heatherkerr7@gmail.com)

(561) 797-0850

## Summary

Project Management, Master Planning & Architectural design, Project Management of multiple projects ranging up to \$1.8 Billion. Project master Planning, Scheduling & Implementation, Effective & Efficient Project Delivery, Quality & Cost Control, Client Liaison, Creative Visioning.

## Education

- Cornell University
- Master of Architecture, 1994
- University Of Kentucky
- Bachelor of Architecture, 1992

## Professional Experience

2014 – Present

Entech Creative Industries | Orlando, Florida

2007 – 2009

Project Director | Burt Hill | Dubai, United Arab Emirates

2005 –2007

Director of Design & Construction | Kuhn Development | Orlando, Florida

2003 – 2005

Project Manager | Kaplan McLaughlin Diaz | San Francisco, California

2000 – 2003

Project Manager | The Hillier Group | Princeton, New Jersey

1994 – 2000

Canon Design | Los Angeles, California

## Other Experience & Accomplishments

Board of Directors, Innovation Montessori Ocoee

2014-2017



#### IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

#### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori High School
2. Full name Heather Kerr Moore  
Home Address 2821 Marquestas Ct., Windermere, FL 34786  
Universal Creative, Attraction Development  
1000 Universal Studios Plaza  
Business Name and Address Orlando, FL 32819  
Phone Number 561-797-0850  
E-mail address Moorefamily789@gmail.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

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

Current Position: Building Committee Chairman BOD (Innovation Montessori K-8)

Previous Position: Vice President BOD 2015-2017 (Innovation Montessori K-8)

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes  No

5. Why do you wish to serve on the board of the proposed charter school?  
Provide leadership and guidance for Montessori education beyond our original K-8 program currently operating within our feeder school, Innovation Montessori K-8.

- 
6. What is your understanding of the appropriate role of a public charter school board member?  
Provide leadership, guidance & governance for the school in compliance and as required by County and State agencies. Ensure the school & students are meeting the academic performance criteria established in the Charter. Support the vision and mission for the school.

---

  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.  
Having served on the BOD for Innovation Montessori School K-8, both as an officer and a committee chairman, has informed and prepared me well for this responsibility.

---

  8. Describe the specific knowledge and experience that you would bring to the board.  
With my professional qualifications as an architect and facility design & development manager I bring experience in helping to establish and maintain the new campus/facilities for Innovation Montessori High School. Of particular focus will be to establish a physical environment for the students that reinforce our vision for a school community focused on creativity, purpose, autonomy & mastery. Our 'Innovation Incubator' will be an immersive core environment that supports exploration, innovation and invention.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Create a high school community of creative, purpose-driven, autonomous students who are committed to achieving mastery, designing their own future and building a better world.

---

2. What is your understanding of the school's proposed educational program?  
Immersion in a business incubator environment where the students strive to create opportunity, achieve true management skills and build a purposeful future thru project based learning.

---

3. What do you believe to be the characteristics of a successful school?  
Schools environments that support the diverse characteristics of every student.

---

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?  
Be an active and engaged member of the board. Attend finance meetings and be involved in the development and monitoring of financial plans short term & long term.

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5. What do you see as your role regarding the school leaders?  
Being an officer and Building Committee chairman. Supporting and engaging other board members and their respective focus teams (i.e. finance, partnerships, communication, fundraising, etc.)

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Governance and oversight of policies & procedures, financial budget, 5-year plan, establish appropriate & qualified leadership for operations and academic conformance and quality, establish a campus that support their educational needs and that allows for future growth & diversity.

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  2. How will you know if the school is successful at the end of the first year of operation?  
Sound financial basis, qualification of county & state requirements, quality of students education (happy & prosperous students)

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  3. How will you know at the end of four years of the school is successful?  
By the end of 4 years, we will have our first graduating class and confirmation of the true capacity of learning & development available for students with the 'Innovation Incubator' approach. Our students will already own their own businesses and have a basis to continue to develop their focus continuing after graduation. By this time, we would like to have an established wait list, solid financial standing and a steady plan for future.
-

- 
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Establish a team of qualified leaders and academic administrators; Plan for a sound financial base; Build a campus to support the innovation incubator approach with plans for adding academic capacity & diversity yearly; Build positive and lasting relationships within the community; Build partnership opportunities with local businesses; Fundraise within our school community as well as our local community.
- 
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?  
Work within the established State criteria and guidelines to address the issue with other Board members.
- 
6. If your school intends to contract with a third-party ESP:  
a. Summarize your involvement in the selection process;  
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and  
c. Indicate whether you have been involved in the review/negotiation of the management agreement.  
No
- 

### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

N/A

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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 decisionmaking 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: Heather Kerr Moore

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Signature

11/27/17  
Date

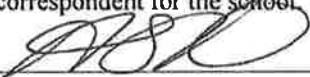
#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

  
\_\_\_\_\_

Signature

11/27/17

Date

Heather Kew Moore

Printed Name

Elizabeth Sorg

Currently, I am a mom and a wife, an assistant small business owner, the Fundraising chair on the Innovation Montessori Ocoee board of directors, a board member of the Falcon Pointe Homeowner's Association, a new member of the West Orange Chamber of Commerce, and an avid lover of anything outdoors. I have volunteered at each of my son, Owen's, previous 3 schools, served as team mom for his Winter Garden Soccer team, team mom in Winter Garden Little League, and supported various other sports and activities. I love to meet new people and want to continue to build a strong social network within the Central Florida community. My husband and I own and operate Ridge Masters Roofing, a small roofing company with employees that are like family.

In the past, I attended University of Florida and obtained my AA after high school in Panama City, FL. I then obtained a degree in Health Education from Florida State University, so I stress the vast importance of "alternative/ supplemental" classes throughout a child's education. I spent time working for the state of Florida Department of Elder Affairs providing health education to the elderly across 14 counties in North Florida. While working, I went to school to become an Emergency Medical Technician, went on to become Nationally Certified and hired by Leon County EMS. I left EMS for a pharmaceutical sales job selling various medications for different disease states. Later, I moved on to rare wine sales where I had interaction with high net worth individuals, which taught me to ask many types of people to help me achieve goals. My diverse work history provided me with exposure to people of many different types, and I learned from each.

I support the growth of Innovation Montessori and I am honored to be a part of making the decisions to keep this outstanding organization on the leading edge of education. I will continue to dedicate my time and energy to help develop IMO and to help provide the resources it needs to thrive.

# **Elizabeth Sorg**

3800 Shadowind Way, Gotha, FL 34734

[betsy.sorg@yahoo.com](mailto:betsy.sorg@yahoo.com)

(407) 202-4055

## **Summary**

Small business owner with a diverse professional background, willingness to volunteer, and a positive attitude.

## **Education**

Tallahassee Community College, Emergency Medical Services, 2003

Florida State University, Bachelor of Science, 2002

University of Florida, Associate of Arts, 2000

## **Professional Experience**

January 2015 – Present

Co-Owner | Ridge Masters Roofing | Orlando, FL

November 2007- December 2013

Senior Broker/ Hiring and Training Manager | Montesquieu Wines | Orlando, FL

May 2005 – September 2007

Pharmaceutical Sales Representative | Boehringer Ingelheim | San Antonio, TX

June 2004 – May 2005

EMT | Leon County EMS | Tallahassee, FL

## **Other Experience & Accomplishments**

Board of Directors, Innovation Montessori Ocoee, 2017-present

Board of Directors, Falcon Pointe HOA, 2014- present

National Registry of Emergency Medical Technicians Certified, 2004-2006

## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori H.S.
2. Full name Elizabeth Marie Sorg  
Home Address 3800 Shadowind Way, Gotha, FL 34734  
Business Name and Address Same as above  
Phone Number (407) 202-4055  
E-mail address Betsy.Sorg@yahoo.com
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_
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  
I am currently serving as Fundraising Chair of the Governing Board at Innovation Montessori Ocoee.
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No
5. Why do you wish to serve on the board of the proposed charter school?  
I believe in our youth and I also believe that a K-12 Montessori education can help teach our youth to go through life with grace, courtesy, and a desire to innovate. I want to participate in making a high school in West Orange County that makes this type of Montessori education in a



public school possible.

- 
6. What is your understanding of the appropriate role of a public charter school board member?  
To ensure execution of the vision and mission of the school, to communicate with administrators and operations staff, and to closely monitor financials.

- 
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have been a member of my neighborhood board of directors for four years. We are a self-managed, 95 home community with daily business of all sorts. I frequently get to experience people of all types, for a myriad of reasons, and consistently have to make decisions on behalf of the community that effect hundreds of people. I also have a diverse work history that has exposed me to many different situations and people, providing me with knowledge I can apply to being a board member.

- 
8. Describe the specific knowledge and experience that you would bring to the board.  
I "grew up" in the non-profit/volunteer/fundraising culture. With the knowledge of this industry, I will seek financial assistance for this unique, innovative school that allows a student to obtain a Montessori High School education.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Innovation Montessori High School cultivates inspired, innovative, and independent creators of the future through purpose-driven, project-based learning, a Montessori focus on a global perspective, and a four-year-long innovation incubator.

- 
2. What is your understanding of the school's proposed educational program?

This is a public school that provides a Montessori education through hands-on, student-led, peer- interactive activities across multiple disciplines. Project-based learning in the Innovation Incubator at the High School level will help to produce stewards of the future with drive, direction and that are instilled with a sense of purpose.

- 
3. What do you believe to be the characteristics of a successful school?

Strong financials, funding, a strong educational model, upholding of the school vision and mission, dedicated and qualified staff, parents, and volunteers.

- 
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Through monthly meetings, financial reports, communication with operations and annual audits.

---

5. What do you see as your role regarding the school leaders?

To maintain open lines of communication to ensure all parties involved are doing what is best for the students and what is best for the school.

---

### Governance

1. Describe the role that the board will play in the school's operation.

The board will work with faculty/ operations staff to ensure the school has the required items, while creating and maintaining a balanced budget.

---

2. How will you know if the school is successful at the end of the first year of operation?

Receiving positive feedback from students, parents and teachers. Graduating students will feel prepared for the next "step" in life and will continue down their chosen Innovation Incubator path. Balanced finances with ample funds to continue to purchase goods and services that keep the school innovative.

---

3. How will you know at the end of four years of the school is successful?

A continuing sense of satisfaction among students, parents, and teachers. Strong ties with the local community, business leaders and politicians leading to constant funding for anything necessary for the school.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure strong financials, uphold the school's mission, communicate with operations, continuously fundraise, continuously build relationships to support the school and the ideas of the students, seek and obtain goods and services to assist the school in overall success.

---

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?

I would call for an immediate review of said actions by the entire board.

---

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

---

### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

---

---

### **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 decisionmaking 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.*

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**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: Elizabeth M Sorg

 *Signature*      11.13.17 *Date*

#### **IV. STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

  
\_\_\_\_\_

*Signature*

11.13.17

*Date*

Elizabeth Sorg  
\_\_\_\_\_

*Printed Name*

## Kristin Chase

Kristin Chase is the Director of the Organizational Development (OD) department for Universal Orlando. She has contributed to Universal since 2003 through consulting and leading employee feedback surveys, performance and talent management, leadership development, mentoring, selection and assessment tool and competency model development, employee research, facilitation, and team effectiveness. She is a 2003 graduate of the UCF Masters' program in Industrial/Organizational Psychology, and became PHR certified in December 2011 and SHRM certified in February 2015.

Kristin regularly participates in many UCF alumni "give back" opportunities such as speaking to the student chapter of SHRM (Society for HR Management) and participating in a graduate panel of alumni from the I/O Psychology program. Kristin is also active in developing herself professionally as a member of the Advisory Board for the Greater Orlando Organization Development (GOOD) Network. She serves her community through her volunteer work as 2014/15 PTO President and current Board of Directors Communications Chair for the Montessori of Winter Garden Charter School. Kristin is loving life in Winter Garden, Florida with her husband Nathan, a freelance web designer, and two children, Cameron (9) and Jillian (6).

# **Kristin Chase**

829 Brandy Oaks Loop, Winter Garden, FL 34787

[kristinchase@gmail.com](mailto:kristinchase@gmail.com)

(407) 760-0949

## **Summary**

Leader of Organizational Development initiatives, tools and resources that help improve performance and development for individuals and teams, and encourage feedback and overall organizational health.

## **Education**

- University of Central Florida, Orlando, FL
- Master of Science in Industrial-Organizational Psychology | 2003
- Stetson University, Deland, FL
- Bachelor of Science in Psychology | 2001

## **Professional Experience**

- Director, Organizational Development (OD) at Universal Orlando Resort | January 2015 - Present
- Assistant Director, Organizational Development at Universal Orlando | March 2013 - January 2015
- Senior Manager, Management & Organization Development at Universal Orlando | November 2010 - February 2013
- Manager, Management & Organization Development at Universal Orlando | May 2007 - November 2010
- Specialist, Management & Organization Development at Universal Orlando | January 2006 - May 2007
- Senior Human Resources Representative, Management & Organization Development at Universal Orlando | July 2003 - January 2006

## **Other Experience & Accomplishments**

- Board of Directors, Innovation Montessori Ocoee (Communications Chair & PTO Liaison; Gala lead for two years raising \$10K and \$15K consecutively)  
2015-Current

- PTO President, Innovation Montessori Ocoee  
2014-2015
- Professional in Human Resources (PHR) Certified  
HRCI December 2011 to December 2017
- SHRM – CP – Society for Human Resources Management Certified - February 2015 to March 2018
- Advisory Board & Nominating Committee at Greater Orlando Organization Development (GOOD) Network | January 2013 - Present  
Past GOOD Network Leadership Team roles have included President, VP Communications, and VP Finance
- Steering Committee Member at Universal Orlando Women's Network  
January 2013 - Present
- UCF Outstanding AlumKnight Award for 2015 for Psychology Department
- Excellence in Leadership (EIL) Award at Universal Orlando in 2005 and 2009



#### IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

#### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori High School
2. Full name Kristin Chase
- Home Address 829 Brandy Oaks Loop Winter Garden FL 34787
- Business Name and Address \_\_\_\_\_
- Phone Number 407-224-7606
- E-mail address bod-comm@innovationmontessori.com

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

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.  
X Yes  No  
I am currently serving as Communications Chair & PTO Liaison of the Governing Board at Innovation Montessori Ocoee

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

5. Why do you wish to serve on the board of the proposed charter school?  
To serve on the board of Innovation Montessori High School would be an opportunity to share the successful public charter school model created by sister school Innovation Montessori Ocoee. Providing a hands-on, child-led, freedom-within-limits alternative educational model to

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the public creates a community of parents, students, staff, and faculty who are dedicated to advancing the future through education. There can be no greater gift or legacy than to be part of an education that supports the whole child and gives them the tools to succeed in the future.

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6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member's primary duty is oversight. Making sure the financial health of the school and the mission of the school are paramount, and they are critical for the longevity and quality of the educational model.

- 
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 work as Communications Chair & PTO Liaison of the Board of Innovation Montessori, our K-8 charter sister school, has spanned over three years, and I led the school's PTO for a year prior to that. The experience in how to best manage a board, oversee operations, and secure a Montessori culture throughout the school are key to my ability to be able to do the same at the sister school. Having deep insight to what has made the current K-8 successful and experience at navigating the challenges will allow the new K-8 to flourish.

Having also been a charter school parent for four years, it assists me in being able to look at issues from a wide variety of perspectives. Both of my children have flourished under this educational model, and our family has greatly benefitted from the strong culture and community that has grown up around our current school. Involving the community of parents not only brings with it a great group of supporters for school initiatives, it also engenders a love and dedication to the school in the parents that strengthens the entire community.

I also have 16 years of experience in the field of Organizational Development (currently hold a full-time position at Universal Orlando as Director of OD), which enhances my ability to bring teams of people together, communicate effectively, and align on strategies and tasks.

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8. Describe the specific knowledge and experience that you would bring to the board.

Past PTO President 2014/15; local OD Network (GOOD) leadership team various roles including President, Communications Chair, etc., Universal Women's Network leadership team; Experience in team building and effectiveness; Led two successful fundraising galas for 2016 and 2017 (yielding \$10K and \$15K respectively in profits).

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Our Vision is to provide a strong Montessori foundation that enables our students to achieve their full potential, develop curiosity, creativity, imagination, and become responsible citizens of the world.

Our Mission is to provide this strong authentic Montessori education in a Public School setting for Kindergarten through 8<sup>th</sup> grade.

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2. What is your understanding of the school's proposed educational program?

The proposed educational program will be a mirror of the successful education approach at Innovation Montessori Ocoee. Using hands-on, child-led, freedom-within-limits Montessori education, students will excel at the standards, while receiving a whole-child education. In middle school, the approach deepens and incorporates more project-based learning to provide the students more autonomy and responsibility for their educational careers. Innovation Montessori High School will also incorporate more hands-on technological devices and a greater awareness of creating pathways for students to quickly adapt and absorb technological advances and prepare their minds for thinking in divergent ways.

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3. What do you believe to be the characteristics of a successful school?

Financial stability, a strong educational model, and a supportive and dedicated school staff and parent culture.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

We will model our successful monitoring process from our Innovation Montessori Ocoee K-8, which is a monthly finance committee meeting, monthly BOD reviews and reports with annual audits and a detailed annual budget-setting meeting. Policies on purchasing limits, a robust Finance committee, and a strict adherence to all accounting and reporting policies will also ensure successful monitoring of financials.

Operationally, we will continue the regular Executive Director/BOD President update meetings and open communications. Reviewing progress towards goals regularly and supporting the Executive Director's efforts to enhance the student and staff experience are important keys to achieving operational objectives.

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5. What do you see as your role regarding the school leaders?

To support their execution of the mission of the school and create an open line of communication to be able to continually enhance our school's success. All board decisions are put to the test of "is it best for the children" and "is it best for the financial viability of the school," so we can keep the balance for success securely in place.

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### **Governance**

1. Describe the role that the board will play in the school's operation.

To set policy and strategy, and to ensure all regulations are being adhered to. In addition, the board will set the tone for volunteering, financial giving, supporting initiatives to secure a Montessori culture of grace and courtesy, and developing partnerships to further support the operations.

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2. How will you know if the school is successful at the end of the first year of operation?  
Students will show growth and satisfaction. We will have a 90-100% return rate for students, faculty and staff. Our wait list will be healthy and strong. Our financials will be strong, and our fund balance will be at least 3%. Our parents will be satisfied with their child's progress and be immersed in the culture of the school. Our teachers, admin, and support staff will be energized and eager to continue developing the most effective public Montessori education around.

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3. How will you know at the end of four years of the school is successful?

Beyond the answer to the above question, we will see an influx of talent seeking our school as a place to experience the full measure of what it means to be an excellent educator. Our sister schools will work together to execute seamless, rich, and rewarding afterschool, summer, and break initiatives and be able to partner on sports, bands, symphonies, mathletes, odyssey of the mind teams, and other extra-curricular activities. Our partnerships will be robust, our volunteers plentiful, and our fundraising strong. Our campus will be a catalyst for growth and redevelopment in the area, and it will become a model for future public Montessori schools.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will keep the focus on what is best for the child and what is best for the long-term financial viability of the school. These two ballasts have been effective as decision-making tools for Innovation Montessori Ocoee, and they will be used to guide Innovation Montessori High School as well. Keeping the financials strong, ensuring the mission and vision are always honored, and supporting the educational team will also create a successful school.

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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?

Take immediate action, gather supportive evidence, and bring the matter before the full board for a vote to remove the board member.

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6. If your school intends to contract with a third-party ESP:  
a. Summarize your involvement in the selection process;  
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and  
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

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#### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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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 decisionmaking 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.*

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## **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: \_\_\_\_\_

Krishn Chase

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*Kristen Chase*  
Signature

11/14/17  
Date

#### **IV. STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

Kristin Chase

Signature

Kristin Chase

Printed Name

11/14/17

Date

## Allie L Braswell, Jr – Bio

Allie Braswell is an accomplished entrepreneur, author and civic leader with diverse experience in business, public speaking, and community engagement having a broad background in management, technology operations and human resources. As the leader of the Braswell Group, he is responsible for leading the organization's effort to empower executives to move their organization's forward.

Allie is the former President of the Central Florida Urban League and served on the National Urban League's Housing Taskforce and Jobs Taskforce. He currently serves as a Trustee of the Orlando Regional Realtors Foundation Board, and on the board of WMFE, a local National Public Radio station. He has served on the Veterans Administration Advisory Committee for Minority Veterans, and is still active as the Civilian Aide to the Secretary of the Army, for the state of Florida. As a part of his volunteer work, Allie has helped to launch Valencia College's Peace & Justice Institute, celebrating the mosaic of Central Florida, and Legends Academy, a K-8 STEM Charter School. Additionally, he is a dedicated supporter of the Bethune Cookman University and its efforts to mentor and develop future leaders throughout our community.

He attributes much of his success to his 13 years of service in the US Marine Corps, and to his parents who instilled in him the determination and drive to succeed. Going forward he is firmly committed to growing his company, and as a published author of "Rekindling the Passion: Restoring the Joy and Purpose to Your Life," Allie is currently working on completing the second and third books in his "Mastering the Passion" series.

A man of many talents, Allie is an inspirational speaker and author. He published his first book in November of 2013, "Rekindling the Passion: Restoring the Joy and Purpose to Your Life" – a personal journey of development toward your personal greatness. He holds a Bachelor of Science degree in Information Technology from American Intercontinental University.

He is married to Shellie-Ann Braswell, and they reside in Winter Garden, FL.



# Allie L. Braswell, Jr.

638 Lost Grove Circle, Winter Garden, FL 34787

allieb@thebwellgroup.com

(407) 227-4729

## **Summary**

Dynamic professional with demonstrated leadership, expertise, and distinguished performance in leading service operations supporting program management, critical initiatives, and process improvements

## **Education**

- American Intercontinental University, Hoffman Estates, IL
- Bachelor of Information Technology | 2006
- Computer System

## **Professional Experience**

August 2015 – Present

General Manager, CFX E-PASS & VES Operations | Egis Projects, Inc. | Orlando, FL

February 2014 – Present

Founder & Managing Director | The Braswell Group LLC | Winter Garden, FL

February 2010 – February 2014

President, CEO | Central FL Urban League | Orlando, FL

October 2003 – January 2010

Senior Manager, Corp. Social Responsibility | Walt Disney Parks & Resorts | Orlando, FL

## **Other Experience & Accomplishments**

Board of Directors, Innovation Montessori Ocoee

2017

Board of Trustees, WMFE 90.7FM

2013-Present

Board of Trustees, Orlando Regional Realtors Foundation

2010 – Present

Advisory Board, Valencia Peace and Justice Institute

2012 - Present

## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Innovation Montessori H.S.
2. Full name Allie Lee Braswell, Jr.  
Home Address 638 Lost Grove Circle, Winter Garden, FL 34787  
Business Name and Address Egis Projects, Inc.  
4974 ORL Tower Road, Orlando, FL 32807  
Phone Number (407) 227-4729  
E-mail address community@innovationmontessori.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

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

I am currently serving as Community and Government Relations Chairperson for the Board of Innovation Montessori Ocoee

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-MII. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes  No

5. Why do you wish to serve on the board of the proposed charter school?

I believe and fully support the Montessori learning models of project-based-learning, and believe this high school will afford students an opportunity to continue growing in this environment. Having an Innovation Incubator in close proximity, IM HS students will not only be provided the tools for creating the future, but also the ability and the motivation to do so with excellence, grace, and courtesy at the secondary school level.

- 
6. What is your understanding of the appropriate role of a public charter school board member?  
Board members are to provide oversight of the operations, keep a strong hand on the financials, and ensure the vision and mission of the school are executed successfully.

- 
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 work as an engaged community leader has provided opportunity to serve our region in many ways. I have been a member of the founding board of Legends Academy, and worked to support innovative strategies to meet the needs of our students in Orange County. Additionally, I completed the OCPS Leadership program, while serving in the role of President and CEO of the Central FL Urban League, and have a clear understanding of our educational goals for our students. The sum of my experience in managing and serving at board level, and overseeing operations, will help to ensure sound management of the Charter High School.

- 
8. Describe the specific knowledge and experience that you would bring to the board.

I have served as an independent sector senior executive responsible for developing the strategies and programs to meet the needs of members of our community. I have also been immersed in serving the Central Florida community's educational and vocational needs. I believe that my advocacy for meeting the needs of our community will bode well for helping Innovation Montessori understand the needs of students from all walks of life, and to extend this learning model's reach at the high school level.

I believe that we need to continue to support educational choices that offer a variety of learning experiences for our OCPS students. By joining this incredible team, my goal is to assist in educating the community at large, and ensuring that it affords educational opportunities to all OCPS students that desire to learn in a project based training format.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Innovation Montessori High School cultivates inspired, innovative, and independent creators of the future through purpose-driven, project-based learning, a Montessori focus on a global perspective, and a four-year-long innovation incubator.
-

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2. What is your understanding of the school's proposed educational program?

Project-based learning is currently in use at our K-8 Montessori charter school, and it is an excellent method for students to learn the standards through hands-on projects. Multiple disciplines and areas of education are involved during a single project, and the ability to go beyond the basic learning model by digging in deeply to the material and execution of a project provides deeply-rooted foundational knowledge for the students.

The Innovation Incubator takes students through the process of ideation through execution for a business, invention, discovery, non-profit, or service of their own creation. Through daily individual research and work sessions to weekly seminars and mentoring from industry experts, students not only learn the ins and outs of how to turn an idea into reality, but also how to create new ideas and pathways. The Innovation Incubator will birth its own internal economy, so students learn how the backbone of organizations and governments work and don't work, and they experience the symbiotic relationship of an economy first-hand. The other unique piece about the Innovation Incubator is that students launch their dreams while still in school, so the inevitable challenges of a new venture are each student's best learning module. With the support of fellow students, dedicating teaching staff, and expert mentors, students will be able to test-and-adjust to refine their offerings to the internal school community or external world.

The Montessori philosophy is the heartbeat of the entire school that puts the project-based learning and Innovation Incubator in the context of contribution to the world. Becoming "stewards of the future" is a key goal for every Montessori student. From the youngest ages, our students are shown the value of treating others with grace and courtesy and that each person has special skills that can be used to benefit themselves and others. Highlighting those skills, while bolstering the areas of opportunity, is key to the Montessori philosophy and culture. That will continue in High School. Grace and Courtesy, two other Montessori touchstones, are never more important than in these final years of their K-12 education, when they are preparing for college and their careers.

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3. What do you believe to be the characteristics of a successful school?

Financial stability, a strong educational model, and a supportive and dedicated school staff, board and parent culture.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

We will model our successful monitoring process from our Innovation Montessori Ocoee K-8, which is a monthly finance committee meeting, monthly BOD reviews and reports with annual audits and a detailed annual budget-setting meeting. Policies on purchasing limits, a robust Finance committee, and a strict adherence to all accounting and reporting policies will also ensure successful monitoring of financials.

Operationally, we will continue the regular Executive Director/BOD President update meetings and open communications. Reviewing progress towards goals regularly and supporting the Executive Director's efforts to enhance the student and staff experience are important keys to achieving operational objectives.

---

5. What do you see as your role regarding the school leaders?

To support their execution of the mission of the school and create an open line of communication to be able to continually enhance our school's success. All board decisions are put to the test of "is it best for the children" and "is it best for the financial viability of the school," so we can keep the balance for success securely in place.

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### Governance

1. Describe the role that the board will play in the school's operation.  
To set policy and strategy, and to ensure all regulations are being adhered to. In addition, the board will set the tone for volunteering, financial giving, supporting initiatives to secure a Montessori culture of grace and courtesy, and developing partnerships to further support the operations.

---

2. How will you know if the school is successful at the end of the first year of operation?  
Students will demonstrate learning gains from the beginning of the school year. Students will be happy and excited to continue their learning next year. Parents will be eager to bring friends and family to our school. Staff and Faculty will be energized to forge new pathways in education and be seeking ways to enhance the student experience. Our finances will be solid with a 3% or more fund balance, while supporting the needed staff and facilities to execute our educational model.

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3. How will you know at the end of four years of the school is successful?  
Our finances will be solidly in the black, with an over 3% fund balance, and sufficient funding to support the staff and facility. Our first graduates will all be placed in the colleges and careers of their choice, and many will continue with their Innovation Incubator projects after graduation. Students, Parents, Staff, and Faculty will be proud of what they have created and inspired to continue innovating.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Beyond keeping the financials strong, the mission central, and the operations supported, the school board will forge partnerships with higher education, industry, government and the entrepreneur sector to support our program with advice, mentorships, and dollars. Fundraising for a public charter school is always a key piece to be able to provide additional options for our teachers and students. Executing our fundraising plans and partnership initiatives from the start will ensure we have a strong foundation of community support.

---

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?  
Take immediate action, gather supportive evidence, and bring the matter before the full board for a vote to remove the board member.

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6. If your school intends to contract with a third-party ESP:
  - a. Summarize your involvement in the selection process;
  - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
  - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable

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### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

---

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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 decisionmaking 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

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Innovation Montessori High School 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 Sherilyn Moore, Governing Board President to sign as the legal correspondent for the school.

Signature

Allie L. Braswell, Jr.

Printed Name

Date

11/28/17

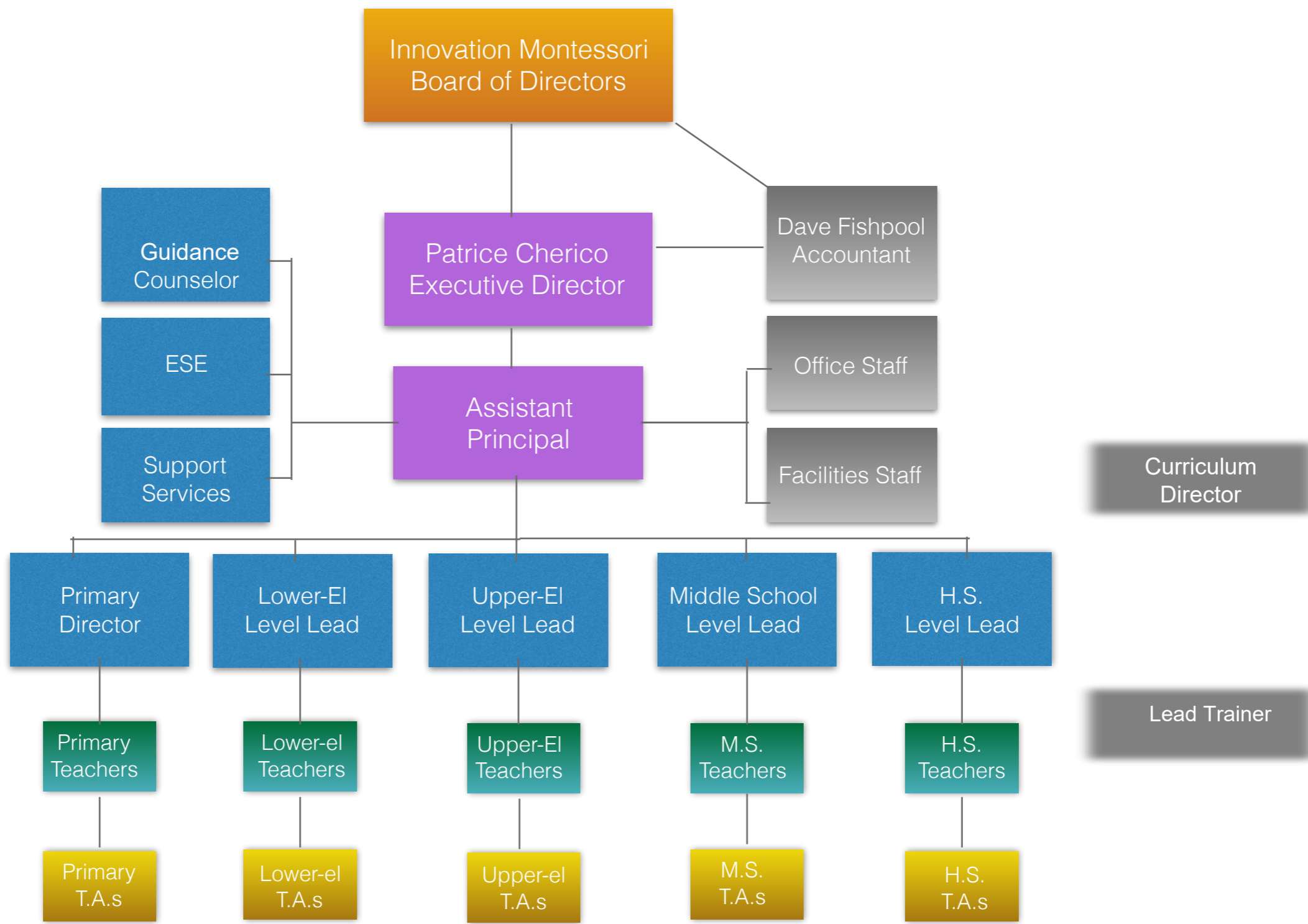


Innovation  
**Montessori**  
—High School—

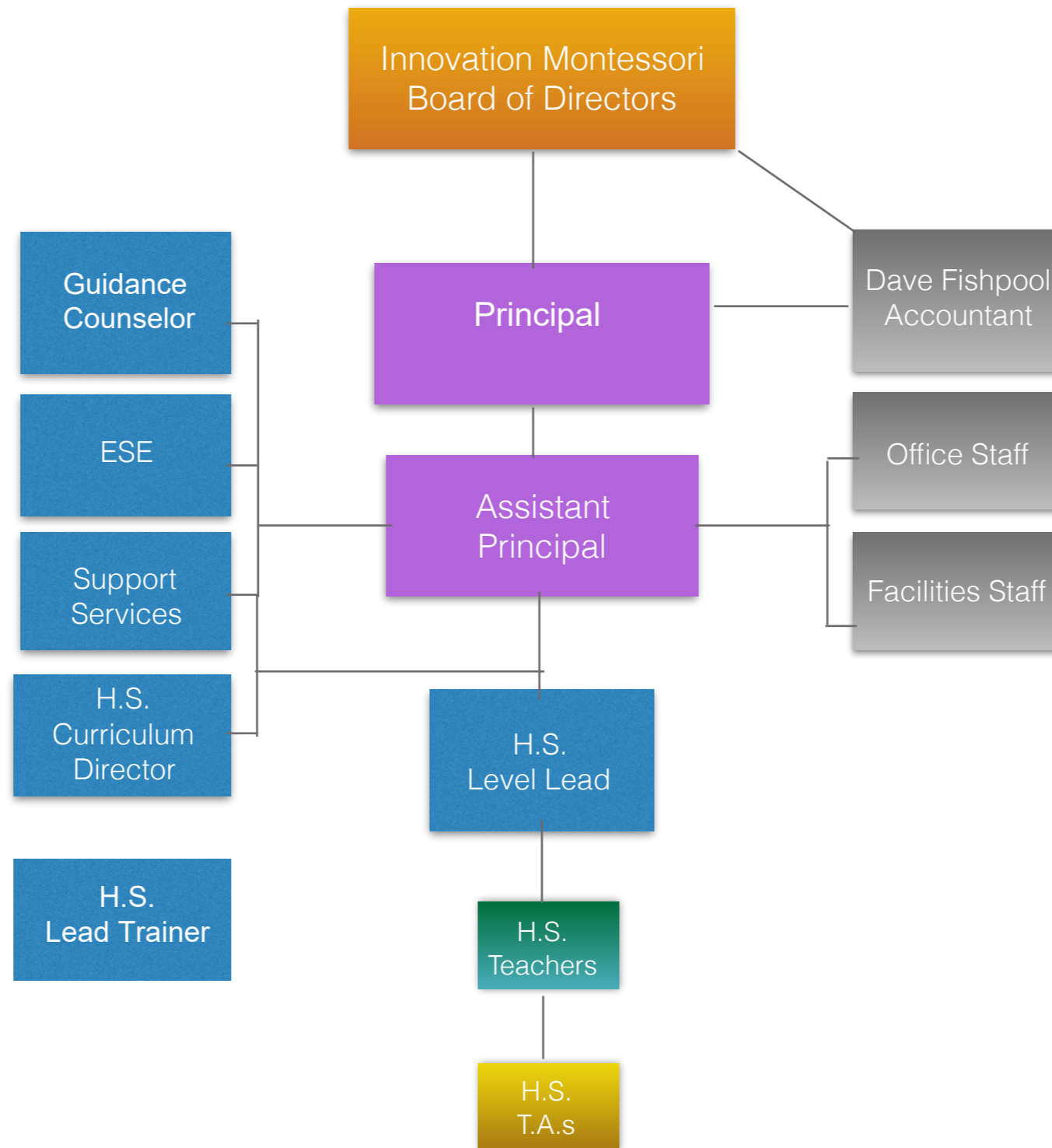
**Appendix M: Organizational charts for governance, management,  
and staffing for pre-operational year to capacity/charter term**



# Innovation Montessori H.S. Organizational Chart: 2019 - 2020 Support Shared by IMO



# Innovation Montessori H.S. Organizational Chart: 2020 +





Innovation  
**Montessori**  
—High School—

Appendix N: Job description for the school leader, and  
resume

## Attachment N Innovation Montessori High School Charter Principal Job Description

**Job Title:** Principal  
**Department:** Administration  
**Reports To:** Board of Directors  
**FLSA Status:** Exempt

**Summary:** Plans, develops & provides effective instructional services to the school community within the framework of Innovation Montessori High School Charter Board policies and state regulations by performing the following duties personally or through subordinate supervisors. The employee's primary duty will be the performance of work requiring advanced knowledge, which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment;

**Qualifications:** The advanced knowledge may be in a field of education and may require a Master's Degree; Florida certification in School Administration and Supervision at the appropriate level.

**Essential Duties and Responsibilities:** include the following; other duties may be assigned:

- Cooperate with business, civic, and other organizations to develop curriculums to meet needs and interests of students and community.
- Recommend the Administrative Staff in compliance with Board approved job descriptions.
- Recommend personnel transfers.
- Help place unassigned personnel.
- Be required to recommend dismissal or suspension of staff members due to in competency or misconduct, and to send a copy of the supporting documentation to the Board President or designee.
- Initiate student enrollment projections.
- Responsible for school level transportation compliance and monitoring, including supervising loading zones for field trips, after school activities, student arrival and dismissal.
- Report capital minor repairs.
- Make pupil assignments.
- Comply with federal, state and local laws and regulations, and cooperate with the state, district, and local school officials in the enforcement of school laws and of state and district board regulations.
- Meet the requirements of Innovation Montessori High School Charter Board policies and Southern Association Accrediting Agency where applicable.
- Meet audit requirements in the use of all funds.
- Perform and promote all activities in compliance with equal employment and nondiscrimination policies of the Innovation Montessori High School Charter Board.
- Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature, and technical sources of information related to job responsibility.
- Perform other duties as assigned by the Superintendent or designee.
- Comply with Innovation Montessori High School Charter Board Policies.

### **Supervisory Responsibilities:**

- Supervise all other Administrators including Assistant Principals.
- Supervise Instructional Staff
- Supervise Business Director, Administrative Assistants/Office Managers.
- Supervise classroom activities.
- Supervise the before and after school Programs managed by the school.
- Ensure adherence to all safety procedures and regulations.

### **Competency:**

To perform the job successfully, an individual should demonstrate the following competencies:

- Analytical - Collects and researches data.
- Design - Demonstrates attention to detail.
- Project Management - Develops project plans; Coordinates projects; Communicates changes and progress.
- Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Demonstrates group presentation skills.
- Written Communication - Writes clearly and informatively; Able to read and interpret written information.
- Teamwork - Exhibits objectivity and openness to others' views; Able to build morale and group commitments to goals and objectives.
- Judgment - Exhibits sound and accurate judgment.
- Motivation - Demonstrates persistence and overcomes obstacles.
- Planning/Organizing/Problem Solving - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives.
- Professionalism - Treats others with respect and consideration regardless of their status or position.
- Quality - Demonstrates accuracy and thoroughness.
- Technical Skills - Shares expertise with others.
- Strategic Thinking - Develops strategies to achieve organizational goals.
- Dependability - Takes responsibility for own actions.
- Initiative - Takes independent actions and calculated risks.
- Innovation - Displays original thinking and creativity; Develops innovative approaches and ideas.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience:**

May require the following: Master's Degree; Florida certification in School Administration and Supervision at the appropriate level, with three or more years. Experience as a classroom teacher and/or school administrator an asset.

### **Language Skills:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations; Ability to write reports, business correspondence, and procedure manuals; Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

### **Mathematical Skills:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

### **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### **Computer Skills:**

To perform this job successfully, an individual should have knowledge of Development software and Word Processing software.

### **Certificates, Licenses, Registrations:**

Florida Certification in Principalship preferred, or Educational Leadership.

**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.

Employees are regularly required to communicate verbally and in writing. Standing and sitting for significant periods is also required. Walking and reaching is required. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment:** Most work is performed indoors, with occasional outdoor work required. The noise level in the work environment is usually moderate.

**Salary Range:** Salary commensurate with expertise; fringe benefits included.

**WE ARE AN EQUAL OPPORTUNITY EMPLOYER AND WILL PROVIDE EQUAL EMPLOYMENT OPPORTUNITY WITHOUT REGARD TO AGE, GENDER, COLOR, RACE, NATIONAL ORIGIN, RELIGION, MARITAL STATUS, DISABILITY, OR ANY OTHER BASIS PROHIBITED BY LAW.**

The above policy applies to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation benefits, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws.

Attachment N (Resume)

**Patrice M. Cherico**  
Patrice@MWGCS.com  
352-316-1044  
7460 Tattant Blvd.  
Windermere, FL 34786

*Serve in the capacity of Principal and Instructional Leader where my knowledge of curriculum, ability to solve problems while focusing all stakeholders in meeting students' academic needs around rigorous and engaging curriculum is needed.*

**Experience (Over 20 years as an Educator and Instructional Leader):**

- Executive Director, Innovation Montessori Ocoee f/k/a Montessori of Winter Garden Charter School, Winter Garden, FL:(07/2014 – present)
- Science Resource Teacher-Coach, Lake Gem Elementary, OCPS: (08/2012 – 06/2014)
- Principal, Chiefland Elementary, Chiefland, FL: (6/07 – 06/12)
- Assistant Principal, Joyce Bullock Elementary, Williston, FL: (8/06 – 6/07)
- Title 1 Math Coach, Belleview Santos Elementary, Belleview, FL: (8/03-7/06)
- Science Resource Teacher, Poinciana Elementary MST Magnet School, Boynton Beach, FL: (8/94 -6/03)
- Interim Position, Roosevelt Elementary School, West Palm Beach, FL: (1/94 - 6/94)
- Science Teacher, Bethune Elementary PA School, Hollywood, FL: (8/89 - 12/93)

**Qualifications:**

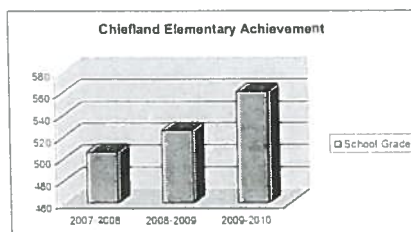
*Successful Executive Director of Montessori of Winter Garden Charter School, a Charter School in Orange County Public Schools (OCPS)*

- Analyzed, developed and implemented a strategic plan to re-establish Montessori instructional model throughout the school where traditional modes were taking hold
- Built a Level Lead Team consisting of experienced Montessori teachers who provided guidance for their various Level Teachers
- Promoted and fostered the professional growth of teacher assistants to teachers and teachers to administrators
- Established a collaborative environment between staff and Board
- Increased enrollment from 140 students (13/14SY) to 206 students (14/15SY) then 250 students (15/16SY) and 294 students (16/17SY).
- Retained 95% of families in 2015 and 100% in 2016
- Lead faculty through various state mandates, providing training and expertise when needed which facilitated state gains and school grade.
- Generated and communicated enthusiasm with entire community of stakeholders around vision and mission of school
- Opened Pre-K CASA program, carried out all management tasks including licensing and fiscal operations, while showing significant profit in first year (15/16SY)
- Demonstrated fiscal expertise in monitoring complex funding and budgetary constraints
- Promoted constructive relationships for students and staff while supporting individual growth of both students and staff
- Effectively managed the day to day operations, while OCPS and other monitoring organizations shared no areas of concern in annual, biannual and monthly audits
- Spearheaded and executed the renewal for 15 year Charter

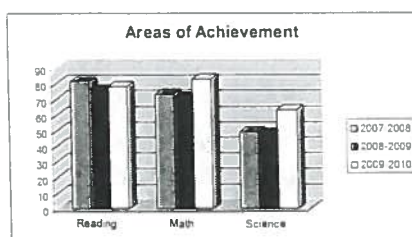
## Attachment N (Resume)

Successful principal of Chiefland Elementary School, a Title I elementary school serving 830 students Pre-K through 5<sup>th</sup> grade.

