APPLICATION FOR GRANTS UNDER THE
Opening Doors Expanding Opportunities
CFDA # 84.377C
PR/Award # S377C170011
Grants.gov Tracking#: GRANT12339963

OMB No., Expiration Date:
Closing Date: Feb 13, 2017
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).
Application for Federal Assistance SF-424

* 1. Type of Submission:  
- [ ] Preapplication  
- [X] Application  
- [ ] Changed/Corrected Application  

* 2. Type of Application:  
- [X] New  
- [ ] Continuation  
- [ ] Revision  

* If Revision, select appropriate letter(s):

* 3. Date Received:  02/13/2017  

4. Applicant Identifier:  

5a. Federal Entity Identifier:  

5b. Federal Award Identifier:  

State Use Only:

6. Date Received by State:  

7. State Application Identifier:  

8. APPLICANT INFORMATION:

* a. Legal Name:  The School Board of Hernando County Florida  

* b. Employer/Taxpayer Identification Number (EIN/TIN):  59-6000647  

* c. Organizational DUNS:  8046711050000  

d. Address:  

- Street1:  919 N. Broad Street  
- City:  Brooksville  
- County/Parish:  Hernando  
- State:  FL: Florida  
- Province:  
- Country:  USA: UNITED STATES  
- Zip / Postal Code:  34601-2397  

e. Organizational Unit:  

Department Name:  Academic Services  
Division Name:  Department of School Choice  

f. Name and contact information of person to be contacted on matters involving this application:  

Prefix:  Mrs.  
Middle Name:  
* Last Name:  Kennedy  
Suffix:  

* First Name:  Angela  
Title:  Supervisor of School Choice  
Organizational Affiliation:  The School Board of Hernando County  

* Telephone Number:  352-797-7022  
Fax Number:  352-797-7122  

* Email:  kennedy_a@hcsb.k12.fl.us  

PR/Award #: S377C170011  
Page e4  

Tracking Number: GRANT12339963  
Funding Opportunity Number: ED-GRANTS-121416-001  
Received Date: Feb 13, 2017 12:36:08 PM EST
Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:
   G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:
   Department of Education

11. Catalog of Federal Domestic Assistance Number:
   CFDA Title:

* 12. Funding Opportunity Number:
   ED-GRANTS-121416-001

* Title:
   Office of Elementary and Secondary Education (OESE): Opening Doors, Expanding Opportunities CFDA Number 84.377C

13. Competition Identification Number:
   84-377C2017-1

   Title:
   Opening Doors Expanding Opportunities

14. Areas Affected by Project (Cities, Counties, States, etc.):

* 15. Descriptive Title of Applicant’s Project:
   Hernando County School District’s Expanding Choice and Creating Opportunities through Conversion Plan

Attach supporting documents as specified in agency instructions.

Add Attachments  Delete Attachments  View Attachments

PR/Award # S377C170011
Page 5
16. Congressional Districts Of:
   * a. Applicant [11th]
   * b. Program/Project [11th]

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   * a. Start Date: 07/01/2017
   * b. End Date: 06/30/2019

18. Estimated Funding ($):

   * a. Federal
   * b. Applicant
   * c. State
   * d. Local
   * e. Other
   * f. Program Income
   * g. TOTAL 1,500,000.00

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   a. This application was made available to the State under the Executive Order 12372 Process for review on.
   b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
   a. Yes
   ❌ No

If "Yes", provide explanation and attach

21. * By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

   ** I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.  * First Name: Lori
Middle Name: M.
* Last Name: Romano
Suffix:  

* Title: Superintendent of Schools

* Telephone Number: 352-797-7000  Fax Number: 352-797-7190

* Email: romano_1@kcsb.k12.fl.us

* Signature of Authorized Representative: Angela M Kennedy  * Date Signed: 02/13/2017
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**Budget Summary**

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**NON-CONSTRUCTION PLANS**

**APPENDIX A**

**BUDGET INFORMATION**

The School Board of Hernando County Florida

Name of Fiscal Contact: John Doe

Signature: John Doe

Date: 06/29/2021

This information is correct to the best of my knowledge.
## SECTION C - BUDGET NARRATIVE (see instructions)

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### NON-FEDERAL FUNDS

## SECTION B - BUDGET SUMMARY

- Name of Institution/Organization [The School Board of Brevard County, Florida]
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 13 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§9601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, “Audits of States, Local Governments, and Non-Profit Organizations.”

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Angela M Kennedy

Superintendent of Schools

APPLICANT ORGANIZATION

The School Board of Hernando County Florida

DATE SUBMITTED

02/13/2017

Standard Form 424B (Rev. 7-97) Back
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. * Type of Federal Action:
   a. contract
   b. grant
   c. cooperative agreement
   d. loan
   e. loan guarantee
   f. loan insurance

2. * Status of Federal Action:
   a. bid/offer/application
   b. initial award
   c. post-award

3. * Report Type:
   a. initial filing
   b. material change

4. Name and Address of Reporting Entity:
   ✗ Prime   ☐ SubAwardee
   * Name: The School District of Hernando County
   * Street 1: 615 N. Broad Street
   * City: Brooksville
   State: FL
   Zip: 34401

   Congressional District, if known: ☐ 11th

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
   U.S. Department of Education

7. * Federal Program Name/Description:

8. Federal Action Number, if known:

9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant:

