

STATE BOARD OF EDUCATION

Action Item

November 28, 2017

SUBJECT: Approval of Amendment to Rule 6A-6.0786, Forms for Charter School Applicants and Sponsors

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1002.33(28), Florida Statutes

EXECUTIVE SUMMARY

During the 2017 legislative session, Section 1002.332, Florida Statutes, was amended to allow a high-performing charter school system to replicate its high-performing charter schools using a standard application prepared by the Department of Education.

A high-performing charter school system is an entity that:

- Operated at least three high-performing charter schools in the state during each of the three previous years;
- Operated a system of charter schools in which at least 50 percent of the charter schools were high-performing and no charter school received a school grade of "D" or "F" in any of the previous three years; and
- Did not receive a financial audit that revealed one or more of the financial emergency conditions for any charter school in any of the previous three years

The proposed amendment adopts and incorporates two new forms:

- Form HPS1- Model Florida Charter School Application High-Performing Charter School System Replication
- Form HPS2- Model Florida Charter School Application High Performing Charter School System Replication Evaluation Instrument

The department conducted two rule development workshops via conference call on October 6, 2017. Additionally, the department distributed the draft forms to every charter school and charter school sponsor in the state.

Supporting Documentation Included: Proposed Rule 6A-6.0786, F.A.C., Form IEPC-HPS1, the Model Florida Charter School Application High-Performing Charter School System Replication and Form IEPC-HPS2, the Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument

Facilitator/Presenter: Adam Miller, Executive Director, Office of Independent Education and Parental Choice

6A-6.0786 Forms for Charter School Applicants and Sponsors.

(1) through (3) No change.

(4) A high-performing charter school system may replicate its high-performing charter schools in any school district in the state. The applicant must submit an application using Form IEPC-HPS1, the Model Florida Charter School Application High-Performing Charter School System Replication (DOS link) effective January 2018, pursuant to Section 1002.332(2)(b), F.S. Form IEPC-HPS1 is hereby incorporated by reference and may be obtained electronically on the Department’s website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(5) Sponsors shall evaluate high-performing system replication applications using Form IEPC-HPS2, the Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument (DOS link) effective January 2018. Form IEPC-HPS2 is hereby incorporated by reference and may be obtained electronically on the Department’s website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(6) (4) Persons or entities submitting a virtual charter school application must use Form IEPC-VI, Model Florida Virtual Charter School Application, effective February 2016, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06304>) pursuant to Section 1002.33, F.S. Form IEPC-VI is hereby incorporated by reference and may be obtained electronically on the Department’s website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(7) (5) Sponsors shall evaluate Model Florida Virtual Charter School Applications using Form IEPC-V2, Florida Virtual Charter School Application Evaluation Instrument, effective February 2016 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06305>). Form IEPC-V2 is hereby incorporated by reference and may be obtained electronically on the Department’s website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(8) (6) Applicants completing Addenda A, B, or C, pursuant to the model application shall use Form IEPC-M1A, Applicant History Worksheet, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05518>) effective August 2015. Form IEPC-M1A is hereby incorporated by reference and may be obtained electronically on the

Department’s website at <http://www.fldoe.org/schools/school-choice/> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, FL 32399-0400.

Rulemaking Authority 1002.33(6), (28) FS. Law Implemented 1002.33(6), (21), 1002.331 FS, 1002.332(2) FS.

History–New 10-25-10, Amended 7-9-12, 12-23-14, 8-6-15, 2-9-16, 12-20-16.

**MODEL FLORIDA CHARTER SCHOOL APPLICATION
HIGH-PERFORMING CHARTER SCHOOL SYSTEM
REPLICATION**

Rule 6A-6.0786
Form IEPC-HPS1
Effective January 2018

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APPLICATION PROCESS OVERVIEW

A high-performing charter school system seeking to replicate one of its high-performing charter schools shall prepare and submit an application on the following model application form prepared by the Department of Education.