- Achieved the highest "A" rating in 2009-2010 during a period when elementary schools throughout the State of Florida suffered setbacks in scores. Achievement stood out in Math and Science, when I led the school in developing inquiry based Math and Science instruction.
- Achieved top scores on FCAT Writes 2011. Long term and sustained improvements resulted from investments I made in Writers in Control
- Analyzed and disaggregated reading, writing, science and math FCAT data to determine specific areas for improvement, then, developed facilitative professional development for teachers in support of these targeted areas
- Guided and Directed teachers in the development of curriculum maps and focus calendars
- Designed, planned, and implemented a school based professional development program resulting in school improvement teams working as learning communities
- Facilitated School Advisory Committee to address school safety, parent involvement, and instructional changes. Communicated those concerns and solutions to all stakeholders
- Spearheaded action plan for changing the School Improvement Plan into a comprehensive document that reflects rigorous researched best practices
- Trained teachers in MST curriculum resulting in higher FCAT scores
- Developed curriculum for integration of technology, then trained teachers, students, and parents. Awarded IT hardware thru Beaumont Foundation Grant.
- MCSS District Trainer for Project SMART and Summer Institute, Site Trainer for Centerpoint Technology. Facilitated school site training for Integrated Thematic Instruction a school-based reform, and trained at school and district level in science content and pedagogy
- Presented at National Science Teachers Association as well as Florida Association of Science Teachers
- Planned, developed, and implemented a science laboratory program. Assisted administration in the development of school-wide, integrated thematic model, which involved teaching reading through the content area of science
- Developed Program and Trained for statewide MSPD program (Math Science Professional Development) under the Area Centers for Excellence in Education



Vertical numbers indicate Florida School Grading Scale



Vertical numbers indicate percentages

### Education

- University of Florida, Masters in Educational Leadership (2005)
- University of Florida, Bachelor of Science (1980)

### Florida DOE Certification Professional Certificate Valid July 1, 2016 – June 30, 2021

- School Principal (All Levels)
- Educational Leadership (All Levels)
- Elementary Education (Grades 1-6)



**Attachment N (Bio)**  
**Bio for Patrice M. Cherico**  
Executive Director  
Innovation Montessori Ocoee

Patrice Cherico has dedicated her 25-plus year career to education. An enthusiastic supporter of inquiry-based education, Ms. Cherico taught science for 15 years as a Science Resource Teacher in two different schools. In the 1990's and early 2000's she was employed at Poinciana Elementary, a math/science/technology magnet school in Boynton Beach, FL. She led the school in developing a standards based curriculum that used science as the vehicle for teaching reading and math. As an instructional leader she was selected to attend and present at national conferences and training with such organizations as SECME, AAAS (American Association for the Advancement of Science, and NSTA (National Science Teachers Association). She also was a trainer at the state and district level for the Florida Department of Education.

In 2003, Ms. Cherico moved to Gainesville, FL where she was employed as a Title I Math coach while completing her Masters in Educational Leadership at the University of Florida. Once her Masters was completed, she made her leap into administration, serving as an Assistant Principal of a K-2 school and then was promoted to Principal of Chiefland Elementary School for 5 years.

Desiring to return to a more urban setting, Patrice moved to the West Orange area. Patrice was delighted to take up the reigns at Montessori of Winter Garden Charter School (MWGCS) in July of 2014. Passionate about hands-on, experiential education, Patrice is a firm supporter of the Montessori Method which resembled much of her training as a constructivist/ inquiry model instructor.

Patrice quickly established a Level Lead team, promoting and fostering a supportive culture across all stakeholders and community. The high retention of families (100% in the spring survey of 2016) and high return rate of staff is a testimony to the strong bonds that have been built. Her ability and success to rally the staff in re-establishing Montessori (rebooting) best practices, where traditional modes were taking hold, is demonstrated MWGCS being one of few school whose state school grade rose in 2016. July of 2014, was a critical juncture and the steps the school took to bring about systemic change has brought Patrice great joy.

Among the other pleasure Patrice takes in managing the school and working with students, is the delight she experienced in spearheading and executing the successful renewal of the charter contract. The school now operates under a 15 year contract. Ms. Cherico looks forward to guiding the school into their next phase of exciting growth.



Innovation  
**Montessori**  
—High School—

**Appendix P: Job description and qualification requirements  
for leadership positions other than the school leader**

## Attachment P Innovation Montessori High School Charter Assistant Principal Job Description

**Job Title:** Assistant Principal  
**Department:** Administration  
**Reports To:** Board of Directors  
**FLSA Status:** Exempt

**Summary:** Plans, develops & provides effective instructional services to the school community within the framework of Innovation Montessori High School Charter Board policies and state regulations by performing the following duties personally or through subordinate supervisors. The employee's primary duty will be the performance of work requiring advanced knowledge, which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment;

**Qualifications:** The advanced knowledge may be in a field of education and may require a Master's Degree; Florida certification in School Administration and Supervision at the appropriate level.

**Essential Duties and Responsibilities under the direct supervision of the Principal may include:**

- Cooperate with business, civic, and other organizations to develop curriculums to meet needs and interests of students and community.
- Recommend the Administrative Staff in compliance with Board approved job descriptions.
- Recommend personnel transfers.
- Help place unassigned personnel.
- Be required to recommend dismissal or suspension of staff members due to in competency or misconduct, and to send a copy of the supporting documentation to the Board President or designee.
- Initiate student enrollment projections.
- Responsible for school level transportation compliance and monitoring, including supervising loading zones for field trips, after school activities, student arrival and dismissal.
- Report capital minor repairs.
- Make pupil assignments.
- Comply with federal, state and local laws and regulations, and cooperate with the state, district, and local school officials in the enforcement of school laws and of state and district board regulations.
- Meet the requirements of Innovation Montessori High School Charter Board policies and Southern Association Accrediting Agency where applicable.
- Meet audit requirements in the use of all funds.
- Perform and promote all activities in compliance with equal employment and nondiscrimination policies of the Innovation Montessori High School Charter Board.
- Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature, and technical sources of information related to job responsibility.
- Perform other duties as assigned by the Superintendent or designee.
- Comply with Innovation Montessori High School Charter Board Policies.

**Supervisory Responsibilities as Assigned by Principal may include:**

- Supervise all staff as assigned by Principal
- Supervise Instructional Staff as assigned by Principal.
- Supervise classroom activities.
- Supervise the before and after school Programs managed by the school.
- Ensure adherence to all safety procedures and regulations.

**Competency:**

To perform the job successfully, an individual should demonstrate the following competencies:

- Analytical - Collects and researches data.
- Design - Demonstrates attention to detail.
- Project Management - Develops project plans; Coordinates projects; Communicates changes and progress.
- Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Demonstrates group presentation skills.
- Written Communication - Writes clearly and informatively; Able to read and interpret written information.
- Teamwork - Exhibits objectivity and openness to others' views; Able to build morale and group commitments to goals and objectives.
- Judgment - Exhibits sound and accurate judgment.
- Motivation - Demonstrates persistence and overcomes obstacles.
- Planning/Organizing/Problem Solving - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives.
- Professionalism - Treats others with respect and consideration regardless of their status or position.
- Quality - Demonstrates accuracy and thoroughness.
- Technical Skills - Shares expertise with others.
- Strategic Thinking - Develops strategies to achieve organizational goals.
- Dependability - Takes responsibility for own actions.
- Initiative - Takes independent actions and calculated risks.
- Innovation - Displays original thinking and creativity; Develops innovative approaches and ideas.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:**

May require the following: Master's Degree; Florida certification in School Administration and Supervision at the appropriate level, with three or more years. Experience as a classroom teacher and/or school administrator an asset.

### **Language Skills:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations; Ability to write reports, business correspondence, and procedure manuals; Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

### **Mathematical Skills:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

### **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### **Computer Skills:**

To perform this job successfully, an individual should have knowledge of Development software and Word Processing software.

### **Certificates, Licenses, Registrations:**

Florida Certification in Principalship preferred, or Educational Leadership.

**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.

Employees are regularly required to communicate verbally and in writing. Standing and sitting for significant periods is also required. Walking and reaching is required. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment:** Most work is performed indoors, with occasional outdoor work required. The noise level in the work environment is usually moderate.

**Salary Range:** Salary commensurate with expertise; fringe benefits included.

**WE ARE AN EQUAL OPPORTUNITY EMPLOYER AND WILL PROVIDE EQUAL EMPLOYMENT OPPORTUNITY WITHOUT REGARD TO AGE, GENDER, COLOR, RACE, NATIONAL ORIGIN, RELIGION, MARITAL STATUS, DISABILITY, OR ANY OTHER BASIS PROHIBITED BY LAW.**

The above policy applies to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation benefits, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws.



Innovation  
**Montessori**  
—High School—

**Appendix Q: Job description(s) and qualification requirements for the school's teachers**

## Attachment Q Innovation Montessori High School Charter Job Description

**Job Title:** Teacher

**Reports To:** Executive Director, School Principal, Assistant Principal or Designee

**FLSA Status:** Exempt

**Summary:** Creates and maintains a classroom atmosphere conducive to learning as outlined by the instructional model of Innovation Montessori High School Charter. Provides positive educational experiences for all students; ensures the overall success of the school community within the framework of Board policies and state regulations by performing the following duties personally or through subordinate supervisors. The employee's primary duty will be the performances of work requiring advanced knowledge, which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment.

**Qualifications:** Requires four (4) year degree or advanced degree, prefer education degree. Must have State of Florida Letter of Eligibility, Temporary Certificate, or Professional Certificate required. Preferred certificates or endorsements: Clinical Educator, Gifted and ESOL.

**Essential Duties and Responsibilities:** include the following; other duties may be assigned:

- Cooperate with staff, business, civic, and other organizations to develop curriculums to meet needs and interests of students and community;
- Teach efficiently, using the books and materials required, following the Florida Standards based prescribed courses of study and employing approved methods.
- Labor faithfully and earnestly for the advancement of the pupils in their studies, and instill in them morality, principles of, autonomy, mastery, creativity, purpose, honesty, civility, and character and cultivate in them habits of the entrepreneurial spirit, a regard for the rights and feelings of others, and their own responsibilities and duties as citizens..
- Treat pupils kindly, and humanely, administering discipline in accordance with regulations of the state board and the Innovation Montessori High School Charter School Board, provided that in no case shall cruel and inhuman punishment, including corporal punishment be administered to any child attending the charter school.
- Attend such conferences relating to education as may be required by law, by the Department of Education, or by the Executive Director, Principal, or designee.
- Comply with the Florida Standards, Next Generation Sunshine State Standards (NGSS), FCAT 2.0 Specifications and Florida Standard Assessments.
- Develop lesson plans aligned to the IMHS model.
- Supervise and mentor Teacher Interns and Teacher Associates.
- Comply with federal, state and local laws and regulations, and cooperate with state, district, and local school officials in the enforcement of school laws and of state and district board regulations.
- Keep school records as required by state law, regulation of the state board or as required by Innovation Montessori High School Charter Board.
- Conform to all rules and regulations that may be prescribed by the state board and by the Innovation Innovation Montessori High School Charter Board.

- Comply with all safety regulations and participate in fire and emergency drills as may be prescribed by law, by regulations of the state board and of Montessori High School Charter Board.
- Deliver, on closing or suspending school, all keys, records and reports, and account for all other school property to the Executive Director, Principal, Assistant Principal of the school or designee.
- Be compliant with training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students. Failure to do so within the time frames established by the state will lead to disciplinary measures.

### **Supervisory Responsibilities:**

This job has no supervisory responsibilities.

To perform the job successfully, an individual should demonstrate the following competencies:

- Analytical - Collects and researches data.
- Design - Demonstrates attention to detail.
- Project Management - Develops project plans; Coordinates projects; Communicates changes and progress.
- Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Demonstrates group presentation skills.
- Written Communication - Writes clearly and informatively; Able to read and interpret written information.
- Teamwork - Exhibits objectivity and openness to others' views; Able to build morale and group commitments to goals and objectives.
- Judgment - Exhibits sound and accurate judgment.
- Motivation - Demonstrates persistence and overcomes obstacles.
- Planning/Organizing/Problem Solving - Prioritizes and plans work activities; Uses time efficiently; Sets goals and objectives.
- Professionalism - Treats others with respect and consideration regardless of their status or position.
- Quality - Demonstrates accuracy and thoroughness.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:** Four (4) year degree and state of Florida Letter of Eligibility, Temporary Certificate, or Professional Certificate required. Special Qualifications to include ESOL Endorsement or proof that coursework is in progress; Gifted Endorsement preferred.

**Language Skills:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations; Ability to write reports, business correspondence, and procedure manuals; Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.



**Mathematical Skills:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Computer Skills:** To perform this job successfully, an individual should have knowledge of Development software and Word Processing software.

**Certificates, Licenses, Registrations:**

Florida Educator Certificate

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee with or without reasonable accommodation, to successfully perform the essential functions of this job. Employees are regularly required to communicate verbally and in writing. Standing and sitting for significant periods is also required. Walking and reaching is required. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment:** Most work is performed indoors, with occasional outdoor work required. The noise level in the work environment is usually moderate.

**Salary Range:** Salary commensurate with IMHS salary schedule; fringe benefits included.

**WE ARE AN EQUAL OPPORTUNITY EMPLOYER AND WILL PROVIDE EQUAL EMPLOYMENT OPPORTUNITY WITHOUT REGARD TO AGE, GENDER, COLOR, RACE, NATIONAL ORIGIN, RELIGION, MARITAL STATUS, DISABILITY, OR ANY OTHER BASIS PROHIBITED BY LAW.**

The above policy applies to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation benefits, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws.



Innovation  
**Montessori**  
—High School—

## Appendix R: Personnel policies

# Innovation Montessori High School

## Employee Handbook

## **ABOUT THIS HANDBOOK / DISCLAIMER**

We prepared this handbook to assist you in finding the answers to the many questions that you may have regarding your employment with Innovation Montessori High School. Please take the necessary time to read it.

We do not expect this handbook to answer all of your questions. The Executive Director also will be a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. Innovation Montessori High School adheres to the policy of employment at will, which permits IMHS or the employee to end the employment relationship at any time, for any reason, with or without cause or notice.

Employment at-will may only be altered **IN AN INDIVIDUAL CASE** in writing and signed by the Executive Director and the President of the Board of Directors.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate IMHS documents. These documents are always controlling over any statement made in this handbook or by any member of management.

IMHS may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to end employment at will.

This handbook supersedes all prior handbooks.

# Table of Contents

---

- Section 1 - Governing Principles of Employment ..... 5
  - 1-1. Welcome Statement..... 5
  - 1-2. Equal Employment Opportunity..... 5
  - 1-3. Non-Harassment ..... 6
  - 1-4. Sexual Harassment ..... 7
  - 1-5. Workplace Violence ..... 7
- Section 2 - Operational Policies..... 9
  - 2-1. Employee Classifications ..... 9
  - 2-2. Trial Period ..... 9
  - 2-3. Your Employment Records ..... 10
  - 2-4. Working Hours and Schedule..... 10
  - 2-5. Timekeeping Procedures ..... 10
  - 2-6. Overtime ..... 11
  - 2-7. Your Paycheck..... 11
  - 2-8. Direct Deposit..... 11
  - 2-9. Salary Advances ..... 12
  - 2-10. Performance Reviews ..... 12
  - 2-11. Record Retention ..... 12
- Section 3 - Benefits..... 13
  - 3-1. Benefits Overview ..... 13
  - 3-2. Holidays..... 14
  - 3-3. Maternity Leave (12 Month Employees—Administration and 12 Month Office Staff) ... 15
  - 3-4. Lactation Breaks ..... 15
  - 3-5. Paid Time Off ..... 15
  - 3-6. Insurance Programs ..... 16
  - 3-7. Workers' Compensation..... 17
  - 3-8. Jury Duty Leave..... 17
  - 3-9. Voting Leave ..... 17

3-10. Long-Term Disability .....	17
3-11. Employee Assistance Program .....	18
Section 4 - Leaves of Absence.....	19
4-1. Military Leave .....	19
Section 5 - General Standards of Conduct.....	20
5-1. Workplace Conduct .....	20
5-2. Punctuality and Attendance.....	21
5-3. Use of Communication and Computer Systems.....	21
5-4. Use of Social Media .....	23
5-5. Personal and Company-Provided Portable Communication Devices .....	24
5-6. Inspections.....	25
5-7. Smoking.....	25
5-8. Personal Visits and Telephone Calls .....	25
5-9. Solicitation and Distribution.....	25
5-10. Bulletin Boards.....	26
5-11. Confidential Company Information.....	26
5-12. Conflict of Interest and Business Ethics.....	26
5-13. Use of Facilities, Equipment and Property, Including Intellectual Property.....	27
5-14. Health and Safety.....	28
5-15. Hiring Relatives/Employee Relationships.....	28
5-16. Employee Dress and Personal Appearance .....	29
5-17. Publicity/Statements to the Media.....	29
5-18. Business Expense Reimbursement .....	29
5-19. References .....	29
5-20. If You Must Leave Us .....	30
5-21. A Few Closing Words .....	30
General Handbook Acknowledgment.....	31
Receipt of Sexual Harassment Policy .....	32
Receipt of Non-Harassment Policy.....	33

## Section 1 - Governing Principles of Employment

### 1-1. Welcome Statement

For employees who are commencing employment with Innovation Montessori High School ("IMHS"), on behalf of Innovation Montessori High School, let me extend a warm and sincere welcome.

### 1-2. Equal Employment Opportunity

Innovation Montessori High School is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, creed, color, religion, alienage or national origin, ancestry, citizenship status, age, disability or handicap, sex, marital status, veteran status, sexual orientation, genetic information, arrest record, or any other characteristic protected by applicable federal, state or local laws. Our administrative team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

IMHS will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If you need assistance to perform your job duties because of a physical or mental condition, please let your supervisor know. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802.

IMHS will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on the school's operations. If you wish to request such an accommodation, please speak to your supervisor. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of the Executive Director. Note: if the Executive Director is the person toward whom the concern is directed, you should contact the President of the Board of Directors. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. IMHS will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. To ensure our workplace is free of artificial barriers, violation of this policy will lead to discipline, up to and including discharge. All employees must cooperate with all investigations.

### 1-3. Non-Harassment

It is Innovation Montessori High School's policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to the Executive Director. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the President of the Board of Directors. Note: If the Executive Director is the person toward whom the complaint is directed, you should contact the President of the Board of Directors. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including discharge. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, IMHS will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. Employees who make complaints in bad faith may be subject to disciplinary action, up to and including discharge. All employees must cooperate with all investigations.



## 1-4. Sexual Harassment

It is Innovation Montessori High School's policy to prohibit harassment of any employee by any Supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Company. It is to ensure that at the Company all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If the employee feels that he or she has been subjected to conduct which violates this policy, the employee should immediately report the matter to the Executive Director. If unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of perceived harassment, the employee should contact the President of the Board of Directors. Note: If the Executive Director is the person toward whom the complaint is directed, you should contact the President of the Board of Directors. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including discharge. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, IMHS will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. Employees who make complaints in bad faith may be subject to disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

## 1-5. Workplace Violence

Innovation Montessori High School is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to IMHS and personal property.

We do not expect employees to become experts in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage employees from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in IMHS policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or Supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

### **Prohibited Conduct**

Threats, threatening language or any other acts of aggression or violence made toward or by any IMHS employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto IMHS premises.

### **Procedures for Reporting a Threat**

All potentially dangerous situations, including threats by co-workers, should be reported immediately to the Executive Director or President of the Board of Directors with whom you feel comfortable. Employees may also call the ADP TotalSource Employee Service Center at (800) 554-1802.

Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If IMHS determines, after an appropriate good faith investigation, that someone has violated this policy, IMHS will take swift and appropriate corrective action.

If an employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

## Section 2 - Operational Policies

### 2-1. Employee Classifications

For purposes of this handbook, all employees fall within one of the classifications below.

**Full-Time Employees** - Employees who regularly work at least 30 hours per week who were not hired on a short-term basis.

12 Month Full Time Employees

196 Days Full Time Employees

182 Days Full Time Employees

**Part-Time Employees** - Employees who regularly work fewer than 30 hours per week who were not hired on a short-term basis.

**Short-Term Employees** - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term Employees generally are not eligible for Company benefits, but are eligible to receive statutory benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. The employee will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

### 2-2. Trial Period

The first 90 Days of your employment is an introductory period. This is an opportunity for the Company to evaluate the employee's performance. It also is an opportunity for the employee to decide whether he or she is happy being employed by the Company. The Company may extend the introductory period if it desires. Completion of the introductory period does not alter an employee's at-will status.

### 2-3. Your Employment Records

In order to obtain their position, employees provided us with personal information, such as address and telephone number. This information is contained in the employee's personnel file.

The employee should keep his or her personnel file up to date by informing the office staff. The employee also should inform the office staff of any specialized training or skills he or she may acquire in the future, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach the employee in a crisis could cause a severe health or safety risk or other significant problem.

### 2-4. Working Hours and Schedule

Innovation Montessori High School normally is open for business from 8:00 am to 4:00 pm, Monday through Friday. The employee will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of our school, at some point we may need to change individual work schedules on either a short-term or long-term basis.

Employees will be provided meal and rest periods as required by law. A Supervisor will provide further details.

### 2-5. Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is the employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors in the time record should be reported immediately to the Executive Director, who will attempt to correct legitimate errors.

## 2-6. Overtime

Like most successful schools, we experience periods of extremely high activity. During these busy periods, additional work is required from all of us. The Executive Director is responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) his/her normal hourly wage for all time worked in excess of forty (40) hours each week, unless otherwise required by law.

Employees may work overtime only with prior management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 8 a.m. on Monday and ends 168 hours later at 8 a.m. on the following Monday.

## 2-7. Your Paycheck

The employee will be paid semi-monthly for all the time worked during the past pay period.

Payroll stubs itemize deductions made from gross earnings. By law, IMHS is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

If there is an error in an employee's pay, the employee should bring the matter to the attention of the office staff immediately so IMHS can resolve the matter quickly and amicably.

Paychecks will be given only to the employee, unless he or she requests that they be mailed, or authorize in writing another person to accept the check.

## 2-8. Direct Deposit

Innovation Montessori High School strongly encourages employees to use direct deposit. Authorization forms are available from the office staff.

## 2-9. Salary Advances

Innovation Montessori High School does not permit advances on paychecks or against accrued paid time off.

## 2-10. Performance Reviews

Depending on the employee's position and classification, Innovation Montessori High School endeavors to review performance annually. However, a positive performance evaluation does not guarantee an increase in salary, a promotion, or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of Executive Director and President of the Board of Directors.

In addition to these formal performance evaluations, IMHS encourages employees and the Executive Director to discuss job performance on a frequent and ongoing basis.

## 2-11. Record Retention

IMHS acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against IMHS and its employees and possible disciplinary action against responsible individuals (up to and including discharge of the employee). Each employee has an obligation to contact the office staff to inform him or her of potential or actual litigation, external audit, investigation or similar proceeding involving the school that may have an impact on record retention protocols.

## Section 3 - Benefits

### 3-1. Benefits Overview

In addition to good working conditions and competitive pay, it is Innovation Montessori High School's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs Innovation Montessori High School provides employees and their families. Of course, the information presented here is intended to serve only as guidelines.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for your general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon any employee's request from the office staff. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, Innovation Montessori High School (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While IMHS intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If employees have any questions regarding benefits, they should contact the office staff.

### 3-2. Holidays

12-month Full-time and Part-time employees will be paid for the following holidays:

New Year's Day  
Martin Luther King, Jr. Day  
Memorial Day  
Independence Day  
Labor Day  
Thanksgiving Day  
Day after Thanksgiving  
December 24<sup>th</sup> (December 23, 2016)  
Christmas Day (December 26, 2016)

12 month Full-time and Part-time employees in addition have Non-Paid Now Work Days:

December 27<sup>th</sup> – December 30<sup>th</sup> 2016  
March 20<sup>th</sup> – 24<sup>th</sup> 2017

196-day employees will be paid for the following holidays:

New Year's Day (January 2, 2017)  
Martin Luther King, Jr. Day  
Memorial Day  
Labor Day  
Thanksgiving Day  
Day after Thanksgiving

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the vacation day, or the eligible employee will receive an additional vacation day at the option of IMHS.

If a holiday falls within a jury duty or bereavement leave, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the leave day, or the eligible employee will receive an additional day off at the option of IMHS.



### 3-3. Maternity Leave (12 Month Employees—Administration and 12 Month Office Staff)

Maternity leave benefits can be claimed by 12 month full-time employees who have worked at the Company for at least 12 consecutive months, following the birth of a child. Four consecutive weeks of maternity leave benefits at 80% of salary will be granted to eligible employees. This benefit is calculated (based on the following chart) including any short-term disability benefits.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the "Leaves of Absence" section of this handbook for more information.

### 3-4. Lactation Breaks

IMHS will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. If the break time cannot run concurrently with rest and meal periods already provided to the employee, the break time will be unpaid, subject to applicable law.

IMHS will make reasonable efforts to provide employees with the use of a room or location other than a toilet stall for the employee to express milk in private. This location may be the employee's private office, if applicable. IMHS may not be able to provide additional break time if doing so would seriously disrupt IMHS's operations, subject to applicable law. Please consult the Executive Director if you have questions regarding this policy.

Employees should advise management if they need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under this policy.

### 3-5. Paid Time Off

We know how hard you work and recognize the importance of providing you with time for rest and relaxation. We fully encourage you to get this rest by taking your paid time off. Time off under this policy includes extended time off, such as for a vacation, and incidental time due to sickness or to handle personal affairs.

- 12 Month Full-time employees accrue paid time off as follows:
  - During the first partial calendar year of employment and the first five full calendar years of employment, full-time employees accrue up to ten (10) days of

paid time off per year. Paid time off is accrued on a pro-rata basis throughout the year.

- The maximum paid time off entitlement for part-time employees is pro-rated based on hours worked.
- 196 and 180 Days employees accrue paid time off as follows:
  - During the first partial calendar year of employment and the first five full calendar years of employment, 196 Days Full Time employees accrue up to ten (10) days of paid time off per year, 182 Days Full Time employees accrue up to five (8) days of paid time off per year. Paid time off is accrued on a pro-rata basis throughout the year.

Paid time off should be taken during the year received, unless otherwise required by law. 12 month Full Time and 196 Days Full Time employees may accrue up to 15 days for sick leave. No accrual of unused time off can be carried over to the following year for any other employee.

If you wish to use 3 or more full days of paid time off, you must submit a request to the Executive Director at least 2 weeks in advance of your requested time off. Similar notice should be provided for planned time off of shorter duration. Every effort will be made to grant your request, consistent with our operating schedule. However, if too many people request the same period of time off, the IMHS reserves the right to choose who may take time off during that period.

If you will be out of work due to illness or due any other emergency for which notice could not be provided, you must call in and notify the Executive Director as early as possible, but at least by the start of your workday. If you call in sick for three (3) or more consecutive days, you may be required to provide the Executive Director with a doctor's note on the day you return to work.

Paid time off may be used only in hourly increments.

Advanced but non-accrued paid time off will be deducted from your final paycheck, to the extent permitted by law.

### 3-6. Insurance Programs

Full-time employees may participate in IMHS's insurance programs. Under these plans, eligible employees will receive comprehensive health and other insurance coverage for themselves and their families, as well as other benefits.

Upon becoming eligible to participate in these plans, you will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to speak to Office Staff if you have any further questions.

### 3-7. Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their Supervisor. Failure to follow IMHS's procedures may affect the ability of the employee to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

### 3-8. Jury Duty Leave

Innovation Montessori High School realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

Employees on jury duty leave will be paid for their jury duty service in accordance with state law; however, exempt employees will be paid their full salary for any week in which time is missed due to jury duty if work is performed for the IMHS during such week.

### 3-9. Voting Leave

The Operational hours for IMHS allow for voting to take place before or after hours.

### 3-10. Long-Term Disability

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between IMHS and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

### 3-11. Employee Assistance Program

Innovation Montessori High School provides an employee assistance program for employees. This program offers qualified counselors to help you cope with personal problems you may be facing. Further details can be obtained by contacting an EAP counselor at (888) 231-7015.

## Section 4 - Leaves of Absence

### 4-1. Military Leave

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, employees must provide management with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Employees should ask management for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, they can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that we can maintain proper coverage while employees are away.

## Section 5 - General Standards of Conduct

### 5-1. Workplace Conduct

Innovation Montessori High School endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the Company's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing Innovation Montessori High School property or a co-worker's property, and/or disclosure of confidential business information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. The unlawful or unauthorized use, abuse, solicitation, distribution, theft, possession, transfer, purchase, or sale of drugs, drug paraphernalia or alcohol by an individual anywhere on IMHS premises, while on IMHS business (whether or not on IMHS premises), or while representing IMHS, reporting to work, or remaining on duty after using drugs or alcohol in any amount that adversely affects the employee's ability to perform the functions of the job. Please refer to IMHS's specific policy (if any) for additional information.
6. Fighting, threatening or disrupting the work of others or other violations of Innovation Montessori High School's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
10. Gambling on IMHS property.
11. Willful or careless destruction or damage to IMHS assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of Innovation Montessori High School's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of IMHS policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and Innovation Montessori High School reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. IMHS will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, Innovation Montessori High School will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

## 5-2. Punctuality and Attendance

Employees are hired to perform important functions at Innovation Montessori High School. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on fellow employees and Supervisors. We expect excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, there are times when absences and tardiness cannot be avoided. In such cases, employees are expected to notify the Executive Director as early as possible, but no later than the start of the work day. Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees should call, stating the nature of the illness and its expected duration, for every day of absenteeism.

Unreported absences of three consecutive work days generally will be considered a voluntary resignation of employment with IMHS.

## 5-3. Use of Communication and Computer Systems

Innovation Montessori High School's communication and computer systems are intended for business purposes and may be used only during working time; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other IMHS policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

Innovation Montessori High School may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when IMHS deems it appropriate to do so. The reasons for which IMHS may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that IMHS operations continue appropriately during an employee's absence.

Further, Innovation Montessori High School may review Internet usage to ensure that such use with IMHS property, or communications sent via the Internet with IMHS property, are appropriate. The reasons for which IMHS may review employees' use of the Internet with IMHS property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that IMHS operations continue appropriately during an employee's absence.

IMHS may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

IMHS's policies prohibiting harassment, in their entirety, apply to the use of IMHS's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Since IMHS's communication and computer systems are intended for business use, these systems may not be used to solicit for religious or political causes or outside organizations.

Further, since IMHS's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.



## 5-4. Use of Social Media

Innovation Montessori High School respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect IMHS's interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking platform, such as Twitter or similar site, during work time or at any time with IMHS equipment or property unless it is updating the school or classroom's sites.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages and social networking platforms, such as Twitter, Facebook, LinkedIn or similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page or social networking site.

Whether an employee is posting something on his or her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions IMHS and also expresses either a political opinion or an opinion regarding IMHS's actions, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not IMHS's position. This is necessary to preserve IMHS's good will in the community.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or threatening is forbidden. IMHS's policies apply equally to employee social media usage. Employees should review their Employee Handbook for further guidance.

Innovation Montessori High School encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

## 5-5. Personal and Company-Provided Portable Communication Devices

IMHS-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes as permitted the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may subject to monitoring if sent through the IMHS's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is IMHS-provided or personal device, employees must comply with applicable IMHS guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a IMHS-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If an employee who uses a personal PCD for business resigns or is discharged, the employee will be required to submit the device to the IT department for resetting on or before his or her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, IMHS information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of IMHS information. This is the only way currently possible to ensure that all IMHS information is removed from the device at the time of termination. The removal of IMHS information is crucial to ensure compliance with IMHS's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a IMHS-issued device, IMHS's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

## 5-6. Inspections

Innovation Montessori High School reserves the right to require employees while on IMHS property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on IMHS or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to IMHS or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

## 5-7. Smoking

Smoking is prohibited on IMHS premises.

## 5-8. Personal Visits and Telephone Calls

Disruptions during work time can lead to errors and delays. Therefore, we ask that personal telephone calls be kept to a minimum, and only be made or received after working time, or during lunch or break time.

For safety and security reasons, employees are prohibited from having personal guests visit or accompany them anywhere in our facilities other than the reception areas unless approved by administration.

## 5-9. Solicitation and Distribution

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on work time. "Work time" is defined as the time an employee is engaged, or should be engaged, in performing his/her work tasks for Innovation Montessori High School. Solicitation of any kind by non-employees on IMHS premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of IMHS is prohibited at all times. Distribution of literature by non-employees on IMHS premises is prohibited at all times.

## 5-10. Bulletin Boards

Important notices and items of general interest are continually posted on our bulletin board. Employees should make it a practice to review it frequently. This will assist employees in keeping up with what is current at Innovation Montessori High School. To avoid confusion, employees should not post or remove any material from the bulletin board.

## 5-11. Confidential Company Information

During the course of work, an employee may become aware of confidential information about Innovation Montessori High School's business, including but not limited to information regarding Company finances, pricing, products and new product development, software and computer programs, marketing strategies, suppliers, customers and potential customers. An employee also may become aware of similar confidential information belonging to the IMHS's students. It is extremely important that all such information remains confidential and is not to be disclosed. Any employee who improperly copies, removes (whether physically or electronically), uses or discloses confidential information to anyone outside of IMHS may be subject to disciplinary action up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

## 5-12. Conflict of Interest and Business Ethics

It is Innovation Montessori High School's policy that all employees avoid any conflict between their personal interests and those of the IMHS. The purpose of this policy is to ensure that IMHS's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of IMHS.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the IMHS, by any employee who is in a position to directly or indirectly influence either the IMHS's decision to do business, or the terms upon which business would be done with such organization;
2. Holding any interest in, or working for, an organization that competes with IMHS

3. Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with IMHS or which competes with the IMHS and/or
4. Profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with IMHS.

A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is your responsibility to report any actual or potential conflict that may exist between you (and your immediate family) and IMHS.

### 5-13. Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Employees should notify the Executive Director if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The Executive Director can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the IMHS's intellectual property, such as audio and video tapes, print materials and software.

Employees may not use IMHS resources, including technological resources, for any non-IMHS purpose.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, IMHS is not responsible for any damage to employees' personal belongings unless the Executive Director provided advance approval for the employee to bring the personal property to work.

## 5-14. Health and Safety

The health and safety of employees and others on school property are of critical concern to Innovation Montessori High School. IMHS intends to comply with all health and safety laws applicable to our school. To this end, we must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the IMHS's premises, or in a product, facility, piece of equipment, process or business practice for which IMHS is responsible should be brought to the attention of management immediately.

Periodically, IMHS may issue rules and guidelines governing workplace safety and health. IMHS may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the Executive Director as soon as possible, regardless of the severity of the injury or accident.

## 5-15. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, Innovation Montessori High School may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or discharged from employment, at the discretion of IMHS. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. IMHS generally will attempt to identify other available positions, but if no alternate position is available, IMHS retains the right to decide which employee will remain with the school.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

## 5-16. Employee Dress and Personal Appearance

You are expected to report to work well groomed, clean, and dressed according to the requirements of your position. Some employees may be required to wear uniforms or safety equipment/clothing. Please contact the Executive Director for specific information regarding acceptable attire for your position. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work well groomed and wearing the proper attire.

## 5-17. Publicity/Statements to the Media

All media inquiries regarding the position of the school as to any issues must be referred to the Executive Director. Only the Executive Director and/or Board President are authorized to make or approve public statements on behalf of IMHS. No employees, unless specifically designated by the Executive Director, are authorized to make those statements on behalf of IMHS. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the school must first obtain approval from the Executive Director.

## 5-18. Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the Executive Director in advance, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to the Executive Director along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact the Executive Director in advance if they have any questions about whether an expense will be reimbursed.

## 5-19. References

Innovation Montessori High School will respond to reference requests through the Office Staff and or Executive Director. IMHS will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Office Staff.

## 5-20. If You Must Leave Us

Should an employee decide to leave IMHS, we ask that he or she provide the Executive Director with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated.

All IMHS property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, books, classroom materials, etc. must be returned at separation. Employees also must return all of the Company's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the IMHS (through payroll deduction, if lawful) for any lost or damaged school property.

There will be a check-out procedure, and personal items should be clearly marked.

As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

## 5-21. A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about working for Innovation Montessori High School. The information in this handbook is general in nature, and should questions arise, a member of the administrative team should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, Innovation Montessori High School, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to Executive Director or Board President if they have any questions about the school or its personnel policies and practices.



## General Handbook Acknowledgment

This Employee Handbook is an important document intended to help you become acquainted with Innovation Montessori High School. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the school's operations may change, the contents of this handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this Employee Handbook.

**I have received and read a copy of Innovation Montessori High School's Employee Handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the Company at any time.**

**I further understand that my employment is terminable at will, either by myself or the school, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.**

**I understand that no contract of employment other than “at will” has been expressed or implied, and that no circumstances arising out of my employment will alter my “at will” status except IN AN INDIVIDUAL CASE OR GENERALLY in a writing signed by the Executive Director or President of the Board.**

**I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the IMHS’s Employee Handbook.**

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

## Receipt of Sexual Harassment Policy

It is Innovation Montessori High School's policy to prohibit harassment of any employee by any Supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Company. It is to ensure that at the Company all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If the employee feels that he or she has been subjected to conduct which violates this policy, the employee should immediately report the matter to your Supervisor. If unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of perceived harassment, the employee should contact the next level Manager. Note: If your Supervisor or next level Manager is the person toward whom the complaint is directed, you should contact any higher level Manager in your reporting chain. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including discharge. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. Employees who make complaints in bad faith may be subject to disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand Innovation Montessori High School's Sexual Harassment Policy.

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

## Receipt of Non-Harassment Policy

It is Innovation Montessori High School's policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your Supervisor. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the next level Manager. Note: If your Supervisor or next level Manager is the person toward whom the complaint is directed, you should contact any higher level Manager in your reporting chain. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including discharge. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. Employees who make complaints in bad faith may be subject to disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.



Innovation  
**Montessori**  
—High School—

**Appendix S: Student enrollment application**

# Innovation Montessori High School Application

Our **mission** is to provide a game-changing High School education to cultivate independent, inspired and innovative leaders through purpose-driven Project-based Learning, a Montessori focus on a global perspective, and a four-year-long Innovation Incubator.

*Vision:* IMHS students learn critical thinking, problem-solving, creativity, adaptability, a global perspective, purpose, and the ability to transfer knowledge and skills across subject matter lines in order to become the visionary creators of the fluid and fast-paced future.

## Student General Information

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## Student Residence

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## Siblings

Does the student have a brother or sister currently attending a school within this organization? \*

Yes  No

Sibling Name

Select Grade



School Attending



Sibling's Date of Birth

Month



Day



Year



---

**(For Staff) How did the family provide you the details to fill out this application?**

\*

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## IMHS 2018-2019 Student Admission Application

Innovation Montessori High School will operate out of the Innovation Montessori Campus at 1610 N. Lakewood Ave. Ocoee, FL 34761.

## Parent Commitment

Innovation Montessori High School students flourish when their homes and schools operate harmoniously with each other and their families participate.

Parents agree to:

- Make every attempt to learn Montessori principles and use them in the home.
- Attend all conferences scheduled with any member of the school staff.
- Engage in our culture of giving. Sharing their time, talent, and resources to provide the best education possible for our students. 20 volunteer hours per family are mandatory.
- Provide transportation to and from school for their child.
- Purchase uniforms for their child and ensure that their child abides by the dress code of the school.
- Supply a **healthy** lunch and a snack from home.
- Familiarize themselves annually with the Parent Handbook, their child's classroom's expectations, and the role of the active and supportive parents in our community.
- Model Grace and Courtesy when interacting with members of the community and resolve any misunderstandings and conflicts respectfully.
- Communicate respectfully, directly, and actively with school.
  - Examples include sharing all significant life events in their child's life, sharing observations and concerns about their child's classroom experience directly with their teacher, and reading, signing, and returning all school generated communications in a timely manner.

With that commitment, we welcome you to begin the first step by attending a school tour and then completing our student application form. Our school is an alternative instructional model school with very specific educational practices. We highly recommend you schedule a tour before completing an application. Tours

can be scheduled online at <https://www.montessoriwgc.com/visit-our-school/> and/or [www.innovationmontessori.com](http://www.innovationmontessori.com)

## 9th - 12th Grade Applicant Information

1. All admissions are selected by a random lottery from our collected online applications. Students matriculating from an IMO campus will receive first priority.
2. Lotteries are run by grade when we have an opening for that grade. All applicants from that lottery are then placed on a waitlist and assigned a waitlist number.
3. Acceptances are sent via Schoolmint email and/or text with a limited acceptance window. If you receive an acceptance email and/or text, you must respond within the listed time frame to secure placement for your student.
4. Once an offer of admission has been made, preference changes are automatically updated within our system.
5. Having one student accepted in our 9 - 12 school does not automatically extend admission to siblings. However, it does give a sibling preference to their lottery/waitlist, if they have an existing application online for our 9 - 12 school.
6. We will continue to select students via our waitlist to fill classroom vacancies as they arise throughout the year.
7. Additional lotteries will be run throughout the school year only if the current waitlist is exhausted.
8. New online applications that are received after the lottery has been run will remain in a "submitted" status until a new lottery is required.
9. All registration information is sent to the new student via Schoolmint email once the offer has been accepted.



# STUDENT INFORMATION

**Student Last Name \***

**Student First Name \***

**Student Middle Name**

**Student Birth Date \***

Month <input type="text" value="v"/>	Day <input type="text" value="v"/>	Year <input type="text" value="v"/>
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**Student Current Grade Level \***

**Student Gender**

**Student Address Street1 \***

**Student Address Street2**

**Student Address City \***

**Student Address State \***

**Student Address Zipcode \***

**Student Address County of Residence \***

Proof of residence is required for acceptance. Preference is given to Orange County, FL residences.

**Does the student have a sibling currently enrolled at an Innovation Montessori school? \***

- No
- Yes

**If yes to the previous question, provide the location, name and grade for each sibling currently enrolled.**

**If yes to the previous question, provide the name and grade for each sibling currently enrolled.**

**Was this student enrolled at IMO in 2017-2018?**

\*

- No
- Yes

**Does the student have siblings that are also applying for 2018-2019 admission to IMO? \***

- No
- Yes

**If yes to the previous question, enter the name and grade of each sibling applying for admission.**

**Does the student have previous Montessori or PBL (Project-based learning) experience?**

- No
- Yes

**If the student has attended a Montessori or PBL school, enter the school name and the number of years attended.**

**Has the student ever skipped a grade?**

Grade Acceleration

**If yes to the previous question provide an explanation.**

Grade Acceleration Details

**Has the student ever been retained?**

Grade Retention

**If yes to the previous question provide an explanation.**

Grade Retention Details

**Select the category that best describes the student's current school \***

- Orange County Public School
- Public School (Outside of Orange County)
- Private School
- Home School
- Florida Virtual School

**Current School Name**

**Current School Location**

**Is the student currently under expulsion or has the student ever been expelled?**

\*

No

Yes

**If any type of disciplinary action such as referrals, suspensions, etc. will appear on the student's record provide a brief explanation.**

## HELPFUL INFORMATION ABOUT YOUR CHILD

**Is there anything about the child's birth development, or medical history that we should be aware of? \***

**Why are you interested in enrolling your child at IMHS?**

**Please provide any other information about your child that you would like to share with us. \***

## GUARDIAN'S INFORMATION

Please note that "Guardian" is the primary contact for all school communication.

**Guardian Last Name \***

**Guardian First Name \***

**Guardian Relationship to Student \***

**Guardian Mobile Phone Number \***

**Guardian Home Phone Number \***

**Guardian Email \***

**Are you an employee of Innovation Montessori?**

- No  
 Yes

**Are you a current member of the Innovation Montessori Board of Directors?**

- No  
 Yes

**Are you an active duty member for the uniformed services? Proof of active duty status will be required at the time of acceptance. \***

- No  
 Yes

**Guardian 2 First Name**

**Guardian 2 Last Name**

**Guardian 2 Relationship to Student**

**Guardian 2 Mobile Phone Number**

**Guardian 2 Home Phone Number**

**Guardian 2 Email**

**Are you an employee of Innovation Montessori?**

- No
- Yes

**Are you a current member of the Innovation Montessori Board of Directors?**

- No
- Yes

**Are you an active duty member for the uniformed services? Proof of active duty status will be required at the time of acceptance.**

- No
- Yes

**Has either Guardian attended a school tour in the past year?**

- No
- Yes

**School tour date attended.**



Month

Day

Year

**Guardian Signature \***

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Innovation  
**Montessori**  
—High School—

Appendix T: Evidence of demand for the school or support  
from intended community partners

## 2016-17 High School Capacity and Enrollment Data for Development Review

School ID	High School	Adj. FISH Capacity <sup>1</sup>	Enrollment <sup>2</sup>	Utilization (Adopted LOS=100%)	Seats Available (Based on 100% LOS) <sup>3</sup>
1521	Apopka	3,020	3,295	109%	-275
111	Boone	2,986	2,811	94%	175
661	Colonial	3,733	3,496	94%	237
1651	Cypress Creek	2,771	3,315	120%	-544
931	Dr. Phillips	2,817	3,698	131%	-881
121	Edgewater	2,318	2,035	88%	283
1801	East River	3,002	2,031	68%	971
671	Evans	2,469	2,509	102%	-40
1662	Freedom	2,671	3,642	136%	-971
5711	Jones	1,608	1,323	82%	285
1951	Lake Nona	2,807	2,744	98%	63
691	Oak Ridge	2,318	2,955	127%	-637
252	Ocoee	2,777	2,484	89%	293
1632	Olympia	3,368	3,331	99%	37
1631	Timber Creek	2,727	3,341	123%	-614
1001	University	2,674	2,983	112%	-309
1542	Wekiva	2,797	2,274	81%	523
1511	West Orange <sup>4</sup>	3,292	4,340	132%	-1,048
1411	Winter Park	3,723	3,329	89%	394
1908	Windermere (2017)	2,776	N/A	N/A	N/A

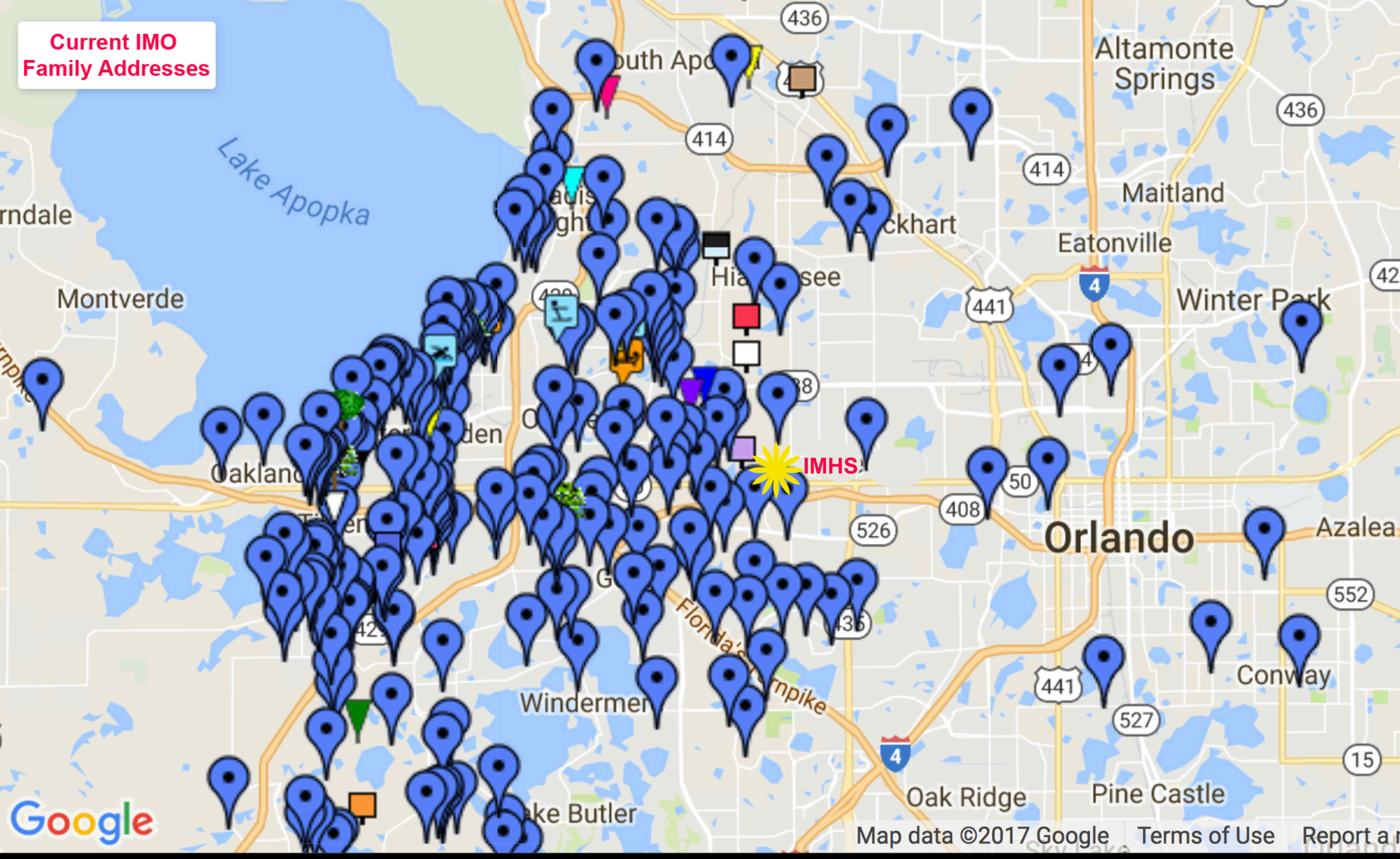
<sup>1</sup> Capacity based on the Florida Inventory of School Houses (FISH) database, October 2016, Florida Department of Education (FDOE)

<sup>2</sup> Enrollment based on the October 17, 2016 Enrollment Summary (Department of Student Enrollment, OCPS)

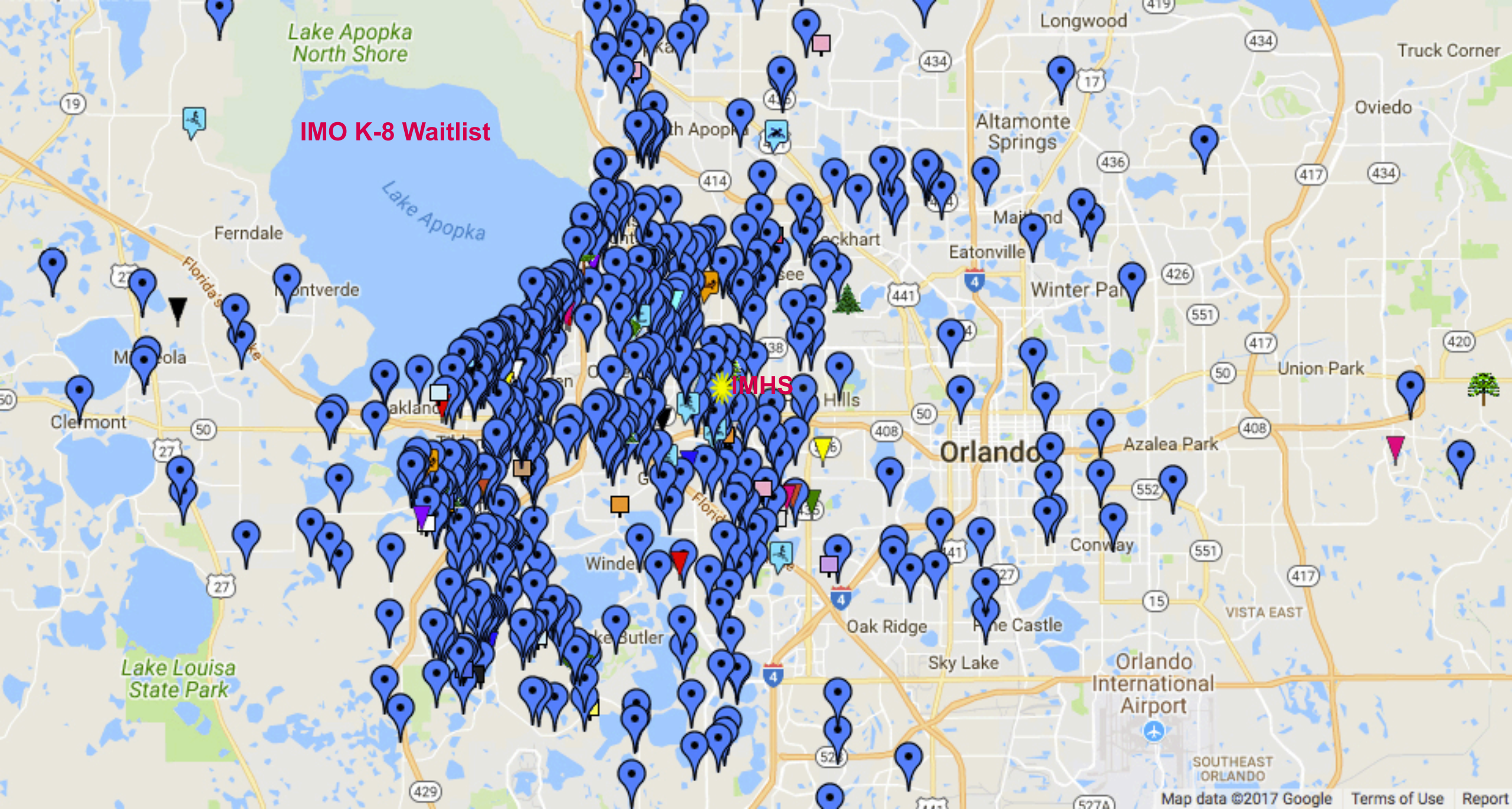
<sup>3</sup> Capacity that has been encumbered or reserved as a result of an application for a capacity encumbrance letter is not reflected in the Seats Available field. Please contact Facilities Planning, or submit an informal or formal application, to obtain an updated number.

<sup>4</sup> West Orange High School will be relieved by Windermere High School in August 2017.

Current IMO  
Family Addresses



**IMO K-8 Waitlist**



## **Innovation Montessori H.S. Demand**

West Orange County is experiencing continued growth and a housing boom. Options for high school students are not plentiful. Each one of the nearby public schools has enrollment numbers north of 2500 students. For families interested in a small campus, a more involved and connected community, and a non-traditional educational model, IMHS can fulfill those needs. Keeping the school smaller allows IMHS to focus resources on developing the program to our specific student body and keep the individualization of the approach front-and-center.

West Orange County high schools are plagued with over-capacity issues, and new housing developments are launched every day. The new relief high school in West Orange will reportedly be full the moment the doors open. Families deserve choice in both the learning environment and the learning model. There are no Montessori or fully project-based public high schools in the area. IMHS would not only serve the families who are currently experiencing an Innovation Montessori education, but also students and families who are searching for an alternative to the large school traditional model.

### **Innovation Montessori H.S. = 800 Students**

#### **Local West Orange County High School Student Counts:**

West Orange High School = 3075 Students

West Orange Relief High School = 2500 Students

Ocoee High School = 2500 Students

Olympia High School = 2990 Students

Apopka High School = 3158 Students

Dr. Phillips High School = 3491 Students

Our current families, and families on the Wait List for our Innovation Montessori Ocoee K-8 are clustered right near the proposed location, with other interested families looking to move to the area for a unique educational experience. The attached maps plot the current IMO families, whose students will matriculate into IMHS, and the over 1,000 families on the IMO waitlist. These families are our HS students of the future.

July 19, 2016

To Whom It May Concern,

I'm delighted to hear there's a movement to build on Winter Garden's Montessori charter school's success by extending that education into a new charter high school. I'm an ardent supporter of Montessori-style education. I attended a Montessori elementary and middle school as a child. And when it came time for college, I sought out a Montessori-style liberal arts college where the only "requirements" were for one's major, and if the college didn't offer a particular major, students were encouraged to design their own with a faculty advisor.

Few educational approaches cultivate a lifelong love of learning better than Montessori. And for self-motivated, academically driven students, the Montessori method, which encourages students to learn at their own pace (often much faster than in a traditional classroom) while going as deeply or as broadly into a field of study as their desire to learn will take them, is unparalleled. My son, a rising middle-schooler, has been steeped in the Montessori style of learning since nursery school. And it's because of Montessori's flexibility and focus on academic readiness rather than age that he was able to skip PreK-4 and enter kindergarten as a 4-year-old, putting him a full grade ahead when he started elementary school at age 5.

I want my son to continue to receive the kind of academically challenging education that Montessori provides. I came out of a Florida public high school in the '80s, the only one in my class to attend Oberlin College in Ohio. My first year there, I discovered I was far behind other students in terms of the literature they'd read and the critical thinking skills they'd acquired. I want a better high school education for my child than I had. And I believe that a Montessori high school will go a long way toward providing that.

I hope OCPS approves the charter petition. What a shining example of quality education a Montessori high school would be.

Warmly,  
Norine Dworkin-McDaniel  
Co-creator of Science of Parenthood  
[norine@scienceofparenthood.com](mailto:norine@scienceofparenthood.com)

July 12, 2016

To Whom It May Concern,

This fall, our family will begin our third year with Montessori of Winter Garden School. Our daughter Skyelor will be going into first grade, and our son Rocco will be going into kindergarten. We are fully supportive of our school choice, and look forward to their experience going beyond the current K-8 opportunity into high school.

This past year, our daughter repeated kindergarten. The classroom size and environment, teacher support, and Montessori method were tremendous in helping her both emotionally and academically become ready for first grade. This experience has made us more confident in the Montessori style of education. We are thankful that she will have this through eighth grade and are hopeful that she will have it through high school as well.

Our son has some unique challenges as well. He has an IEP for speech. He also has hand tremors and memory processing due lesions on his brain. He has been in Montessori since age 3 and we have found it critical for his success, and are fully confident that his academic career will be best completed through MWGCS. Our hope is that he will have the opportunity to go beyond eighth grade into high school.

A part from our experiences, we believe the unique concept behind the high school is incredibly cutting edge and exactly what the future generations need! We are more than thrilled that OCPS is considering such an amazing opportunity for students to develop beyond the classroom. We are completely supportive, committed to helping its success and are asking for you to stand behind us with a resounding "yes!" to our high school charter!

Feel free to contact us with any questions or further comments.

Thank you!

Rocky & Frances Barra  
407.929.5441



July 15, 2016

To Whom It May Concern,

When searching for a school for our children, we explored many options. We were intrigued when we came across a new Montessori charter school. We visited the Open House and we were hooked. We had a cursory knowledge of Montessori but we left knowing that this teaching methodology was what we wanted for our children. Montessori follows the child meeting them where they are and helping them soar to new heights. Montessori instills a love of lifelong learning. Montessori encourages independence and develops critical thinking skills. This is what we wanted for our children. We want them to learn *how* to think and to see that learning extends far beyond the classroom walls. We feel confident that our children are receiving a phenomenal education. Our Pre-K student is reading. Our third grader chooses to do research at home so that she can learn about different animals. They both love to attend school and I love knowing that this phenomenal education is theirs through the eighth grade.

As we look to the future, we are excited about the possibilities of a Montessori High School! This Montessori High School would implement the principles of Project Based Learning. I feel confident that our children would be fluent in the 21st century skills upon their graduation. Through Project Based Learning, children learn innovation, creativity, problem solving, communication, and collaboration. These skills will help our children be successful in both the workplace and in life. The Montessori principles would flow through the school and continue to teach our children kindness, empathy, and care of their environment.

We want our children to continue to be excited by school even through high school. We want them to question and to learn about the world. I feel confident that this Montessori High School will provide our children with a phenomenal education and more than prepare them to lead a successful life.

Sincerely,  
Peter and Kristen Janke

July 20, 2016

To Whom It May Concern:

My name is Leslie Santiago. I am writing in support of a charter for a public Montessori high school. My boys currently attend Montessori of Winter Garden Charter School and we feel blessed to have been members of this dynamic and supportive community for the last three years. Our family choose to pursue a Montessori education from the start (primary - ages 3-6). The organization of the classroom and the works available to even the youngest children demonstrating their place in the universe and exploring the world from social, geographic, and environmental perspectives captured the interest of our children. We loved that Montessori encouraged our children's curiosity and taught them how to explore their interests and promoted a love of learning. Initially, we had the boys enrolled in a private Montessori school; however, due to financial constraints realized we would not be able to continue and were ecstatic to realize Orange County had the opportunity for our children to continue a Montessori education in a public charter school. Our children have done well in the Montessori classroom and we are grateful this opportunity exists and are excited at the possibility of continuing their Montessori education through 12th grade. Montessori offers unique opportunities for students to explore their interests and develop crucial problem solving skills, which will be vital as adults in our global community. Thank you for your consideration of a charter Montessori high school.

Sincerely,  
Leslie Santiago  
Montessori parent

July 18, 2016

To Whom it May Concern,

I am writing this letter to show support for the Montessori High School Charter. My son was 11 when he started at the Montessori charter school in winter garden. He had been struggling in his current public school and as his parents we needed to find another option for him to learn without the struggle. It was the end of January when my husband and I went to the Montessori school and took a tour. As the staff member was explaining the Montessori's way of teaching and learning we felt like we finally found our answer. We found out that day also there was a opening in his current grade and could start ASAP. We are grateful for the school because our fun loving son had the love of school again and enjoyed going each day and was just so much happier. When the end of the year came and we received the letter to let the office know if he was returning for the following school year he wanted his signed right away that he was going back. As his parents this showed us how important he feels his education should be and how much he's grown.

Kelly and Sal Midili

Montessori parents

July 18, 2016

To Whom It May Concern,

Hi, my name is Dustin Catrett. My wife Kim and I are lifelong residents of the Winter Garden area where our 7 year old son Eland attends 1st grade at WGMCS K-8. When we heard that there was an opportunity for the creation of the Montessori High School Charter we were absolutely elated, as furthering our child's educational experience within the Montessori umbrella is crucial to his learning aptitude. Not knowing anything about Montessori when he first began Kindergarten two years ago, I was at first skeptical of the outcome. But after just a few days, Eland immersed himself within the calm, peaceful settings of each Montessori classroom, and he quickly blossomed into a model student. I was astounded at how enthusiastic he became about learning, writing, reading, and how quickly his vocabulary matured and best of all seeing him develop an understanding of his role in the world. He now has a wonderful respect and caring outlook for the people and community around him, not to mention he is excelling in all the academics he is challenged with. To this day, each morning he's still just as excited to go to school as that second week in Kindergarten, and we're truly blessed to have discovered what Montessori is all about.

Sincerely

Dustin & Kim Catrett,

(Eland's parents)

July 7, 2016

To Whom It May Concern:

My son is in the second grade at Montessori of Winter Garden Charter School. He has been a Montessori student since he was 18 months of age. We were very excited to learn that he was accepted into this very special school when he was in kindergarten. We were planning to pay for a private Montessori school so it was a sigh of relief when we discovered that he could get a Montessori education for free! We feel very fortunate to be able to have this opportunity in Orange County and we hope that this opportunity is extended through his high school years.

Our son has thrived in the Montessori environment, which emphasizes the development of critical thinking skills and independent learning. The Montessori philosophy creates life-long learners who know how to think and problem solve. Our school supports learners in a warm and caring environment. In the Montessori model each child is allowed to learn at their own pace. This ensures that each child's educational needs are met. No child is truly left behind nor is any child held back from being able to meet their full potential. For example, my son has been doing math way beyond his grade level. He is interested in math and wants to keep moving forward with his math lessons and he has been allowed to do this. Imagine what he could do if he has this type of educational opportunity through high school!

We chose Montessori for my older son, who just graduated from the IB program and will be attending college in the Fall. He was a student at a private Montessori school from the age of 3 through the 8<sup>th</sup> grade. Montessori was the only option we considered for our younger son after we witnessed the positive impact that the Montessori model of education has had on my older son. He is an independent learner who asks questions and researches the answers on his own. He has a deep interest in social justice, an interest that is unusual for a teenager. My son doesn't play video games or watch television. He is not connected to his media devices 24/7. He has a deep rooted need to understand the world and is very self-motivated and self-directed. I am astounded by how much he has benefitted from the Montessori model.

I was a little concerned about how my son would transition into regular public school. The first year was a bit of a struggle. I would have been thrilled if there were a Montessori high school available for him. I am certain he would have thrived. Although he did well in a traditional school setting, I think he would have excelled even more had he been in a Montessori environment. A Montessori environment would have given him the freedom to take responsibility for his education and the opportunity to make choices. For example, he is interested in Anthropology. He uses his love of culture to create scripts for role playing games. Had he been in a Montessori classroom, he could have combined his love for role playing games with learning about different cultures and creative writing.

I think that there is a need for a Montessori high school program. I am hoping that our school can receive the charter so that my younger son can continue his Montessori education beyond the 8<sup>th</sup> grade. I think he and others will greatly benefit. His transition from middle school to high school will be smoother, he can continue to rise as high as he can without limitations, and he will be well prepared for the more independent learning environment at college. A Montessori high school program is designed to provide an optimal environment for students to become confident, engaged, and principled learners who have the ability to think critically and develop a strong lifelong love for learning.

Thank you for taking the time to read my letter and please consider allowing our school to offer this amazing opportunity to our children.

Sincerely,

Pamela Goldsmith

Dear OCPS,

This letter is in enthusiastic support of the Montessori High School Charter, as a parent, not as President of the Board. Our official reasons for developing the charter are presented in great detail in the application, but I wanted to share my thoughts as a mother of two current Montessori of Winter Garden children: Autumn (5<sup>th</sup> grade) and Summer (1<sup>st</sup> grade).

My girls are gifted, but their personalities are radically different and both children excel at Montessori of Winter Garden Charter School. They have amazing teachers who are adept at inspiring Autumn to challenge herself and at redirecting Summer back to her tasks, but the Montessori model itself is also a critical component of my children's success. Being encouraged to grow is embedded in the curriculum. Taking charge of their own education and valuing the work is part of their daily experience. Learning that we can have a peaceful world filled with appropriate conflict resolution, grace and courtesy are non-academic lessons that the Montessori approach embeds. Our family believes these lessons are an important part of our children becoming successful, independent, caring adults.

The High School not only carries on these values during a critical time of growth for children, but it also allows the children to really investigate and find their purpose to develop a stronger view on their future. High School prepares them for their next step of college and beyond, but few high schools provide opportunities for students to really dig deep into their interests and test them out in a culture that values the learning process, not just the end result.

As a college writing professor for many years, I know that whenever my students use hands-on techniques, they succeed at a far greater rate. I can wax philosophical about writing, concepts, structure, and creativity, but it is only when they put pen-to-paper, or fingers-to-keyboard, do they really learn. Project-based learning is an effective way to do this and allows students to grow and challenge themselves even further.

The Innovation Incubator portion of the school is particularly attractive to me as mother to two creative children who itch to launch new inventions, solve societal problems, and execute real entertainment projects. Already, at their young ages, they want to share what they know with the world. They want to help make it a better place. They want to "do." The Innovation Incubator allows them to bring to life their ideas, gives them a place to do serious research, to test-and-adjust, and to learn how to bring an idea to its ultimate execution. The lessons learned throughout that process are priceless and will transfer to any career path or entrepreneurial effort they will choose for their futures.

My passion for this education is strong, not only because it is unique and effective, but also because it is sorely needed for our children's future. My children need a place to be challenged, to grow, and to learn in this type of naturally differentiated environment, and that doesn't stop at 8<sup>th</sup> grade. Continuing this hands-on, child-led, peace-centered education helps all students bring the strong foundations of their Montessori education to the next level and gives them a well-rounded preparation for their future.

Thank you for your time and consideration of the Montessori High School Charter.

Sincerely,

Sherilyn Moore

847 Ayden Oak Lane  
Ocoee, FL 34761  
[moore2dogs@yahoo.com](mailto:moore2dogs@yahoo.com)  
c:310.704.5295

To Whom it May Concern,

I am writing this letter in support of the creation of the Montessori High School Charter that would serve to seamlessly introduce our children to their high school experience while maintaining the foundation that their educational experience was built upon.

My husband and I researched area schools prior to my oldest daughter entering Kindergarten. We felt the Montessori of Winter Garden Charter School fit our needs and supported our goals with their educational model, mission and values. We were blessed to have been selected in the lottery system for Kate to attend Kindergarten in the very first year the school opened.

My second child, Sara, just started in Kindergarten last year at our school. My oldest, Kate, is entering 5th grade in the fall. They have never been in a traditional classroom setting (even preK was Montessori). They are most comfortable with their home-like classroom settings, independently accessing works, being stewards of their environment, self directed learning, resolving conflicts with loving guidance, discussion and compromise. This is the experience we choose for my children each day when we drop them off at the Montessori of Winter Garden Charter School.

A high school that would compliment and build upon this experience would be invaluable. I can only imagine the end result with successful, well rounded, peaceful, intelligent young adults who are ready to tackle the next steps in their lives because they have been prepared by completing their Montessori education in a high school that was specifically designed for them.

High school is a challenging time for all. The unique opportunity our high school would provide can help students find their niche, develop confidence as they are autonomous in their learning path and even create a new generation of entrepreneurs who have a passion for creating a more sustainable future for our planet.

Please contact us if you have any questions.

Thank you,  
Rod and Leandra Greenhalgh  
407-982-0943

## PETITION IN FAVOR BY SIGNATURE

The undersigned individuals by way of their signature, hereby attest to their support of a new

Montessori High School Charter for 9<sup>th</sup> – 12<sup>th</sup> grade.

Each individual listed below, by way of his/her signature, acknowledges his/her support for the establishment of a Public High School in Orange County, Florida based on the Montessori teaching methods with an entrepreneurial focus to open in the fall of 2018 for 9<sup>th</sup> grade students. The school will grow to full capacity by adding a grade each year.

#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Irma Soto	9416 Trinara Cir.	Winter Garden, FL	<i>Irma Soto</i>
2	Vanessa Franceschi	15439 Porter Rd	Winter Garden, FL 34787	<i>Vanessa Franceschi</i>
3	Cristina Fernandez	1122 Priory Circle	Winter Garden, FL 34787	<i>Cristina Fernandez</i>
4	Antonia C Garcia	1566 Tuxton Blvd	Winter Garden, FL	<i>Antonia C Garcia</i>
5	Genoveva Acosta	1280 E Bow St	Winter Garden	<i>Genoveva Acosta</i>
6	Rosa Ma Rico	227 Rhapsody Ln	Apopka, FL 32703	<i>Rosa Ma Rico</i>
7	Juanita Medina	145 Bulova Dr Apop	Apopka, FL 32703	<i>Juanita Medina</i>
8	Merika Blanco	1329 W Pointe Village Blvd	Winter Garden, FL 34787	<i>Merika Blanco</i>
9	Beatriz Malpica	PO Box 770145	Winter Garden, FL 34787	<i>Beatriz Malpica</i>
10	Raymundo Malpica	1133 Montreal Circle	Winter Garden, FL 34787	<i>Raymundo Malpica</i>
11	Sonia Fuentes	16848 Old Cr 50	Winter Garden, FL	<i>Sonia Fuentes</i>
12	Alberto Rosario	335 Woodford Rd	Winter Garden, FL	<i>Alberto Rosario</i>
13	Estonia Rosario	190 Shobonne St	W.G. 34787	<i>Estonia Rosario</i>
14	Iris Rosario B.	1910 Shobonne St	W.G. 34787	<i>Iris Rosario</i>
15	Premila Doouza	619 Willet Dr.	W.G. 34787	<i>Premila Doouza</i>
16	Angelique Durgala	824 Capachagua Way	Winter Garden 34786	<i>Angelique Durgala</i>
17	Cheles J. Hernandez	120 Casa Miral de Cay	Winter Garden 34786	<i>Cheles J. Hernandez</i>
18	Marta Aledo	610 Vine land st	Winter Garden 34786	<i>Marta Aledo</i>
19	German M. Guardiola	7555 Purple Finch St	Winter Garden, FL 34787	<i>German M. Guardiola</i>
20	Octavio Londono	467 Meadow street	DeeDee FL 34761	<i>Octavio Londono</i>



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#	First & Last Name (Please Print)	Street Address	Ave	City, State, Zip	34787	Signature Indicating Support of Public Charter High School in Orange County, FL
1	NICK CUNAS	148 W Highland		Winter Garden		<i>Nick Cunas</i>
2	HEATHER HIGGINS	15635 BOGGY OAKS CIR.		WINTER GARDEN		<i>Heather Higgins</i>
3	Daniel Pancherovic	1065 Love Ln		Apopka FL		<i>Daniel Pancherovic</i>
4	Kelly Midili	1227 Monthweath Circle		Ocoee FL		<i>Kelly Midili</i>
5	Jeff Ross	2502 Grand Poplar St		Ocoee FL 34761		<i>Jeff Ross</i>
6	Beth Ross	2502 Grand Poplar St		Ocoee FL		<i>Beth Ross</i>
7	Amy + Ian Martello	241 Country Court		Winter Garden, FL		<i>Amy Martello</i>
8	Marsha Viviano	1065 Glenharbor Cir		Winter Garden, FL		<i>Marsha Viviano</i>
9	SEAN VIVIANO	1065 Glenharbor Cir		Winter Garden, FL 34781		<i>Sean Viviano</i>
10	Maura Muntz	PO BOX 770085		Winter Garden FL 34787		<i>Maura Muntz</i>
11	Ivan Passalacqua	PO BOX 770085		Winter Garden FL 34787		<i>Ivan Passalacqua</i>
12	Jennifer Drexler	808 LA Gran Via Lane		Apopka, FL 32703		<i>Jennifer Drexler</i>
13	Kristen Janke	1401 Hidden Meadow Way		Apopka, FL 32712		<i>Kristen Janke</i>
14	Niranjani Valivanthi	13162 Social Ln		Winter Garden, FL 34787		<i>Niranjani Valivanthi</i>
15	Meepani Lynch	660 Home Grove Dr.		Winter Garden, FL 34782		<i>Meepani Lynch</i>
16	Carolyn Gallina	1331 Lindella St		Winter Garden, FL 34787		<i>Carolyn Gallina</i>
17	Jane Hlinski	14236 Hampshire Bay		Winter Garden, FL 34787		<i>Jane Hlinski</i>
18	Cynthia Paners	116 Tranquille Oaks Dr		Ocoee, FL 34761		<i>Cynthia Paners</i>
19	David Johnson	1831 Morning Sky Drive		Winter Garden, FL 34787		<i>David Johnson</i>
20	NATHAN CHASE	829 BRAND OAKS LOOP		WINTER GARDEN, FL 34787		<i>Nathan Chase</i>
21	Kathleen Johnson	1831 Morning Sky Dr		W.G., FL 34787		<i>Kathleen Johnson</i>

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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	NORINE DUBORRIN-McDaniel	904 Walkers Grove Lane	Winter Garden FL 34787	<i>Norine McDaniel</i>
2	Elizabeth Palmer	404 Mary Ellen Ct.	Winter Garden FL 34787	<i>Elizabeth Palmer</i>
3	Amy Lopez-Nieves	1011 Marathon Key Way	Groveland FL 34736	<i>Amy Lopez Nieves</i>
4	PAULA FERNANDES	1961 West Hill Run	Winter Garden FL 34787	<i>Paula Fernandes</i>
5	Michelle Mark	414 Whipperwill Way	Winter Garden, FL 34787	<i>Michelle Mark</i>
6	Karen Trainer	1427 Lindz Lu St	Winter Garden, FL 34787	<i>Karen Trainer</i>
7	Heather Parrish	15318 Sandfield Loop	Winter Garden, FL 34787	<i>Heather Parrish</i>
8	Angel Walter	1520 Broken Oak Dr	Winter Garden FL 34787	<i>Angel Walter</i>
9	Julie Schunacher	434 Whipperwillway	Winter Garden 34787	<i>Julie Schunacher</i>
10	ROD GREENHUGH	2010 Redmark LN	Winter Garden 34787	<i>Rod Greenhugh</i>
11	Yemi Trauzman	1350 Jean Marie Rd	Winter Garden 34787	<i>Yemi Trauzman</i>
12	Leandra Greenhugh	2010 Redmark Ln	Winter Garden 34787	<i>Leandra Greenhugh</i>
13	Jennifer Dyal	9202 Cathy Ann St	Orlando FL 32815	<i>Jennifer Dyal</i>
14	Cheryl Goldwire	14499 Breakwater way	Winter Garden FL 34787	<i>Cheryl Goldwire</i>
15	Danielle Gardner	786 Brook Forest Ct.	Apopka, FL 32712	<i>Danielle Gardner</i>
16	Samantha Wheeler	1342 Brandy Lake View Ct	Winter Garden FL 34787	<i>Samantha Wheeler</i>
17	Joavie Long	15413 Camp Dubois cres	Winter Garden FL 34787	<i>Joavie Long</i>
18	Emma Bellis	321 Francis Ct	DORR, FL 34761	<i>Emma Bellis</i>
19	Yessie Santiago	2119 Golden Ivy Way	Apopka, FL 32703	<i>Yessie Santiago</i>
20	Carrie Chunes	148 N Highland Ave	Winter Garden FL	<i>Carrie Chunes</i>

## PETITION IN FAVOR BY SIGNATURE

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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Irma SOTO	9416 Trinana Cir.	Winter Garden FL	<i>Irma Soto</i>
2	Vanessa Franceschi	15439 Porter Rd	Winter Garden FL 34787	<i>Vanessa Franceschi</i>
3	Cristina Fernandez	1122 Trinity Circle	Winter Garden FL 34787	<i>Cristina Fernandez</i>
4	Antonia C. Garcia	1566 Tucker Blvd	winter garden FL	<i>Antonia C. Garcia</i>
5	Genoveva Acosta	1080 E Bay St	Winter Garden	<i>Genoveva Acosta</i>
6	Rosa M.A. Rico	227 Rhapsody Ln	Apopka FL 32703	<i>Rosa M.A. Rico</i>
7	Juanita Medina	145 Bulova Dr. Apopka	Apopka FL 32703	<i>Juanita Medina</i>
8	Marilda Blanco	1329 W. Parvate Villosa Blvd	Winter Garden FL 34787	<i>Marilda Blanco</i>
9	Beatriz Malpica	PO Box 770145	Winter Garden 34777	<i>Beatriz Malpica</i>
10	Raymundo Malpica	1133 Montreat Circle	Deerfield FL 34781	<i>Raymundo Malpica</i>
11	Sonia Fuentes	16848 Old CR 50	Winter Garden, FL	<i>Sonia Fuentes</i>
12	Alberto Rosario	335 Woodford rd.	winter garden FL	<i>Alberto Rosario</i>
13	Antonio Rosario	190 Sherburne St.	W.G. 34787	<i>Antonio Rosario</i>
14	Iris Rosano	1910 Sherburne St.	W.G. 34787	<i>Iris Rosano</i>
15	Fremida Daoulza	649 Willett Dr.	W.G. 34787	<i>Fremida Daoulza</i>
16	Angelique Durgala	824 Copanlagon Way	W.G. 34787	<i>Angelique Durgala</i>
17	Carlos J. Hernandez	120 casa mirabelle way	winter garden 34786	<i>Carlos J. Hernandez</i>
18	Maria Arabo	610 vineyard rd.	Winter Garden 34788	<i>Maria Arabo</i>
19	German M. Guardiola	7555 Purple Finch St	WINTER GARDEN FL 34787	<i>German M. Guardiola</i>
20	Octavio Londono	467 Meadow sweet ct	Deerfield FL 34761	<i>Octavio Londono</i>

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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Dana Grant	1213 Enchanted Lake Dr.	Winter Garden, FL 34787	<i>Dana Grant</i>
2	Rhonda Krusts	1236 Pingers Ave	Gotha FL 34734	<i>Rhonda Krusts</i>
3	Panna Solje	1983 Blackwood Ave	Gotha FL 34734	<i>Panna Solje</i>
4	Ever Aixa	2221 Oak King St	Winter Garden FL 34787	<i>Ever Aixa</i>
5	Appichene Doris	343 Morning View Dr.	Winter Garden FL 34787	<i>Doris Appichene</i>
6	Silvia Rumbert	16110 Peachtree Court	Clermont, FL 34711	<i>Silvia Rumbert</i>
7	Allyn Lynn	85 Osborn Ave	Oakton FL 32801	<i>Allyn Lynn</i>
8	Angela Marchant	2550 Citrus Terrace Blvd	#3205 Clermont FL	<i>Angela Marchant</i>
9	Norma Ramirez	2918 S. Semoran #16	Orlando FL 32822	<i>Norma Ramirez</i>
10	Angela Feijo	8148 Evers Lane	Orlando FL 32822	<i>Angela Feijo</i>
11	Juan A. Feije	2912 S. Semoran #16	Orlando FL 32822	<i>Juan A. Feije</i>
12	LORNA FECHTMULLER	14015 Ocean Pine Cir	Orlando FL 32828	<i>Lorna Fechtmuller</i>
13	Nilda Soto	616K Brookhill Cir.	Orlando FL 32810	<i>Nilda Soto</i>
14	Saracen Holtom	17314 Summercreek Ln	Ovonna, FL 34711	<i>Saracen Holtom</i>
15	Hilary Hesse	2434 Alder St	Ovona, FL 34761	<i>Hilary Hesse</i>
16	Kathy O'Quinn	503 First Street	Tavares FL 32778	<i>Kathy O'Quinn</i>
17	FRANCIA CAMILLE	1838 In-Knownd Ct	Orlando FL 32818	<i>Francia Camille</i>
18	Rebecca Keels	1821 Valley Road	Clermont, FL 34715	<i>Rebecca Keels</i>
19	Susan Campbell	12517 Valley Ridge Dr	Clermont FL 34711	<i>Susan Campbell</i>
20	Ann Marie Hawkins	2246 Veruca Drive	Apopka FL 32708	<i>Ann Marie Hawkins</i>

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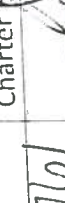

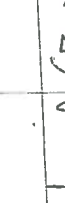





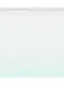
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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Kylie WATTS	316 Cavenel Bridge	Orlando FL 32761	<i>Kylie Watts</i>
2	Kristi Heaton	10540 Moore Rd.	Orlando FL 32734	<i>K. Heaton</i>
3	Katherine Rascoe	240 Veronica Cir	Orlando FL 32741	<i>Katherine Rascoe</i>
4	Laura Garcia	393 Mink Dr	Orlando FL 32761	<i>Laura J. Garcia</i>
5	Katherine Barrett	763 Satin Leaf Cr.	Orlando FL 32761	<i>Katherine Barrett</i>
6	Lyn Lindsay	1602 JASON LAKE	Orlando FL 32741	<i>Lyn Lindsay</i>
7	Karen Dobnikar	1718 Palmstar Circle	Orlando FL 32726	<i>Karen Dobnikar</i>
8	Amanda Toy	10109 318 Ave	Orlando FL 32701	<i>Amanda Toy</i>
9	Jojo Brance	6558 Greener Ln	Orlando FL 32835	<i>Jojo Brance</i>
10	Jennifer L. Binkhan	880 Brentwood Dr	Apopka FL 32712	<i>Jennifer L. Binkhan</i>
11	Ami Greve	523 Boca Chico Circle	Orlando FL 32741	<i>Ami Greve</i>
12	Maria B Kintis	8227 Lakewood Crossing Rd	Winter Garden FL 32787	<i>Maria B Kintis</i>
13	Missy Pass	7769 Summerlake Pointe Blvd	Winter Garden FL 32787	<i>Missy Pass</i>
14	Stephanie Micele	341 Woodlawn Rd	Orlando FL 32734	<i>Stephanie Micele</i>
15	Tara Davis	2293 Yorville Ct	Orlando FL 32761	<i>Tara Davis</i>
16	CARL TRINIDAD	1427 Highgrave way.	Orlando FL 32818	<i>Carl Trinidad</i>
17	Blaine Pitts	15758 Citrus Grove Loop	Winter Garden FL 32787	<i>Blaine Pitts</i>
18	Cuphal Pitts	15758 Citrus Grove Loop	Winter Garden FL 32787	<i>Cuphal Pitts</i>
19	Wendy Butterley	632 West Grove Cir	Winter Garden 32787	<i>Wendy Butterley</i>
20	<del>David Fisher</del> <del>David Fisher</del>	<del>62 HIGHBOURNE BLD</del>	<del>Orlando 32761</del>	<del>David Fisher</del>

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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Shara Fann	3402 McCord Blvd NW	Orlando, FL 32835	
2	Brett Casey	2150 Langley Circle	Orlando, FL 32835	
3	Heather Kew Moore	2821 Marquesas Ct.	Windermere, FL 34786	
4	Kristin Chase	829 Bandy Oaks Loop	Winter Garden, FL 34787	
5	Philip Gallina	1331 Gindelfel St	Winter Garden, FL 34787	
6	Shorelle Moore	847 Aspen Lake	Orlando, FL 32811	
7	Michelle Caruth	329 S. Woodland St	Winter Garden, FL 34787	
8	Jeremy Bellis	321 Frances Ct	Orlando, FL 32837	
9	Jennifer Dennis	702 Parkmont Pl	Winter Garden, FL 34787	
10	Katie Martinez	13424 Fox Grove St	Winter Garden, FL 34787	
11	Francisco R. RAMO	12431 Islamorada Dr.	Orlando, FL 32837	
12	Melissa L...	6921 Helmsley Cir	Windermere, FL 34786	
13				
14				
15				
16				
17				
18				
19				
20				

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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Susan Elliott	536 N Dillard St	Winter Garden, FL 34787	<i>Susan M Elliott</i>
2	David Elliott	536 N Dillard St	Winter Garden, FL 34787	<i>David Elliott</i>
3	Nicole Jackson	515 Garden Heights Dr	Winter Garden, FL 34787	<i>Nicole Jackson</i>
4	Nicole Rogy	1327 Zosi Lane	Winter Garden, FL 34787	<i>Nicole Rogy</i>
5	Andrea Jones	2052 Switez Grass Circle	Winter Garden, FL 34787	<i>Andrea Jones</i>
6				

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#	First & Last Name (Please Print)	Street Address	City, State, Zip	Signature Indicating Support of Public Charter High School in Orange County, FL
1	Edward F. Lynch	660 Home Grove Dr	Winter Garden, FL 34787	<i>Edward F Lynch</i>
2				
3				
4				
5				



This petition has collected  
318 signatures  
using the online tools at [iPetitions.com](http://iPetitions.com)

Printed on 2017-11-26



# Bring Innovation Montessori High School to West Orange County

About this petition

Innovation Montessori Ocoee PreK – 8 is submitting our charter for a public Montessori High School Charter. Would you be in support of this High School launching in the West Orange County community?

Please add your signature below to support our innovative new high school.

## Signatures

1. Name: Brett Casey on 2017-10-27 12:43:25  
Are you an Orange County, Florida resident?: Yes  
Comments: This will bring a new and innovation high school experience to the students of West Orange County.

---
2. Name: Lianne Lu on 2017-11-01 17:27:50  
Are you an Orange County, Florida resident?: Yes  
Comments:

---
3. Name: Vanessa Silverio on 2017-11-01 17:27:54  
Are you an Orange County, Florida resident?: Yes  
Comments:

---
4. Name: Eileen Lamb on 2017-11-01 17:28:06  
Are you an Orange County, Florida resident?: No  
Comments:

---
5. Name: Amber Galiley on 2017-11-01 17:28:14  
Are you an Orange County, Florida resident?: Yes  
Comments:

---
6. Name: Ashlie Holler on 2017-11-01 17:28:16  
Are you an Orange County, Florida resident?: Yes  
Comments:

---
7. Name: Angeline Gerardi on 2017-11-01 17:28:25  
Are you an Orange County, Florida resident?: Yes  
Comments:

---
8. Name: Paul Smith on 2017-11-01 17:28:34  
Are you an Orange County, Florida resident?: Yes  
Comments:

---
9. Name: Viviana Campoamor on 2017-11-01 17:29:01  
Are you an Orange County, Florida resident?: Yes  
Comments: I'm exited for this and I hope we can achieve it. My daughter does wonderful in a Montessori setting and the thought of a high school is a dream come true!

---
10. Name: jensina graydon on 2017-11-01 17:29:05  
Are you an Orange County, Florida resident?: Yes  
Comments:

---

11. Name: Silvana Dragonetti on 2017-11-01 17:29:11  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
12. Name: Amy Allen on 2017-11-01 17:29:51  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
13. Name: ZAlha on 2017-11-01 17:30:00  
Are you an Orange County, Florida resident?: Yes  
Comments: I'm prepaying already for this dream comes true
- 
14. Name: sylvie Hannon on 2017-11-01 17:30:09  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
15. Name: Somit Gandhi on 2017-11-01 17:30:13  
Are you an Orange County, Florida resident?: No  
Comments:
- 
16. Name: Dominique Florville on 2017-11-01 17:30:17  
Are you an Orange County, Florida resident?: Yes  
Comments: I believe this addition will benefit our community in many ways. I am 100% in support of this High School.
- 
17. Name: Rhiannon neuharth on 2017-11-01 17:30:20  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
18. Name: Victoria McPartland on 2017-11-01 17:30:27  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
19. Name: Isa Roman Price on 2017-11-01 17:31:01  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
20. Name: Connie Gilliard on 2017-11-01 17:31:01  
Are you an Orange County, Florida resident?: Yes  
Comments: We need a charter high school. Currently we have no options.
- 
21. Name: Lauren Kari on 2017-11-01 17:31:24  
Are you an Orange County, Florida resident?: Yes  
Comments:

- 
22. Name: Julie Trujillo on 2017-11-01 17:31:31  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
23. Name: Vic Ben on 2017-11-01 17:32:21  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
24. Name: Amber Boas on 2017-11-01 17:32:39  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
25. Name: Ana Vaccaro on 2017-11-01 17:32:57  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
26. Name: Lisa Miller on 2017-11-01 17:33:09  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
27. Name: Melissa Micheli on 2017-11-01 17:34:26  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
28. Name: Michelle Bergstein-Fontanez on 2017-11-01 17:35:42  
Are you an Orange County, Florida resident?: Yes  
Comments: Very exciting! We need this charter high school in our area.
- 
29. Name: Arathi Kota Srinivas on 2017-11-01 17:37:17  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
30. Name: Kelly Jenkins on 2017-11-01 17:37:17  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
31. Name: Bridgett Breeden on 2017-11-01 17:37:27  
Are you an Orange County, Florida resident?: Yes  
Comments: This would be great!
- 
32. Name: Christiane Thomas on 2017-11-01 17:37:47  
Are you an Orange County, Florida resident?: Yes  
Comments:

- 
33. Name: Denise James on 2017-11-01 17:37:49  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
34. Name: Georges Micheli on 2017-11-01 17:37:52  
Are you an Orange County, Florida resident?: Yes  
Comments: Sounds like a great idea.
- 
35. Name: Premila Dsouza on 2017-11-01 17:38:33  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
36. Name: Kristin Gray on 2017-11-01 17:38:45  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
37. Name: Nick Miller on 2017-11-01 17:39:03  
Are you an Orange County, Florida resident?: Yes  
Comments: We have our son in IMO currently, extremely excited for the high school.
- 
38. Name: Jannae Karcher on 2017-11-01 17:39:08  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
39. Name: Jaime Weyand on 2017-11-01 17:39:12  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
40. Name: Blanca Godinez on 2017-11-01 17:39:57  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
41. Name: Tabitha Luke on 2017-11-01 17:40:21  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
42. Name: David Fishpool on 2017-11-01 17:42:06  
Are you an Orange County, Florida resident?: Yes  
Comments: The current K-8 school has grown, and become better and better with each school year even though its only six years old. With the drive and abundant support of the board, staff and parents this high school can not only hugely benefit our community but also be a credit to OCPS.  
As a parent of two Montessori students I am in full support of this High School.