A. Application Components

1. Application Cover Sheet
2. Executive Summary (not to exceed 2 pages)
3. Narrative: The Narrative is the formal application to the sponsor and is a comprehensive description of the applicant's educational, operational, and financial plans. The application narrative (not including attachments, budget templates or additional information requested by Sponsor) is subject to the following page limits:
 - **60 pages (including question prompts) for applicants completing only this application or 65 pages** for applicants required to complete the Education Services Provider Addendum. Application Cover Sheet and Executive Summary sections are excluded from the page limit, as is a table of contents, if included.
 - Pages must be formatted using one side of the page with no smaller than 1" margins, 12-point font and **single-spaced**.
4. Applicant History Worksheets:
The applicant history worksheet (Attachment K) must be completed by applicant. (DOE Form IEPC-M1A can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>¹)
5. Attachments:
Throughout the Narrative, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specifically requested. A comprehensive list of the attachments is provided on p. 17 of this application. An applicant may include ten (10) pages of attachments in addition to those requested in the chart of attachments.
6. 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.
7. Board Member Information Forms: Each member of the governing board or proposed governing board should complete and sign a Board Member Information Form.
8. Addendum: Applicants that are proposing to contract with an Education Service Provider (ESP) must complete the ESP addendum.
9. Capacity Interview: Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity

¹ If the link is not working please contact the Department's charter school office at 1-800-447-1636 for a copy of the form.

interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

- B. **Plagiarism:** Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. Plagiarism, including the copying of language from substantive portions any other charter application without proper attribution or authorization, is prohibited. In order to implement an existing curriculum, instructional framework, or educational model (e.g. Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. Existing operators or applicants with their own previously submitted applications may use their own intellectual property without violating this provision.
- C. Refer to sponsor-specific instructions as to additional information, policies, or procedures that may address the decision-making process.
- D. Before approving or denying any final application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, excess pages pursuant to the page limits set forth in this form, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the final application.. A sponsor may, at its discretion, receive and consider substantive revisions.
- E. **Public Disclosure**
All charter school proposal materials submitted to the [District] become public records pursuant to Chapter 119, Florida Statutes.
- F. **Sponsor Priorities**
Applicants are encouraged to review the Sponsor's website to determine if the Sponsor has identified any priorities as it relates to specific and unique needs which the charter school may address. Applicants are not required to address Sponsor priorities and failure to address Sponsor priorities may not be a basis for denial of an application.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: _____

NAME OF HIGH-PERFORMING CHARTER SCHOOL SYTEM SUBMITTING APPLICATION:

NAME OF NON-PROFIT GOVERNING BOARD UNDER WHICH CHARTER WILL BE OPERATED:

NAME AND MASTER SCHOOL IDENTIFICATION NUMBER (MSID) OF THE HIGH-PERFORMING CHARTER SCHOOL BEING REPLICATED:

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: _____

TITLE/RELATIONSHIP TO NON-PROFIT: _____

MAILING ADDRESS: _____

PRIMARY TELEPHONE: () _____ **ALTERNATE TELEPHONE:** () _____

E-MAIL ADDRESS: _____

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

Projected Date of School Opening (Month/Year): _____

_____ 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.)*

Name of ESP: _____

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

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					

Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
<i>EX: John Doe</i>	<i>Current</i>	<i>Secretary</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume

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

Title

Printed Name

Date

EXECUTIVE SUMMARY

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

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

Evaluation Criteria: Executive Summary

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

Section 1: Replication Overview

- A. Identify the High-Performing Charter System that is submitting the application and include as Attachment A the Commissioner of Education letter pursuant to s. 1002.332, F.S., designating the system as High-Performing.
- B. Identify the High-Performing Charter School that the applicant intends to replicate and include as Attachment B the Commissioner of Education letter pursuant to s. 1002.331, F.S., designating the school as High-Performing.
- C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.
- D. If the applicant’s projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.
- E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Evaluation Criteria: Replication Overview

Reviewers will look for:

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Section 2: Mission, Guiding Principles and Purpose