- 
43. Name: carrie czunas on 2017-11-01 17:42:57  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
44. Name: Jennifer Cavilla on 2017-11-01 17:45:07  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
45. Name: Rich Gasset on 2017-11-01 17:45:38  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
46. Name: Daisy Mitchell on 2017-11-01 17:45:40  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
47. Name: Carolina Prado on 2017-11-01 17:47:12  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
48. Name: Betsy Sorg on 2017-11-01 17:47:21  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
49. Name: Amy Simpson on 2017-11-01 17:48:33  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
50. Name: Diane Urbanski on 2017-11-01 17:48:36  
Are you an Orange County, Florida resident?: Yes  
Comments: Parent of two IMO students, and a Montessori student myself, we firmly embrace this educational philosophy and support the next step with a Montessori High School!
- 
51. Name: Amy Lopez on 2017-11-01 17:49:37  
Are you an Orange County, Florida resident?: No  
Comments:
- 
52. Name: Jon Loveless on 2017-11-01 17:51:06  
Are you an Orange County, Florida resident?: Yes  
Comments: Bringing a Montessori high school to West Orange County would fit well with the Orange County education master plan. STEM-focused & Montessori high schools will help feed the local job market of NeoCity. The students graduating from a Montessori

high school will help fill the high-tech jobs talent pipeline.

---

53. Name: Lauren on 2017-11-01 17:51:18  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
54. Name: Isadora Dean on 2017-11-01 17:53:39  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
55. Name: Willa Conlan on 2017-11-01 17:55:57  
Are you an Orange County, Florida resident?: Yes  
Comments: As the parent of two middle-schoolers, one in IMO and one in a traditional public school, I have to say I am very excited about this. My child is getting learning opportunities that simply weren't available in a public school. This makes her want to be in school again.
- 
56. Name: Jessica Vitulano on 2017-11-01 17:56:06  
Are you an Orange County, Florida resident?: Yes  
Comments: How exciting! We are in full support.
- 
57. Name: Wizellys Leguizamon on 2017-11-01 17:56:35  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
58. Name: Tara davis on 2017-11-01 17:56:42  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
59. Name: jeff ross on 2017-11-01 17:57:15  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
60. Name: Anita Conley on 2017-11-01 17:58:26  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
61. Name: Linda chapman on 2017-11-01 17:59:31  
Are you an Orange County, Florida resident?: Yes  
Comments: I live in winter garden but am in lake county. Have grandchildren in Orange co and believe a high school would be extremely beneficial!!!
- 
62. Name: Linda chapman on 2017-11-01 17:59:31  
Are you an Orange County, Florida resident?: Yes

Comments: I live in winter garden but am in lake county. Have grandchildren in Orange co and believe a high school would be extremely beneficial!!

---

63. Name: Yamilet Aguayo-Hill on 2017-11-01 18:01:21  
Are you an Orange County, Florida resident?: Yes  
Comments:

---

64. Name: Diana McCarthy on 2017-11-01 18:03:47  
Are you an Orange County, Florida resident?: Yes  
Comments: We love Innovation Montessori!

---

65. Name: Heather Moore on 2017-11-01 18:05:40  
Are you an Orange County, Florida resident?: Yes  
Comments:

---

66. Name: George Moore on 2017-11-01 18:06:47  
Are you an Orange County, Florida resident?: Yes  
Comments:

---

67. Name: Jennifer Drexler on 2017-11-01 18:07:36  
Are you an Orange County, Florida resident?: Yes  
Comments:

---

68. Name: Charmina Phillips on 2017-11-01 18:07:51  
Are you an Orange County, Florida resident?: Yes  
Comments:

---

69. Name: Christina Skipper on 2017-11-01 18:09:48  
Are you an Orange County, Florida resident?: Yes  
Comments:

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70. Name: Elizabeth Palmer on 2017-11-01 18:10:22  
Are you an Orange County, Florida resident?: Yes  
Comments: Our two children have attended Innovation Montessori (formerly Montessori of Winter Garden) since the doors opened. Our children have been able to learn and grow in this school. The Montessori model addresses the needs of the whole child: academic, social and emotional. Our community so desperately needs that same model for our up-and-coming high school students.

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71. Name: Leandra Greenhalgh on 2017-11-01 18:11:59  
Are you an Orange County, Florida resident?: Yes  
Comments:

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72. Name: Lacey Adams on 2017-11-01 18:13:49



Are you an Orange County, Florida resident?: Yes  
Comments:

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73. Name: Michael Pang on 2017-11-01 18:15:17  
Are you an Orange County, Florida resident?: Yes  
Comments:

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74. Name: Christie Thorsen on 2017-11-01 18:15:20  
Are you an Orange County, Florida resident?: Yes  
Comments:

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75. Name: Chelsea L Johnson on 2017-11-01 18:19:37  
Are you an Orange County, Florida resident?: Yes  
Comments:

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76. Name: Joy mcgruder on 2017-11-01 18:20:47  
Are you an Orange County, Florida resident?: Yes  
Comments:

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77. Name: Cheryl Goldwire on 2017-11-01 18:22:22  
Are you an Orange County, Florida resident?: Yes  
Comments:

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78. Name: Ana Bruder on 2017-11-01 18:25:13  
Are you an Orange County, Florida resident?: Yes  
Comments:

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79. Name: MARIA HADDAD on 2017-11-01 18:26:28  
Are you an Orange County, Florida resident?: Yes  
Comments:

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80. Name: Nichole Frey on 2017-11-01 18:28:30  
Are you an Orange County, Florida resident?: Yes  
Comments: Our children attend IMO currently. This is a wonderful school that gives back to the community regularly. They teach social and environmental responsibility. West Central Florida will benefit from an IMO high school option in multiple ways.

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81. Name: Anastassia Iankova on 2017-11-01 18:36:19  
Are you an Orange County, Florida resident?: Yes  
Comments:

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82. Name: Daniel Jenkins on 2017-11-01 18:39:10  
Are you an Orange County, Florida resident?: Yes  
Comments:

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83. Name: Jasmine Clark on 2017-11-01 18:39:42  
Are you an Orange County, Florida resident?: Yes  
Comments: Amazing school! Best school in Orange County hands down!

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84. Name: Stephanie Bispo on 2017-11-01 18:39:52  
Are you an Orange County, Florida resident?: Yes  
Comments:

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85. Name: Amy Martello on 2017-11-01 18:46:03  
Are you an Orange County, Florida resident?: Yes  
Comments:

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86. Name: Jeffrey R Neuharth on 2017-11-01 18:46:22  
Are you an Orange County, Florida resident?: Yes  
Comments:

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87. Name: Alison Arias on 2017-11-01 18:48:15  
Are you an Orange County, Florida resident?: Yes  
Comments:

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88. Name: Jorge Laos on 2017-11-01 18:51:43  
Are you an Orange County, Florida resident?: Yes  
Comments: Yes, I like to have a Montessori High schools  
For me kids, is wonderful how the teaching  
Thank you

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89. Name: Linda Johnson on 2017-11-01 18:53:50  
Are you an Orange County, Florida resident?: Yes  
Comments:

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90. Name: Lindaliz Torres on 2017-11-01 18:54:52  
Are you an Orange County, Florida resident?: Yes  
Comments:

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91. Name: Alison Osterberg on 2017-11-01 18:56:21  
Are you an Orange County, Florida resident?: Yes  
Comments:

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92. Name: Diana Pratt on 2017-11-01 18:57:41  
Are you an Orange County, Florida resident?: Yes  
Comments:

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93. Name: Alexis Braswell Wheeler on 2017-11-01 18:59:38

Are you an Orange County, Florida resident?: Yes  
Comments:

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94. Name: SHANTELL CALLWOOD on 2017-11-01 19:00:10  
Are you an Orange County, Florida resident?: Yes  
Comments:

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95. Name: Kalima Jackson Wills on 2017-11-01 19:00:45  
Are you an Orange County, Florida resident?: Yes  
Comments: Please keep building the high school.  
Thank you

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96. Name: Rachael Steidley on 2017-11-01 19:02:11  
Are you an Orange County, Florida resident?: Yes  
Comments:

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97. Name: Beth on 2017-11-01 19:02:28  
Are you an Orange County, Florida resident?: Yes  
Comments:

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98. Name: Jason Karcher on 2017-11-01 19:07:49  
Are you an Orange County, Florida resident?: Yes  
Comments: This is a much-needed option!

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99. Name: Jessica Richards on 2017-11-01 19:16:33  
Are you an Orange County, Florida resident?: Yes  
Comments: A valuable addition to high school options in Orange County.

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100. Name: Heidi Scott on 2017-11-01 19:20:33  
Are you an Orange County, Florida resident?: Yes  
Comments: An Orange County public Montessori high school would be an excellent addition to the OCPS system.

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101. Name: Kelly on 2017-11-01 19:22:36  
Are you an Orange County, Florida resident?: Yes  
Comments:

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102. Name: Michelle Mark on 2017-11-01 19:22:45  
Are you an Orange County, Florida resident?: Yes  
Comments:

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103. Name: Katie Martinez on 2017-11-01 19:38:09  
Are you an Orange County, Florida resident?: Yes  
Comments: My kids have been at IMO since it's inception

- 
104. Name: Julie Lewis on 2017-11-01 19:45:50  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
105. Name: Wade Conlan on 2017-11-01 19:48:17  
Are you an Orange County, Florida resident?: Yes  
Comments: The western portion of Orange County needs to rally around this school as an option for their kids. Please build this school!!!
- 
106. Name: Robert Allen on 2017-11-01 19:50:09  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
107. Name: Carole Amendola on 2017-11-01 19:52:12  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
108. Name: Jackie D'Antonio on 2017-11-01 19:54:54  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
109. Name: Eriko Ono on 2017-11-01 19:56:03  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
110. Name: Janice Passos on 2017-11-01 20:05:49  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
111. Name: Carolyn Gallina on 2017-11-01 20:11:19  
Are you an Orange County, Florida resident?: Yes  
Comments: This is a much needed high school option for West Orange County. I fully support a Montessori high school that focuses on the whole child.
- 
112. Name: Mary Paulet-Tam on 2017-11-01 20:14:40  
Are you an Orange County, Florida resident?: Yes  
Comments: We need a Montessori High School it would help so many families. Thank you very much .
- 
113. Name: Mary Paulet on 2017-11-01 20:16:48  
Are you an Orange County, Florida resident?: Yes  
Comments:
-

114. Name: Jean Morrison on 2017-11-01 20:17:57  
Are you an Orange County, Florida resident?: Yes  
Comments: This school is amazing. Please support expansion for our children. Learning by experience and multi sensory is a great way to learn. This school is preparing our children for life and doing a wonderful job. As well as teaching them to be good people and citizens.
- 
115. Name: Gricel Gonzalez on 2017-11-01 20:18:19  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
116. Name: Kemi A Lewis on 2017-11-01 20:26:01  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
117. Name: Danielle Facella on 2017-11-01 20:26:27  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
118. Name: Elice Greenberg on 2017-11-01 20:29:40  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
119. Name: Misty on 2017-11-01 20:33:28  
Are you an Orange County, Florida resident?: Yes  
Comments: What a wonderful addition this would bring to Orange County, Montessori high schools are much needed. And what a relief this would bring to so many parents looking for an alternative high school education for their child as well. It's a win-win for the county and community.
- 
120. Name: Michelle Rinaldi on 2017-11-01 20:39:31  
Are you an Orange County, Florida resident?: No  
Comments:
- 
121. Name: Jane Hilinski on 2017-11-01 20:40:40  
Are you an Orange County, Florida resident?: Yes  
Comments: My 3 children currently go to IMO and a Montessori High School in Orange County is the next step to continuing their journey. So excited for them, the school and the community to get this opportunity!
- 
122. Name: Veronica Boyd on 2017-11-01 20:48:33  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
123. Name: Jennifer Zenkel on 2017-11-01 20:49:21

Are you an Orange County, Florida resident?: Yes  
Comments:

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124. Name: Liz Vergnault on 2017-11-01 20:51:03  
Are you an Orange County, Florida resident?: Yes  
Comments:

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125. Name: Wendi Butterley on 2017-11-01 20:51:41  
Are you an Orange County, Florida resident?: Yes  
Comments:

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126. Name: Jane Hilinski on 2017-11-01 20:57:38  
Are you an Orange County, Florida resident?: Yes  
Comments:

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127. Name: Suzanne Irwin on 2017-11-01 21:03:03  
Are you an Orange County, Florida resident?: Yes  
Comments:

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128. Name: Agnes Bonne on 2017-11-01 21:05:28  
Are you an Orange County, Florida resident?: Yes  
Comments:

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129. Name: Victoria Echevarria on 2017-11-01 21:07:00  
Are you an Orange County, Florida resident?: Yes  
Comments:

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130. Name: Amy LoFiego on 2017-11-01 21:26:52  
Are you an Orange County, Florida resident?: Yes  
Comments:

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131. Name: Chareme Ortiz on 2017-11-01 21:35:26  
Are you an Orange County, Florida resident?: Yes  
Comments:

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132. Name: Brandy Pauline on 2017-11-01 21:51:28  
Are you an Orange County, Florida resident?: Yes  
Comments:

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133. Name: Lynn Midili on 2017-11-01 21:51:56  
Are you an Orange County, Florida resident?: No  
Comments:

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134. Name: janna figuereo on 2017-11-01 21:56:14

Are you an Orange County, Florida resident?: Yes  
Comments:

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135. Name: Joy yappel on 2017-11-01 21:57:28  
Are you an Orange County, Florida resident?: Yes  
Comments:

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136. Name: Kathyuska Flores on 2017-11-01 22:01:36  
Are you an Orange County, Florida resident?: Yes  
Comments:

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137. Name: Mikaeli on 2017-11-01 22:06:24  
Are you an Orange County, Florida resident?: Yes  
Comments:

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138. Name: Lacy L Sokolowsky on 2017-11-01 22:09:26  
Are you an Orange County, Florida resident?: Yes  
Comments:

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139. Name: Suzette DeCambre on 2017-11-01 22:24:20  
Are you an Orange County, Florida resident?: Yes  
Comments:

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140. Name: Doug Hill on 2017-11-01 22:40:56  
Are you an Orange County, Florida resident?: Yes  
Comments:

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141. Name: Kelee Pernell on 2017-11-01 22:42:14  
Are you an Orange County, Florida resident?: Yes  
Comments:

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142. Name: Reyna Rangel on 2017-11-01 23:01:35  
Are you an Orange County, Florida resident?: Yes  
Comments: Having a Montessori high school will be an awesome addition to our community.

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143. Name: Erica Muller on 2017-11-01 23:03:40  
Are you an Orange County, Florida resident?: Yes  
Comments: Winter Garden needs a Montessori high school. Not all kids can learn the same way.

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144. Name: Rod Greenhalgh on 2017-11-01 23:03:44  
Are you an Orange County, Florida resident?: Yes  
Comments:

- 
145. Name: Daniel Penaherrera on 2017-11-01 23:03:51  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
146. Name: Meepani Lynch on 2017-11-01 23:05:25  
Are you an Orange County, Florida resident?: Yes  
Comments: I would love to have my children be able to continue their Montessori education in high school. Innovation Montessori High School is our preferred option.
- 
147. Name: Michael caruth on 2017-11-01 23:19:52  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
148. Name: Tina Woodall on 2017-11-01 23:26:40  
Are you an Orange County, Florida resident?: Yes  
Comments: I would love for my son to be able to go to Innovation Montessori from 6th grade to high school!
- 
149. Name: Dennis Ward on 2017-11-01 23:31:52  
Are you an Orange County, Florida resident?: No  
Comments:
- 
150. Name: Mary-catherine segota on 2017-11-01 23:36:40  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
151. Name: Shellie-Ann Braswell on 2017-11-01 23:38:07  
Are you an Orange County, Florida resident?: Yes  
Comments: Every child learns in his/her own way. Innovation Montessori Ocoee has allowed my 3 daughters to learn in their own, very individual, way. I look forward to the opportunity to continue their education with a Montessori high school.
- 
152. Name: Esteban machuca on 2017-11-01 23:47:11  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
153. Name: Namiko on 2017-11-01 23:55:12  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
154. Name: Julian A Atencio on 2017-11-01 23:58:08  
Are you an Orange County, Florida resident?: Yes  
Comments:



- 
155. Name: Larry Kearns on 2017-11-01 23:58:15  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
156. Name: Danielle Foley on 2017-11-02 00:01:06  
Are you an Orange County, Florida resident?: Yes  
Comments: My children attend IMO. I am so happy that the school is looking at a high school. Every child needs an environment to learn in their own way. How wonderful to have a high school. It will be a great benefit for Orange County. I'm excited and elated.
- 
157. Name: Eda Mendez on 2017-11-02 00:02:53  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
158. Name: Arielle Pandolph-Schmidt on 2017-11-02 00:13:44  
Are you an Orange County, Florida resident?: Yes  
Comments: I have a history of being wary of charter schools, but I have blown away by the ethics, knowledge, care, and professionalism with which IMO is run. If any school deserves a charter, it is this one.
- 
159. Name: kathleen johnson on 2017-11-02 00:17:36  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
160. Name: Mayra Munoz on 2017-11-02 00:18:10  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
161. Name: Dawn Wipfler on 2017-11-02 00:35:45  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
162. Name: Tanya Davies on 2017-11-02 00:37:49  
Are you an Orange County, Florida resident?: No  
Comments:
- 
163. Name: Jessica Gilliard on 2017-11-02 00:40:51  
Are you an Orange County, Florida resident?: Yes  
Comments: This would be an amazing opportunity for the students.
- 
164. Name: Abby Gilliard on 2017-11-02 00:49:35  
Are you an Orange County, Florida resident?: Yes  
Comments:

- 
165. Name: Amy Woelbern on 2017-11-02 00:50:40  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
166. Name: Vicki Rizzo on 2017-11-02 00:51:52  
Are you an Orange County, Florida resident?: No  
Comments: My son attends middle school at IMO and I am an employee.
- 
167. Name: Pamela Goldsmith on 2017-11-02 01:07:58  
Are you an Orange County, Florida resident?: Yes  
Comments: Our son has thrived at Innovation Montessori. We hope that it can be his educational home until he graduates. What an amazing opportunity for our community.
- 
168. Name: Wesley Edouard on 2017-11-02 01:11:22  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
169. Name: James Woelbern on 2017-11-02 01:12:29  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
170. Name: Tiffany Graham on 2017-11-02 01:17:36  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
171. Name: Jenni Smith on 2017-11-02 01:28:55  
Are you an Orange County, Florida resident?: Yes  
Comments: So glad to support this charter and this school. We plan to have both of our children attend!
- 
172. Name: Jamie Marshall on 2017-11-02 01:30:00  
Are you an Orange County, Florida resident?: Yes  
Comments: Orange County needs this innovative high school option. Please support it by signing the petition. Especially my Orange County friends!! Thanks!!
- 
173. Name: Sacha Cesar on 2017-11-02 01:34:49  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
174. Name: Philippe Cesar on 2017-11-02 01:36:19  
Are you an Orange County, Florida resident?: Yes  
Comments:
-

175. Name: robyn rose on 2017-11-02 01:36:32  
Are you an Orange County, Florida resident?: Yes  
Comments: We are hoping that this will happen- We'd love to have this option for our daughter
- 
176. Name: Samantha Wheeler on 2017-11-02 01:36:35  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
177. Name: Morne Brittnell on 2017-11-02 01:45:55  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
178. Name: Kevin Rose on 2017-11-02 01:55:32  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
179. Name: Kimberly Camilleri on 2017-11-02 02:01:18  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
180. Name: Chris Camilleri on 2017-11-02 02:03:03  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
181. Name: Kristen Janke on 2017-11-02 02:12:07  
Are you an Orange County, Florida resident?: Yes  
Comments: My two children have thrived in the Montessori environment. It would be incredible to have this innovative high school available for our community. I fully support this charter.
- 
182. Name: Angela Napoleon Schmidt on 2017-11-02 02:40:55  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
183. Name: Marsha Viviano on 2017-11-02 02:41:42  
Are you an Orange County, Florida resident?: Yes  
Comments: Our son has benefited from his Montessori education. We hope that this innovative high school will be approved so our son can continue in this amazing environment.
- 
184. Name: Nilette Kern on 2017-11-02 03:53:43  
Are you an Orange County, Florida resident?: Yes  
Comments:
-

185. Name: Tom Kern on 2017-11-02 03:56:35  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
186. Name: Amala kurra on 2017-11-02 04:00:39  
Are you an Orange County, Florida resident?: Yes  
Comments: Hands on rearing is good. I am hopeful that we will have a high school to continue.
- 
187. Name: Robert Mullin on 2017-11-02 04:04:16  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
188. Name: Evan Crocket on 2017-11-02 04:42:12  
Are you an Orange County, Florida resident?: Yes  
Comments: Great idea.
- 
189. Name: Amira Shanash on 2017-11-02 06:26:57  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
190. Name: Natalya Divine on 2017-11-02 07:01:34  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
191. Name: Janice Guerrero on 2017-11-02 07:36:32  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
192. Name: Joseph Loveless on 2017-11-02 10:25:18  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
193. Name: Alison Olinger on 2017-11-02 10:53:07  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
194. Name: Melissa Hessert on 2017-11-02 10:57:15  
Are you an Orange County, Florida resident?: Yes  
Comments: This high school will be a wonderful and needed opportunity for students.
- 
195. Name: Cynthia Maners on 2017-11-02 12:25:43  
Are you an Orange County, Florida resident?: Yes  
Comments: I would love to see a High School opportunity for Montessori education in

Orange County.

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196. Name: Casman mosby on 2017-11-02 12:40:35  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
197. Name: Nayda Nunez on 2017-11-02 12:45:18  
Are you an Orange County, Florida resident?: Yes  
Comments: A Montessori High school will be a great addition to our growing community
- 
198. Name: Sarah McCarthy on 2017-11-02 12:56:51  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
199. Name: Valeria Ruiz on 2017-11-02 13:29:40  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
200. Name: Natasha Kelly on 2017-11-02 13:31:11  
Are you an Orange County, Florida resident?: Yes  
Comments: I absolutely love what Innovation Montessori is doing already and would love to see it continue to the high school years. The community will see great benefits from students graduating from this school.
- 
201. Name: Karoline Galvao on 2017-11-02 13:48:29  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
202. Name: Melissa Grey on 2017-11-02 14:02:50  
Are you an Orange County, Florida resident?: Yes  
Comments: This is our first year at the school and we love it!
- 
203. Name: Gavin Gray on 2017-11-02 14:07:54  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
204. Name: David Simpson on 2017-11-02 14:22:47  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
205. Name: Rocky Barra on 2017-11-02 14:53:46  
Are you an Orange County, Florida resident?: Yes  
Comments: Please bring Innovation Montessori High School to West Orange County!

- 
206. Name: Karla Brousseau Head on 2017-11-02 15:23:35  
Are you an Orange County, Florida resident?: Yes  
Comments: I think it would be wonderful for our daughter to be able to be in Montessori for the duration of her school years.
- 
207. Name: Blaine Pitts on 2017-11-02 15:41:44  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
208. Name: Patricia greaves on 2017-11-02 15:55:08  
Are you an Orange County, Florida resident?: No  
Comments:
- 
209. Name: Ryan Blanco on 2017-11-02 16:34:15  
Are you an Orange County, Florida resident?: Yes  
Comments: We could not be happier with our experience at Innovation Montessori. Please allow us the opportunity to continue our children's Montessori education through high school.
- 
210. Name: Olena Portaresco on 2017-11-02 18:45:53  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
211. Name: Chris Naranjo on 2017-11-02 19:15:55  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
212. Name: Amanda Youngblood on 2017-11-02 19:35:28  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
213. Name: Christie Colon on 2017-11-02 20:42:22  
Are you an Orange County, Florida resident?: Yes  
Comments: This high school would be great for the community and a wonderful opportunity for children to continue their montessori education on through their senior year.
- 
214. Name: Christine Foley on 2017-11-02 20:53:34  
Are you an Orange County, Florida resident?: Yes  
Comments: This would be a superb addition to the school district.
- 
215. Name: Irma Soto on 2017-11-02 21:04:19  
Are you an Orange County, Florida resident?: Yes

Comments: Please, grant us the opportunity to continue the great Montessori Education through high school ! thanks !!!!!!!

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216. Name: SHELLY E DIEZ on 2017-11-02 21:10:06  
Are you an Orange County, Florida resident?: Yes  
Comments:

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217. Name: Nelson Soto on 2017-11-02 21:19:40  
Are you an Orange County, Florida resident?: Yes  
Comments:

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218. Name: Cheryl King on 2017-11-02 22:13:13  
Are you an Orange County, Florida resident?: Yes  
Comments: I currently pay for private Montessori school and would love to have another option

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219. Name: Beth Ross on 2017-11-02 23:02:18  
Are you an Orange County, Florida resident?: Yes  
Comments:

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220. Name: Carrie Wilson on 2017-11-02 23:28:27  
Are you an Orange County, Florida resident?: Yes  
Comments: Hoping and praying we get this amazing high school for our children! My daughter was in the Kindergarten class the first year the school opened and is now in her 6th grade year at this school and we love it!!

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221. Name: refugio garcia on 2017-11-02 23:51:11  
Are you an Orange County, Florida resident?: Yes  
Comments:

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222. Name: Johanna M Caban on 2017-11-03 01:33:01  
Are you an Orange County, Florida resident?: Yes  
Comments: Would love to have a high School with the Montessori system

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223. Name: Ivan passalacqua on 2017-11-03 02:20:14  
Are you an Orange County, Florida resident?: Yes  
Comments:

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224. Name: Nur Zulkefli on 2017-11-03 02:28:05  
Are you an Orange County, Florida resident?: No  
Comments:

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225. Name: steve hannon on 2017-11-03 02:46:23  
Are you an Orange County, Florida resident?: Yes

Comments:

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226. Name: Suzanne Wallis on 2017-11-03 04:26:16  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
227. Name: Christina Thorpe-Rogers on 2017-11-03 05:21:17  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
228. Name: Amanda Haynes on 2017-11-03 05:54:05  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
229. Name: Javi Pass on 2017-11-03 11:26:03  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
230. Name: Steven Wallis on 2017-11-03 12:11:17  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
231. Name: Heather Higgins on 2017-11-03 12:46:28  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
232. Name: SCOT ELLIS on 2017-11-03 13:00:44  
Are you an Orange County, Florida resident?: No  
Comments: My nephew lives near there and needs a good school.
- 
233. Name: JACQUELINE ANDRIES on 2017-11-03 14:05:55  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
234. Name: Marjorie Christino on 2017-11-03 15:56:43  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
235. Name: Tara Richardson on 2017-11-03 16:07:27  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
236. Name: Dana Gant on 2017-11-03 17:35:40  
Are you an Orange County, Florida resident?: Yes



Comments:

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237. Name: Antonia Garcia on 2017-11-03 17:56:07  
Are you an Orange County, Florida resident?: Yes  
Comments: Definitely, a Montessori High School will be a great addition to our Orange County community!

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238. Name: Noel Zenon on 2017-11-03 17:58:53  
Are you an Orange County, Florida resident?: Yes  
Comments:

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239. Name: Lara Antique on 2017-11-03 19:38:56  
Are you an Orange County, Florida resident?: No  
Comments:

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240. Name: Kemonni Jackson on 2017-11-03 21:05:19  
Are you an Orange County, Florida resident?: Yes  
Comments:

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241. Name: Jennifer Olesen on 2017-11-03 21:07:03  
Are you an Orange County, Florida resident?: Yes  
Comments:

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242. Name: Matt T on 2017-11-03 21:39:11  
Are you an Orange County, Florida resident?: No  
Comments:

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243. Name: Janina Barwick on 2017-11-03 22:00:36  
Are you an Orange County, Florida resident?: No  
Comments:

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244. Name: Gerald Osterberg on 2017-11-03 22:57:10  
Are you an Orange County, Florida resident?: Yes  
Comments:

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245. Name: Heather Morehead on 2017-11-03 23:22:44  
Are you an Orange County, Florida resident?: Yes  
Comments:

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246. Name: Rachel Smith on 2017-11-04 01:06:09  
Are you an Orange County, Florida resident?: Yes  
Comments:

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247. Name: Eve Pafford on 2017-11-04 11:13:19

Are you an Orange County, Florida resident?: Yes  
Comments:

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248. Name: Sarah Gatenby on 2017-11-04 14:26:32  
Are you an Orange County, Florida resident?: Yes  
Comments:

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249. Name: Lisa Edwards on 2017-11-04 15:11:16  
Are you an Orange County, Florida resident?: Yes  
Comments: We are highly in favor of having a Montessori charter high school in Orange County! Innovation Montessori Ocoee is a wonderful program.

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250. Name: Abbi Crocket on 2017-11-04 15:23:10  
Are you an Orange County, Florida resident?: Yes  
Comments:

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251. Name: Brandi Smith on 2017-11-04 15:43:35  
Are you an Orange County, Florida resident?: Yes  
Comments:

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252. Name: Raquel Calvert on 2017-11-04 19:38:23  
Are you an Orange County, Florida resident?: Yes  
Comments:

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253. Name: El en Dunbar on 2017-11-05 00:14:34  
Are you an Orange County, Florida resident?: No  
Comments:

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254. Name: Matt Irwin on 2017-11-05 02:07:14  
Are you an Orange County, Florida resident?: Yes  
Comments:

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255. Name: Frank Echevarria on 2017-11-05 03:41:51  
Are you an Orange County, Florida resident?: Yes  
Comments: Make this happen

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256. Name: Tanisha on 2017-11-05 15:05:02  
Are you an Orange County, Florida resident?: Yes  
Comments:

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257. Name: Oscar Anzola on 2017-11-05 15:12:34  
Are you an Orange County, Florida resident?: Yes  
Comments: We love Innovation Montessori, and we are thrilled that a High School could be a reality for the kids.

- 
258. Name: Jessica Ferguson on 2017-11-05 15:35:53  
Are you an Orange County, Florida resident?: Yes  
Comments: My kids go to this school and i love them. My kids want there to be a high school
- 
259. Name: Nathan Gilliard on 2017-11-05 15:36:59  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
260. Name: Keyla Robles on 2017-11-05 17:04:31  
Are you an Orange County, Florida resident?: Yes  
Comments: This high school will be a dream come true. Let's make it happen!!!
- 
261. Name: Sandra Jones on 2017-11-05 17:15:41  
Are you an Orange County, Florida resident?: No  
Comments: I have relatives who do
- 
262. Name: Myrna Montanez on 2017-11-05 17:29:53  
Are you an Orange County, Florida resident?: Yes  
Comments: We love IMO
- 
263. Name: Elvin Gonzalez on 2017-11-05 19:05:29  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
264. Name: Michelle Caruth on 2017-11-05 19:25:11  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
265. Name: April Zurek on 2017-11-05 20:11:36  
Are you an Orange County, Florida resident?: Yes  
Comments: Innovation Montessori High School would be an excellent choice for parents and students in Orange County!
- 
266. Name: Stephen Anderson on 2017-11-06 15:36:43  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
267. Name: Ryan Skipper on 2017-11-06 15:44:47  
Are you an Orange County, Florida resident?: Yes  
Comments:
- 
268. Name: Alundra Gibbs on 2017-11-06 16:00:16

Are you an Orange County, Florida resident?: Yes  
Comments:

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269. Name: Ashley on 2017-11-06 16:55:12  
Are you an Orange County, Florida resident?: Yes  
Comments:

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270. Name: cindy perez on 2017-11-06 16:57:53  
Are you an Orange County, Florida resident?: Yes  
Comments:

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271. Name: cindy perez on 2017-11-06 16:57:54  
Are you an Orange County, Florida resident?: Yes  
Comments:

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272. Name: Antonia Garcia on 2017-11-06 18:57:47  
Are you an Orange County, Florida resident?: Yes  
Comments:

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273. Name: Iris rosario on 2017-11-06 19:12:54  
Are you an Orange County, Florida resident?: Yes  
Comments:

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274. Name: Hilda Going on 2017-11-06 19:26:20  
Are you an Orange County, Florida resident?: Yes  
Comments:

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275. Name: Janelle Keener on 2017-11-06 20:26:06  
Are you an Orange County, Florida resident?: Yes  
Comments:

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276. Name: Nathan Chase on 2017-11-06 20:28:32  
Are you an Orange County, Florida resident?: Yes  
Comments:

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277. Name: Andrea Stanislavova on 2017-11-06 23:12:02  
Are you an Orange County, Florida resident?: Yes  
Comments:

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278. Name: Bradford Edwards on 2017-11-07 01:58:34  
Are you an Orange County, Florida resident?: Yes  
Comments:

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279. Name: Julie Skirkanich on 2017-11-07 14:11:33

Are you an Orange County, Florida resident?: No  
Comments:

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280. Name: Luciana Gasset on 2017-11-07 18:29:43  
Are you an Orange County, Florida resident?: Yes  
Comments:

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281. Name: Keith Guy on 2017-11-08 01:21:50  
Are you an Orange County, Florida resident?: No  
Comments: It is great idea for our grandchildren

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282. Name: Paulette Anderson on 2017-11-08 04:01:02  
Are you an Orange County, Florida resident?: Yes  
Comments:

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283. Name: Kristin Chase on 2017-11-08 11:48:25  
Are you an Orange County, Florida resident?: Yes  
Comments:

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284. Name: Antonia García on 2017-11-08 13:41:38  
Are you an Orange County, Florida resident?: Yes  
Comments:

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285. Name: Michelle Finley on 2017-11-08 14:44:54  
Are you an Orange County, Florida resident?: Yes  
Comments:

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286. Name: Kerry-Ann McLean on 2017-11-08 14:54:24  
Are you an Orange County, Florida resident?: Yes  
Comments:

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287. Name: Kimberley L Martin on 2017-11-08 14:57:45  
Are you an Orange County, Florida resident?: Yes  
Comments:

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288. Name: Cassandra Lilly on 2017-11-08 16:26:44  
Are you an Orange County, Florida resident?: Yes  
Comments:

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289. Name: Kenia Luna on 2017-11-08 20:59:49  
Are you an Orange County, Florida resident?: Yes  
Comments: My daughter need Montessori high school

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290. Name: Salena Burden on 2017-11-08 21:39:03

Are you an Orange County, Florida resident?: Yes

Comments:

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291. Name: Peggy Shenefield on 2017-11-08 23:13:11  
Are you an Orange County, Florida resident?: Yes  
Comments: IMO is a wonderful place for children to learn and grow, so allowing them to continue their Montessori education throughout high school would be an amazing option for them.

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292. Name: Brianne Griffis on 2017-11-08 23:14:33  
Are you an Orange County, Florida resident?: Yes  
Comments:

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293. Name: Crystal Pitts on 2017-11-09 00:38:06  
Are you an Orange County, Florida resident?: Yes  
Comments:

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294. Name: Rachelle Dormevil on 2017-11-09 10:41:11  
Are you an Orange County, Florida resident?: Yes  
Comments:

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295. Name: Beth Colley on 2017-11-10 19:26:59  
Are you an Orange County, Florida resident?: Yes  
Comments:

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296. Name: Florence Lowe on 2017-11-11 13:33:56  
Are you an Orange County, Florida resident?: No  
Comments:

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297. Name: Brooke Weiss on 2017-11-11 15:32:11  
Are you an Orange County, Florida resident?: Yes  
Comments:

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298. Name: Alejandro Salas-Weiss on 2017-11-11 15:45:18  
Are you an Orange County, Florida resident?: Yes  
Comments:

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299. Name: AMY Harrington-Elo on 2017-11-11 16:42:24  
Are you an Orange County, Florida resident?: Yes  
Comments:

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300. Name: Joanna Leslie on 2017-11-11 19:43:10  
Are you an Orange County, Florida resident?: Yes  
Comments: Yes! This is an excellent option for parents that have children who thrive in

the Montessori environment.

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301. Name: Jessica on 2017-11-11 19:58:19  
Are you an Orange County, Florida resident?: Yes  
Comments:

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302. Name: Sean Viviano on 2017-11-12 01:26:31  
Are you an Orange County, Florida resident?: Yes  
Comments:

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303. Name: Kimberly Fletcher on 2017-11-12 08:49:29  
Are you an Orange County, Florida resident?: Yes  
Comments:

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304. Name: David Fletcher on 2017-11-12 08:51:01  
Are you an Orange County, Florida resident?: Yes  
Comments:

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305. Name: Karen Faust on 2017-11-12 15:45:04  
Are you an Orange County, Florida resident?: Yes  
Comments: My kids attended Hope Charter. Another amazing charter school would serve our county.

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306. Name: Sandras on 2017-11-13 01:30:00  
Are you an Orange County, Florida resident?: Yes  
Comments:

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307. Name: Heather Johnson on 2017-11-13 04:38:31  
Are you an Orange County, Florida resident?: Yes  
Comments:

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308. Name: Gladys Gonzalez on 2017-11-15 20:33:28  
Are you an Orange County, Florida resident?: No  
Comments:

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309. Name: Alicia Craig on 2017-11-16 05:10:37  
Are you an Orange County, Florida resident?: Yes  
Comments:

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310. Name: Dawn on 2017-11-16 14:52:07  
Are you an Orange County, Florida resident?: Yes  
Comments:

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311. Name: Nina Martin on 2017-11-16 22:11:20

Are you an Orange County, Florida resident?: Yes  
Comments: Charter Schools are a wonderful option for families seeking great school programs. And Montessori is an incredible learning environment.

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312. Name: Janifer Ellis on 2017-11-17 00:45:51  
Are you an Orange County, Florida resident?: No  
Comments: My grandson would be at this school

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313. Name: Jorge Godinez on 2017-11-17 11:09:45  
Are you an Orange County, Florida resident?: Yes  
Comments:

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314. Name: Susan Ferguson on 2017-11-18 15:15:20  
Are you an Orange County, Florida resident?: Yes  
Comments: My nephew and nieces attend this school and we want a high school too.

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315. Name: Jorge Hernandez on 2017-11-18 15:18:34  
Are you an Orange County, Florida resident?: Yes  
Comments:

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316. Name: Valerie Ramer on 2017-11-21 01:28:08  
Are you an Orange County, Florida resident?: Yes  
Comments:

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317. Name: Joumana Moukaddam on 2017-11-21 01:48:08  
Are you an Orange County, Florida resident?: Yes  
Comments:

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318. Name: Nathan Gilliard on 2017-11-23 03:44:29  
Are you an Orange County, Florida resident?: Yes  
Comments: My kids attend and we want a hs

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Innovation  
**Montessori**  
—High School—

**Appendix V: Draft rental agreement or lease for facility**



## Commercial Lease Agreement

This Commercial Lease Agreement ("Lease") is made and effective 06/1/2018 by and between innovation Montessori Ocoee [**Landlord**] ("Landlord") and innovation Montessori High School [**Tenant**] ("Tenant").

Landlord is the owner of land and improvements commonly known and numbered as 1644 North Lakewood Avenue, Ocoee, FL 34761 and legally described as follows (the "Building"): IMO Main Building, outdoor spaces, and MP room.

Landlord makes available for lease a portion of the Building designated as H.S. Space

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth.

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

### 1. Term.

A. Landlord hereby leases the Leased Premises to Tenant, and Tenant hereby leases the same from Landlord, for an "Initial Term" beginning **June 1, 2018** and ending **August 31, 2020**. Landlord shall use its best efforts to give Tenant possession as nearly as possible at the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

B. Tenant may renew the Lease for one extended term of **One Year**. Tenant shall exercise such renewal option, if at all, by giving written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term. The renewal term shall be at the rental set forth below and otherwise upon the same covenants, conditions and provisions as provided in this Lease.

### 2. Rental.

A. Tenant shall pay to Landlord during the Initial Term rental of **\$12,000** per year, payable in installments of **\$1,000** per month, if covered by IMHS's Capital Outlay share. Any, and all, remaining amount will be accrued until IMHS is able to repay the accrued rent. IMHS will commence regular monthly rental payments when funds become available through Capital Outlay or operations. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at **1644 North Lakewood Avenue, Ocoee, FL 34761** or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis. Tenant shall also pay to Landlord a "Security Deposit" in the amount of **\$0**.

### 3. Use

Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables or other inherently dangerous substance, chemical, thing or device.



#### **4. Sublease and Assignment.**

Tenant shall have the right without Landlord's consent, to assign this Lease to a corporation with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

#### **5. Repairs.**

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

#### **6. Alterations and Improvements.**

Tenant, at Tenant's expense, shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that all damage to the Leased Premises caused by such removal shall be repaired by Tenant at Tenant's expense.

#### **7. Property Taxes.**

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

#### **8. Insurance.**

A. If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act or negligence of Tenant or any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

B. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

C. Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the respective activities of each in the Building with the premiums thereon fully paid on or before due date, issued by and binding upon some insurance company approved by Landlord, such insurance to afford minimum protection of not less than \$1,000,000



combined single limit coverage of bodily injury, property damage or combination thereof. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building.

#### 9. **Utilities.**

Tenant shall pay all charges for water, sewer, gas, electricity, telephone and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. In the event that any utility or service provided to the Leased Premises is not separately metered, Landlord shall pay the amount due and separately invoice Tenant for Tenant's pro rata share of the charges. Tenant shall pay such amounts within fifteen (15) days of invoice. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilizes excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

#### 10. **Signs.**

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

#### 11. **Entry.**

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

#### 12. **Parking.**

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas within the Building or in reasonable proximity thereto, for Tenant and Tenant's agents and employees. Tenant shall provide Landlord with a list of all license numbers for the cars owned by Tenant, its agents and employees. Separated structured parking, if any, located about the Building is reserved for tenants of the Building who rent such parking spaces. Tenant hereby leases from Landlord.



### 13. **Building Rules.**

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing. The initial rules for the Building are attached hereto as Exhibit "A" and incorporated herein for all purposes.

### 14. **Damage and Destruction.**

Subject to Section 8 A. above, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

### 15. **Default.**

If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord, or if default shall be made in any of the other covenants or conditions to be kept, observed and performed by Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

### 16. **Quiet Possession.**

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

### 17. **Condemnation.**

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for



any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

**18. Subordination.**

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

**19. Security Deposit.**

The Security Deposit shall be held by Landlord without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of rental or a measure of Landlord's damages in case of default by Tenant. Unless otherwise provided by mandatory non-waivable law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

**20. Notice.**

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

Innovation Montessori Ocoee  
1644 North Lakewood Avenue | Ocoee, FL 34761 | 407.654.2045  
www.innovationmontessori.com



Innovation Montessori Ocoee

1644 North Lakewood Avenue, Ocoee, FL 34761

If to Tenant to:

Innovation Montessori High School

1644 North Lakewood Avenue, Ocoee, FL 34761

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

21. **Brokers.**

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

22. **Waiver.**

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

23. **Memorandum of Lease.**

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

24. **Headings.**

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

25. **Successors.**

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

26. **Consent.**

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

27. **Performance.**

If there is a default with respect to any of Landlord's covenants, warranties or representations under this Lease, and if the default continues more than fifteen (15) days after notice in writing from Tenant to Landlord specifying the default, Tenant may, at its option and without affecting any other remedy

Innovation Montessori Ocoee

1644 North Lakewood Avenue | Ocoee, FL 34761 | 407.654.2045

[www.innovationmontessori.com](http://www.innovationmontessori.com)



hereunder, cure such default and deduct the cost thereof from the next accruing installment or installments of rent payable hereunder until Tenant shall have been fully reimbursed for such expenditures, together with interest thereon at a rate equal to the lesser of twelve percent (12%) per annum or the then highest lawful rate. If this Lease terminates prior to Tenant's receiving full reimbursement, Landlord shall pay the unreimbursed balance plus accrued interest to Tenant on demand.

28. **Compliance with Law.**

Tenant shall comply with all laws, orders, ordinances and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

29. **Final Agreement.**

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

30. **Governing Law.**

This Agreement shall be governed, construed and interpreted by, through and under the Laws of the State of Florida.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

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**[Landlord] Signature Block**

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**[Tenant] Signature Block**



LEASE AGREEMENT

BY AND BETWEEN

Charter OC Orlando, LLC, a Florida limited liability company  
(as Landlord)

AND

XXXXXXXXXXXXXXXXX., a Florida For Profit Corporation  
(as Tenant)

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**LEASE AGREEMENT**

THIS LEASE AGREEMENT, (this "**Lease**"), is dated and effective as of \_\_\_\_\_, 2017, by and between **CHARTER OC ORLANDO, LLC**, a Florida limited liability company ("**Landlord**"), and **XXXXXXXXXXXXXXXXXX, a Florida For Profit Corporation** ("**Tenant**").

**ARTICLE 1                    BASIC LEASE INFORMATION, DEFINITIONS AND EXHIBITS**

The following basic lease information, definitions and exhibits are incorporated into and made a part of this Lease. Each reference in this Lease to any information, definitions and exhibits contained in this Section shall mean and refer to the information, definitions and exhibits hereinafter set forth.