- A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.
- B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:
 - *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system. PAGE(S) _____*
 - *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) _____*
 - *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school. PAGE(S) _____*

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

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

- *Improve student learning and academic achievement.* PAGE(S) _____
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) _____
- *Encourage the use of innovative learning methods.* PAGE(S) _____
- *Require the measurement of learning outcomes.* PAGE(S) _____

Evaluation Criteria: Mission, Guiding Principles, and Purpose

Reviewers will look for:

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

Section 3: Educational Program, Curriculum, and Instructional Design

- A. Describe the proposed charter school’s educational program.
- B. Describe the basic learning environment (classroom-based, independent study, blended learning, etc.).
- C. 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.
- D. 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 C.
- E. Describe how the educational program, curriculum and instructional design is substantially similar to the high-performing charter school that is being replicated.

Evaluation Criteria: Educational Program, Curriculum and Instructional Design

Reviewers will look for an educational program, curriculum and instructional design that is substantially similar to the high-performing charter school that is being replicated.

Section 4: Student Performance, Assessment and Evaluation

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 specific results to be attained through instruction.
- B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Assessment and Evaluation

- C. 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). 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.
- D. Describe how student assessment and performance information will be shared with students and with parents. Describe how the school will 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.

Evaluation Criteria: Student Performance, Assessment and Evaluation

Reviewers will look for:

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Section 5: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school’s targeted populations and those that might

otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.
- C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment D.
- D. Provide the school’s projected population of students with disabilities and English Language Learners and describe how the projection was made.
- E. Describe how the school will ensure that students with disabilities and English Language Learners will have an equal opportunity of being selected for enrollment in the charter school.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:

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

Section 6: Management and Staffing

- A. Describe the management structure of the school.
- B. 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.
- C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?
- D. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Evaluation Criteria: Management and Staffing

Reviewers will look for:

- A management structure that includes a clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A viable and adequate staffing plan.
- A compensation and benefits plan or outline of such a plan that is aligned with the proposed budget.
- An adequate plan to ensure proper and timely background screening for all personnel.

If t

- A. Describe the proposed facility, including location, size, and layout of space.

- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school’s opening.
- C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
- D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment E. If renting an existing facility, provide draft lease agreement as Attachment F.
- 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?

If the site is not yet acquired:

- F. Explain the school’s facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g., letter, MOU) as Attachment E.
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.

Evaluation Criteria: Facilities

If a facility is acquired, reviewers will look for:

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

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Section 8: Transportation Service

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

Evaluation Criteria: Transportation Service

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

Section 9: Food Service

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

Evaluation Criteria: Food Service

Reviewers will look for:

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

Section 10: School Safety and Security

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.

Evaluation Criteria: School Safety and Security

Reviewers will look for a plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

Section 11: Budget

- A. Provide as Attachment H 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 G for at least the first year of operation), expenses, and anticipated fund balances.

- The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.
- B. Provide a start-up budget as Attachment I 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 full-time equivalent (FTE) payments in which the school will expend funds on activities necessary for the successful start up of the school.
 - C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment J.
 - D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.
 - E. Discuss the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.
 - F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).
 - G. Provide monthly cash flow projections for the school’s start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Evaluation Criteria: Budget

Reviewers will look for:

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

Section 12: Financial Management and Oversight

- A. Describe who will manage the school’s finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.
- B. Explain the mechanisms the governing board will use to monitor the school’s financial health and compliance.
- C. Describe the school’s plans and procedures for conducting an annual audit of the financial operations of the school.
- D. Describe the method by which accounting records will be maintained.

- E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.
- F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

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

Chart of Attachments

Please tab or separate attachments as noted below

- A. High-Performing System Letter
- B. High-Performing School Letter
- C. Reading curriculum
- D. Student enrollment application
- E. Evidence of facility funding sources, if applicable
- F. Draft rental agreement or lease for facility, if applicable
- G. Florida Charter School Revenue Estimating Worksheet
- H. Proposed Operating Budget
- I. Proposed Startup Budget
- J. Evidence of external funding (e.g. foundations, donors, grants), if applicable.
- K. Applicant history worksheet (*Form IEPC-M1A*, found at: <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- L. Draft of the proposed ESP management agreement, if applicable

III. 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 _____ 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.
- Will not charge tuition or registration fees, except those fees normally charged by other public schools.