(a)     **Premises / Project: Premises:** That certain portion of the existing building upon the land described in **EXHIBIT "A" (LEGAL DESCRIPTION)**, the precise location within said existing building as more particularly depicted in **EXHIBIT "C" (SITE PLAN)**. **Project:** The development (primarily internal substantial renovation of the existing building) in substantial conformity with the floor plans, site plan, and Landlord's Work as set forth in **EXHIBIT "D" (FLOOR PLANS)** and **EXHIBIT "E" (LANDLORD'S WORK)**, respectively, for a public charter school facility. There is approximately 72,000 square feet of school facility and classrooms, but the rents and other sums due hereunder shall not be reduced if the square footage is less or more than the said estimate. Any reference to a Phase II in the exhibits or building plans, if any, are not included in this Lease and Tenant shall have no rights in respect thereof; however, if Tenant, in Landlord's sole discretion, reaches certain enrollment and other benchmarks and if Landlord approves the construction costs and cost benefit analysis, and if Tenant notifies Landlord by August 15, 2017 that Tenant has interest in expanding and constructing a Phase II, then Landlord agrees to negotiate in good faith with Tenant in respect of such Phase II expansion; but notwithstanding, Tenant agrees that expansion is not a requirement for the effectiveness, validity or continued effectiveness or validity of this Lease.

(b)     **Lease Term:** The Lease Term is twenty-five (25) years starting on the August 1, 2018 and expiring on August 1, 2043 ("Expiration Date").

(c)     **Effective Date:** The date set forth at the top of this Lease unless no date is entered in which case the Effective Date of this Lease shall be the date last signed by Landlord and Tenant.

(d)     **Base Rent and Escalation:** The Base Rent, plus all applicable sales taxes (and the applicable rent increases as described in Article 1(f) below) shall be based on a Rent Per Student Per Year Charge with imputed minimum amounts of students and excess charges per the amount of students enrolled in excess of the imputed minimum amount of student figures, as follows:

in the following annual amounts in United States Dollars, but payable in twelve equal monthly installments per Lease Year:

Lease Year 1:

Minimum Imputed	Base Rent Per Student	Total Base Rent
Amount of Students	Per Year Charge	Per Year

Lease Year 1: 655	\$1,075	=	\$704,125.00, plus \$1,075 per student enrolled in excess thereof
Lease Year 2: 800	\$1,075	=	\$860,000.00, plus \$1,075 per student enrolled in excess thereof, plus the Article 1(f) rent increase over Lease Year 1

FF&E Rental: In addition to the Premises, Tenant hereby leases from Landlord, on and for the entire Term of this Lease, including during any Option Periods, on an “AS-IS, WHERE-IS BASIS AND WITH ALL FAULTS AND DEFECTS” and without representation or warranty of any kind, all of which are hereby disclaimed and waived to the maximum extent permitted by law, the Fixtures, Furnishings & Equipment (FF&E) shown on **Exhibit “F”** (the FF&E will be purchased by Tenant and reimbursed by Landlord upon presentation of invoices and supporting documentation; further, to the extent Tenant wishes to deviate from the exhibit list of FF&E in the purchase thereof, Tenant shall be permitted to do so if the alternative item to be purchased is a good faith purchase to be used only for the benefit of the Tenant’s school operations at the Premises; Landlord’s reimbursement obligations shall not exceed \$750,000.00 with respect to the acquisition of FF&E) attached hereto and incorporated herein by reference. Tenant shall not remove the FF&E from the Premises unless required by law or emergency and shall notify Landlord of same in writing in advance. Landlord has no obligation to maintain, repair or replace any of the FF&E and is no liable or responsible for any damage, destruction or theft thereof. Tenant is obligated to maintain, repair and replace the FF&E and is obligated to Landlord for damage, destruction or theft thereof. Tenant has no right to, and shall not attempt to, sell or dispose of the FF&E and shall not pledge same for any loan or other obligation of Tenant. As consideration for the rental of the FF&E, Tenant unconditionally and absolutely agrees to pay Landlord, in addition to the other rental sums required by this Lease, the annual sum of \$75,000.00 per year, plus applicable sales taxes, due and payable as of the Rent Commencement Date and on each and every month thereafter for the entire Term of this Lease including all Option Periods, except that the \$75,000.00 shall increase annually based on the increase in the BSA (defined below).

(e) **Additional Rent:** Any and all sums payable to Landlord by Tenant under the Lease other than Base Rent. Tenant must pay to Landlord all applicable sales taxes on the Base Rent and Additional Rent. Base Rent and Additional Rent are referred to collectively as “**Rent**”.

(f) **Rent Increase:** Commencing on Lease Year 2, and upon each anniversary thereafter during the Lease Term, including exercised Option Periods (if any), the Rent Per Student Per Year Charge shall increase each year based on the following formula: the Rent Per Student Per Year Charge multiplied by the increase in the Base Student Allocation (BSA). The Rent Per Student Per Year Charge shall never decrease from the prior year’s Rent Per Student Per Year Charge, irrespective of whether there is a negative BSA, and a negative BSA shall never be rolled over into the subsequent years and averaged with positive BSAs. A negative BSA shall simply indicate that no increase in Rent Per Student Per Year Charge is applicable for that particular Lease Year and the prior year’s Rent Per Student Per Year Charge shall remain unchanged. Accordingly, any increase in Rent Per Student Per Year Charge shall set the new floor under which subsequent year’s Rent Per Student Per Year Charge shall not fall below. If the BSA is no longer available, then the CPI-U will be used to determine the annual rent increases. References to increases to the prior “Year” in the rent table above mean the total rent due for the prior “Lease Year”.

(g) **Tenant Notice Address:** Tenant's Notice Address shall be 6965 Piazza Grande Ave, Suite 305, Orlando, FL 32835, unless Tenant shall change said address by providing not less than ten (10) days prior written notice to Landlord as to the new address.

(h) **Landlord Notice Address:** Landlord's Notice Address shall be 11950 West Country Club Dr. Suit# 800, Aventura, FL 33180, unless Landlord shall change said address by providing not less than ten (10) days prior written notice to Tenant as to the new address.

(i) **Permitted Use:** Public charter school, school, educational or training facility.

(j) **Invitee:** Any invitee, agent, employee, subtenant, assignee, contractor, client, family member, licensee, customer or guest.

(k) **Default Rate:** An annual rate of interest equal to the maximum permitted by law, not to exceed eighteen percent (18%) per annum.

(l) **Attorney Fees:** Any reasonable attorneys' fees and costs (including actual court costs) incurred in connection with this Lease including pre-and post-litigation, appeals and bankruptcy attorneys' fees and costs.

(m) **Affiliate:** Any person or entity directly or indirectly controlling, controlled by or under common control.

(n) **Laws:** All federal, state and local laws, statutes, rules, regulations, ordinances, codes, orders, decrees, injunctions, judgments or other requirements of any governmental authority now or hereafter in effect and Environmental Law (hereinafter defined).

(o) **Environmental Law:** All federal, state and local laws, statutes, rules, regulations, ordinances, codes, orders, decrees, injunctions, judgments or other requirements of any governmental authority now or hereafter in effect and all the orders or recommendations of any insurance underwriters, safety engineers, and loss prevention consultants as may from time to time be consulted by Landlord relating to the environment, environmental conditions, industrial hygiene or public health or safety or to any Hazardous Material (including, without limitation, CERCLA, 42 U.S.C. '9601 etseq., the Resource Conservation and Recovery Act of 1976, 42 U.S.C. '6901 etseq., Hazardous Materials Transportation Act, 49 U.S.C. '1801 etseq., the Federal Water Pollution Control Act, 33 U.S.C. '1251 etseq., the Clean Air Act, 33 U.S.C. '7401 etseq., the Toxic Substances Control Act, 15 U.S.C. '2601 etseq., the Safe Drinking Water Act, 42 U.S.C. '300f etseq., the Emergency Planning and Community Right-To-Know Act, 42 U.S.C. '1101 etseq., the Occupational Safety and Health Act, 29 U.S.C. '651 etseq., and any so-called "Super Fund" or "Super Lien" law).

## **ARTICLE 2 PREMISES**

2.1 Tenant leases the Premises from Landlord for the term and upon the conditions and covenants set forth in this Lease. This is a single tenant triple net lease.

## **ARTICLE 3 LEASE TERM**

3.1 Tenant confirms that this Lease is fully effective as of, and shall commence as of, the Effective Date of this Lease and fully enforceable against Tenant, and Tenant has no right to terminate or cancel this Lease, and this Lease shall expire on the Expiration Date. The Lease Term shall also include any permitted and exercised Option Term or other renewal or extension of the term of this Lease, as applicable.

#### **ARTICLE 4 BASE RENT AND PAYMENT OF RENT**

4.1 Tenant shall pay Landlord the applicable annual Base Rent, and same shall be due, in equal monthly installments, plus all applicable sales tax, in advance, commencing on the Effective Date, and on the first day of each calendar month thereafter throughout the Lease Term. In addition, if the Effective Date is not the first day of a month, then the Base Rent for the period from the Effective Date until the first day of the following month shall be prorated on a per diem basis at the rate of one-thirtieth (1/30th) of the monthly installment of the Base Rent payable during the first Lease Year, and Tenant shall pay to Landlord such prorated installment of the Base Rent on the Effective Date.

4.2 All Rent payable by Tenant under this Lease shall be paid to Landlord in legal tender of the United States, without prior notice or demand and without setoff, deduction or counterclaim, at the Landlord Notice Address, or to such other party or such other address as Landlord may designate in writing from time to time. Any payment by Tenant of less than the total Rent due shall be treated as a default and payment on account. Acceptance, negotiation and deposit of any check bearing an endorsement, or accompanied by a letter of Tenant stating, that such amount constitutes "payment in full" (or terms of similar import) shall not be, and Tenant hereby waives any claim or defense based on, an accord and satisfaction or a novation, and such statement shall be given no effect. Landlord may accept any check without waiver of or prejudice to any rights or remedies which Landlord may have against Tenant or anyone else.

4.3 If any installment of Base Rent is not paid within five (5) calendar days of the date on which it is due, or if any Additional Rent or other sum payable under this Lease is not paid within ten (10) calendar days of the date on which it is due, regardless of whether such failure shall constitute a default, Tenant shall immediately pay to Landlord a late fee in an amount equal to \$2,000.00 to defray the expenses incurred by Landlord in handling and processing the delinquent payment. Tenant's first late payment in any given Lease Year shall not be assessed the late fee. Further, if Tenant can prove that the delinquent payment resulted purely from internal bank error of Tenant's institutional banking institution outside of the control of the Tenant, then the late fee will be waived for that occasion.

4.4 If any Rent payable by Tenant under this Lease is paid by a check which is dishonored by Tenant's bank, then, in addition to all other rights and remedies of Landlord hereunder, Landlord shall be entitled to impose a returned check charge of Fifty Dollars (\$50.00) (unless prohibited by law) to cover Landlord's administrative expenses and overhead for processing and may require that all future payments of Rent be remitted by wire transfer, money order, or cashier's certified check.

4.5 For purposes of this Lease, the term "**Real Estate Taxes**" shall mean (1) all real estate taxes, vault and/or public space rentals, rates and assessments (including general and special assessments, if any) which are imposed upon Landlord or assessed against the Premises including the annual County property tax bill issued each November of each year, (2) any other present or future taxes or governmental charges that are imposed upon Landlord or assessed against the Premises which are in the nature of or in substitution for real estate taxes, including business improvement district taxes, and any tax levied on or

measured by the rents payable by Tenant, and (3) expenses (including Attorney Fees) incurred in reviewing, protesting or seeking a reduction of real estate taxes, whether or not such protest or reduction is ultimately successful. Tenant shall pay any business, rent or other taxes, including sales taxes and Real Estate Taxes, or fees that are now or hereafter levied, assessed or imposed upon Tenant's use or occupancy of the Premises, the conduct of Tenant's business at the Premises, or Tenant's equipment, fixtures, furnishings, inventory or personal property. If any such tax or fee is enacted or altered so that such tax or fee is levied against Landlord or so that Landlord is responsible for collection or payment thereof, then Tenant shall pay as Additional Rent the amount of such tax or fee within ten (10) calendar days after receipt of a statement therefor from Landlord. Tenant further agrees to pay monthly to Landlord, as Additional Rent, any sales, use or other tax, or any imposition in lieu thereof (excluding state and/or federal income tax) now or hereafter imposed upon the Rent, use or occupancy of the Premises by the United States of America, the State of Florida, the county in which the Premises is located by or any governmental agency or political subdivision thereof, notwithstanding the fact that such statutes, ordinance or enactment imposing the same may impose the tax on Landlord. Notwithstanding any other provision of this Lease with respect to the timing of payments of Additional Rent, Tenant shall pay the taxes and/or impositions described in this paragraph monthly and together with its payments of Base Rent. Tenant is responsible for paying all real estate and property taxes for the Premises (i.e., this means the Tenant will pay all amounts due or payable in the County's annual property tax bill). Tenant indicated that the real property and its improvements will be exempt from payment of Real Estate Taxes pursuant to Section 196.1983, Florida Statutes. To the extent this is the case, the Tenant will be relieved of the obligation to pay such Real Estate Taxes. However, it shall be Tenant's obligation to supply Landlord with the appropriate exemption filing forms, in properly completed format, for Landlord to execute (presuming Landlord can truthfully certify the requested information). Landlord will provide all reasonably required cooperation to Tenant in order to obtain said exemption from the payment of Real Estate Taxes, and Tenant will file such documents with the appropriate authorities. If the exemption is granted, then Tenant is relieved of paying for such exempted Real Estate Taxes. If, however, the exemption is not granted, or is granted and then later retracted, then Tenant's obligation to pay the Real Estate Taxes remains in effect. If there is no exemption, Tenant must pay the full amount when due and payable with the maximum discount for early payment. Tenant's relief from the payment of the Real Estate Taxes or any other taxes is only to the extent of the applicable exemption. If the exemption is achieved, Landlord will promptly notify the Tenant by affidavit and pass on the full benefit of the exemption, which means that Landlord will not collect this exempted sum from Tenant. Tenant understands, acknowledges and agrees that no other benefit, credit or discount to Tenant is expected or proper other than Tenant's relief from payment of the exempted taxes.

## **ARTICLE 5 TRIPLE NET LEASE**

TRIPLE NET LEASE. This Lease is a "triple net lease" and the Base Rent and Additional Rent to be paid hereunder by Tenant will be received by Landlord without any deduction, offset, counterclaim, recoupment, abatement, suspension, deferment, reduction, defense or setoff whatsoever by Tenant, and free and clear of any and all expenses, costs, impositions, taxes, assessments, liens or charges of any nature whatsoever. Tenant accepts the Premises in "as is" condition and subject to all matters of record and all matters which would be disclosed by an accurate ALTA survey of the Premises, and Landlord shall not be required to make any expenditure, incur any obligation, or incur any liability of any kind whatsoever in connection with this Lease or the ownership, maintenance, operation or repair of the Premises all of which obligations shall be the liability and responsibility of the Tenant. Tenant shall in no event be entitled to any abatement of or reduction in rent payable under this Lease. Any present or future law to the contrary shall not alter this agreement of the parties. Except as otherwise expressly provided

herein, Tenant shall have no right and hereby waives all rights which it may have under any law to quit, terminate or surrender this Lease or the Premises.

## **ARTICLE 6                    OPERATING CHARGES**

It is the intention of this Lease to pass on to Tenant during the Term all costs and expenses relating to the ownership and operation of the Premises. If Tenant shall fail to pay all such costs and expenses, such occurrence at Landlord's option shall constitute an event of default hereunder. Tenant shall pay all of the operating charges and expenses for or related to the Premises and/or the use of the Premises during the Lease Term, including without limitation all charges, payments and expenses related any restrictive or declaration of covenants as well as any applicable governing associations. Tenant shall pay all of the operating charges and expenses for or related to the Premises and/or the use of the Premises during the Lease Term. Tenant acknowledges and agrees that this is a triple net lease in the most comprehensive sense and that Tenant, except as otherwise expressly provided in this Agreement, is responsible for all matters pertaining to the operation, use, maintenance, repair, replacement and upkeep of the Premises, including without limitation, insurance, utilities, security, decorating, policing, cleaning, landscaping, waste removal, painting, regular maintenance of the HVAC systems, gardening, termites and pest control, paving, plumbing lines and service pipes and other infrastructure serving the Premises, etc.

## **ARTICLE 7                    INSURANCE**

7.1 Commencing as of the Effective Date, and continuing through the Lease Term, Tenant shall, at its sole expense, carry and maintain:

- (1) Commercial general liability insurance against claims for personal and bodily injury, death and property damage occurring in or about the Premises and the rest of the property in **Exhibit "A"** with a combined single limit per occurrence of \$2,000,000 and a \$3,000,000.00 annual aggregate;
- (2) Worker's compensation insurance in minimum limits as defined by the law of the jurisdiction in which the Premises is located (as the same may be amended from time to time);
- (3) Casualty coverage commonly referred to as "extended coverage" or "extended risk" insurance, including but not limited to damages from wind and flood and sinkholes and terrorism, in the amount of replacement cost of the improvements located on the Premises, but not less than the actual cost of the building(s).
- (4) Business interruption insurance coverage in a commercially reasonable amount for not less than fifteen (15) consecutive months; and
- (5) An umbrella liability policy in the amount of not less than \$5,000,000 per occurrence and \$5,000,000 in the aggregate.

All such insurance shall: (1) be issued by a company that is licensed to do business in the jurisdiction in which the Premises is located and that has a rating equal to or exceeding A:XI from Best's Insurance Guide or, if such ratings are not then in effect, the equivalent thereof, or some other commercially reasonable rating; (2) name Landlord as an additional insured and loss payee; and (3)

contain an endorsement prohibiting cancellation, failure to renew, reduction of amount of insurance or change in coverage without the insurer first giving Landlord thirty (30) days' prior written notice of such proposed action. Tenant shall deliver a certificate of all such insurance and receipts evidencing payment therefor (and, upon request, copies of all required insurance policies, including endorsements and declarations) to Landlord on or before the earlier of (i) Effective Date, or (ii) the date on which the Tenant shall occupy the Premises, and thereafter thirty (30) days prior to the expiration of the policy then in effect. The above insurances shall be paid annually in advance and cannot be cancelled without Landlord's written consent, unless Tenant has replaced such insurance with another carrier in conformance with the requirements herein and delivered evidence of such replacement insurance to Landlord. Notwithstanding the foregoing, should Tenant fail to obtain such insurance coverage as described hereinabove, Tenant's failure to obtain same shall be a default under this Lease and Landlord may force place the insurance and charge back the cost of the insurance premiums for such insurance coverage to Tenant as Additional Rent. The insurance coverage required to be obtained by the Tenant shall cover all of the property reflected in **Exhibit "A"**. All of Tenant's insurance shall name Landlord as additional insured and Landlord's mortgagee(s), if any, as additional insured and loss payee.

7.2 The insurance coverage described above shall be subject to modification pursuant to the commercially reasonable requirements of Landlord's mortgage lender(s) with respect to the Premises. In the event the Landlord's mortgage lender requires increased coverage after the Rental Commencement Date, then, at Landlord's option, Tenant shall be required to purchase same at Tenant's expense and name Landlord or its mortgagee(s) as additional insured and/or loss payee as requested by Landlord and comply with such further requirements as the Landlord's lender may require.

7.3 In addition to the insurance requirements herein, Tenant hereby to comply with, carry and maintain all insurance in accordance with the provisions set forth in the Charter School Agreement between Tenant and the government.

## **ARTICLE 8                    ALTERATIONS**

8. Landlord shall provide the improvements to the Premises in accordance with its obligations set forth in **EXHIBIT "E"** ("**LANDLORD'S WORK**"). Landlord shall diligently pursue to Completion all of Landlord's Work. Neither Landlord nor Tenant is under any obligation to make any other structural or other material alterations, additions, improvements, systems or lighting changes, (collectively, "**Alterations**"), to the Premises or the Project and/or the adjacent parking areas and access roads and infrastructure, except as otherwise expressly provided in this Lease or necessary to complete the work properly. Tenant shall not make or cause to be made any Alterations in or to the Premises (including painting any part of the exterior of the Premises or any part of the interior of the Premises visible from the exterior), without first obtaining Landlord's prior written consent, which consent shall not be unreasonably withheld. If any material alterations are made by Tenant without the prior written consent of Landlord, Landlord shall have the right at Tenant's expense to remove and correct such Alterations and restore the Premises to their condition immediately prior thereto, or to require Tenant to do the same. Furthermore, Tenant shall not suffer, permit or give cause for the filing of a mechanic's, construction or other lien (or a petition to establish such lien) against the Premises or the Project with respect to any Alteration performed by Tenant or on behalf of Tenant on the Premises or the Project. Tenant shall promptly pay all persons furnishing labor, materials or services with respect to any such work performed by Tenant or on behalf of Tenant on the Premises or the Project. If any mechanic's, construction or other lien shall be filed against the Premises or the Project by reason of work, labor, services or materials



performed or furnished, or alleged to have been performed or furnished, to or for the benefit of Tenant, Tenant shall immediately cause the same to be bonded or discharged of record. If Tenant shall fail to cause such mechanic's, construction or other lien to be bonded or discharged within fifteen (15) days after being notified of the filing thereof and provide evidence of such discharge or bond to Landlord within such period, then in addition to any other rights and remedies available to Landlord under the terms of this Lease, at law or in equity, Landlord may, but shall not be obligated to, discharge or bond off the same by paying the amount claimed to be due or posting a bond, and the amount so paid by Landlord and all costs and expenses, including reasonable Attorney Fees incurred by Landlord in paying, bonding off or procuring the discharge of such mechanic's, construction or other lien, shall be due and payable by Tenant to Landlord within five (5) days of Landlord's demand therefore. Further, Tenant agrees to indemnify, defend and save the Landlord harmless from and against any loss, damage, claim, liabilities and expenses, (including without limitation, Attorney Fees), incurred by Landlord as a result of any such mechanic's or contractor's claim of lien. Tenant shall not attempt to rezone the Premises or modify the legally permitted use thereof without Landlord's prior written consent. Post-Rent Commencement Date, Tenant shall be permitted, subject to Landlord's prior written consent which shall not be unreasonably withheld, conditioned or delayed, to make non-structural alterations to the Premises which do not adversely affect the value or use of the Premises and/or the value or use of other parts of the property parcel and building which have not been leased to the Tenant so long as the total cost of such alterations does not exceed a total cost of \$10,000.00. Further, Landlord, at no cost, expense or liability to Landlord, shall cooperate with Tenant with any owner-related paperwork that may be necessary as relates to government applications and permits for the said alterations. If Landlord fails to respond to a request for approval within fifteen (15) days of written notice from Tenant, then Landlord shall be deemed to have approved the alteration.

Completion. The Project's Completion Date (as both terms are defined in **EXHIBIT "E"**) must occur on or before the date fifteen (15) days prior to the first (1<sup>st</sup>) day of school for students for the 2018-2019 school year as established by the applicable county School Board, subject to punch-list items agreed to by the parties. Provided the applicable county School Board agrees to allow the students to attend school at the Premises, Tenant agrees that a temporary certificate of occupancy or conditional occupancy agreement ("**TCO**") will be considered a occupancy for purposes of determining the Completion Date, provided however, that Tenant is able to use and occupy the Premises in the same manner as if a final certificate of occupancy had been issued. If Landlord shall fail to timely deliver the Premises, Landlord and Tenant agree that the Rent Commencement Date shall rollover for one (1) year subject to applicable county School Board approval and the rent shall abate until then unless Tenant takes possession prior thereto in which case rent shall be paid. When the subsequent year rolls around the rights and remedies of the parties will be the same as the prior year, except that if the completion date has still not occurred then either party may terminate this Lease. Tenant approves and consents to any architect, general contractor, engineer and/or other professionals that Landlord elects to work with. Tenant agrees to promptly provide any consents, approvals, joinders or waivers as may be reasonably requested by Landlord. The Tenant's sole remedy at law or in equity for Landlord's failure to timely obtain the TCO shall be that Tenant may recover from Landlord the liquidated amount of \$25,000.00.

Disputes related to Planning and Construction. Any dispute between the parties as to approval of the plans and specifications or construction matters shall be resolved by a mutually acceptable disinterested Florida licensed architect with at least ten (10) years' experience in non-residential construction. In the event that the parties fail to agree on a mutually acceptable independent architect to resolve any such dispute, either party may request that the President of the Orange County, Florida Chapter of the American Arbitration Association appoint such independent architect. In the event that the American

Arbitration Association does not have a Orange County, Florida division, either party may request that the Chief Judge of the Orange County, Florida Circuit Court, or in his absence or unavailability, any circuit court judge in Orange County, appoint such independent architect. The reasonable decision of any such independent architect shall be final and binding upon the parties and the fees of such independent architect shall be paid by the non-prevailing party in such dispute; provided, however, in the event that such independent architect determines that neither party was the prevailing party, then the fees of such independent architect shall be shared equally by the parties.

Remainder of building; Cooperation: Tenant acknowledges that the remainder of the building and other parts of the property parcel may be remodeled or redeveloped by Landlord for another occupant or a different use. Tenant acknowledges and agrees that it shall have no right, title or interest in and to the said remaining portion of the building (which remainder consists of approximately 112,000 square feet). Further, Tenant agrees to execute cross access easements and other agreements to promote the effective use and operation of the entire property, including parking, driveways, walkways, utilities, and so forth, on such commercially reasonable forms as Landlord shall reasonably determine to be appropriate. Tenant agrees that its right to use driveways, walkways, utilities, parking, etc. are on a nonexclusive basis. Landlord agrees that if it leases or otherwise disposes of the remainder of the building that it shall contractually restrict the uses to uses which will not violate the government zoning and use designation of the Tenant's public charter school operating at the Premises. Further, Landlord will contractually provide that any adjoining tenant of Landlord shall not be permitted to use the premises for a liquor store, gentlemen's club, or massage parlor. Tenant is responsible for 100% of the common areas of the lot upon which the Premises is located, and if a subsequent tenant takes possession of a portion of the lot, then the maintenance obligations for the common areas shall be paid by each tenant pro-rata on an equitable basis as reasonably determined by Landlord, but notwithstanding such equitable basis Tenant would in such instance be liable for 70% of all maintenance obligations and the other occupants 30% and Tenant would provide overall maintenance and invoice the other occupants directly for the 30% share. If the other tenant does not pay its share of the common areas pursuant hereto within 60 days of when due, then Tenant shall have the right, with 30 days' written notice to Landlord, to deduct such sums from the monthly installment of Base Rent next coming due.

8.1 Except as otherwise provided in this Lease, neither Landlord nor Tenant is under any obligation to make any other structural or other material alterations, additions, improvements, systems or lighting changes, (collectively, "**Alterations**"), to the Premise. Tenant shall not make or cause to be made any Alterations in or to the Premises (including painting any part of the exterior of the Premises or any part of the interior of the Premises visible from the exterior), without first obtaining Landlord's prior written consent, which consent shall not be unreasonably withheld. If any material Alterations are made by Tenant without the prior written consent of Landlord, Landlord shall have the right to declare Tenant in default and/or, at Tenant's expense to remove and correct such Alterations and restore the Premises to their condition immediately prior thereto, or to require Tenant to do the same. Notwithstanding the foregoing, Tenant shall not be in default if Tenant makes non-structural Alterations having a value of \$25,000.00 or less without first obtaining Landlord's prior written consent; provided, however, that the provisions of this Lease shall otherwise be fully applicable to such Alterations.

Chapter 713 Liens: Tenant shall not suffer, permit or give cause for the filing of a mechanic's, construction or other lien (or a petition to establish such lien) against the Premises. Tenant shall promptly pay all persons furnishing labor, materials or services with respect to any such work performed by Tenant or on behalf of Tenant on the Premises. If any mechanic's, construction or other lien shall be filed against

the Premises by reason of work, labor, services or materials performed or furnished, or alleged to have been performed or furnished, to or for the benefit of Tenant, Tenant shall immediately cause the same to be bonded or discharged of record. If Tenant shall fail to cause such mechanic's, construction or other lien to be bonded or discharged within fifteen (15) days after being notified of the filing thereof and provide evidence of such discharge or bond to Landlord within such period, then in addition to any other rights and remedies available to Landlord under the terms of this Lease, at law or in equity, Landlord may, but shall not be obligated to, discharge or bond off the same by paying the amount claimed to be due or posting a bond, and the amount so paid by Landlord and all costs and expenses, including reasonable Attorney Fees incurred by Landlord in paying, bonding off or procuring the discharge of such mechanic's, construction or other lien, shall be due and payable by Tenant to Landlord within five (5) days of Landlord's demand therefor. Further, Tenant agrees to indemnify, defend and save the Landlord harmless from and against any loss, damage, claim, liabilities and expenses, (including without limitation, Attorney Fees), incurred by Landlord as a result of any such mechanic's or contractor's claim of lien. Tenant shall not attempt to rezone the Premises or modify the legally permitted use thereof without Landlord's written consent.

**PROHIBITION AGAINST TENANT RELATED LIENS. (1) THE INTEREST OF THE LANDLORD IN THE PREMISES IS NOT SUBJECT TO ANY LIENS, INCLUDING CONSTRUCTION LIENS, FOR IMPROVEMENTS TO OR OTHER WORK PERFORMED IN OR AT THE PREMISES BY OR ON BEHALF OF THE TENANT; FURTHER, THERE MAY BE NO LIENS AGAINST LANDLORD'S INTEREST OR THE PREMISES; (2) THE TENANT DOES NOT HAVE ANY AUTHORITY TO CREATE OR PERMIT ANY LIEN TO ATTACH TO THE ESTATE OR REVERSION OF THE LANDLORD IN THE PREMISES; (3) ALL CONTRACTORS, SUBCONTRACTORS, MATERIAL SUPPLIERS AND OTHER PARTIES CONTRACTING WITH TENANT OR THE TENANT'S AGENTS, REPRESENTATIVES OR PRIVIES ARE ON NOTICE THAT THEY MUST LOOK DIRECTLY TO TENANT TO OBTAIN PAYMENT FOR ANY WORK DONE OR MATERIALS FURNISHED.;**

8.2 All Alterations made to the Premises shall be deemed to be the property of Landlord when made and, upon Tenant's vacation or abandonment of the Premises, unless Landlord directs otherwise in writing, shall remain upon and be surrendered with the Premises in good order, condition and repair. All movable goods, inventory, office furniture, equipment, fixtures (including movable personal property belonging to Tenant, which includes the "Smart Boards" owned by Tenant), shall remain Tenant's property ("**Tenant's Property**"), and may be removed by Tenant from time to time in connection with any approved renovation of the Premises, provided that Tenant is not in default under this Lease and Tenant repairs any damage to the Premises caused by such removal. Upon the Expiration Date or termination of Tenant's right to possession, Tenant shall forthwith remove all of Tenant's Property (and any Alterations as Landlord may direct) and shall forthwith repair any damage to the Premises caused by such removal. If Tenant fails to timely remove Tenant's Property, they shall be considered as abandoned and Landlord has the right to retain Tenant's Property or, at Tenant's expense, to discard or remove Tenant's Property, in any event, with no compensation, consideration or accounting to Tenant.

## **ARTICLE 9 UTILITIES**

9.1 Tenant, at its own expense, shall arrange with the appropriate utility companies and service providers for the provision of water, sewer, electricity, gas, telephone and/or any other utility services or other services desired by Tenant to the Premises from and after the Effective Date, and Tenant shall pay for same when due and payable. Tenant shall be responsible, at its expense, for all waste and garbage

removal.

9.2 Tenant shall not be entitled to any rent abatement, discount, rebate, offset, reduction or compensation from Landlord for any reason related to an interruption or delay in utility service or other service or related to the quality or quantity of any services. It will also be Tenant's responsibility (and not Landlord's) to fix, repair or replace any such utility or services which suffer any damage.

## **ARTICLE 10 USE AND OCCUPANCY OF PREMISES**

Tenant shall have the right to exclusively use, occupy and operate the entire Premises. Tenant shall, at its sole expense, fully and timely comply with all Laws including, without limitation, those laws concerning the use, occupancy and condition of the Premises and all machinery, equipment, furnishings, fixtures and improvements therein. Tenant shall not use or occupy the Premises for any purpose or in any manner which is not in compliance with applicable Law, or that will violate the certificate of occupancy for the Premises. Landlord does not make any representations with respect to the zoning or uses permitted at the Premises.

## **ARTICLE 11 HAZARDOUS MATERIALS**

11.1 Except for (i) ordinary and general office supplies typically used in the ordinary course of business, such as copier toner, liquid paper, glue and ink, and common household cleaning materials, and (ii) products which are necessary and customary in the conduct of Tenant's business in accordance with Tenant's Permitted Use, all of which shall be stored, used and disposed of strictly in accordance with Environmental Law, Tenant agrees not to cause or permit any Hazardous Materials to be introduced, stored, used, generated, released or disposed of, on, in, under or about the Premises. Tenant shall not discharge Hazardous Materials or wastes into or through any sanitary sewer or trash facilities serving the Premises. At the expiration or earlier termination of this Lease, Tenant shall surrender the Premises to Landlord free of Hazardous Materials introduced, stored, used, generated, released or disposed of by Tenant or any Invitee and in compliance with Environmental Law.

11.2 The term "Hazardous Materials" shall mean (a) asbestos and any asbestos containing material and any substance that is then defined or listed in, or otherwise classified pursuant to, any Environmental Law or any other applicable Law as a "hazardous substance," "hazardous material," "hazardous waste," "infectious waste," "toxic substance," "toxic pollutant" or any other formulation intended to define, list, or classify substances by reason of deleterious properties such as ignitability, corrosivity, reactivity, carcinogenicity, toxicity, reproductive toxicity, or Toxicity Characteristic Leaching Procedure (TCLP) toxicity, (b) any petroleum and drilling fluids, produced waters, and other wastes associated with the exploration, development or production of crude oil, natural gas, or geothermal resources, and (c) any petroleum product, polychlorinated biphenyls, urea formaldehyde, radon gas, radioactive material (including any source, special nuclear, or by-product material), medical waste, chlorofluorocarbon, lead or lead-based product, and any other substance whose presence could be detrimental to the Premises or hazardous to health or the environment.

11.3 Notwithstanding any termination of this Lease, Tenant shall indemnify and hold Landlord, its employees and agents harmless from and against any damage, injury, loss, liability, charge, demand or claim based on or arising out of the presence or removal of, or failure to remove, Hazardous Materials introduced, generated, used, released, stored or disposed of by Tenant or any Invitee in, on, under or

about the Premises. In addition, Tenant shall give Landlord immediate verbal and follow-up written notice of any actual or threatened Environmental Default, which Environmental Default Tenant shall cure in accordance with all Environmental Laws and to the satisfaction of Landlord and only after Tenant has obtained Landlord's prior written consent, which shall not be unreasonably withheld. An "Environmental Default" means any of the following by Tenant or any Invitee: a violation of an Environmental Law; a release, spill or discharge of a Hazardous Material on or from the Premises; an environmental condition requiring responsive action; or an emergency environmental condition. Upon any Environmental Default, in addition to all other rights available to Landlord under this Lease, at law or in equity, Landlord shall have the right but not the obligation to immediately enter the Premises, to supervise and approve any actions taken by Tenant to address the Environmental Default, and, if Tenant fails to immediately address same to Landlord's reasonable satisfaction, to perform, at Tenant's sole expense, any lawful action necessary to address same. This Article shall survive termination of this Lease. Tenant's indemnity obligation shall be limited to all costs, fees and expenses related to the complete environmental-related clean up (including without limitation the subsurface, remediation and monitoring measures, as applicable) to the complete satisfaction of the applicable governmental authorities and laws. At the time of signing of this Lease, Tenant is satisfied with the environmental condition of the Premises.

## **ARTICLE 12                    MAINTENANCE AND REPAIRS**

12.1     Tenant shall cause the Premises to be well operated and well maintained.

12.2     Tenant acknowledges, understands and agrees that this is a triple net lease arrangement and that Tenant is fully responsible, at Tenant's sole cost and expense, for all aspects of the repair, maintenance, replacement, and upkeep of all aspects and portions of the Premises, including without limitation, all structural, foundation, roof, and non-structural as well as cosmetic elements, electrical and plumbing and HVAC systems, landscaping, and pest control. Tenant shall hire a reputable maintenance company which is properly licensed and insured to maintain, on a regular basis and in accordance with manufacturer specifications, all equipment and machinery and other items which customarily receive regular or routine maintenance. Except as expressly set forth in this Lease to the contrary, Landlord shall have no obligations, express or implied, with respect to the Premises and Tenant disclaims and waives, to the fullest extent permitted by law, any laws, statutes, regulations or requirements to the contrary whether existing now or enacted in the future.

12.3     Tenant shall notify Landlord in writing of any major, non-cosmetic repairs that Tenant desires to or is required to make (but such shall not suggest or imply that Landlord has any obligations with respect thereto, expressly as may be expressly provided for to the contrary in this Lease).

Tenant, at Tenant's sole expense, shall promptly perform all maintenance and make all repairs and replacements in and to the Premises as are necessary or desirable to keep the Premises in good condition and repair, in a clean, safe and tenantable condition, and otherwise in accordance with all Laws and the requirements of this Lease. Without limiting the generality of the foregoing, Tenant, at its sole expense, shall maintain in safe and sanitary condition and shall make all repairs and replacements to: (a) any pipes, lines, ducts, wires or conduits serving exclusively the Premises; (b) any heating, air conditioning, electrical, ventilating or plumbing equipment serving exclusively the Premises; (c) all fixtures, furnishings, and all glass, window panes and doors; and (d) any other mechanical systems serving exclusively the Premises (including any special fire equipment, telecommunications and computer equipment and kitchen equipment) located in, or exclusively serving, the Premises. Tenant shall be responsible, at Tenant's sole expense, for providing all janitorial and cleaning services and for

maintaining the Premises in a clean, orderly and sanitary condition free of insects, rodents, vermin and other pests. Tenant, at its expense, shall install and maintain fire extinguishers and other fire protection devices as may be required from time to time by any agency having jurisdiction thereof and/or the underwriters insuring the Premises. Tenant shall not cause or permit any damage, waste or injury to any part of the Premises. All injury, breakage and damage to the Premises or any part thereof caused by any act or omission of any kind and by any person (other than Landlord), shall be repaired by and at Tenant's expense, except that Landlord shall have the right, but not the obligation, at Landlord's option, to make any such repair and to charge Tenant for all costs and expenses incurred in connection therewith, which Tenant shall remit to Landlord within ten (10) business days of Landlord's written demand to Tenant therefor.

12.5 Tenant shall permit Landlord, its agents and representatives, and any Mortgagee, to enter the Premises in order to examine, inspect and protect the Premises, to make such alterations, repairs and/or replacements (including upgrading, repairing or replacing equipment or systems which service the Premises) as in the reasonable judgment of Landlord may be deemed necessary or desirable (but with no obligation on Landlord's part to do so), or to exhibit the same to brokers, prospective tenants, lenders, purchasers and others. Landlord shall endeavor to minimize the disruption to Tenant's normal operations in the Premises; provided, however, that at all times when students are on the Premises, Landlord, its agents and representatives, and any Mortgagee, shall when entering the Premises be accompanied by an authorized representative of Tenant and otherwise cooperate with Tenant in complying with any applicable laws, rules and regulations. If Tenant shall vacate the Premises during the last month of the Lease Term, Landlord shall have the unrestricted right to enter the same to commence preparations for the succeeding tenant or for any other purpose whatever, without affecting Tenant's obligation to pay Rent for the full Lease Term. Nothing herein shall be deemed to create any obligation or liability upon the Landlord.

### **ARTICLE 13                      ASSIGNMENT AND SUBLETTING**

13.1. Tenant shall not assign or transfer this Lease or any interest therein, or sublet all or any part of the Premises, without obtaining on each occasion the prior written consent of Landlord, which consent may not be unreasonably withheld or delayed and such consent shall be subject to Landlord's reasonable discretion and subject to, at Landlord's discretion, approval by Landlord's mortgagee. Landlord's consent or approval to any sublet or assignment shall not imply that Landlord has agreed with or approved of any of the particular terms and provisions of any such sublet or assignment, and any such transfer shall be and remain subject to, inferior and subordinate to the terms and provisions of this instant Lease.

13.2 In the event of any transfer of Landlord's interest in the Premises, including a sale, the transferor shall be automatically relieved of any and all obligations on Landlord's part accruing from and after the date of such transfer, provided that (a) the interest of the transferor, as Landlord, in any funds then in the hands of Landlord in which Tenant has an interest shall be turned over or credited, subject to such interest, to the then transferee.

13.3 Tenant, and any guarantor of this Lease if any, shall continue to be fully, absolutely and unconditionally obligated and liable for the full performance of all Tenant obligations under this Lease including the payment of the Rent during the entire Lease Term, regardless of any assignment, sublease, transfer or other disposition. This provision is a material inducement for Landlord agreement to enter into this Lease.

## ARTICLE 14

## LIABILITY

14.1 Except as may otherwise be provided elsewhere in this Lease, if any condition on the Premises exists which may be the basis of a claim of constructive eviction, then Tenant shall give Landlord written notice thereof and a reasonable opportunity to correct such condition (not less than 30 days and not more than 60 days unless Landlord is proceeding diligently to correct the matter in which case Landlord will be given further reasonable time to do so), and in the interim Tenant shall not claim that it has been constructively evicted or is entitled to a Rent abatement. Any property placed by Tenant or any Invitee in or about the Premises shall be at the sole risk of Tenant, and Landlord shall not in any manner be held responsible therefor. Any person receiving an article delivered for Tenant shall be acting as Tenant's agent for such purpose and not as Landlord's agent. Notwithstanding the foregoing provisions of this Article, Landlord shall not be released from liability to Tenant for any physical injury to any natural person caused by Landlord's gross negligence or willful misconduct, but Tenant acknowledges that Landlord has no duty or obligation to provide any security or monitoring of any nature to or of the Premises and Tenant hereby acknowledges its awareness of crime rates and patterns in the neighborhood. Except as may otherwise be provided elsewhere in this Lease, Tenant shall not have the right to set off or deduct any amount owed or allegedly owed to Tenant pursuant to any claim against Landlord from any Rent or other sum payable to Landlord. Tenant's sole remedy for recovering upon such claim shall be to institute an independent action against Landlord, which action shall not be consolidated with any action of Landlord.

14.2 Tenant shall reimburse Landlord, its employees and agents for (as Additional Rent), and shall indemnify, defend and hold Landlord harmless from and against all costs, damages, claims, liabilities, expenses (including Attorney Fees), losses, penalties and court costs suffered by or claimed against Landlord, directly or indirectly, based on or arising out of, in whole or in part, (a) Tenant's use and occupancy of the Premises or the business conducted therein, (b) any act or omission of Tenant or any Invitee, or (c) any breach of Tenant's obligations under this Lease, including failure to comply with Laws or surrender the Premises upon the expiration or earlier termination of the Lease Term; provided however, that Tenant shall have no obligation to reimburse Landlord to the extent and proportion that any such reimbursements results directly from the negligence or willful misconduct of Landlord.

14.3 Landlord shall reimburse Tenant for, and shall indemnify, defend upon request and hold Tenant harmless from and against all reasonable, actual and direct costs, damages, claims, liabilities, expenses (including reasonable attorneys' fees), losses, penalties and court costs suffered by Tenant, directly based on or arising out of, in whole or in part, (a) any act of gross negligence or willful misconduct of Landlord, or (b) any uncured material breach of Landlord's obligations under this Lease, but notwithstanding the foregoing under no circumstances shall Landlord be liable for indirect, consequential, special, punitive or exemplary damages.

14.4 It is understood and agreed that the liability of Landlord hereunder shall be limited solely to Landlord's estate and interest in the Premises; that no shareholder, partner, member, manager, managing member, investor, officer, director, representative, agent or employee of Landlord shall be personally liable with respect of any covenant, condition or provisions of this Lease or any claim arising out of or related to this Lease; and that a deficit capital account of a partner, shareholder or member of Landlord shall not be deemed an asset or property of the Premises. Tenant shall look solely to the equity of Landlord in the Premises for satisfaction of Tenant's remedies. Landlord and its agents shall not be liable for (i) any damage to property of Tenant or of others entrusted to employees of the Tenant, nor for the

loss of or damage to any property of Tenant by theft or otherwise; (ii) any injury or damage to persons or property resulting from fire, explosion, system failure, falling plaster, steam, gas, electricity, water, rain, snow or leaks from any part of any structures or improvements or from the pipes, appliances, or plumbing works or from the street, or subsurface or from any other place or by dampness or any other cause of whatsoever nature; (iii) any damage caused by any other tenants or adjoining property owners or caused by operations in construction of any private, public or quasi-public work; or (iv) any other damage or loss (except as may otherwise be provided in this Lease), except that Landlord may have liability in the event of loss or damage due to Landlord's gross negligence or willful misconduct. In no event will Tenant be entitled to, or seek or recover from the Landlord or any of its representatives or agents, under this Lease or otherwise, any incidental, punitive, consequential, indirect, special or exemplary damages, including without limitation, loss profits, revenues, opportunity, or earnings.

The provisions of this Article 14 shall survive termination of this Lease.

#### **ARTICLE 15            DAMAGE OR DESTRUCTION**

15.1 Casualty. If the Premises are totally or partially damaged or destroyed by fire or other casualty or by any other reason, Tenant shall promptly restore, rebuild, or repairsuch affected areas or in the case of total destruction rebuild the improvements to substantially the same as existed prior to the damage or destruction. Rent shall not abate and Tenant will have the obligation to continue paying the scheduled rent regardless of any damage or destruction.

Tenant has no right to destroy or demolish any portion of the Premises, whether due to public pressure for example in the event of a tragedy at the Premises or for any other reason.

#### **ARTICLE 16            CONDEMNATION**

16.1 If one-third or more of the Premises (i.e., not including the parking lot to the extent sufficient parking spaces remain in order for Tenant to lawfully operate then existing business) shall be taken or condemned by any governmental or quasi-governmental authority for any public or quasi-public use or purpose or if the area of the Premises so taken would prohibit Tenant from using the Premises for Tenant's use, (collectively, "**condemned**"), then, at Tenant's or Landlord's option within 20 days of the taking or condemnation, this Lease shall terminate on the day prior to the date title thereto vests in such authority, and Rent shall be apportioned as of such date. If less than one-third of the Premises is condemned, then this Lease shall continue in full force and effect as to the part of the Premises not so condemned, except that as of the date title vests in such authority Tenant shall not be required to pay Rent with respect to the part of the Premises so condemned (all square footage whether improved or not shall have equal value for purposes of computing the reduction in Rent according to this Article). There will be no right of termination in favor of the Tenant if the Tenant or its affiliates caused or promoted or did not in good faith object to the condemnation. Notwithstanding the foregoing, prior to any termination, Tenant shall make a good faith and reasonable proposal to Landlord to substitute the Premises for another real property and operating charter school facility at another location. If Landlord, in its sole discretion agrees, then Tenant shall convey good and marketable title to the substitute property to Landlord and Landlord shall convey the Premises to Tenant, with all parties to bear their attorney's fees and customarily allocated closing costs for the jurisdiction with the respective real properties are located.

16.2 All awards, damages and other compensation, ("**Award**"), paid on account of such condemnation shall belong to Landlord, and Tenant assigns to Landlord all rights to such Award. Tenant shall not make



any claim against Landlord or such authority for any portion of such Award attributable to damage to the Premises, value of the unexpired portion of the Lease Term, loss of profits or goodwill, leasehold improvements or severance damages. Nothing contained herein, however, shall prevent Tenant from pursuing a separate claim against the authority for relocation expenses and for the value of furnishings, equipment and trade fixtures installed in the Premises at Tenant's expense and which Tenant is entitled pursuant to this Lease to remove at the expiration or earlier termination of the Lease Term, provided that such claim shall in no way diminish the Award payable to or recoverable by Landlord in connection with such condemnation, except that any awards specifically labeled by the condemning authority as for Tenant's relocation expenses shall be paid over to Tenant and Landlord shall have no claim thereto or demand thereupon as relates to this Section 16.2.

## **ARTICLE 17            DEFAULT**

17.1 Any one of the following shall be a default by Tenant: (a) Tenant fails to pay Rent or insurance premiums within five (5) calendar days of when due (for Rent *other than* monthly installments of Base Rent plus applicable sales tax Tenant shall be afforded 10 days to cure after written notice from Landlord); (b) Tenant fails to perform or observe any agreement, obligation or covenant of this Lease (other than the payment of Rent or insurance premiums) and such failure continues for twenty-five (25) days after notice from Landlord (if the failure to cure is other than payment of money than if same cannot reasonably be cured within ten (10) days, if Tenant fails to commence to cure within ten (10) days and/or fails to diligently prosecute such cure to completion provided such cure period shall not exceed thirty (30) days); (c) Tenant becomes bankrupt or insolvent or makes an assignment for the benefit of creditors or takes the benefit of any insolvency act, or if any debtor proceedings are taken by or against Tenant; (d) a receiver or trustee in bankruptcy is appointed for any of Tenant's property and such appointment is not vacated within sixty (60) days from the date of appointment; (e) Tenant's leasehold interest or right to possession of the Premises, or both, passes to one other than Tenant, by assignment, operation of law or otherwise (except as otherwise expressly permitted hereunder), without written consent of Landlord; (f) Tenant vacates or abandons possession of the Premises; and/or (g) the Premises are used for purposes other than the Permitted Use, and/or (h) if the Tenant's charter contract with the government is declared by the government to be in default.

In the event of a default by Tenant hereunder after any applicable cure periods provided for in this Lease, Landlord may, at its option and without further notice, in addition to all other remedies available at law or in equity: (a) terminate the Lease with three (3) days' notice to Tenant, but Tenant shall remain liable as hereinafter provided; (b) repossess the Leased Premises without terminating the Lease, (c) obtain injunctive and declaratory relief and/or specific performance of any term, covenant or condition of the Lease; (d) accelerate the Rent and declare the entire balance of all Rent due under the Lease for the remainder of the Lease Term to be immediately due and payable; (e) perform such obligation on Tenant's behalf and charge Tenant the cost thereof plus fifteen percent (15%) of such costs to cover Landlord's overhead and administrative expenses as Additional Rent, and (f) institute a distress for rent action and obtain a distress writ under Section 83.11 through 83.19, Florida Statutes.

The exercise by Landlord of any right granted hereunder shall not relieve Tenant from the obligation to make all payments of Rent and to fulfill all other obligations and covenants required by this Lease, at the time and in the manner provided herein. Further, notwithstanding any repossession or termination of the Lease, Tenant shall (a) remain liable for all Rent through the scheduled term of this Lease; (b) be liable to Landlord for all costs and expenses incurred in connection with repossession (including attorney's fees), entering into a new lease with another tenant, and preparing the Premises for

reletting (including repairing, improving, altering and remodeling the Premises), regardless of whether Landlord relets the Premises or any part thereof for a term less or more than the balance of the Term or grants concessions, allowances or free rent or other inducements to a new tenant; and (c) for each month which would have otherwise constituted the balance of the unexpired Term, pay the deficiency between the Rent that would have been payable, less the net amount of rents actually collected by Landlord from a new tenant, if any. Tenant shall not be entitled to any surplus rents. Landlord shall not be required to accept rent in an amount less than fair market rent for the Premises. Landlord's failure to relet the Premises shall not release or affect Tenant's liability hereunder and Landlord shall not be liable for failure to relet, or failure to collect rent under any reletting, if any. No re-entry or taking possession of the Premises by Landlord will be construed as an election to terminate unless Landlord notifies Tenant in writing of Landlord's election to terminate the Lease.

The failure of Landlord or Tenant to insist upon strict performance of any of the terms, conditions and covenants herein shall not be deemed to be a waiver of any right or remedies that Landlord or Tenant may have and shall not be deemed a waiver of any subsequent default in the terms and covenants herein contained unless expressly waived in writing by Landlord or Tenant. No payment by Tenant or acceptance by Landlord of a lesser amount than due from Tenant shall be deemed to be anything but payment on account, and Tenant's payment of a lesser amount with a statement that the lesser amount is payment in full shall not be deemed an accord and satisfaction. Landlord may accept the payment without prejudice to recover the balance due or pursue any other remedy. Landlord may accept payments even after default by Tenant without prejudice to subsequent or concurrent rights or remedies available to Landlord under this Lease, at law or in equity. All rights and remedies of Landlord herein or presently or hereafter existing at law or in equity are cumulative and concurrent and the exercise of one or more rights or remedies hereunder shall not waive Landlord's right to exercise any other right or remedy.

The maintenance of any action or proceeding to recover possession of the Leased Premises or any payment of Rent shall not preclude Landlord from thereafter instituting and maintaining subsequent actions or proceedings for the recovery of possession of the Premises or of any other monies that may be due or become due from Tenant. Any entry or reentry by Landlord shall not be deemed to absolve or discharge Tenant from liability hereunder.

Except as specifically stated otherwise in this Lease, Tenant hereby expressly, unconditionally and irrevocably waives all of the following: (a) any right Tenant may have to interpose or assert any claim, counterclaim (other than a compulsory counterclaim) or setoff in any action brought by Landlord based (in whole or part) on non-payment of Rent even if same is based on Landlord's alleged breach of the Lease (Landlord and Tenant hereby stipulate that any such counterclaim shall be severed and tried separately from the action brought by Landlord for non-payment of Rent); (b) all constitutional, statutory or common law bonding requirements including the requirement under Section 83.12, Florida Statutes that Landlord file a bond payable to Tenant in at least double the sum demanded by Landlord (or double the property sought to be distrained); it being the intention of the parties that no bond shall be required in any distress action; (c) the right under Section 83.14, Florida Statutes to replevy distrained property; (d) any rights Tenant may have in the selection of venue in any suit by or against Landlord; it being understood that the venue of such suit shall be in the county wherein the Premises is located; (e) any rights Tenant may have to consequential damages incurred by Tenant including but not limited to lost profits and interruption of business as a result of any Landlord default; and (f) any rights Tenant may have in the Leased Premises or any goods or personal property therein if Tenant is evicted and dispossessed of same.

Any one of the following shall be a default by Landlord: (a) Landlord fails to perform or observe any agreement, obligation or covenant of this Lease (financial or otherwise) within 25 days after written notice from Tenant to Landlord specifying the failure of Landlord, subject to the condition that if Landlord reasonably requests or needs additional time to cure then Landlord shall not be deemed in default and Landlord will have such additional time as Landlord may request or need so long as Landlord is diligently pursuing the cure to completion. If Landlord defaults (after applicable cure periods), then Tenant may, as Tenant's sole and exclusive remedy at law or in equity: (1) perform such obligations and/or make such payments and deduct the cost thereof from the Rent. Notwithstanding the foregoing, if a Landlord default results in an emergency situation which requires urgent action, Tenant may perform the cure without any prior notice to Landlord (but if there is time for notice Tenant shall endeavor to provide notice even in the form of an informal email or phone call, but Tenant shall not be in default for failure to provide any such notice) and Tenant shall be entitled to the remedy set forth in (1) hereinabove. Further, excluding issues of destruction and casualty, if any Landlord default shall cause disruption in Tenant's ability to have the charter school open for classes at the Premises for a period of ten (10) consecutive business days after Tenant gives written notice thereof to Landlord, then the Rent shall abate for the period of such disruption.

The failure of either party to insist upon strict performance of any of the terms, conditions and covenants herein shall not be deemed to be a waiver of any right or remedies that such party may have and shall not be deemed a waiver of any subsequent default in the terms and covenants herein contained unless expressly waived in writing by that party.

## **ARTICLE 18                    SUBORDINATION**

18.1 This Lease is automatically subject and subordinate to the lien, provisions, operation and effect of all mortgages, deeds of trust, ground leases or other security instruments which may be recorded against the Premises prior to the execution of this Lease, ("**Mortgage**"; the holders of mortgages, deeds of trust, ground leases, or other security instruments being herein called "**Mortgagee**"), to all funds and indebtedness intended to be secured thereby, and to all renewals, extensions, replacements, modifications, recastings, consolidations, advances, future advances or refinancing's thereof. This clause shall be self-operative and no further instrument of subordination shall be required to effect the subordination of this Lease. Tenant unconditionally and absolutely agrees, upon request of Landlord, to promptly execute and deliver in recordable form a commercially reasonable Subordination, Non-Disturbance and Attornment Agreement as well as a tenant estoppels certificate as well as any other commercially reasonable documents requested by Landlord's mortgage lender, on forms provided or approved by Landlord's mortgage lender (or in the case of the estoppels certificate on forms provided or approved by Landlord's mortgage lender or Landlord), failing which Tenant shall, at Landlord's option, be in default. Notwithstanding the foregoing, Landlord has advised Tenant that Landlord is pending the closing of a construction loan for the Premises, and Landlord agrees to obtain a commercially reasonable Subordination, Non-Disturbance and Attornment Agreement to be recorded in the Public Records in connection with the construction loan.

18.2 Tenant shall at Landlord's request promptly execute any requisite or appropriate document confirming such subordination. Tenant appoints Landlord as Tenant's attorney-in-fact to execute any such document for Tenant. Tenant waives the provisions of any statute or rule of law now or hereafter in effect which may give or purport to give Tenant any right to terminate or otherwise adversely affect this Lease and Tenant's obligations hereunder in the event any foreclosure proceeding is prosecuted or

completed or in the event the Premises (or any portion thereof) or Landlord's interest therein is transferred by foreclosure, by deed in lieu of foreclosure or otherwise. If this Lease is not extinguished upon any such transfer or by the transferee following such transfer, then, upon receipt of written notice from Mortgagee or other such transferee that it has taken title to the Premises, Tenant shall attorn to such transferee and shall recognize such transferee as the landlord under this Lease. Tenant agrees that upon any such attornment, such transferee shall not be (a) bound by any payment of the Base Rent or Additional Rent more than one (1) month in advance, except prepayments in the nature of security for the performance by Tenant of its obligations under this Lease, (b) bound by any amendment of this Lease made without the consent of the holder of each Mortgage existing as of the date of such amendment, (c) liable for damages for any breach, act or omission of any prior landlord, or (d) subject to any offsets or defenses which Tenant might have against any prior landlord; provided, however, that after succeeding to Landlord's interest under this Lease, such transferee shall agree to perform in accordance with the terms of this Lease all obligations of Landlord arising after the date of transfer. Within five (5) days after the request of such transferee, Tenant shall execute, acknowledge and deliver any requisite or appropriate document submitted to Tenant confirming such attornment.

18.3 After receiving notice from any person, firm or other entity that it holds a Mortgage, no notice from Tenant to Landlord alleging any default by Landlord shall be effective unless and until a copy of the same is given to such Mortgagee; provided, however, that Tenant shall have been furnished with the name and address of such Mortgagee via written notice from Landlord. The curing of any of Landlord's defaults by such Mortgagee shall be treated as performance by Landlord and a cure of the applicable Landlord's default. In addition to the time afforded the Landlord for the curing of any default, any such Mortgagee shall have such additional time as may be necessary given the nature and extent of the default (including such time as may be necessary in order to foreclose the Mortgage and obtain possession of the Premises) after the expiration of the period allowed to the Landlord for the cure of any such default within which to cure such default so long as any such Mortgagee acts with reasonable diligence.

18.4 Notwithstanding, anything to the contrary in the Lease, neither Mortgagee nor any aforementioned transferee shall have any obligation whatsoever to pay (or reimburse) Tenant any fees or expenses, nor shall Tenant be entitled to any setoff, deduction, credit or defense under the Lease in respect thereof from and after such time as Mortgagee or such transferee shall have taken title to the Premises, nor shall Mortgagee nor any such transferee have any liability to Tenant, for damages or otherwise, arising from the failure of any condition precedent to occur or be satisfied under this Lease.

## **ARTICLE 19                    SURRENDER OF THE PREMISES; HOLDING OVER**

19.1 Upon the Expiration Date, Tenant shall quit and surrender to Landlord the Premises including all keys, vacant, broom-clean, in good order and condition, ordinary wear and tear excepted. Tenant shall deliver to Landlord all keys and security cards to the Premises, whether such keys were furnished by Landlord or otherwise procured by Tenant, and shall inform Landlord of the combination of each lock, safe and vault, if any, in the Premises. If Tenant fails to vacate the Premises on the Expiration Date in the condition required hereunder, Landlord shall be entitled to re-enter without process and without notice (any notice to quit or of re-entry being expressly waived) using such force as may be reasonably necessary and, alternatively, shall have the benefit of all provisions of Law respecting the speedy recovery of possession of the Premises (whether by summary proceedings or otherwise) to the same extent as if statutory notice had been given. In addition to and not in limitation of the foregoing, occupancy subsequent to the Expiration Date, ("**Holdover Occupancy**"), shall be a tenancy at will no

consent to Holdover Occupancy by Landlord being implied. Holdover Occupancy shall be subject to all terms, covenants, and conditions of the Lease with the exception that Base Rent shall be increased to 150% of the Base Rent in effect at the Expiration Date. Landlord also shall be entitled to recover all damages, including lost business opportunity regarding any prospective tenant(s) for the Premises, suffered by Landlord as a result of Tenant's Holdover Occupancy.

## **ARTICLE 20 GENERAL PROVISIONS**

20.1 The provisions of this Lease shall be binding upon and inure to the benefit of the parties and each of their respective representatives, successors and assigns, subject to the provisions herein restricting assignment or subletting. This Lease contains and embodies the entire agreement of the parties hereto and supersedes all prior agreements, negotiations, letters of intent, proposals, representations, warranties, understandings and discussions between the parties hereto, except for any documents executed simultaneously with this Lease. All prior understandings, conditions, discussions, etc., are superseded by this Lease and extinguished. Any representation, inducement, warranty, understanding or agreement that is not contained in this Lease shall be of no force or effect. This Lease may be modified or changed in any manner only by an instrument signed by both parties. This Lease includes and incorporates all Exhibits attached hereto. Tenant acknowledges that neither Landlord nor any broker, agent or employee of Landlord, has made any representation or promise with respect to the Premises except as herein expressly set forth, and no right, privilege, easement or license is being acquired by Tenant except as herein expressly set forth. Nothing contained in this Lease shall be construed as creating any relationship between Landlord and Tenant other than that of landlord and tenant.

20.2 Brokers: Landlord and Tenant acknowledge that neither Landlord or Tenant has dealt, consulted or negotiated with any real estate broker, salesperson or agent. Tenant and Landlord hereby agree to indemnify and hold the other harmless from and against any and all loss and liability resulting from or arising out of any claim that each party has dealt or negotiated with any real estate broker, salesperson or agent in connection with the transaction which is the subject of this Lease, other than the broker specified above.

20.3 **WAIVER OF TRIAL BY JURY. LANDLORD AND TENANT EACH WAIVES TRIAL BY JURY IN ANY ACTION, PROCEEDING, CLAIM OR COUNTERCLAIM BROUGHT IN CONNECTION WITH ANY MATTER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS LEASE, THE RELATIONSHIP OF LANDLORD AND TENANT HEREUNDER, TENANT'S USE OR OCCUPANCY OF THE PREMISES, AND/OR ANY CLAIM OF INJURY OR DAMAGE. LANDLORD AND TENANT EACH WAIVES ANY OBJECTION TO THE VENUE OF ANY ACTION FILED IN ANY COURT SITUATED IN THE JURISDICTION IN WHICH THE PREMISES IS LOCATED, AND WAIVES ANY RIGHT, CLAIM OR POWER, UNDER THE DOCTRINE OF FORUM NON CONVENIENS OR OTHERWISE, TO TRANSFER ANY SUCH ACTION TO ANY OTHER COURT.**

20.4 All notices or other communications required or permitted to be given under this Lease shall be in writing and shall be deemed duly given and received when delivered in person (with receipt therefor), on the next business day after deposit with a recognized overnight delivery service, or on the fifth day after being sent by certified mail, return receipt requested, postage prepaid, to the following addresses: (a) if to Landlord, at the Landlord Notice Address specified in Article 1; and (b) if to Tenant, at the Tenant Notice Address specified in Article 1. Either party may change its address for the giving of notices by notice given in accordance with this Section.

20.5 This Lease shall be governed by the laws of the jurisdiction in which the Premises is located and venue shall be exclusive in that jurisdiction, to the exclusion of all other laws and venues, without giving effect to conflicts of laws principals. There shall be no presumption that this Lease be construed more strictly against the party who itself or through its agent prepared it, it being agreed that all parties hereto have participated in the preparation and review of this Lease and that each party had the opportunity to consult legal counsel before the execution of this Lease. TIME IS OF THE ESSENCE with respect to each party's obligations hereunder. Each provision of this Lease shall be valid and enforceable to the fullest extent permitted by law. If any provision of this Lease or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, then such provision shall be deemed to be replaced by the valid and enforceable provision most substantively similar to such invalid or unenforceable provision, and the remainder of this Lease and the application of such provision to persons or circumstances other than those as to which it is invalid or unenforceable shall not be affected thereby. Headings are used for convenience and shall not be considered when construing this Lease. Feminine, masculine or neuter pronouns shall be substituted for those of another form, and the plural or singular shall be substituted for the other number, in any place in which the context may require such substitution. It is also agreed that nonspecific words, phrases or clauses used herein shall be taken or construed to control, limit or cut down the scope or meaning of any general words, phrases or clauses used in connection therewith. Wherever the word "including" appears in this Lease, it shall be deemed to mean "including without limitation."

20.6 Except as otherwise provided in this Lease, any Additional Rent or other sum owed by Tenant to Landlord, and any cost, expense, damage or liability incurred by Landlord for which Tenant is liable, shall be considered Additional Rent payable pursuant to this Lease to be paid by Tenant no later than 30 (30) business days after the date Landlord notifies Tenant of the amount thereof.

20.7 Each party's liabilities and obligations with respect to the period prior to the expiration or earlier termination of the Lease Term shall survive such expiration or earlier termination.

20.8 Execution hereof by Tenant shall constitute a representation and warranty by Tenant and the person signing for Tenant that Tenant is a duly organized and existing corporation, that Tenant has been and is qualified to do business in the State of Florida and in good standing with the State of Florida, that the corporation has full right and authority to enter into this Lease, that Tenant's entire Board of Directors has unanimously approved of and consented to the execution and delivery of this Lease and the performance by Tenant of its obligations under this Lease, and that all persons signing on behalf of the corporation were duly authorized to do so by appropriate corporate action.

20.9 The person executing and delivering this Lease on Landlord's behalf represents and warrants that he or she is duly authorized to so act; that Landlord is duly organized, is qualified to do business in the jurisdiction in which the Premises is located, is in good standing under the Laws of the state of its organization and the Laws of the jurisdiction in which the Premises is located, and has the power and authority to enter into this Lease.

20.10 Landlord covenants that it has the right to enter into this Lease, and that if Tenant shall perform timely all of its obligations hereunder, then, subject to the provisions of this Lease and matters of record, Tenant shall during the Lease Term peaceably and quietly occupy and enjoy the full possession of the Premises without hindrance by Landlord or any party claiming through or under Landlord.

20.11 At any time and from time to time, upon not less than ten (10) days' prior written notice, Tenant shall execute and deliver to Landlord and/or any other person or entity designated by Landlord, without charge, a written statement, in recordable form, certifying: (a) that this Lease is unmodified and in full force and effect (or if there have been modifications, that this Lease is in full force and effect as modified and stating the modifications); (b) the dates to which the Rent and any other charges have been paid; (c) whether or not Landlord is in default in the performance of any obligation, and if so, specifying the nature of such default in detail; (d) that this Lease and Tenant's interest in the Lease and Premises is subject and subordinate to all Mortgages; (e) that Tenant has accepted the Premises in "as is condition; (f) the amount of any security deposit held by Landlord; (g) whether or not there exist any defenses or claims against the enforcement of any right or remedy of Landlord, or any duty or obligation of Tenant hereunder (and, if so, specifying the same in detail); and (h) such other matters as Landlord may reasonably request. Any such statement may be relied upon by any owner of the Premises, any prospective purchaser of the Premises, any holder or prospective holder of a Mortgage or any other person or entity. Tenant acknowledges that TIME IS OF THE ESSENCE with respect to the delivery of such statements and that Tenant's failure to deliver timely such statements may cause substantial damages. If any such statement is not delivered timely by Tenant, then all matters contained in such statement shall be deemed true and accurate and Tenant's failure to deliver such statement constitutes its irrevocable appointment of Landlord as its attorney in fact to execute and deliver the statement to any third party.

20.12 **RADON DISCLOSURE**. In accordance with the requirements of Florida Statutes Section 404.056(5), the following notice is hereby given:

**RADON GAS**: Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon testing may be obtained from your county public health unit.

20.13 **Energy Efficiency Rating Information**: Tenant acknowledges receipt of the information brochure required by Section 553.996, Florida Statutes.

20.14 **Sexual Offender Disclosure**: The Florida Department of Law Enforcement (FDLE) maintains a list of sexual predators/offenders to enable the public to request information about these individuals who may be living in their communities. If this is important to Tenant, contact FDLE directly prior to entering into this Contract at 1-888-357-7332, or log on to [www.fdle.state.fl.us](http://www.fdle.state.fl.us).

## **ARTICLE 21            PARKING**

21.1 Landlord shall have no liability whatsoever for any property damage or personal or bodily injury which might occur as a result of, or in connection with, the use of any parking spaces or parking areas, except to the extent that such damage or injury is the result of the gross negligence or willful misconduct of Landlord or its agents; and Tenant hereby agrees to indemnify and hold Landlord harmless from and against any and all costs, claims, expenses or causes of action which Landlord may incur in connection with or arising out of Tenant's use of such parking spaces or parking areas, except to the extent that such costs, claims, expenses or causes of action are the result of the gross negligence or willful misconduct of Landlord or its agents. Landlord makes no representations with respect to parking or security.

**ARTICLE 22 Intentionally left blank.**

**ARTICLE 23. SURVIVAL OF REPRESENTATIONS, WARRANTIES AND AGREEMENTS; INDEMNIFICATION.**

23.1 Survival. The warranties and representations of Tenant and Landlord contained herein shall survive the expiration or earlier termination of this Lease.

23.2 Indemnities. Tenant shall indemnify, defend and hold harmless Landlord, its officers, employees, agents, property manager, contractors and any mortgagee (collectively, "Landlord's Agents") from and against all losses, claims, expenses (including attorney's fees), liabilities, lawsuits, injuries and damages of whatever nature if (a) occurring at or in the Premises, unless caused by the gross negligence or willful misconduct of Landlord or Landlord's Agents; or (b) due to any damage to the Premises, or waste, or arising out of broker claims, personal injuries or environmental contamination; together with all costs, expenses and liabilities incurred in or in connection with each such claim, action or proceeding brought against Landlord and/or Landlord's Agents, including, without limitation, all reasonable attorney's fees and expenses, unless caused by the gross negligence or willful misconduct of Landlord or Landlord's Agents. In addition, Tenant shall indemnify, defend and hold harmless Landlord and Landlord's Agents from and against all losses, claims, expenses (including attorney's fees), liabilities, lawsuits and damages arising by reason of any clean up, removal, remediation or any other activity required as a result of the presence of hazardous substances in, at or under the Premises caused by Tenant or its employees, agents, contractors or invitees after the Effective Date of this Lease. The foregoing indemnities shall survive the expiration or earlier termination of this Lease.

**ARTICLE 24 MISCELLANEOUS PROVISIONS**

24.1 Recording and Memorandum of Lease. Tenant shall not record any document or instrument in the public records. Tenant will, at Landlord's request, execute the memorandum of lease attached hereto as **EXHIBIT "B"** or one substantially similar thereto and Tenant authorizes Landlord, at Landlord's option, to record same in the public records. Tenant agrees to promptly execute such joinders and consents as Landlord may reasonably request with respect to the Premises, or any portion of the property described in **EXHIBIT "A"**, or as may otherwise be appropriate. In the event there exists a default by the Tenant which has not been cured within the applicable cure period, and if Landlord files an eviction action due to the default which has not dismissed or settled within sixty days, then Tenant agrees to promptly file of record a termination and discharge of this Memorandum in form acceptable to the Landlord, unless the court rules that the recording of such a discharge would be inequitable to the Tenant.

24.2 Satellite Dish. Landlord hereby grants Tenant the right, at Tenant's sole cost and expense, but without payment of any rent or fee to Landlord, to install, maintain and replace from time to time a satellite dish(s) or similar antennae devise(s) (hereinafter "Satellite Dish") on the Premises or on the roof of any structure erected thereon, subject to the following: (a) applicable governmental laws; (b) the right of Landlord to supervise any roof penetrations; (c) compliance with the conditions of any roof bond maintained by Landlord or any roof warranties in effect, and (d) the right of Landlord to approve the location of the Satellite Dish, which approval shall not be unreasonably withheld. Tenant shall be responsible for the repair of any damage to any portion of the Premises caused by Tenant's installation, use or removal of the Satellite Dish. The Satellite Dish shall remain the exclusive property of Tenant, and Tenant shall have the right to remove same at any time during the term of the Lease. Tenant shall protect,



defend, indemnify and hold harmless Landlord from and against any and all claims, damages, liabilities, costs or expenses of every kind and nature (including, without limitation, reasonable attorneys' fees) imposed upon or incurred by or asserted against Landlord arising out of Tenant's installation, maintenance, use or removal of the Satellite Dish. Tenant shall have access and the right to run telephone, CRT and other cables through the existing utility systems and areas with the prior consent of Landlord, which consent shall not be unreasonably withheld if same will not damage any portion of the Premises or interfere with such utility systems. Tenant shall not be required to remove cabling and wiring upon the expiration of the Lease. Tenant's entry onto the roof and work on the roof in connection with this paragraph will be performed, at Tenant's expense, by licensed and insured roof contractors only, and only in cooperation with Landlord. Tenant shall notify Landlord in writing prior to going up to the roof or doing any work on the roof so that Landlord can have a representative present.

24.3 Attorney Fees. In the event of any litigation, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs.

24.4 Charter School Reporting. Tenant shall provide to Landlord, upon request of Landlord: (a) Copies of all reports submitted by Tenant to the Florida Department of Education (the "Agency") that indicate, or may result in, a material adverse change in Tenant's operations or financial conditions, within 5 business days of submission to the Agency; (b) Copies of all actions taken by the Agency, or notices thereof, in regards to Tenant that will or may have a material adverse change in Tenant's operations or financial conditions, within 5 business days of receipt by the Tenant from the Agency; (c) Copies of enrollment count as of the date each year established by the Agency for official enrollment counts, as submitted by Tenant to the Agency and copies of annual academic performance reports submitted to the Agency; (d) No later than thirty days prior to the start of each fiscal year of Tenant, an operating budget of Tenant, as submitted to the Agency, for the upcoming fiscal year. In the event that per-pupil funding provided by the State of Florida to charter schools in general, or Tenant in particular, is reduced from the amount of such funds Tenant currently expects to receive, Tenant shall notify Landlord of such immediately; (e) Tenant shall at all times comply with the federal definition of "charter school" as defined by U.S. Department of Education regulations, and shall provide Landlord of such evidence thereof as Landlord may from time to time reasonably request; and (f) Copies of annual academic performance reports submitted to the Agency; (g) Tenant agrees to provide a copy to Landlord of those Profit and Loss Statements or other financial information which Tenant provides to the State of Florida. Tenant agrees to cooperate with all commercially reasonable requests of Landlord's mortgage lenders.

24.5 No Joint Venture. The existence of this Lease will not be construed to create a partnership or joint venture between Tenant and Landlord or between Landlord and any other party.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease under seal as of the day and year first above written.

[ALL SIGNATURES APPEAR ON THE FOLLOWING PAGE.]

Witnesses as to Landlord:

**LANDLORD:**

**CHARTER OC ORLANDO, LLC,**  
A Florida limited liability company  
By ESJ Capital Partners, LLC, its Manager

\_\_\_\_\_  
Print Name: \_\_\_\_\_

By: \_\_\_\_\_ (SEAL)  
Print Name: \_\_\_\_\_  
Title: Manager

\_\_\_\_\_  
Print Name: \_\_\_\_\_

STATE OF FLORIDA                    }  
COUNTY OF MIAMI-DADE        }SS:

The foregoing was acknowledged before me on \_\_\_\_\_, 2017, by \_\_\_\_\_, as  
Manager of ESJ Capital Partners, LLC, as Manager of Charter OC Orlando, LLC, a Florida limited  
liability company, on behalf of the companies, and he is personally known to me.

\_\_\_\_\_  
Notary Public, State of Florida

Witnesses as to Tenant:

**TENANT:**

XXXXXXXXXXXXXXXXXXXXXXXXXXXX, INC.,  
A Florida For Profit Corporation  
(Corporation Not For Profit Seal)

\_\_\_\_\_  
Print Name: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

\_\_\_\_\_  
Print Name: \_\_\_\_\_

STATE OF \_\_\_\_\_                    }  
COUNTY OF \_\_\_\_\_        }SS:

The foregoing was acknowledged before me on \_\_\_\_\_, 2014, by  
\_\_\_\_\_, as \_\_\_\_\_ of **XXXXXXXXXXXXXXXXXXXXXXXXXXXX, Inc., a  
Florida Non Profit Corporation**, on behalf of the corporation, and said person is (\_\_\_) personally  
known to me or said person (\_\_\_) produced a \_\_\_\_\_ Driver's License as  
identification.

\_\_\_\_\_  
Notary Public, State of \_\_\_\_\_

**EXHIBIT "A"**  
**LEGAL DESCRIPTION**

**A portion of the following property as depicted on the attached Site Plan: Lot 1, Westland Terrace, according to the Plat thereof as recorded in Plat Book 43, Pages 132 and 133, Public Records of Orange County, Florida.**

**EXHIBIT "B"**

**MEMORANDUM OF LEASE**

**THIS MEMORANDUM OF LEASE** (this "Memorandum") made as of the \_\_\_\_\_ day of \_\_\_\_\_, 2014, is by and between **CHARTER OC ORLANDO, LLC**, a Florida limited liability company ("Landlord") and **XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX, INC.**, a **Florida Non Profit Corporation** ("Tenant").

**W I T N E S S E T H:**

1. **Premises.** Landlord and Tenant have entered into a lease ("Lease") dated \_\_\_\_\_, 2017 for a portion of that certain real property described in EXHIBIT "A" attached hereto.

2. **Term.** The initial term of the Lease is for twenty-five (25) years. When exact commencement and termination dates of the initial term of the Lease are determined, the parties agree to execute a recordable supplement to this Memorandum that will set forth such dates.

3. **PROHIBITION AGAINST TENANT RELATED LIENS. TO ALL WHOM IT MAY CONCERN YOU ARE TO TAKE NOTICE THAT: (1) THE INTEREST OF THE LANDLORD IN THE PREMISES IS NOT SUBJECT TO ANY LIENS, INCLUDING CONSTRUCTION LIENS, FOR IMPROVEMENTS TO OR OTHER WORK PERFORMED IN OR AT THE PREMISES BY OR ON BEHALF OF THE TENANT; FURTHER, THERE MAY BE NO LIENS AGAINST LANDLORD'S INTEREST OR THE PREMISES; (2) THE TENANT DOES NOT HAVE ANY AUTHORITY TO CREATE OR PERMIT ANY LIEN TO ATTACH TO THE ESTATE OR REVERSION OF THE LANDLORD IN THE PREMISES; (3) ALL CONTRACTORS, SUBCONTRACTORS, MATERIAL SUPPLIERS AND OTHER PARTIES CONTRACTING WITH TENANT OR THE TENANT'S AGENTS, REPRESENTATIVES OR PRIVIES ARE ON NOTICE THAT THEY MUST LOOK DIRECTLY TO TENANT TO OBTAIN PAYMENT FOR ANY WORK DONE OR MATERIALS FURNISHED.**

4. **Incorporation of Lease.** This Memorandum is for informational purposes only and nothing contained herein shall be deemed to in any way modify or otherwise affect any of the terms and conditions of the Lease, the terms of which are incorporated herein by reference. This instrument is merely a memorandum of the Lease and is subject to all of the terms, provisions and conditions of the Lease. In the event of any inconsistency between the terms of the Lease and this instrument, the terms of the Lease shall prevail.

5. **Binding Effect.** The rights and obligations set forth herein shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns.

**SIGNATURES AND ACKNOWLEDGMENTS ON NEXT PAGES**

**IN WITNESS WHEREOF**, the parties have executed this Memorandum as of the day and year first above written.

Witnesses as to Landlord:

**LANDLORD:**

**CHARTER OC ORLANDO, LLC,**  
A Florida limited liability company  
By ESJ Capital Partners, LLC, its Manager

\_\_\_\_\_  
Print Name: \_\_\_\_\_

\_\_\_\_\_  
Print Name: \_\_\_\_\_

By: \_\_\_\_\_ (SEAL)  
Print Name: \_\_\_\_\_  
Title: Manager

STATE OF FLORIDA                    }  
COUNTY OF MIAMI-DADE        }SS:

The foregoing was acknowledged before me on \_\_\_\_\_, 2017, by \_\_\_\_\_,  
as Manager of ESJ Capital Partners, LLC, as Manager of Charter OC Orlando, LLC, a Florida limited  
liability company, on behalf of the companies, and he is personally known to me.

\_\_\_\_\_  
Notary Public, State of Florida

**IN WITNESS WHEREOF**, the parties have executed this Memorandum as of the day and year first above written

Witnesses as to Tenant:

**TENANT:**

\_\_\_\_\_  
Print Name: \_\_\_\_\_

XXXXXXXXXXXXXXXXXX.,  
A Florida For Profit Corporation  
(Corporation Not For Profit Seal)

\_\_\_\_\_  
Print Name: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

STATE OF \_\_\_\_\_ }  
COUNTY OF \_\_\_\_\_ }SS:

The foregoing was acknowledged before me on \_\_\_\_\_, 2017, by \_\_\_\_\_, as \_\_\_\_\_ of **XXXXXXXXXXXXXXXXXX, a Florida Non Profit Corporation**, on behalf of the corporation, and said person is ( ) personally known to me or said person ( ) produced a \_\_\_\_\_ Driver's License as identification.

\_\_\_\_\_  
Notary Public, State of \_\_\_\_\_

**EXHIBIT “A” TO MEMORANDUM OF LEASE**

A portion of the following property as depicted on the attached Site Plan: Lot 1, Westland Terrace, according to the Plat thereof as recorded in Plat Book 43, Pages 132 and 133, Public Records of Orange County, Florida.

EXHIBIT "C" – SITE PLAN

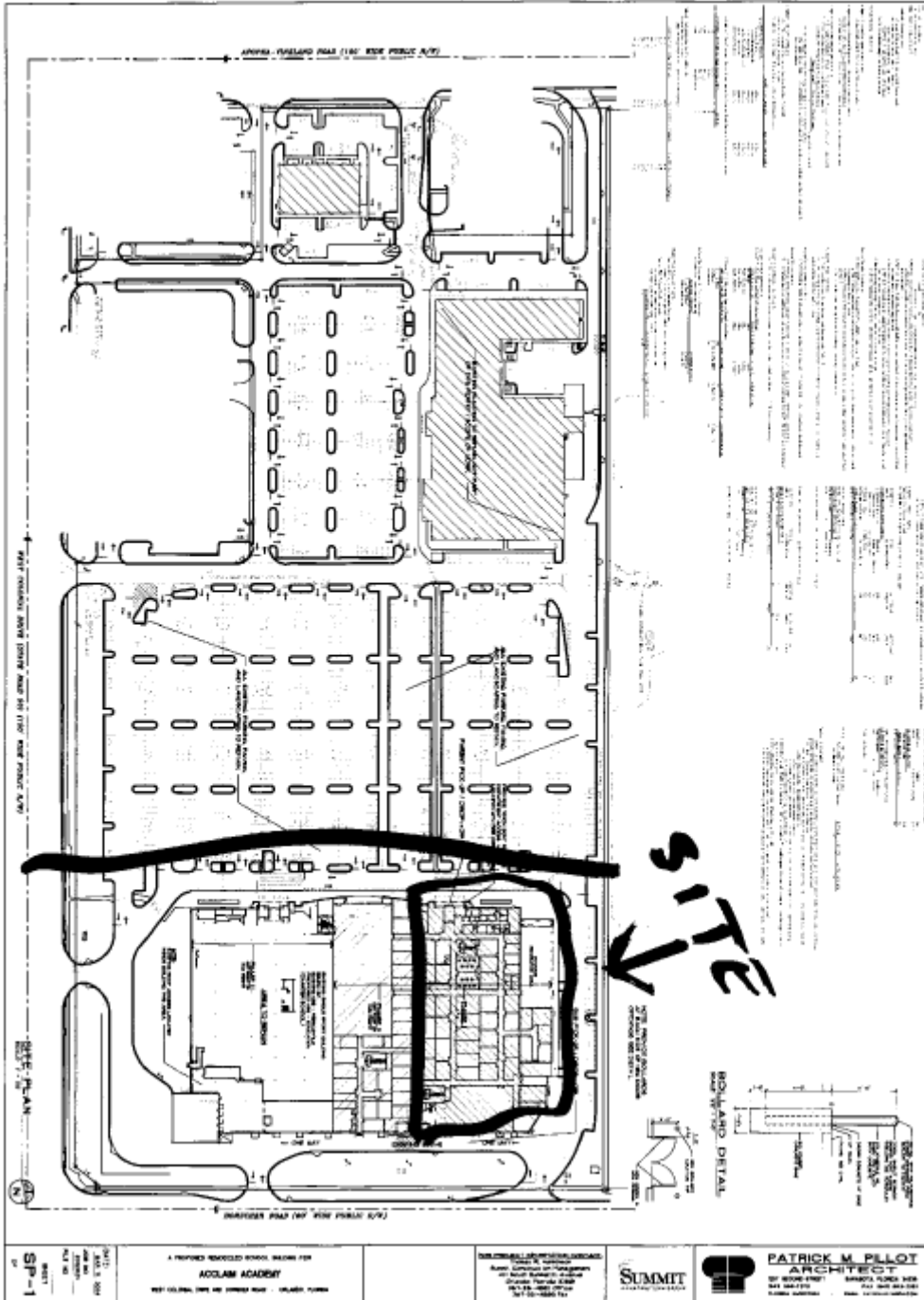
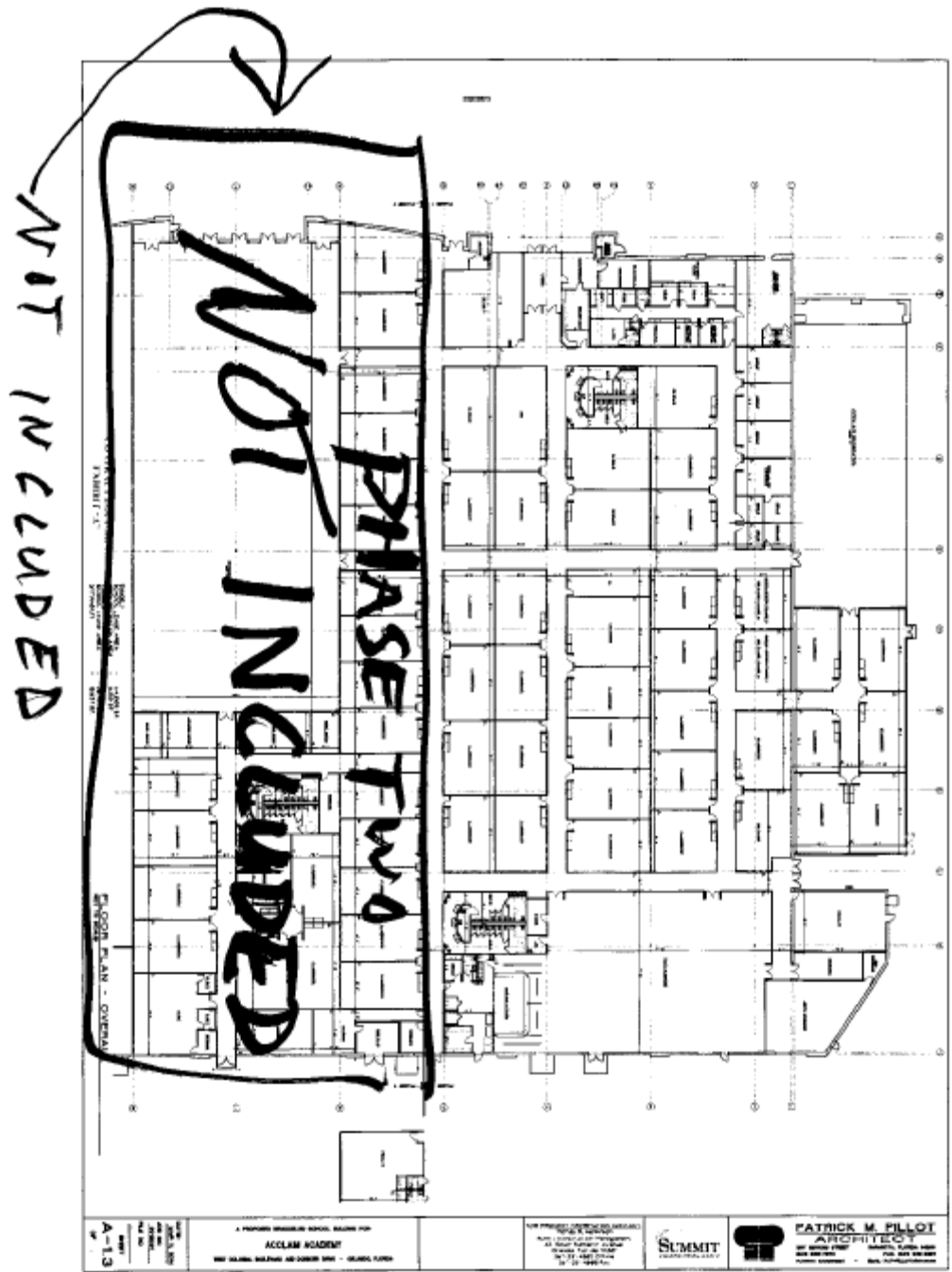


EXHIBIT "D" (FLOOR PLANS)





**EXHIBIT “F”**

**FF&E EXHIBIT**



Innovation  
**Montessori**  
—High School—

Appendix W: Florida Charter School Revenue Estimating  
Worksheet

**48** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for IMHS Charter School

Based on the 2016-17 FEFP First Calculation

School District: **Orange**

**1. 2016-17 FEFP State and Local Funding**

Base Student Allocation                      \$4,160.71                      District Cost Differential: 1.0019

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.103	0.0000	\$ -
111 Basic K-3 with ESE Services		1.103	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	80.00	1.001	80.0800	\$ 333,823
113 Basic 9-12 with ESE Services	10.00	1.001	10.0100	\$ 41,728
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.194	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.194	0.0000	\$ -
130 ESOL (Grade Level 9-12)	10.00	1.194	11.9400	\$ 49,773
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
<b>Totals</b>	<b>100.00</b>		<b>102.0300</b>	<b>\$ 425,324</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

**Number of FTE**

*Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*

**2016-17**

**Base Funding  
(WFTE x BSA x DCD)**

**Additional FTE (a)**

<b>Advanced Placement</b>			\$	-
<b>International Baccalaureate</b>			\$	-
<b>Advanced International Certificate</b>			\$	-
<b>Industry Certified Career Education</b>			\$	-
<b>Early High School Graduation</b>			\$	-
<b>Small District ESE Supplement</b>			\$	-
<b>Total Additional FTE</b>		<b>0.0000</b>	<b>Additional Base Funds</b>	\$ -
<b>Total Funded Weighted FTE</b>		<b>102.0300</b>	<b>Total Base Funding</b>	<b>\$ 425,324</b>

<b>2. ESE Guaranteed Allocation:</b>	<b>FTE</b>	<b>Grade Level</b>	<b>Matrix Level</b>	<b>Guarantee Per Student</b>		
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	251	\$ 1,015	\$ -	
		PK-3	252	\$ 3,278	\$ -	
		PK-3	253	\$ 6,689	\$ -	
		4-8	251	\$ 1,138	\$ -	
		4-8	252	\$ 3,401	\$ -	
		4-8	253	\$ 6,812	\$ -	
		7.00	9-12	251	\$ 810	\$ 5,670
			9-12	252	\$ 3,073	\$ -
			9-12	253	\$ 6,483	\$ -
	<b>Total FTE with ESE Services</b>	<b>7.00</b>		<b>Total ESE Guarantee</b>	<b>\$ 5,670</b>	

**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: 100.00 ÷ District's Total UFTE: 199,986.38  
 = **0.0500%**

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: 102.03 ÷ District's Total WFTE: 221,722.76 = 0.0460%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>42,721,181</u>	x	0.0500%	\$	<u>21,361</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>4,283,708</u>	x	0.0500%	\$	<u>2,142</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>3,634,569</u>	x	0.0500%	\$	<u>1,817</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>4,917,768</u>	x	0.0500%	\$	<u>2,459</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>15,866,708</u>	x	0.0500%	\$	<u>7,933</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.0460%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.0460%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>8,984,095</u>	x	0.0460%	\$	<u>4,133</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>86,482,789</u>	x	0.0460%	\$	<u>39,782</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.0460%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>726,649</u>	x	0.0460%	\$	<u>334</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		1.0019		1,321.49	=	<u>0</u>
4-8	0.0000		1.0019		901.39	=	<u>0</u>
9-12	102.0300		1.0019		903.56	=	<u>92,365</u>
Total *	<u>102.0300</u>				Total Class Size Reduction Funds	\$	<u>92,365</u>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

**16. Student Transportation**

(g)

**Enter All Adjusted Fundable Riders**

x

375

\$

-

**Enter All Adjusted ESE Riders**

x

1,395

\$

-

**17. Federally Connected Student Supplement**

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Students with Disabilities	<input type="text"/>	<input type="text"/>	\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>
<b>18. Florida Teachers Classroom Supply Assistance Program</b>				<b>\$ -</b>
<b>19. Food Service Allocation</b>				<b>\$ -</b>
<b>Total</b>				<b>\$ 603,320</b>

**20. 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) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(f) 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.