The governing board, at its discretion, allows _____ (name), _____ (title) to sign as the legal correspondent for the school.

Signature

Date

Printed Name

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.

Background and Contact Information

- 1. Full name _____
- Home Address _____
- Business Name and Address _____
- Phone Number _____
- E-mail address _____
- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____

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.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: _____

Signature *Date*

Model Florida Charter School Application High Performing System Replication Addendum

Instructions

This addendum to the Model Florida Charter School Application is required of any applicant seeking any of the following:

- School operation or management via contract with a third-party education service provider (ESP**)

**An ESP is any third-party entity, whether non-profit or for-profit, that provides comprehensive education management services to a school via contract with the school’s governing board.

Addendum: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to the Addendum, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP.

ESP Background

- A. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment K.
- B. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

Legal Relationships

- A. Describe how the school’s governing board is independent from the ESP and self-governing, including evidence of arm’s-length negotiating.
- B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated² with or owned in whole or in part by the ESP. If so, identify the nature of those entities’ business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board’s authority or ability to terminate the contract with the ESP.

² The term “affiliated” means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term “affiliated” includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

- C. If the school’s governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:
 - o Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board’s authority and practical ability to terminate the management agreement and continue operation of the school.
 - o Provide evidence that the agreement was or will be reviewed by the governing board’s independent legal counsel or attorney and subject to a fair market analysis.
 - o Describe how such agreements will be repaid. Repayments should be reflected in the budget.

Organizational Structure

- A. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.
- B. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.
- C. Provide as Attachment L a draft of the proposed management agreement with the ESP.

Evaluation Criteria: Education Service Providers

Reviewers will look for:

- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Model Florida Charter School Application High-Performing Charter School System Replication Evaluation Instrument

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

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

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

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

Name of Person Completing Assessment: _____ Date: _____

Title: _____

Signature: _____

Section 1: Replication Overview

The Replications section should identify the High-Performing System submitting the application, the High-Performing School being replicated, and a description of how the proposed school will be substantially similar to the school being replicated.

Statutory Reference(s):

s. 1002.33(6), Florida Statutes (F.S.)

Evaluation Criteria:

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

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

Strengths	Reference

Concerns and Additional Questions	Reference

2. Mission, Guiding Principles and Purpose

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

Statutory References:

s. 1002.33(2), F.S.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
Concerns and Additional Questions	Reference

3. Educational Program, Curriculum, and Instructional Design

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

Statutory Reference(s):

s. 1002.33(7)(a)2., F.S.

Evaluation Criteria:

Reviewers will look for an educational program, curriculum and instructional design that is substantially similar to the high-performing charter school that is being replicated.

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

Strengths	Reference

Concerns and Additional Questions	Reference

4. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

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

Strengths	Reference

Concerns and Additional Questions	Reference

5. Student Recruitment and Enrollment

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

Statutory Reference(s):

s. 1002.33(10), F.S.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

6. Management and Staffing

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

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes a clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A viable and adequate staffing plan.
- A compensation and benefits plan or outline of such a plan that is aligned with the proposed budget.
- An adequate plan to ensure proper and timely background screening for all personnel.

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

Strengths	Reference

Concerns and Additional Questions	Reference

7. Facilities

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

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18), F.S.

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

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

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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

Strengths	Reference

Concerns and Additional Questions	Reference

8. Transportation Service

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

Statutory Reference(s):

s. 1002.33(20), F.S.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

9. Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)1., F.S.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

10. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11., F.S.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

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

Strengths	Reference

Concerns and Additional Questions	Reference

11. Budget

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

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2., F.S.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

12. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

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

- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

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

Strengths	Reference

Concerns and Additional Questions	Reference