(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. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**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.*



**48** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for IMHS Charter School

Based on the 2016-17 FEFP First Calculation

School District: **Orange**

**1. 2016-17 FEFP State and Local Funding**

Base Student Allocation                      \$4,160.71                      District Cost Differential: 1.0019

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.103	0.0000 \$	-
111 Basic K-3 with ESE Services		1.103	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	164.00	1.001	164.1640 \$	684,337
113 Basic 9-12 with ESE Services	18.00	1.001	18.0180 \$	75,110
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000 \$	-
130 ESOL (Grade Level PK-3)		1.194	0.0000 \$	-
130 ESOL (Grade Level 4-8)		1.194	0.0000 \$	-
130 ESOL (Grade Level 9-12)	18.00	1.194	21.4920 \$	89,592
300 Career Education (Grades 9-12)		1.001	0.0000 \$	-
<b>Totals</b>	<b>200.00</b>		<b>203.6740 \$</b>	<b>849,039</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

**Number of FTE**

*Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*

**2016-17**

**Base Funding  
(WFTE x BSA x DCD)**

**Additional FTE (a)**

<b>Advanced Placement</b>			\$	-
<b>International Baccalaureate</b>			\$	-
<b>Advanced International Certificate</b>			\$	-
<b>Industry Certified Career Education</b>			\$	-
<b>Early High School Graduation</b>			\$	-
<b>Small District ESE Supplement</b>			\$	-
<b>Total Additional FTE</b>		<b>0.0000</b>	<b>Additional Base Funds</b>	\$ -
<b>Total Funded Weighted FTE</b>		<b>203.6740</b>	<b>Total Base Funding</b>	<b>\$ 849,039</b>

<b>2. ESE Guaranteed Allocation:</b>	<b>FTE</b>	<b>Grade Level</b>	<b>Matrix Level</b>	<b>Guarantee Per Student</b>	
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	251	\$ 1,015	\$ -
		PK-3	252	\$ 3,278	\$ -
		PK-3	253	\$ 6,689	\$ -
		4-8	251	\$ 1,138	\$ -
		4-8	252	\$ 3,401	\$ -
		4-8	253	\$ 6,812	\$ -
		9-12	251	\$ 810	\$ 12,150
		9-12	252	\$ 3,073	\$ -
		9-12	253	\$ 6,483	\$ -
	<b>Total FTE with ESE Services</b>	<b>15.00</b>			<b>Total ESE Guarantee</b>

**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: 200.00 ÷ District's Total UFTE: 199,986.38  
 = **0.1000%**

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: 203.67 ÷ District's Total WFTE: 221,722.76 = 0.0919%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>42,721,181</u>	x	0.1000%	\$	<u>42,721</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>

Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.

5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>4,283,708</u>	x	0.1000%	\$	<u>4,284</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>3,634,569</u>	x	0.1000%	\$	<u>3,635</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>4,917,768</u>	x	0.1000%	\$	<u>4,918</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>15,866,708</u>	x	0.1000%	\$	<u>15,867</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.0919%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.0919%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>8,984,095</u>	x	0.0919%	\$	<u>8,256</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>86,482,789</u>	x	0.0919%	\$	<u>79,478</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.0919%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>726,649</u>	x	0.0919%	\$	<u>668</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		1.0019		1,321.49	=	<u>0</u>
4-8	0.0000		1.0019		901.39	=	<u>0</u>
9-12	203.6740		1.0019		903.56	=	<u>184,381</u>
<b>Total *</b>	<b>203.6740</b>				<b>Total Class Size Reduction Funds</b>	\$	<b><u>184,381</u></b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

**16. Student Transportation**

(g)

**Enter All Adjusted Fundable Riders**

x

375

\$

-

**Enter All Adjusted ESE Riders**

x

1,395

\$

-

**17. Federally Connected Student Supplement**

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Students with Disabilities	<input type="text"/>	<input type="text"/>	\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>
<b>18. Florida Teachers Classroom Supply Assistance Program</b>				<b>\$ -</b>
<b>19. Food Service Allocation</b>				<b>\$ -</b>
<b>Total</b>				<b>\$ 1,205,397</b>

**20. 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) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(f) 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.

(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. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**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.*

**48** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for IMHS Charter School

Based on the 2016-17 FEFP First Calculation

School District: **Orange**

**1. 2016-17 FEFP State and Local Funding**

Base Student Allocation                      \$4,160.71                      District Cost Differential: 1.0019

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.103	0.0000 \$	-
111 Basic K-3 with ESE Services		1.103	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	310.00	1.001	310.3100 \$	1,293,563
113 Basic 9-12 with ESE Services	22.00	1.001	22.0220 \$	91,801
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000 \$	-
130 ESOL (Grade Level PK-3)		1.194	0.0000 \$	-
130 ESOL (Grade Level 4-8)		1.194	0.0000 \$	-
130 ESOL (Grade Level 9-12)	18.00	1.194	21.4920 \$	89,592
300 Career Education (Grades 9-12)		1.001	0.0000 \$	-
<b>Totals</b>	<b>350.00</b>		<b>353.8240 \$</b>	<b>1,474,956</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

**Number of FTE**

*Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*

**2016-17**

**Base Funding  
(WFTE x BSA x DCD)**

**Additional FTE (a)**

<b>Advanced Placement</b>			\$	-
<b>International Baccalaureate</b>			\$	-
<b>Advanced International Certificate</b>			\$	-
<b>Industry Certified Career Education</b>			\$	-
<b>Early High School Graduation</b>			\$	-
<b>Small District ESE Supplement</b>			\$	-
<b>Total Additional FTE</b>		<b>0.0000</b>	<b>Additional Base Funds</b>	\$ -
<b>Total Funded Weighted FTE</b>		<b>353.8240</b>	<b>Total Base Funding</b>	<b>\$ 1,474,956</b>

<b>2. ESE Guaranteed Allocation:</b>	<b>FTE</b>	<b>Grade Level</b>	<b>Matrix Level</b>	<b>Guarantee Per Student</b>		
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	251	\$ 1,015	\$ -	
		PK-3	252	\$ 3,278	\$ -	
		PK-3	253	\$ 6,689	\$ -	
		4-8	251	\$ 1,138	\$ -	
		4-8	252	\$ 3,401	\$ -	
		4-8	253	\$ 6,812	\$ -	
		20.00	9-12	251	\$ 810	\$ 16,200
			9-12	252	\$ 3,073	\$ -
			9-12	253	\$ 6,483	\$ -
	<b>Total FTE with ESE Services</b>	<b>20.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 16,200</b>

**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: 350.00 ÷ District's Total UFTE: 199,986.38  
= **0.1750%**

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: 353.82 ÷ District's Total WFTE: 221,722.76 = 0.1596%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>42,721,181</u>	x	0.1750%	\$	<u>74,762</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>

Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.

5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>4,283,708</u>	x	0.1750%	\$	<u>7,496</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>3,634,569</u>	x	0.1750%	\$	<u>6,360</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>4,917,768</u>	x	0.1750%	\$	<u>8,606</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>15,866,708</u>	x	0.1750%	\$	<u>27,767</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.1596%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.1596%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>8,984,095</u>	x	0.1596%	\$	<u>14,339</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>86,482,789</u>	x	0.1596%	\$	<u>138,027</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.1596%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>726,649</u>	x	0.1596%	\$	<u>1,160</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		1.0019		1,321.49	=	<u>0</u>
4-8	0.0000		1.0019		901.39	=	<u>0</u>
9-12	353.8240		1.0019		903.56	=	<u>320,309</u>
Total *	<u>353.8240</u>				Total Class Size Reduction Funds	\$	<u>320,309</u>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)



**16. Student Transportation**

(g)

**Enter All Adjusted Fundable Riders**

x

375

\$

-

**Enter All Adjusted ESE Riders**

x

1,395

\$

-

**17. Federally Connected Student Supplement**

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Students with Disabilities	<input type="text"/>	<input type="text"/>	\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>
<b>18. Florida Teachers Classroom Supply Assistance Program</b>			(i)	\$ -
<b>19. Food Service Allocation</b>			(j)	\$ -
			<b>Total</b>	<b>\$ 2,089,982</b>

**20. 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) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(f) 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.

(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. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**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.*

**48** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for IMHS Charter School

Based on the 2016-17 FEFP First Calculation

School District: **Orange**

**1. 2016-17 FEFP State and Local Funding**

Base Student Allocation                      \$4,160.71                      District Cost Differential: 1.0019

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.103	0.0000 \$	-
111 Basic K-3 with ESE Services		1.103	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	448.00	1.001	448.4480 \$	1,869,407
113 Basic 9-12 with ESE Services	32.00	1.001	32.0320 \$	133,529
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000 \$	-
130 ESOL (Grade Level PK-3)		1.194	0.0000 \$	-
130 ESOL (Grade Level 4-8)		1.194	0.0000 \$	-
130 ESOL (Grade Level 9-12)	20.00	1.194	23.8800 \$	99,547
300 Career Education (Grades 9-12)		1.001	0.0000 \$	-
<b>Totals</b>	<b>500.00</b>		<b>504.3600 \$</b>	<b>2,102,483</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

**Number of FTE**

*Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*

**2016-17**

**Base Funding  
(WFTE x BSA x DCD)**

**Additional FTE (a)**

<b>Advanced Placement</b>			\$	-
<b>International Baccalaureate</b>			\$	-
<b>Advanced International Certificate</b>			\$	-
<b>Industry Certified Career Education</b>			\$	-
<b>Early High School Graduation</b>			\$	-
<b>Small District ESE Supplement</b>			\$	-
<b>Total Additional FTE</b>		<b>0.0000</b>	<b>Additional Base Funds</b>	\$ -
<b>Total Funded Weighted FTE</b>		<b>504.3600</b>	<b>Total Base Funding</b>	<b>\$ 2,102,483</b>

<b>2. ESE Guaranteed Allocation:</b>	<b>FTE</b>	<b>Grade Level</b>	<b>Matrix Level</b>	<b>Guarantee Per Student</b>		
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	251	\$ 1,015	\$ -	
		PK-3	252	\$ 3,278	\$ -	
		PK-3	253	\$ 6,689	\$ -	
		4-8	251	\$ 1,138	\$ -	
		4-8	252	\$ 3,401	\$ -	
		4-8	253	\$ 6,812	\$ -	
		25.00	9-12	251	\$ 810	\$ 20,250
			9-12	252	\$ 3,073	\$ -
			9-12	253	\$ 6,483	\$ -
	<b>Total FTE with ESE Services</b>	<b>25.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 20,250</b>

**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: 500.00 ÷ District's Total UFTE: 199,986.38  
 = **0.2500%**

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: 504.36 ÷ District's Total WFTE: 221,722.76 = 0.2275%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>42,721,181</u>	x	0.2500%	\$	<u>106,803</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>4,283,708</u>	x	0.2500%	\$	<u>10,709</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>3,634,569</u>	x	0.2500%	\$	<u>9,086</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>4,917,768</u>	x	0.2500%	\$	<u>12,294</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>15,866,708</u>	x	0.2500%	\$	<u>39,667</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2275%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2275%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>8,984,095</u>	x	0.2275%	\$	<u>20,439</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>86,482,789</u>	x	0.2275%	\$	<u>196,748</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2275%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>726,649</u>	x	0.2275%	\$	<u>1,653</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		1.0019		1,321.49	=	<u>0</u>
4-8	0.0000		1.0019		901.39	=	<u>0</u>
9-12	504.3600		1.0019		903.56	=	<u>456,585</u>
Total *	<u>504.3600</u>				Total Class Size Reduction Funds	\$	<u>456,585</u>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

**16. Student Transportation**

(g)

**Enter All Adjusted Fundable Riders**

x

375

\$

-

**Enter All Adjusted ESE Riders**

x

1,395

\$

-

**17. Federally Connected Student Supplement**

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Students with Disabilities	<input type="text"/>	<input type="text"/>	\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>
<b>18. Florida Teachers Classroom Supply Assistance Program</b>				<b>\$ -</b>
<b>19. Food Service Allocation</b>				<b>\$ -</b>
<b>Total</b>				<b>\$ 2,976,717</b>

**20. 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) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(f) 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.

(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. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**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.*

**48** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for IMHS Charter School

Based on the 2016-17 FEFP First Calculation

School District: **Orange**

**1. 2016-17 FEFP State and Local Funding**

Base Student Allocation                      \$4,160.71                      District Cost Differential: 1.0019

Program	Number of FTE	Program Cost Factor	2016-17 Base Funding	
			Weighted FTE (2) x (3)	(WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.103	0.0000	\$ -
111 Basic K-3 with ESE Services		1.103	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	566.00	1.001	566.5660	\$ 2,361,796
113 Basic 9-12 with ESE Services	35.00	1.001	35.0350	\$ 146,047
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.194	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.194	0.0000	\$ -
130 ESOL (Grade Level 9-12)	24.00	1.194	28.6560	\$ 119,456
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
<b>Totals</b>	<b>625.00</b>		<b>630.2570</b>	<b>\$ 2,627,299</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:



**Number of FTE**

*Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*

**2016-17**

**Base Funding  
(WFTE x BSA x DCD)**

**Additional FTE (a)**

<b>Advanced Placement</b>				\$	-
<b>International Baccalaureate</b>				\$	-
<b>Advanced International Certificate</b>				\$	-
<b>Industry Certified Career Education</b>				\$	-
<b>Early High School Graduation</b>				\$	-
<b>Small District ESE Supplement</b>				\$	-
<b>Total Additional FTE</b>		<b>0.0000</b>	<b>Additional Base Funds</b>	\$	-
<b>Total Funded Weighted FTE</b>		<b>630.2570</b>	<b>Total Base Funding</b>	\$	<b>2,627,299</b>

<b>2. ESE Guaranteed Allocation:</b>	<b>FTE</b>	<b>Grade Level</b>	<b>Matrix Level</b>	<b>Guarantee Per Student</b>		
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	251	\$ 1,015	\$ -	
		PK-3	252	\$ 3,278	\$ -	
		PK-3	253	\$ 6,689	\$ -	
		4-8	251	\$ 1,138	\$ -	
		4-8	252	\$ 3,401	\$ -	
		4-8	253	\$ 6,812	\$ -	
		20.00	9-12	251	\$ 810	\$ 16,200
			9-12	252	\$ 3,073	\$ -
			9-12	253	\$ 6,483	\$ -
	<b>Total FTE with ESE Services</b>	<b>20.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 16,200</b>

**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: 625.00 ÷ District's Total UFTE: 199,986.38  
 = **0.3125%**

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: 630.26 ÷ District's Total WFTE: 221,722.76 = 0.2843%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>42,721,181</u>	x	0.3125%	\$	<u>133,504</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>4,283,708</u>	x	0.3125%	\$	<u>13,387</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>3,634,569</u>	x	0.3125%	\$	<u>11,358</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>4,917,768</u>	x	0.3125%	\$	<u>15,368</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>15,866,708</u>	x	0.3125%	\$	<u>49,583</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2843%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2843%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>8,984,095</u>	x	0.2843%	\$	<u>25,542</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>86,482,789</u>	x	0.2843%	\$	<u>245,871</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2843%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>726,649</u>	x	0.2843%	\$	<u>2,066</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		1.0019		1,321.49	=	<u>0</u>
4-8	0.0000		1.0019		901.39	=	<u>0</u>
9-12	630.2570		1.0019		903.56	=	<u>570,557</u>
Total *	<u>630.2570</u>				Total Class Size Reduction Funds	\$	<u>570,557</u>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

**16. Student Transportation**

(g)

**Enter All Adjusted Fundable Riders**

x

375

\$

-

**Enter All Adjusted ESE Riders**

x

1,395

\$

-

**17. Federally Connected Student Supplement**

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	<input type="text"/>	\$0.00	\$0.00	\$ -
Students with Disabilities	<input type="text"/>	<input type="text"/>	\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>
<b>18. Florida Teachers Classroom Supply Assistance Program</b>				<b>\$ -</b>
<b>19. Food Service Allocation</b>				<b>\$ -</b>
			<b>Total</b>	<b>\$ 3,710,735</b>

**20. 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) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(f) 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.

(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. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**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.*



Innovation  
**Montessori**  
—High School—

Appendices X & Y: Proposed Operating Budget Proposed  
Start-up Budget

**Innovation Montessori High School**  
**PROJECTED OPERATING BUDGET**  
**Start-Up through 2023-2024**

Revenue Increase 102.00%  
Salary Increase 102.00%  
Inflation 102.00%

	Projected 2018 - 2019	Projected 2019 - 2020	Projected 2020 - 2021	Projected 2021 - 2022	Projected 2022 - 2023	Projected 2023 - 2024
<b>BEG. FUND BALANCE JULY 1st</b>	-	3,548	37,621	72,322	129,619	219,869
<b>Grades Served:</b>						
<b>REVENUE</b>	<b>FTE 0</b>	<b>FTE 100</b>	<b>FTE 200</b>	<b>FTE 350</b>	<b>FTE 500</b>	<b>FTE 625</b>
<b>TOTAL REVENUE</b>	<b>57,000</b>	<b>738,353</b>	<b>1,425,145</b>	<b>2,355,511</b>	<b>3,318,105</b>	<b>4,014,674</b>
<b>TOTAL FUNDS AVAILABLE</b>	<b>57,000</b>	<b>741,901</b>	<b>1,462,766</b>	<b>2,427,833</b>	<b>3,447,724</b>	<b>4,234,543</b>
<b>OPERATING EXPENSES</b>						
INSTRUCTIONAL	3,000	346,551	674,485	1,200,770	1,761,485	2,211,610
PUPIL PERSONNEL SERVICES	-	7,533	25,111	50,220	51,157	52,154
INSTR STAFF TRNG SVCS	3,000	6,000	12,000	19,000	27,000	35,000
BOARD	-	2,200	2,224	2,248	2,273	2,499
GENERAL ADMINISTRATION	-	30,468	61,177	106,461	152,305	190,896
SCHOOL ADM (OFFICE OF PRIN)	45,349	133,952	261,705	306,058	363,083	427,329
FACILITIES ACQUISITION	-	-	-	2,500	7,500	15,000
FISCAL SERVICES	1,303	21,228	38,166	54,988	70,137	81,946
FOOD SERVICES	-	-	31,094	56,786	73,298	87,117
CENTRAL SERVICES	-	-	-	-	-	-
TRANSPORTATION	-	7,110	7,330	9,213	10,995	14,660
OPERATION OF PLANT	800	41,739	62,152	113,720	171,122	185,733
COMMUNITY SERVICES	-	-	-	-	-	-
DEBT SERVICE	-	107,500	215,000	376,250	537,500	671,875
<b>TOTAL OPERATING EXPENSES</b>	<b>53,452</b>	<b>704,280</b>	<b>1,390,444</b>	<b>2,298,214</b>	<b>3,227,855</b>	<b>3,975,819</b>
<b>CURRENT YEAR NET SURPLUS / (DEFICIT)</b>	<b>3,548</b>	<b>34,073</b>	<b>34,701</b>	<b>57,297</b>	<b>90,250</b>	<b>38,855</b>
<b>ENDING FUND BALANCE JUNE 30th</b>	<b>3,548</b>	<b>37,621</b>	<b>72,322</b>	<b>129,619</b>	<b>219,869</b>	<b>258,724</b>
	6.23%	5.10%	5.07%	5.50%	6.63%	6.44%



**Innovation Montessori High School**  
**Monthly Cash Flow**  
**Start-Up through 2018-2019 School Year**

	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
<b>BEG. FUND BALANCE JULY 1st</b>	-	48,700.33	39,800.66	31,150.99	22,501.32	12,274.84	3,548.36	85,646.56	46,406.36	21,566.66	11,025.96	16,253.31	27,568.16	33,883.01	37,760.36	48,175.21	53,590.07	57,467.42
<b>Grades Served:</b>																		
<b>REVENUE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
<b>Retirement-Counselor</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Security-Counselor	-	-	-	-	-	-	-	40.17	40.17	40.17	40.17	40.17	40.17	40.17	40.17	40.17	40.17	40.17
Medical Insurance-Counselor	-	-	-	-	-	-	-	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00	45.00
Workers Comp-Counselor	-	-	-	-	-	-	-	3.17	3.17	3.17	3.17	3.17	3.17	3.17	3.17	3.17	3.17	3.17
Unemployment-Counselor	-	-	-	-	-	-	-	14.42	14.42	14.42	14.42	14.42	14.42	14.42	14.42	14.42	14.42	14.42
<b>PUPIL PERSONNEL SERVICES</b>	-	-	-	-	-	-	-	627.75	627.75	627.75	627.75	627.75	627.75	627.75	627.75	627.75	627.75	627.75
<b>Contracted Services-Inservice</b>	-	750.00	750.00	750.00	750.00	-	-	3,000.00	2,100.00	900.00	-	-	-	-	-	-	-	-
<b>Travel - Instructional</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Supplies</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INSTR STAFF TRNG SVCS</b>	-	750.00	750.00	750.00	750.00	-	-	3,000.00	2,100.00	900.00	-	-	-	-	-	-	-	-
<b>Group Insurance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Unemployment Comp</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Short Term Disability	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services-Admin/Gov	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services-Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Liability Insurance-Charter Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Insurance-Charter Board	-	-	-	-	-	-	-	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Travel-Charter Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Services - Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies - Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dues & Fees-Board	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Misc Expense-Board	-	-	-	-	-	-	-	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
<b>BOARD</b>	-	-	-	-	-	-	-	183.33	183.33	183.33	183.33	183.33	183.33	183.33	183.33	183.33	183.33	183.33
<b>OCPS Admin Cost</b>	-	-	-	-	-	-	-	2,539.00	2,539.00	2,539.00	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38
<b>GENERAL ADMINISTRATION</b>	-	-	-	-	-	-	-	2,539.00	2,539.00	2,539.00	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38	2,856.38
<b>Salaries-Administration</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Salaries-Business Operations Manager</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries-Principal (HS)	-	-	-	-	-	-	-	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90	1,812.90
Salaries-Assistant Principal (HS)	1,664.64	1,664.64	1,664.64	1,664.64	1,664.64	1,664.64	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50	1,326.50
Salaries-Admin. Para	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries-Curriculum Director	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00
Salaries-Admin. Sec.	-	-	-	-	-	-	-	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40
Registrar (HS)	-	-	-	-	-	-	-	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40
Reception (HS)	-	-	-	-	-	-	-	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40	1,126.40
IT Staff (HS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement-Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Soc. Sec. Medicare-Admin	446.17	446.17	446.17	446.17	532.17	532.17	651.50	651.50	651.50	651.50	651.50	651.50	651.50	651.50	651.50	651.50	651.50	651.50
Medical Insurance-Admin	399.60	399.60	399.60	399.60	700.80	700.80	570.00	570.00	570.00	570.00	570.00	570.00	570.00	570.00	570.00	570.00	570.00	570.00
Workers Comp-Admin	35.00	35.00	35.00	35.00	41.50	41.50	51.08	51.08	51.08	51.08	51.08	51.08	51.08	51.08	51.08	51.08	51.08	51.08
Unemployment-Admin	166.83	166.83	166.83	166.83	184.33	184.33	244.42	244.42	244.42	244.42	244.42	244.42	244.42	244.42	244.42	244.42	244.42	244.42
Contracted Services-Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services-Admin-Recruiting Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services-Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased Svcs-Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies-Admin	250.00	250.00	-	-	-	-	600.00	200.00	200.00	-	-	-	-	-	-	-	-	-
Equipment-Admin	500.00	-	-	-	-	-	1,250.00	625.00	625.00	-	-	-	-	-	-	-	-	-
Software-Admin	-	-	-	-	-	-	1,000.00	641.64	641.64	-	-	-	-	-	-	-	-	-
Dues & Fees-Admin	-	-	-	-	-	-	500.00	-	-	641.64	641.64	641.64	641.64	641.64	641.64	641.64	641.64	641.64
Misc Expense	-	-	-	-	-	-	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00
<b>SCHOOL ADM (OFFICE OF PRIN)</b>	7,628.91	7,128.91	6,878.91	6,878.91	8,416.51	8,416.51	13,007.80	12,124.43	11,624.43	10,799.43	10,799.43	10,799.43	10,799.43	10,799.43	10,799.43	10,799.43	10,799.43	10,799.43
<b>Renovations and Remodeling</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FACILITIES ACQUISITION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Contracted Services-Fiscal</b>	204.10	204.10	204.10	204.10	243.31	243.31	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00
<b>FISCAL SERVICES</b>	204.10	204.10	204.10	204.10	243.31	243.31	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00	1,769.00
<b>Other Purchased Svcs - Central</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Equipment-Central</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>CENTRAL SERVICES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Salaries-Foodservice</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Retirement-Foodservice</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Soc. Sec.-Foodservice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance-Foodservice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Workers Comp-Foodservice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unemployment-Foodservice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance-Foodservice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repair & Maint	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services-Foodservice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FOODSERVICE</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Salaries-Transportation</b>																		



**Innovation Montessori High School**  
**Monthly Cash Flow**  
**Start-Up through 2018-2019 School Year**

	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
<b>BEG. FUND BALANCE JULY 1st</b>	-	48,700.33	39,800.66	31,150.99	22,501.32	12,274.84	3,548.36	85,646.56	46,406.36	21,568.66	11,025.96	16,253.31	27,568.16	33,883.01	37,760.36	48,175.21	53,590.07	57,467.42
<b>Grades Served:</b>																		
<b>REVENUE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Unemployment-Custodian	-	-	-	-	-	-	-	26.82	26.82	26.82	26.82	26.82	26.82	26.82	26.82	26.82	26.82	26.82
Bldg Insurance-Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repair & Maint	-	-	-	-	-	-	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33
Communications	-	-	-	-	-	-	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82
Communications - Internet	-	-	-	-	-	-	181.82	181.82	181.82	181.82	181.82	181.82	181.82	181.82	181.82	181.82	181.82	181.82
Communications - Telephone	-	-	-	-	-	-	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64
Communications - Website	-	-	-	-	-	-	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91	90.91
Communications - E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Communications - Advertising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Water, Sewage and Garbage	-	-	-	-	-	-	45.45	45.45	45.45	45.45	45.45	45.45	45.45	45.45	45.45	45.45	45.45	45.45
Contracted Services-Operations	-	-	-	-	-	-	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67
Contracted Services-Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	66.67	66.67	66.67	66.67	66.67	66.67	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00
Supplies-Operations	400.00	-	-	-	-	-	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
Equipment -Operations	-	-	-	-	-	-	-	1,000.00	500.00	500.00	-	-	-	-	-	-	-	-
Outdoor Learning Space	-	-	-	-	-	-	-	2,500.00	-	-	-	-	-	-	-	-	-	-
Dues & Fees	-	-	-	-	-	-	-	125.00	-	-	125.00	-	-	125.00	-	-	125.00	-
OPERATION OF PLANT	466.67	66.67	66.67	66.67	66.67	66.67	983.33	6,875.52	3,750.52	3,750.52	3,375.52	3,250.52	3,250.52	3,375.52	3,250.52	3,250.52	3,375.52	3,250.52
<b>Contracted Services-Aftercare</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Supplies-Aftercare</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>COMMUNITY SERVICES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Principal - Debt</b>	-	-	-	-	-	-	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33
<b>Interest - Debt</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEBT SERVICE</b>	-	-	-	-	-	-	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33	8,958.33
<b>TOTAL OPERATING EXPENSES</b>	<b>8,299.67</b>	<b>8,899.67</b>	<b>8,649.67</b>	<b>8,649.67</b>	<b>10,226.48</b>	<b>8,726.48</b>	<b>24,901.80</b>	<b>92,269.62</b>	<b>77,867.12</b>	<b>62,672.12</b>	<b>54,149.49</b>	<b>51,711.99</b>	<b>51,711.99</b>	<b>54,149.49</b>	<b>51,711.99</b>	<b>51,711.99</b>	<b>54,149.49</b>	<b>77,273.13</b>
<b>CURRENT MONTH NET SURPLUS / (DEFICIT)</b>	<b>48,700.33</b>	<b>(8,899.67)</b>	<b>(8,649.67)</b>	<b>(8,649.67)</b>	<b>(10,226.48)</b>	<b>(8,726.48)</b>	<b>82,098.20</b>	<b>(39,240.20)</b>	<b>(24,837.70)</b>	<b>(10,542.70)</b>	<b>5,227.35</b>	<b>11,314.85</b>	<b>6,314.85</b>	<b>3,877.35</b>	<b>10,414.85</b>	<b>5,414.85</b>	<b>3,877.35</b>	<b>(19,846.29)</b>
<b>ENDING FUND BALANCE</b>	<b>48,700.33</b>	<b>39,800.66</b>	<b>31,150.99</b>	<b>22,501.32</b>	<b>12,274.84</b>	<b>3,548.36</b>	<b>85,646.56</b>	<b>46,406.36</b>	<b>21,568.66</b>	<b>11,025.96</b>	<b>16,253.31</b>	<b>27,568.16</b>	<b>33,883.01</b>	<b>37,760.36</b>	<b>48,175.21</b>	<b>53,590.07</b>	<b>57,467.42</b>	<b>37,621.13</b>

**Innovation Montessori High School**  
**Start-Up through 2023-2024 School Year**  
**5-Year Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

	<u>ACCT NO.</u>	<u>Pre-Opening</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
		<u>2018 - 2019</u>	<u>2019 - 2020</u>	<u>2020 - 2021</u>	<u>2021 - 2022</u>	<u>2022 - 2023</u>	<u>2023 - 2024</u>
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	-	3,548.36	37,621.13	72,322.46	129,619.28	219,868.82
<b>Grades Served:</b>			<b>9 - 10</b>	<b>9 - 11</b>	<b>9 - 12</b>	<b>9 - 12</b>	<b>9 - 12</b>
<b>REVENUE</b>	<b>ACCT NO.</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
		<b>0</b>	<b>100</b>	<b>200</b>	<b>350</b>	<b>500</b>	<b>625</b>
FEDERAL START-UP GRANT	43290000	-	-	100,000.00	100,000.00	100,000.00	-
TITLE II	23299000	-	-	-	-	-	-
FL EDUC FINANCE PROGRAM	13310000	-	609,353.00	1,223,545.00	2,129,211.00	3,046,105.00	3,817,924.00
FLORIDA LEAD TEACHER	13334000	-	-	-	-	-	-
PARENT SUPPLY FEES	13469000	-	-	-	-	-	-
CAPITAL OUTLAY	13397000	-	-	-	15,000.00	20,000.00	20,000.00
INTEREST	13430000	-	-	-	-	-	-
MISC REVENUE/FUNDRAISING	13490000	57,000.00	129,000.00	96,600.00	101,300.00	142,000.00	166,750.00
Donations	3440000	-	-	-	-	-	-
Planned Giving Donations	3440001	-	9,000.00	18,000.00	31,500.00	45,000.00	56,250.00
Donations:Corporate Sponsors	3440002	-	10,000.00	15,000.00	20,000.00	25,000.00	25,000.00
Donations:Gala	3440003	-	-	-	-	-	-
School Program Vendors	3473000	-	3,000.00	6,000.00	12,000.00	18,000.00	18,000.00
Miscellaneous Revenue	3495000	57,000.00	107,000.00	36,000.00	-	-	-
School Photos	3495001	-	-	-	-	-	-
Yearbooks	3495002	-	-	-	-	-	-
Field Trips	3495003	-	-	-	-	-	-
Lunches	3495006	-	-	21,600.00	37,800.00	54,000.00	67,500.00
Store	3495007	-	-	-	-	-	-
RENT CONCESSION PROCEEDS	13700000	-	-	5,000.00	10,000.00	10,000.00	10,000.00
<b>TOTAL REVENUE</b>		<b>57,000.00</b>	<b>738,353.00</b>	<b>1,425,145.00</b>	<b>2,355,511.00</b>	<b>3,318,105.00</b>	<b>4,014,674.00</b>
<b>TOTAL FUNDS AVAILABLE</b>		<b>57,000.00</b>	<b>741,901.36</b>	<b>1,462,766.13</b>	<b>2,427,833.46</b>	<b>3,447,724.28</b>	<b>4,234,542.82</b>

<u>OPERATING EXPENSES</u>	<u>ACCT NO.</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>
<u>ACCOUNT NAME</u>		<u>0</u>	<u>100</u>	<u>200</u>	<u>350</u>	<u>500</u>	<u>625</u>
Salaries-Teachers	15100120	-	169,800.48	346,371.67	603,553.65	900,739.82	1,148,675.00
Math	1 (HS)	-	28,300.08	43,297.00	44,163.00	45,046.00	45,947.00
Math	2 (HS)	-	-	14,430.89	44,163.00	45,046.00	45,947.00
Math	3 (HS)	-	-	-	14,719.53	45,046.00	45,947.00
Math	4 (HS)	-	-	-	-	-	45,947.00
ELA	5 (HS)	-	28,300.08	43,297.00	44,163.00	45,046.00	45,947.00
ELA	6 (HS)	-	-	14,430.89	44,163.00	45,046.00	45,947.00
ELA	7 (HS)	-	-	-	14,719.53	45,046.00	45,947.00
ELA	8 (HS)	-	-	-	-	-	45,947.00
Dual Math & ELA	9 (HS)	-	-	-	-	45,046.00	45,947.00
Dual Math & ELA	10 (HS)	-	-	-	-	45,046.00	45,947.00
Science	11 (HS)	-	28,300.08	43,297.00	44,163.00	45,046.00	45,947.00
Science	12 (HS)	-	-	14,430.89	44,163.00	45,046.00	45,947.00
Science	13 (HS)	-	-	-	14,719.53	45,046.00	45,947.00
Science	14 (HS)	-	-	-	-	15,000.32	45,947.00
Social Studies	15 (HS)	-	28,300.08	43,297.00	44,163.00	45,046.00	45,947.00
Social Studies	16 (HS)	-	-	14,430.89	44,163.00	45,046.00	45,947.00
Social Studies	17 (HS)	-	-	-	14,719.53	45,046.00	45,947.00
Social Studies	18 (HS)	-	-	-	-	15,000.32	45,947.00
Shared Electives	ART	-	28,300.08	43,297.00	44,163.00	45,046.00	45,947.00
Shared Electives	MUSIC	-	28,300.08	43,297.00	44,163.00	45,046.00	45,947.00
Shared Electives	Elective	-	-	28,866.11	44,163.00	45,046.00	45,947.00
Shared Electives	Elective	-	-	-	44,163.00	45,046.00	45,947.00
Shared Electives	Elective	-	-	-	14,719.53	45,046.00	45,947.00

**Innovation Montessori High School**  
 Start-Up through 2023-2024 School Year  
 5-Year Budget

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

		Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5	
		<u>2018 - 2019</u>	<u>2019 - 2020</u>	<u>2020 - 2021</u>	<u>2021 - 2022</u>	<u>2022 - 2023</u>	<u>2023 - 2024</u>	
BEG. FUND BALANCE JULY 1st		12769000	-	3,548.36	37,621.13	72,322.46	129,619.28	219,868.82
<b>Grades Served:</b>			9 - 10	9 - 11	9 - 12	9 - 12	9 - 12	
<b>REVENUE</b>		<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	
		<b>0</b>	<b>100</b>	<b>200</b>	<b>350</b>	<b>500</b>	<b>625</b>	
	Shared Electives Elective	-	-	-	-	14,865.18	45,947.00	
	Shared Electives Elective	-	-	-	-	-	45,947.00	
Supplements-Teachers	15100330	-	9,250.00	13,875.00	18,500.00	27,750.00	38,300.00	
Salaries-Aides	15100150	-	42,328.00	86,348.00	154,133.00	224,590.00	286,350.00	
	1 (HS)	-	21,164.00	21,587.00	22,019.00	22,459.00	22,908.00	
	2 (HS)	-	21,164.00	21,587.00	22,019.00	22,459.00	22,908.00	
	3 (HS)	-	-	21,587.00	22,019.00	22,459.00	22,908.00	
	4 (HS)	-	-	21,587.00	22,019.00	22,459.00	22,908.00	
	5 (HS)	-	-	-	22,019.00	22,459.00	22,908.00	
	6 (HS)	-	-	-	22,019.00	22,459.00	22,908.00	
	7 (HS)	-	-	-	22,019.00	22,459.00	22,908.00	
	8 (HS)	-	-	-	-	22,459.00	22,908.00	
	9 (HS)	-	-	-	-	22,459.00	22,908.00	
	10 (HS)	-	-	-	-	22,459.00	22,908.00	
	11 (HS)	-	-	-	-	-	22,908.00	
	12 (HS)	-	-	-	-	-	22,908.00	
	13 (HS)	-	-	-	-	-	11,454.00	
Retirement-Instructional	15100210	-	-	-	-	-	-	
Supplements-Aides	15100330	-	-	-	-	-	-	
Soc Sec/Medicare-Instructional	15100220	-	16,228.00	33,103.00	57,963.00	86,088.00	109,779.00	
Medical Insurance-Instructional	15100230	-	21,600.00	43,200.00	75,600.00	108,000.00	136,800.00	
Workers Comp.-Instructional	15100240	-	1,273.00	2,596.00	4,546.00	6,752.00	7,032.00	
Unemployment-Instructional	15100250	-	5,614.00	11,508.00	20,153.00	30,206.00	38,578.00	
Contracted Services-Instructional	15100310	-	-	-	-	-	-	
Travel-Instructional	15100330	3,000.00	-	2,500.00	4,000.00	6,000.00	12,000.00	
Repair & Maintenance	15100350	-	-	-	-	-	-	
Rentals	15100360	-	-	-	-	-	-	
Other Purchased Services	15100390	-	-	-	-	-	-	
Supplies-Instructional	15100510	-	10,000.00	20,000.00	35,000.00	50,000.00	62,500.00	
Textbooks-Instructional	15100520	-	10,000.00	10,200.00	15,404.00	25,712.08	36,226.32	
Student Supplies	15100530	-	-	-	-	-	-	
Equipment-Instructional	15100640	-	36,250.00	53,750.00	103,750.00	121,250.00	145,000.00	
Software-Instructional	15100690	-	9,000.00	10,000.00	30,000.00	35,000.00	40,000.00	
Substitute Teachers	15100750	-	4,000.00	8,000.00	14,000.00	20,000.00	25,000.00	
Salaries-Teachers-ESE	15200120	-	6,367.20	21,648.50	43,297.00	88,326.00	90,092.00	
	ESE - HS	-	6,367.20	21,648.50	43,297.00	44,163.00	45,046.00	
	MTSS / Gifted - HS	-	-	-	-	44,163.00	45,046.00	
Retirement-Instructional-ESE	15200210	-	-	-	-	-	-	
Soc Sec/Medicare-Instructional-ESE	15200220	-	487.00	1,656.00	3,312.00	6,757.00	6,892.00	
Medical Insurance-Instructional-ESE	15200230	-	540.00	1,800.00	3,600.00	3,600.00	3,672.00	
Workers Comp.-Instructional-ESE	15200240	-	38.00	130.00	260.00	530.00	441.00	
Unemployment-Instructional-ESE	15200250	-	175.00	599.00	1,198.00	2,684.00	2,973.00	
Contracted Services-Instructional-ESE	15200310	-	3,000.00	6,000.00	10,500.00	15,000.00	18,750.00	
Supplies-Instructional-ESE	15200510	-	600.00	1,200.00	2,000.00	2,500.00	2,550.00	
<b>INSTRUCTIONAL</b>		<b>3,000.00</b>	<b>346,550.68</b>	<b>674,485.17</b>	<b>1,200,769.65</b>	<b>1,761,484.90</b>	<b>2,211,610.32</b>	
Salaries- Social Worker / Guidance	16100130	-	6,300.00	21,000.00	42,000.00	42,840.00	43,697.00	
Retirement- Social Worker / Guidance	16100210	-	-	-	-	-	-	
Social Security- Social Worker / Guidance	16100220	-	482.00	1,607.00	3,213.00	3,277.00	3,343.00	
Medical Insurance- Social Worker / Guidance	16100230	-	540.00	1,800.00	3,600.00	3,600.00	3,672.00	
Workers Comp- Social Worker / Guidance	16100240	-	38.00	126.00	252.00	257.00	214.00	
Unemployment- Social Worker / Guidance	16100250	-	173.00	578.00	1,155.00	1,183.00	1,228.00	

**Innovation Montessori High School**  
**Start-Up through 2023-2024 School Year**  
**5-Year Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

	<u>ACCT NO.</u>	<u>Pre-Opening</u> <u>2018 - 2019</u>	<u>Year 1</u> <u>2019 - 2020</u>	<u>Year 2</u> <u>2020 - 2021</u>	<u>Year 3</u> <u>2021 - 2022</u>	<u>Year 4</u> <u>2022 - 2023</u>	<u>Year 5</u> <u>2023 - 2024</u>
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	-	3,548.36	37,621.13	72,322.46	129,619.28	219,868.82
<b>Grades Served:</b>			<b>9 - 10</b>	<b>9 - 11</b>	<b>9 - 12</b>	<b>9 - 12</b>	<b>9 - 12</b>
<b>REVENUE</b>	<b>ACCT NO.</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
<b>PUPIL PERSONNEL SERVICES</b>		<b>0</b>	<b>100</b>	<b>200</b>	<b>350</b>	<b>500</b>	<b>625</b>
		<u>-</u>	<u>7,533.00</u>	<u>25,111.00</u>	<u>50,220.00</u>	<u>51,157.00</u>	<u>52,154.00</u>
Contracted Services-Inservice	16400310	3,000.00	6,000.00	12,000.00	15,000.00	18,000.00	20,000.00
Travel - Instructional	16400330	-	-	-	4,000.00	9,000.00	15,000.00
Supplies	16400510	-	-	-	-	-	-
<b>INSTR STAFF TRNG SVCS</b>		<u>3,000.00</u>	<u>6,000.00</u>	<u>12,000.00</u>	<u>19,000.00</u>	<u>27,000.00</u>	<u>35,000.00</u>
Group Insurance	17100230	-	-	-	-	-	-
Unemployment Comp	17100250	-	-	-	-	-	-
Short Term Disability	17100290	-	-	-	-	-	-
Contracted Services-Admin/Gov	17100310	-	-	-	-	-	-
Contracted Services-Legal	17100311	-	-	-	-	-	-
Liability Insurance-Charter Board	17100320	-	1,200.00	1,224.00	1,248.48	1,273.45	1,298.92
Student Insurance-Charter Board	17100321	-	-	-	-	-	-
Travel-Charter Board	17100330	-	-	-	-	-	-
Postage Board	17100370	-	-	-	-	-	-
Other Services - Board	17100390	-	-	-	-	-	-
Supplies - Board	17100510	-	-	-	-	-	-
Dues & Fees-Board	17100730	-	-	-	-	-	-
Misc Expense-Board	17100790	-	1,000.00	1,000.00	1,000.00	1,000.00	1,200.00
<b>BOARD</b>		<u>-</u>	<u>2,200.00</u>	<u>2,224.00</u>	<u>2,248.48</u>	<u>2,273.45</u>	<u>2,498.92</u>
OCPS Admin Cost	17200790	-	30,468.00	61,177.00	106,461.00	152,305.00	190,896.00
<b>GENERAL ADMINISTRATION</b>		<u>-</u>	<u>30,468.00</u>	<u>61,177.00</u>	<u>106,461.00</u>	<u>152,305.00</u>	<u>190,896.00</u>
Salaries-Administration	17300110	-	-	-	-	-	-
Salaries-Business Operations Manager	17300120	-	-	-	-	-	-
Salaries-Principal (HS)	17300125	-	21,754.75	26,627.70	31,065.65	67,900.50	90,534.00
Salaries-Assistant Principal (HS)	17300130	9,987.84	15,918.00	64,945.00	66,244.00	67,569.00	68,920.00
Salaries-Admn. Para	17300150	-	-	-	-	-	-
Salaries-Curriculum Director	17300150	25,000.00	51,000.00	52,020.00	53,060.40	54,121.61	55,204.00
Salaries-Admn. Sec.	17300160	2,252.80	13,516.80	62,464.00	83,513.00	85,183.00	107,487.00
Registrar (HS)		2,252.80	13,516.80	33,792.00	34,468.00	35,157.00	35,860.00
Reception (HS)		-	-	28,672.00	29,245.00	29,830.00	30,427.00
IT Staff (HS)		-	-	-	19,800.00	20,196.00	41,200.00
Retirement-Admin	17300210	-	-	-	-	-	-
Soc. Sec./Medicare-Admin	17300220	2,849.00	7,818.00	15,763.00	17,892.00	21,020.00	24,644.00
Medical Insurance-Admin	17300230	3,000.00	6,840.00	15,480.00	16,848.00	18,288.00	20,376.00
Workers Comp-Admin	17300240	223.00	613.00	1,236.00	1,403.00	1,649.00	1,933.00
Unemployment-Admin	17300250	1,036.00	2,933.00	5,807.00	6,637.00	7,894.00	9,323.00
Contracted Services-Admin	17300310	-	-	-	-	-	-
Contracted Services-Admin-Recruiting Fee	17300311	-	-	-	-	-	-
Contracted Services-Admin	17300370	-	-	-	-	-	-
Postage	17300373	-	-	-	-	-	-
Other Purchased Svcs-Admin	17300390	-	-	-	-	-	-
Supplies-Admin	17300510	500.00	1,000.00	2,000.00	3,500.00	5,000.00	7,000.00
Equipment-Admin	17300640	500.00	2,500.00	2,500.00	1,500.00	1,530.00	1,560.60
Software-Admin	17300690	-	8,058.00	10,852.00	22,375.00	30,898.00	38,056.50
Dues & Fees-Admin	17300730	-	500.00	510.00	520.00	530.00	541.00
Misc Expense	17300790	-	1,500.00	1,500.00	1,500.00	1,500.00	1,750.00
<b>SCHOOL ADM (OFFICE OF PRIN)</b>		<u>45,348.64</u>	<u>133,951.55</u>	<u>261,704.70</u>	<u>306,058.05</u>	<u>363,083.11</u>	<u>427,329.10</u>

**Innovation Montessori High School**  
**Start-Up through 2023-2024 School Year**  
**5-Year Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

	<u>ACCT NO.</u>	<u>Pre-Opening</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
		<u>2018 - 2019</u>	<u>2019 - 2020</u>	<u>2020 - 2021</u>	<u>2021 - 2022</u>	<u>2022 - 2023</u>	<u>2023 - 2024</u>
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	-	3,548.36	37,621.13	72,322.46	129,619.28	219,868.82
<b>Grades Served:</b>			<b>9 - 10</b>	<b>9 - 11</b>	<b>9 - 12</b>	<b>9 - 12</b>	<b>9 - 12</b>
<b>REVENUE</b>	<b>ACCT NO.</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
		<b>0</b>	<b>100</b>	<b>200</b>	<b>350</b>	<b>500</b>	<b>625</b>
Renovations and Remodeling	17400680	-	-	-	2,500.00	7,500.00	15,000.00
<b>FACILITIES ACQUISITION</b>		-	-	-	<b>2,500.00</b>	<b>7,500.00</b>	<b>15,000.00</b>
Contracted Services-Fiscal	17500310	1,303.00	21,228.00	38,166.00	54,988.00	70,137.00	81,946.00
<b>FISCAL SERVICES</b>		<b>1,303.00</b>	<b>21,228.00</b>	<b>38,166.00</b>	<b>54,988.00</b>	<b>70,137.00</b>	<b>81,946.00</b>
Other Purchased Svcs - Central	17700390	-	-	-	-	-	-
Equipment-Central	17700640	-	-	-	-	-	-
<b>CENTRAL SERVICES</b>		-	-	-	-	-	-
Salaries-Foodservice	17800160	-	-	7,000.00	14,000.00	14,280.00	14,565.60
Retirement-Foodservice	17800210	-	-	-	-	-	-
Soc. Sec.-Foodservice	17800220	-	-	536.00	1,071.00	1,092.00	1,114.00
Insurance-Foodservice	17800230	-	-	1,800.00	3,600.00	3,600.00	3,600.00
Workers Comp-Foodservice	17800240	-	-	42.00	84.00	86.00	87.00
Unemployment-Foodservice	17800250	-	-	116.00	231.00	240.00	250.00
Insurance-Foodservice	17800320	-	-	-	-	-	-
Food and Supplies	17800321	-	-	21,600.00	37,800.00	54,000.00	67,500.00
Repair & Maint	17800350	-	-	-	-	-	-
Contracted Services-Foodservice	17800390	-	-	-	-	-	-
Other	17800450	-	-	-	-	-	-
<b>FOODSERVICE</b>		-	-	<b>31,094.00</b>	<b>56,786.00</b>	<b>73,298.00</b>	<b>87,116.60</b>
Salaries-Transportation	17800160	-	4,000.00	4,000.00	5,000.00	6,000.00	8,000.00
Retirement-Transportation	17800210	-	-	-	-	-	-
Soc. Sec.-Transportation	17800220	-	306.00	306.00	383.00	459.00	612.00
Insurance-Transportation	17800230	-	-	-	-	-	-
Workers Comp-Transportation	17800240	-	24.00	24.00	30.00	36.00	48.00
Unemployment-Transportation	17800250	-	-	-	-	-	-
Vehicle Insurance-Transportation	17800320	-	1,500.00	1,500.00	1,500.00	1,500.00	2,000.00
Student Insurance	17800321	-	-	-	-	-	-
Repair & Maint	17800350	-	1,000.00	1,000.00	1,500.00	2,000.00	2,500.00
Contracted Services-Transportation	17800390	-	-	-	-	-	-
Gasoline	17800450	-	280.00	500.00	800.00	1,000.00	1,500.00
<b>TRANSPORTATION</b>		-	<b>7,110.00</b>	<b>7,330.00</b>	<b>9,213.00</b>	<b>10,995.00</b>	<b>14,660.00</b>
Salaries-Custodian	17900160	-	11,736.00	11,970.80	29,927.00	45,789.00	45,789.00
NEW (HS)		-	11,736.00	11,970.80	29,927.00	30,526.00	30,526.00
NEW (HS)		-	-	-	-	15,263.00	15,263.00
Retirement-Custodian	17900210	-	-	-	-	-	-
Soc. Sec.-Custodian	17900220	-	898.00	916.00	2,289.00	3,503.00	3,503.00
Insurance-Custodian	17900230	-	1,440.00	1,440.00	3,600.00	5,400.00	5,400.00
Workers Comp-Custodian	17900240	-	70.00	72.00	180.00	275.00	275.00
Unemployment-Custodian	17900250	-	295.00	303.00	757.00	1,165.00	1,165.00
Bldg Insurance-Operations	17900320	-	-	-	-	-	-
Repair & Maint	17900350	-	4,000.00	6,000.00	8,000.00	25,000.00	30,000.00
Communications	17900370	-	7,500.00	13,500.00	19,620.00	26,742.00	26,867.00
Communications - Internet	17900371	-	2,000.00	4,000.00	8,000.00	12,000.00	12,000.00
Communications - Telephone	17900372	-	4,000.00	6,000.00	6,120.00	6,242.00	6,367.00
Communications - Website	17900374	-	1,000.00	3,000.00	5,000.00	8,000.00	8,000.00
Communications - E-Rate	17900375	-	-	-	-	-	-
Communications - Advertising	17900376	-	500.00	500.00	500.00	500.00	500.00

**Innovation Montessori High School**  
 Start-Up through 2023-2024 School Year  
 5-Year Budget

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

	<u>ACCT NO.</u>	<u>Pre-Opening</u> <u>2018 - 2019</u>	<u>Year 1</u> <u>2019 - 2020</u>	<u>Year 2</u> <u>2020 - 2021</u>	<u>Year 3</u> <u>2021 - 2022</u>	<u>Year 4</u> <u>2022 - 2023</u>	<u>Year 5</u> <u>2023 - 2024</u>
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	-	3,548.36	37,621.13	72,322.46	129,619.28	219,868.82
<b>Grades Served:</b>			<b>9 - 10</b>	<b>9 - 11</b>	<b>9 - 12</b>	<b>9 - 12</b>	<b>9 - 12</b>
<b>REVENUE</b>	<b><u>ACCT NO.</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>
		<b><u>0</u></b>	<b><u>100</u></b>	<b><u>200</u></b>	<b><u>350</u></b>	<b><u>500</u></b>	<b><u>625</u></b>
Water, Sewage and Garbage	17900380	-	3,000.00	7,340.00	7,487.00	7,637.00	7,790.00
Contracted Services-Operations	17900390	-	2,000.00	3,000.00	3,060.00	3,121.20	3,184.00
Contracted Services-Custodial	17900391	-	-	-	-	-	-
Utilities	17900400	400.00	4,800.00	9,600.00	16,800.00	24,000.00	30,000.00
Supplies-Operations	17900510	400.00	1,000.00	3,000.00	5,940.00	10,878.80	11,096.00
Equipment -Operations	17900640	-	2,000.00	2,000.00	2,040.00	2,081.00	2,123.00
Outdoor Learning Space	17900641	-	2,500.00	2,500.00	13,500.00	15,000.00	18,000.00
Dues & Fees	17900730	-	500.00	510.00	520.00	530.00	541.00
<b>OPERATION OF PLANT</b>		<b><u>800.00</u></b>	<b><u>41,739.00</u></b>	<b><u>62,151.80</u></b>	<b><u>113,720.00</u></b>	<b><u>171,122.00</u></b>	<b><u>185,733.00</u></b>
Contracted Services-Aftercare	19100710	-	-	-	-	-	-
Supplies-Aftercare	19100720	-	-	-	-	-	-
<b>COMMUNITY SERVICES</b>		<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
Principal - Debt	19200710	-	107,500.00	215,000.00	376,250.00	537,500.00	671,875.00
Interest - Debt	19200720	-	-	-	-	-	-
<b>DEBT SERVICE</b>		<b><u>-</u></b>	<b><u>107,500.00</u></b>	<b><u>215,000.00</u></b>	<b><u>376,250.00</u></b>	<b><u>537,500.00</u></b>	<b><u>671,875.00</u></b>
<b>TOTAL OPERATING EXPENSES</b>		<b><u>53,451.64</u></b>	<b><u>704,280.23</u></b>	<b><u>1,390,443.67</u></b>	<b><u>2,298,214.18</u></b>	<b><u>3,227,855.46</u></b>	<b><u>3,975,818.94</u></b>
<b>CURRENT YEAR NET SURPLUS / (DEFICIT)</b>		<b><u>3,548.36</u></b>	<b><u>34,072.77</u></b>	<b><u>34,701.33</u></b>	<b><u>57,296.82</u></b>	<b><u>90,249.54</u></b>	<b><u>38,855.06</u></b>
<b>ENDING FUND BALANCE JUNE 30th</b>		<b><u>3,548.36</u></b>	<b><u>37,621.13</u></b>	<b><u>72,322.46</u></b>	<b><u>129,619.28</u></b>	<b><u>219,868.82</u></b>	<b><u>258,723.88</u></b>

6.23%      5.10%      5.07%      5.50%      6.63%      6.44%

**Innovation Montessori High School**  
**2019-2020 Contingency Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

		Year 1	75%	50%
	ACCT NO.	Year 1	Year 1	Year 1
		2019 - 2020	2019 - 2020	2019 - 2020
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	3,548.36	3,548.36	3,548.36
<b>Grades Served:</b>		9 - 10	9 - 10	9 - 10
<b>REVENUE</b>	<b>ACCT NO.</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
		<b>100</b>	<b>75</b>	<b>50</b>
FEDERAL START-UP GRANT	43290000	-	-	-
TITLE II	23299000	-	-	-
FL EDUC FINANCE PROGRAM	13310000	609,353.00	457,014.75	304,676.50
FLORIDA LEAD TEACHER	13334000	-	-	-
PARENT SUPPLY FEES	13469000	-	-	-
CAPITAL OUTLAY	13397000	-	-	-
INTEREST	13430000	-	-	-
MISC REVENUE/FUNDRAISING	13490000	129,000.00	129,000.00	129,000.00
Donations	3440000	-	-	-
Planned Giving Donations	3440001	9,000.00	9,000.00	9,000.00
Donations:Corporate Sponsors	3440002	10,000.00	10,000.00	10,000.00
Donations:Gala	3440003	-	-	-
School Program Vendors	3473000	3,000.00	3,000.00	3,000.00
Miscellaneous Revenue	3495000	107,000.00	107,000.00	107,000.00
School Photos	3495001	-	-	-
Yearbooks	3495002	-	-	-
Field Trips	3495003	-	-	-
Lunches	3495006	-	-	-
Store	3495007	-	-	-
RENT CONCESSION PROCEEDS	13700000	-	-	-
<b>TOTAL REVENUE</b>		<b>738,353.00</b>	<b>586,014.75</b>	<b>433,676.50</b>
<b>TOTAL FUNDS AVAILABLE</b>		<b>741,901.36</b>	<b>589,563.11</b>	<b>437,224.86</b>

<b>OPERATING EXPENSES</b>		<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
<b>ACCOUNT NAME</b>	<b>ACCT NO.</b>	<b>100</b>	<b>75</b>	<b>50</b>
Salaries-Teachers	15100120	169,800.48	127,350.36	84,900.24
Math	1 (HS)	28,300.08	21,225.06	14,150.04
Math	2 (HS)	-	-	-
Math	3 (HS)	-	-	-
Math	4 (HS)	-	-	-
ELA	5 (HS)	28,300.08	21,225.06	14,150.04
ELA	6 (HS)	-	-	-
ELA	7 (HS)	-	-	-
ELA	8 (HS)	-	-	-
Dual Math & ELA	9 (HS)	-	-	-
Dual Math & ELA	10 (HS)	-	-	-
Science	11 (HS)	28,300.08	21,225.06	14,150.04
Science	12 (HS)	-	-	-
Science	13 (HS)	-	-	-
Science	14 (HS)	-	-	-
Social Studies	15 (HS)	28,300.08	21,225.06	14,150.04
Social Studies	16 (HS)	-	-	-
Social Studies	17 (HS)	-	-	-
Social Studies	18 (HS)	-	-	-
Shared Electives	ART	28,300.08	21,225.06	14,150.04
Shared Electives	MUSIC	28,300.08	21,225.06	14,150.04
Shared Electives	Elective	-	-	-
Shared Electives	Elective	-	-	-
Shared Electives	Elective	-	-	-
Shared Electives	Elective	-	-	-
Shared Electives	Elective	-	-	-
Supplements-Teachers	15100330	9,250.00	6,937.50	3,500.00
Salaries-Aides	15100150	42,328.00	31,746.00	21,164.00
	1 (HS)	21,164.00	15,873.00	10,582.00
	2 (HS)	21,164.00	15,873.00	10,582.00
	3 (HS)	-	-	-
	4 (HS)	-	-	-
	5 (HS)	-	-	-
	6 (HS)	-	-	-
	7 (HS)	-	-	-

**Innovation Montessori High School**  
**2019-2020 Contingency Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

		Year 1	75%	50%
	ACCT NO.	2019 - 2020	2019 - 2020	2019 - 2020
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	<b>3,548.36</b>	<b>3,548.36</b>	<b>3,548.36</b>
<b>Grades Served:</b>		<b>9 - 10</b>	<b>9 - 10</b>	<b>9 - 10</b>
<b>REVENUE</b>	<b>ACCT NO.</b>	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
		<b>100</b>	<b>75</b>	<b>50</b>
	8 (HS)	-	-	-
	9 (HS)	-	-	-
	10 (HS)	-	-	-
	11 (HS)	-	-	-
	12 (HS)	-	-	-
	13 (HS)	-	-	-
Retirement-Instructional	15100210	-	-	-
Supplements-Aides	15100330	-	-	-
Soc Sec/Medicare-Instructional	15100220	16,228.00	12,171.00	8,114.00
Medical Insurance-Instructional	15100230	21,600.00	16,200.00	10,800.00
Workers Comp.-Instructional	15100240	1,273.00	954.75	636.50
Unemployment-Instructional	15100250	5,614.00	4,210.50	2,807.00
Contracted Services-Instructional	15100310	-	-	-
Travel-Instructional	15100330	-	-	-
Repair & Maintenance	15100350	-	-	-
Rentals	15100360	-	-	-
Other Purchased Services	15100390	-	-	-
Supplies-Instructional	15100510	10,000.00	7,500.00	4,000.00
Textbooks-Instructional	15100520	10,000.00	7,500.00	4,000.00
Student Supplies	15100530	-	-	-
Equipment-Instructional	15100640	36,250.00	27,187.50	14,000.00
Software-Instructional	15100690	9,000.00	6,750.00	4,500.00
Substitute Teachers	15100750	4,000.00	3,000.00	2,000.00
Salaries-Teachers-ESE	15200120	6,367.20	4,775.40	3,183.60
	ESE - HS	6,367.20	4,775.40	3,183.60
	MTSS / Gifted - HS	-	-	-
Retirement-Instructional-ESE	15200210	-	-	-
Soc Sec/Medicare-Instructional-ESE	15200220	487.00	365.25	243.50
Medical Insurance-Instructional-ESE	15200230	540.00	405.00	270.00
Workers Comp.-Instructional-ESE	15200240	38.00	28.50	19.00
Unemployment-Instructional-ESE	15200250	175.00	131.25	87.50
Contracted Services-Instructional-ESE	15200310	3,000.00	2,250.00	1,500.00
Supplies-Instructional-ESE	15200510	600.00	450.00	300.00
<b>INSTRUCTIONAL</b>		<b>346,550.68</b>	<b>259,913.01</b>	<b>166,025.34</b>
Salaries- Social Worker / Guidance	16100130	6,300.00	4,725.00	3,150.00
Retirement- Social Worker / Guidance	16100210	-	-	-
Social Security- Social Worker / Guidance	16100220	482.00	361.50	241.00
Medical Insurance- Social Worker / Guidance	16100230	540.00	405.00	270.00
Workers Comp- Social Worker / Guidance	16100240	38.00	28.50	19.00
Unemployment- Social Worker / Guidance	16100250	173.00	129.75	86.50
<b>PUPIL PERSONNEL SERVICES</b>		<b>7,533.00</b>	<b>5,649.75</b>	<b>3,766.50</b>
Contracted Services-Inservce	16400310	6,000.00	4,500.00	3,000.00
Travel - Instructional	16400330	-	-	-
Supplies	16400510	-	-	-
<b>INSTR STAFF TRNG SVCS</b>		<b>6,000.00</b>	<b>4,500.00</b>	<b>3,000.00</b>
Group Insurance	17100230	-	-	-
Unemployment Comp	17100250	-	-	-
Short Term Disability	17100290	-	-	-
Contracted Services-Admin/Gov	17100310	-	-	-
Contracted Services-Legal	17100311	-	-	-
Liability Insurance-Charter Board	17100320	1,200.00	900.00	600.00
Student Insurance-Charter Board	17100321	-	-	-
Travel-Charter Board	17100330	-	-	-
Postage Board	17100370	-	-	-
Other Services - Board	17100390	-	-	-
Supplies - Board	17100510	-	-	-
Dues & Fees-Board	17100730	-	-	-
Misc Expense-Board	17100790	1,000.00	750.00	-
<b>BOARD</b>		<b>2,200.00</b>	<b>1,650.00</b>	<b>600.00</b>



**Innovation Montessori High School**  
**2019-2020 Contingency Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

		75%	50%
	Year 1	Year 1	Year 1
	2019 - 2020	2019 - 2020	2019 - 2020
<b>BEG. FUND BALANCE JULY 1st</b>	<b>ACCT NO.</b> 12769000	<b>3,548.36</b>	<b>3,548.36</b>
<b>Grades Served:</b>	<b>9 - 10</b>	<b>9 - 10</b>	<b>9 - 10</b>
<b>REVENUE</b>	<b>ACCT NO.</b>	<b>FTE</b>	<b>FTE</b>
		<b>100</b>	<b>75</b>
OCPS Admin Cost	17200790	30,468.00	22,851.00
<b>GENERAL ADMINISTRATION</b>		<b>30,468.00</b>	<b>22,851.00</b>
Salaries-Administration	17300110	-	-
Salaries-Business Operations Manager	17300120	-	-
Salaries-Principal (HS)	17300125	21,754.75	21,754.75
Salaries-Assistant Principal (HS)	17300130	15,918.00	15,918.00
Salaries-Admn. Para	17300150	-	-
Salaries-Curriculum Director	17300150	51,000.00	38,250.00
Salaries-Admn. Sec.	17300160	13,516.80	10,137.60
Registrar (HS)		13,516.80	10,137.60
Reception (HS)		-	-
IT Staff (HS)		-	-
Retirement-Admin	17300210	-	-
Soc. Sec./Medicare-Admin	17300220	7,818.00	6,584.04
Medical Insurance-Admin	17300230	6,840.00	5,760.40
Workers Comp-Admin	17300240	613.00	516.25
Unemployment-Admin	17300250	2,933.00	2,470.07
Contracted Services-Admin	17300310	-	-
Contracted Services-Admin-Recruiting Fee	17300311	-	-
Contracted Services-Admin	17300370	-	-
Postage	17300373	-	-
Other Purchased Svcs-Admin	17300390	-	-
Supplies-Admin	17300510	1,000.00	750.00
Equipment-Admin	17300640	2,500.00	1,875.00
Software-Admin	17300690	8,058.00	6,043.50
Dues & Fees-Admin	17300730	500.00	375.00
Misc Expense	17300790	1,500.00	1,125.00
<b>SCHOOL ADM (OFFICE OF PRIN)</b>		<b>133,951.55</b>	<b>111,559.60</b>
Renovations and Remodeling	17400680	-	-
<b>FACILITIES ACQUISITION</b>		<b>-</b>	<b>-</b>
Contracted Services-Fiscal	17500310	21,228.00	15,921.00
<b>FISCAL SERVICES</b>		<b>21,228.00</b>	<b>15,921.00</b>
Other Purchased Svcs - Central	17700390	-	-
Equipment-Central	17700640	-	-
<b>CENTRAL SERVICES</b>		<b>-</b>	<b>-</b>
Salaries-Foodservice	17800160	-	-
Retirement-Foodservice	17800210	-	-
Soc. Sec.-Foodservice	17800220	-	-
Insurance-Foodservice	17800230	-	-
Workers Comp-Foodservice	17800240	-	-
Unemployment-Foodservice	17800250	-	-
Insurance-Foodservice	17800320	-	-
Food and Supplies	17800321	-	-
Repair & Maint	17800350	-	-
Contracted Services-Foodservice	17800390	-	-
Other	17800450	-	-
<b>FOODSERVICE</b>		<b>-</b>	<b>-</b>
Salaries-Transportation	17800160	4,000.00	3,000.00
Retirement-Transportation	17800210	-	-
Soc. Sec.-Transportation	17800220	306.00	229.50
Insurance-Transportation	17800230	-	-
Workers Comp-Transportation	17800240	24.00	18.00
Unemployment-Transportation	17800250	-	-
Vehicle Insurance-Transportation	17800320	1,500.00	1,125.00
Student Insurance	17800321	-	-
Repair & Maint	17800350	1,000.00	750.00
Contracted Services-Transportation	17800390	-	-

**Innovation Montessori High School**  
**2019-2020 Contingency Budget**

Revenue Increase 102.00%  
 Salary Increase 102.00%  
 Inflation 102.00%

		Year 1	75%	50%
	<u>ACCT NO.</u>	<u>2019 - 2020</u>	<u>2019 - 2020</u>	<u>2019 - 2020</u>
<b>BEG. FUND BALANCE JULY 1st</b>	12769000	3,548.36	3,548.36	3,548.36
<b>Grades Served:</b>		<b>9 - 10</b>	<b>9 - 10</b>	<b>9 - 10</b>
<b>REVENUE</b>	<b><u>ACCT NO.</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>	<b><u>FTE</u></b>
		<b>100</b>	<b>75</b>	<b>50</b>
Gasoline	17800450	280.00	210.00	140.00
<b>TRANSPORTATION</b>		<b>7,110.00</b>	<b>5,332.50</b>	<b>3,555.00</b>
Salaries-Custodian	17900160	11,736.00	8,802.00	5,868.00
	NEW (HS)	11,736.00	8,802.00	5,868.00
	NEW (HS)	-	-	-
Retirement-Custodian	17900210	-	-	-
Soc. Sec.-Custodian	17900220	898.00	673.50	449.00
Insurance-Custodian	17900230	1,440.00	1,080.00	720.00
Workers Comp-Custodian	17900240	70.00	52.50	35.00
Unemployment-Custodian	17900250	295.00	221.25	147.50
Bldg Insurance-Operations	17900320	-	-	-
Repair & Maint	17900350	4,000.00	3,000.00	1,000.00
Communications	17900370	7,500.00	7,250.00	7,000.00
Communications - Internet	17900371	2,000.00	2,000.00	2,000.00
Communications - Telephone	17900372	4,000.00	4,000.00	4,000.00
Communications - Website	17900374	1,000.00	750.00	500.00
Communications - E-Rate	17900375	-	-	-
Communications - Advertising	17900376	500.00	500.00	500.00
Water, Sewage and Garbage	17900380	3,000.00	3,000.00	3,000.00
Contracted Services-Operations	17900390	2,000.00	1,500.00	1,000.00
Contracted Services-Custodial	17900391	-	-	-
Utilities	17900400	4,800.00	3,600.00	2,400.00
Supplies-Operations	17900510	1,000.00	750.00	500.00
Equipment -Operations	17900640	2,000.00	1,500.00	1,000.00
Outdoor Learning Space	17900641	2,500.00	1,875.00	1,250.00
Dues & Fees	17900730	500.00	375.00	250.00
<b>OPERATION OF PLANT</b>		<b>41,739.00</b>	<b>33,679.25</b>	<b>24,619.50</b>
Contracted Services-Aftercare	19100710	-	-	-
Supplies-Aftercare	19100720	-	-	-
<b>COMMUNITY SERVICES</b>		<b>-</b>	<b>-</b>	<b>-</b>
Principal - Debt	19200710	107,500.00	94,062.50	94,062.50
Interest - Debt	19200720	-	-	-
<b>DEBT SERVICE</b>		<b>107,500.00</b>	<b>94,062.50</b>	<b>94,062.50</b>
<b>TOTAL OPERATING EXPENSES</b>		<b>704,280.23</b>	<b>555,118.61</b>	<b>409,365.49</b>
<b>CURRENT YEAR NET SURPLUS / (DEFICIT)</b>		<b>34,072.77</b>	<b>30,896.14</b>	<b>24,311.01</b>
<b>ENDING FUND BALANCE JUNE 30th</b>		<b>37,621.13</b>	<b>34,444.50</b>	<b>27,859.37</b>
		5.10%	5.88%	6.42%

# Innovation Montessori High School

FEFP Workings for Forecast

2019 - 2024

FEFP Calc	101.00%
Inflation	101.00%

		Projected 2018 - 2019	Projected 2019 - 2020	Projected 2020 - 2021	Projected 2021 - 2022	Projected 2022 - 2023	Projected 2023 - 2024
<b>Student Count</b>							
	HS	0	100	200	350	500	625
FEFP Revenue as per calculation		0	603,320	1,205,397	2,089,982	2,976,717	3,710,735
Add: Prior Year Inflation	2017 - 18	0	0	0	0	0	0
	2018 - 19		0	0	0	0	0
	2019 - 20			6,033	6,033	6,033	6,033
	2020 - 21				12,114	12,114	12,114
	2021 - 22					21,081	21,081
	2022 - 23						30,159
		0	603,320	1,211,430	2,108,130	3,015,946	3,780,123
Add: Inflation		0	6,033	12,114	21,081	30,159	37,801
Total FEFP Revenue		<b>0</b>	<b>609,353</b>	<b>1,223,545</b>	<b>2,129,211</b>	<b>3,046,105</b>	<b>3,817,924</b>
Increase in FEFP due to 1% Inflation being applied.		0	6,033	18,148	39,229	69,388	107,189



Innovation  
**Montessori**  
—High School—

## Appendix Z: Evidence of external funding



July 27, 2017

Sherilyn Moore  
Innovation Montessori Parkside  
Innovation Montessori High School

RE: Operational Support for Innovation Montessori

Dear Sherilyn,  
Please allow this letter to serve as ESJ Capital Partners' willingness to extend \$400,000 in operational and FF&E support for the start of Innovation Montessori's newest proposed Orange County location.

We look forward to assisting in the successful launch of your next school to include a desirable High School for the west Orlando market.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew Fuller", is written over a circular blue ink stamp.

Matthew Fuller  
Chief Investment Officer  
ESJ Capital Partners



buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

July 23, 2017

Sherilyn Moore,  
Governing Board President  
Innovation Montessori Ocoee, Inc.  
855 E. Plant Street, Suite 1500  
Winter Garden, FL 34787  
d/b/a Innovation Montessori Techside

**RE: Innovation Montessori High School**

Mrs Moore:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Innovation Montessori High School** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school up to \$500,000 to help with the startup costs. The proposed terms have a five-year term with a 1% commitment fee and a 6% annual interest rate, subject to approval of the charter contract and board.

Sincerely,

Richard Moreno  
Vice-President  
Southern Region



Innovation  
**Montessori**  
—High School—

Addendum DD: Applicant history worksheet















Innovation  
**Montessori**  
—High School—

**Addendum FF: Additional Materials**



# Safe School Plan 2017-2018

**Note: This document is confidential and exempt from public disclosure pursuant to Sections 119.071(3) and 281.301, Florida Statutes.**

### **Safe School Plan Introduction**

It is a goal of Orange County Public Schools (OCPS) to provide a safe learning and working environment for students and staff. In support of that goal, the safe school planning process enables school administrators to identify pertinent information compiled in a readily accessible format in the event of an emergency regardless of the hazard. Information contained within this Safe School Plan is specific to \_\_\_\_\_ during the 2017-2018 School Year. Instructions for the completion of this document are available beginning on page 14.

The Safe School Plan template was created by the OCPS Safety and Emergency Management Department with input from stakeholders, including a sample of OCPS school administrators. Each section of the Safe School Plan should be filled out in its entirety. In addition to school staff, the School Resource Officer (SRO) assigned to the school should review and provide input to the plan. **The 2017-2018 Safe School Plan must be submitted by September 29, 2017.**

School emergency preparedness involves the integration of planning, organizing, training, exercising, equipping, and site assessment. These preparedness components have been incorporated into the Safe School Plan template. The Safe School Plan enhances situational awareness and improves the decision making process based on relevant school-based data. Safe School Plans are not intended to replace the district Comprehensive Emergency Management Plan, Emergency Procedures Manual, department emergency plans, or disaster related policies.

### **Administrative Handling Instructions**

The information contained within this Safe School Plan is For Official Use Only (FOUO), and should be handled as sensitive information not to be disclosed. This document should be safeguarded, handled, transmitted, and stored in a secure manner.

The Safe School Plan for each school will be submitted online via the [Safe School Plan Portal](#). Each school administrator shall be provided with a copy of the Safe School Plan so it is readily accessible in the event of an emergency. Additional copies of the Safe School Plan will be available in the school emergency evacuation kits.

**Please note, this plan must be saved and re-opened in Adobe to ensure fillable sections save correctly.**

Questions regarding the Safe School Plan submission process may be directed to:

- OCPS Emergency Management and Business Continuity

- [Emergency.Management@ocps.net](mailto:Emergency.Management@ocps.net)

- Office: (407) 317-3468

Note: This document is confidential and exempt from public disclosure pursuant to Sections 119.071(3) and 281.301, Florida Statutes.

## Section 1 - Safe School Planning

1.1 SCHOOL BASIC INFORMATION			
School Name:			
Street Address:			
City and Zip Code			
School Phone Number:			
Principal Name:			
Learning Community:			
Schedule:	1st Bell:	Lunch:	Dismissal:
Wednesday Schedule:	1st Bell:	Lunch:	Dismissal:

1.2 SCHOOL POPULATION		
Staff Population:		
ESE Student Population:		
ESE Special Considerations:		
Total Student Population:		
Number of Buses:	ESE:	Standard:

1.3 LOCAL FIRST RESPONDER INFORMATION	
Police Dept. Jurisdiction:	
Police Dept. Phone Number:	
SRO(s) Assigned to School:	
Fire Dept. Jurisdiction:	
Fire Dept. Phone Number:	



**Note: This document is confidential and exempt from public disclosure pursuant to Sections 119.071(3) and 281.301, Florida Statutes.**

### **1.4 PRIMARY ON-SITE EVACUATION LOCATIONS**

Identify visible, on-site locations a safe distance away from the building or hazard.

<b>On-Scene Command Post:</b>	
<b>Student Evacuation Site:</b>	
<b>Family Reunification Site:</b>	
<b>Medical Staging Site:</b>	
<b>Bus Staging Site:</b>	

### **1.5 PRIMARY OFF-SITE EVACUATION LOCATIONS**

Identify locations that may be utilized during an off-site (off-campus) evacuation. Include the method of transport to the off-site location and if you have received approval to use that facility in an emergency situation.

<b>Facility Name:</b>		
<b>Transport Method:</b>		
<b>On-Scene Command Post:</b>		
<b>Student Evacuation Site:</b>		
<b>Family Reunification Site:</b>		
<b>Medical Staging Site:</b>		
<b>Bus Staging Site:</b>		
<b>Use of Facility Approved?</b>	Yes/No:	Contact:

**Tip - When choosing an off-site evacuation location, use [Google Maps](#) to identify a nearby location that can be fled to in an emergency situation. The facility should be readily accessible during school hours. Consider your student population, including ESE students, when choosing this location.**

**Note: This document is confidential and exempt from public disclosure pursuant to Sections 119.071(3) and 281.301, Florida Statutes.**

### **1.6 ALTERNATE ON-SITE EVACUATION LOCATIONS**

In the event the primary evacuation areas identified in section 1.4 cannot be used or are unsafe, alternate evacuation areas must be pre-identified.

<b>On-Scene Command Post:</b>	
<b>Student Evacuation Site:</b>	
<b>Family Reunification Site:</b>	
<b>Medical Staging Site:</b>	
<b>Bus Staging Site:</b>	

### **1.7 ALTERNATE OFF-SITE EVACUATION LOCATIONS**

In the event the primary off-site evacuation location identified in section 1.5 cannot be used or is unsafe, alternate off-site evacuation areas must be pre-identified.

<b>Facility Name:</b>		
<b>Transport Method:</b>		
<b>On-Scene Command Post:</b>		
<b>Student Evacuation Site:</b>		
<b>Family Reunification Site:</b>		
<b>Medical Staging Site:</b>		
<b>Bus Staging Site:</b>		
<b>Use of Facility Approved?</b>	Yes/No:	Contact:

### **1.8 EVACUATION SITE HOSTING**

List the schools that have requested the use of your facility in the event they must evacuate.

<b>School/Facility:</b>	
<b>School/Facility:</b>	

**Note: This document is confidential and exempt from public disclosure pursuant to Sections 119.071(3) and 281.301, Florida Statutes.**

## **Section 2 - School Emergency Response Team (SERT) Organization**

### **2.1 ON-SCENE COMMAND LIAISON**

The On-Scene Command Liaison serves as the school incident commander until first responders arrive. This individual activates and briefs the SERT and communicates needs to first responders throughout the incident.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.2 PERIMETER CONTACT TEAM LEADER**

The Perimeter Contact Team Leader is responsible for securing campus gates and entrances as well as directing emergency responders to the incident.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.3 SEARCH TEAM LEADER**

The Search Team Leader is responsible for assisting responders with keys, campus maps, and searching of the facility if requested. This individual should be familiar with the layout of building, rooms, and potential hiding places.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.4 STUDENT EVACUATION TEAM LEADER**

The Student Evacuation Team Leader coordinates the evacuation of students, supervises the evacuation site, ensures the student roster is accurate, and accounts for absent or tardy students and staff.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

**Tip – School staff members should not hold more than one primary and/or alternate position. This ensures there is no ambiguity regarding who is responsible for major tasks and reduces duplication of efforts while enhancing collaboration.**

**Note: This document is confidential and exempt from public disclosure pursuant to Sections 119.071(3) and 281.301, Florida Statutes.**

### **2.5 PARENT RECEPTION TEAM LEADER**

The Parent Reception Team Leader coordinates the reunification of children with parents or legal guardians.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.6 TRANSPORTATION CONTACT TEAM LEADER**

The Transportation Contact Team Leader coordinates with the transportation area manager to relocate students to designated off-campus evacuation sites.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.7 FIRST AID COORDINATOR (SCHOOL NURSE)**

The First Aid Coordinator establishes provides basic life support and coordinates the care of children with special needs by first responders.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.8 CRISIS INTERVENTION SPECIALIST TEAM LEADER**

The Crisis Intervention Specialist Team Leader assembles the school crisis response team and requests district psychological resources as needed.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

### **2.9 MEDIA RECEPTION TEAM LEADER**

The media reception team leader ensures the media are directed to the appropriate off campus location and coordinates with the Public Relations Department regarding the release of information.

<b>Primary:</b>	Name:	Phone:
<b>Alternate:</b>	Name:	Phone:

## **IMHS Admissions / Lottery Policy\***

\*Please note: If this school is awarded a CSP Grant, the school will abide by the requirements of the CSP Grant relating to lottery and admissions for the duration of the participation in that program, and this policy will be updated at that time.

1. Student Recruitment: Innovation Montessori High School (IMHS) will implement a student recruitment strategy that includes:
  - An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
  - The development of promotional and informal materials that appeal to all major racial and ethnic groups represented in the community served by the school.
  - The distribution of promotional and informational materials to a broad variety of community groups and agencies via our website, social media, and local periodicals that serve the various racial, ethnic, and interest groups represented in the district.
  - A random selection process will be used for new applicants to the school each school year.
2. IMHS Enrollment Plan for the school year:
  - a. Dates will be set for enrollment events, re-enrollment deadlines, articulating and Montessori student deadlines, lottery dates, lottery deadlines, and enrollment deadlines, by the Principal and Board of Directors each school year. Applications are submitted online by midnight on the final application submission day.
  - b. When possible, the school will use lottery software or random list generators from the computer in order to conduct its lotteries. The Principal and Board of Directors will review the system annually to determine any needs for changes.
3. Re-Enrollment for Current Students and Capacity Notice
  - a. Each school year, the total capacity and total enrollment of the school will be posted on its website. The capacity will be based on the Charter Contract for the school. Seats will be made available based on this Policy and Florida law.
  - b. The parents and guardians of students enrolled at the school for the previous school year will be asked to submit a Re-Enrollment Application indicating intent to re-enroll for the upcoming school year. The deadline for Re-Enrollment Applications will be set by the Principal and the Board of Directors and will be posted on the school's website. Students whose Re-Enrollment Applications have been submitted by the Re-Enrollment Deadline will be automatically re-enrolled so long as they have maintained eligibility requirements. Students whose Re-Enrollment Applications are not submitted by the Re-Enrollment Deadline may lose their seat for the upcoming school year.
4. New Applicants and Controlled Open Enrollment for Out-of-County Applicants
  - a. Students who are new to the school must submit an Enrollment Application. Enrollment Applications will be available on the school's website and at the school. Enrollment Applications must be completed in full, in order to be considered. Student applications must be submitted through the Student Registration System on the school's website
  - b. Students from outside of Orange County are permitted to apply to the school so long as they are not subject to a current expulsion or suspension order. However, such Out-of-County Applicants will only be provided a seat after placement of all Orange

County Applicants. Once admitted to the school, Out-of-County Applicant Students will be permitted to matriculate up to the highest grade offered by the school so long as they maintain eligibility requirements.

- c. The initial due date for Enrollment Applications will be established by the Principal and Board of Directors and posted on the school's website. This will be the Initial Enrollment Period. At the end of the Initial Enrollment Period, parents and guardians will be notified of acceptance. In the event the number of Enrollment Applications for eligible students exceeds the capacity for a given grade level, class or building, the Lottery Process will be followed, as described below. If capacity is not reached for a grade level, class or building after the Initial Enrollment Period, subsequent applications will be accepted and additional lotteries held at dates established by the Principal and Board of Directors.
5. Students Articulating from a Middle School with an Articulation Agreement. If the Orange County School Board has approved an articulation agreement between any middle schools and IMHS pursuant to Section 1002.33(10)(e), Florida Statutes, the Principal and Board of Directors shall establish a deadline within which rising 9<sup>th</sup> Grade students from such schools may apply to IMHS prior to the Initial Enrollment Period for all other applicants. If such students submit their applications to IMHS prior to the deadline, such students will be enrolled. Student applications received after the articulating student deadline will be considered in the same manner as all other applications to the school. If student who applies under this section does not confirm an offer of enrollment within two days after an offer is made, the student will lose their enrollment under this section.
6. Students Who Have Previously Attended Montessori Schools. Consistent with IMHS' mission and purpose and Section 1002.33(10)(e)5., IMHS will provide an enrollment period for students who have previously attended a Montessori school. The Principal and Board of Directors shall establish a deadline within which students who have previously attended a Montessori school may apply to IMHS prior to the Initial Enrollment Period for all other applicants. If such students submit their applications to IMHS prior to the deadline, such students will be enrolled. Student applications received after the Montessori student deadline will be considered in the same manner as all other applications to the school. If a student who applies under this section does not confirm an offer of enrollment within two days after an offer is made, the student will lose their enrollment under this section.
7. Lottery: The school shall enroll any eligible student who submits an Enrollment Application prior to the posted deadline, unless the number of applications received during the applicable enrollment period exceeds the capacity of a class, grade level or building. In such cases, the IMHS Principal or Registrar will conduct the lottery using the following process.
  - a. The Initial Enrollment Lottery will be held in Late Winter or Early Spring at the school. All applications received during the Initial Enrollment Period will be included in the lottery. Parents do not need to be present at the Lottery.
  - b. Applicants with the following Enrollment Preferences will be selected, in the following order, as permitted pursuant to Section 1002.33(10)(d), Florida Statutes:
    - i. Students who are siblings of a student enrolled at IMHS
    - ii. Students who are the children of a member of the governing board of IMHS.
    - iii. Students who are the children of an employee of the charter school.
    - iv. Students who are children of an active duty member of any branch of the United States Armed Forces.

- c. If the number of Enrollment Applications with Enrollment Preferences exceeds the capacity of a grade level, class or building, a lottery will be held among the Enrollment Applicants with Enrollment Preferences.
  - d. After all Enrollment Applicants with Enrollment Preferences have been admitted, a lottery will be held among the Orange County Applicants for each grade level, class or building that exceeds capacity. If there are seats remaining, and the number of Out-Of-County Applicants exceeds the capacity for a grade level, class or building, a separate Lottery will be held for Out-of-County Applicants. Those Orange County and Out-of-County Applicants not selected in a lottery will be included in subsequent lotteries for the applicable school year. Such subsequent lotteries will be set at dates established by the Principal and Board of Directors.
  - e. If there are any remaining applicants that are not selected in the lottery(ies), such applicants will be placed on the Orange County and Out-of-County (as applicable) wait lists in the order such Enrollment Applications were selected in the last lottery held.
  - f. The Principal and Board of Directors may establish one or more additional enrollment periods if there are seats remaining for any grade level, class or building. Applications will be processed and lotteries held in the same manner as for the Initial Enrollment Period.
  - g. When an offer of enrollment is made, IMHS requires that applicants notify the school within 2 days to indicate whether or not they will accept. If offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist. Applications are only valid for the current year.
  - h. New wait lists will be created each year, and Applicants on Wait Lists will not be carried over from year-to-year. Applicants must reapply for the lottery annually if we are unable to offer them admission for the current year.
8. Records. The IMHS administration or software records all dates and communication regarding enrollment activity for each applicant within the database. Each applicant's enrollment application is kept on file for the time period required by Florida law.
9. Enrollment Confirmation  
All families will receive an enrollment packet with all of the forms necessary to enroll at IMHS after accepting an offer of enrollment.
10. The school will hold an Orientation session before the start of school to prepare new families and students for the transition to the school and to assist families.
11. Statement of Admissions and Non-Discrimination: IMHS is nonsectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition. IMHS does not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, disability, religion or sexual orientation. IMHS will actively recruit a diverse student population. Open Enrollment, admission requirements, and lottery information will be posted physically on campus in a publicly accessible location, on the school's website and announced via the school's established email groups.