    Prefix: ☐ * First Name: Ballard
    Middle Name: 
    Suffix: 
    Last Name: Partners, Inc.
    Street 1: 603 East Park Avenue
    Street 2: 
    City: Tallahassee
    State: FL
    Zip: 32301

b. Individual Performing Services (including address if different from No. 10a)

    Prefix: ☐ * First Name: Brady
    Middle Name: 
    Suffix: 
    Last Name: Renford
    Street 1: 
    Street 2: 
    City: 
    State: 
    Zip: 

11. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

   * Signature: Angela M Kennedy
   * Name: Prefix: Dr.   * First Name: Lori   Middle Name: 
   * Last Name: Kennedy
   Title: Superintendent of Schools
   Telephone No.: 850-797-7000

   Date: 02/13/2017

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   Standard Form - LLI (Rev. 7-97)

PR/Award #: S377C170011

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Tracking Number: GRANT12339963
Funding Opportunity Number: ED-GRAINS-121416-001
Received Date: Feb 13, 2017 12:36:08 PM EST
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The School Board of Hernando County Florida

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.  * First Name: Lori  Middle Name: K.

* Last Name: Romano  Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Angela M Kennedy  * DATE: 02/13/2017
1. Project Director:

Prefix: Mrs.  
First Name: Angela  
Middle Name: M.  
Last Name: Kennedy  
Suffix:  

Address:

Street1: 519 N. Broad Street  
Street2:  
City: Brooksville  
County:  
State: FL, Florida  
Zip Code: 34691-2397  
Country: USA, UNITED STATES  

Phone Number (give area code): 352-797-7008  
Fax Number (give area code):  

Email Address: kennedy_a@hcsb.k12.fl.us  

2. Novice Applicant:

☐ Yes  ☐ No  ☒ Not applicable to this program  

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes  ☒ No  

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes  ☐ No  
Provide Exemption(s) #: 1 2 3 4 5 6  

☐ No  
Provide Assurance #, if available:  

If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.  

Add Attachment  Delete Attachment  View Attachment
Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1234-Choice Hernandez Abstract.pdf Add Attachment Delete Attachment View Attachment
Hernando County School District is seeking funding through the *Opening Doors, Expanding Opportunities* grant to implement a bold and innovative district wide conversion charter model that will *improve education* for all of our students, promote and *achieve socioeconomic integration* and increase *fiscal responsibility*. The *Choice Hernando* will address *Absolute Priority 1, Absolute Priority 3* and both *Competitive Preference Priorities*. Hernando schools currently serve over 22,000 students, all of whom will be impacted by this project. This project is guided by the need to increase socioeconomic diversity in our schools. Our rural area schools are experiencing increasing socioeconomic isolation resulting in significant decline in academic performance and widening of the achievement gap. *Choice Hernando* will use this district wide charter school as a structure which provides the opportunity to create sustainable and meaningful improvement in our schools via partnerships within our communities, equitable enrollment for economic diversity, innovative school improvement, and sound financial stewardship. The proposed project focuses on the development of a rigorous, transparent and supportive process to assist schools and their governing boards in developing high-quality, autonomous conversion charter schools designed to increase student learning and financial accountability. We will emphasize the transforming of the role of the school district into a charter support organization whose primary function is to assist the charter schools in attaining these student learning and financial accountability goals. The project empowers community stakeholders, including community members, families and businesses, to actively assist schools in meaningful change for improved student achievement and brighter future for all or our children.
Project Narrative File(s)


Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
Hernando County School District
Florida

OPENING DOORS, CREATING OPPORTUNITIES
GRANT APPLICATION
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A. NEED FOR PROJECT

1. The magnitude or severity of the problem to be addressed by the proposed project.

The Choice Hernando project is a comprehensive, district wide effort to respond to community needs, provide equitable choice, improve schools, engage all stakeholders, and develop a fiscally efficient public school model. Through this project we will redesign the current district model to achieve our mission to collaborate with parents and community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world. Hernando School District currently serves over 22,000 students in 23 public schools. According to Census data, about 16% of residents live below the poverty level and over 37% children live with families that receive public assistance and over 67% are eligible for free/reduced lunch. Eleven Hernando schools are designated as Title 1, each serving over 77% free/reduced lunch students, with an additional seven schools serving over 60% of students from poverty (attachment 1).

Poverty is not evenly distributed throughout the county. Areas along the Gulf Coast are typically more affluent than inland, mostly rural areas. This distribution is visible from the socioeconomic isolation in our rural area schools. All of Hernando’s rural schools have more than 60% of impoverished students. Furthermore, socioeconomic distribution tends to vary by a school type. More affluent students are more likely to attend magnet or charter schools located in western and suburban areas. For example, only 13% of schools than have less than 60% poverty rate are traditional public schools, as illustrated by the chart on the right.
While Hernando School District implemented a controlled choice plan (*attachment 2*) that allows students to attend non-zoned schools if the space is available, this system requires parents to provide transportation. Therefore, our lower income families, often residing in rural areas, have lesser opportunity and access to choice. In these areas schools are experiencing increasing socioeconomic isolation resulting in significant decline in academic performance and widening the achievement gap between, as illustrated in the chart on the right (Florida Department of Education, 2016).

Compounding the problem, Hernando is one of the lowest funded districts in the state. In 2016-2017 school year, Hernando received $91 per pupil less than the state average and ranks 49th out of 67 school districts in per pupil funding in Florida (*attachment 3*). Therefore, a better way to allocate funds to reach our students, especially those who need the most support is necessary to meet the needs of our community. By restructuring the archaic, centralized top-heavy system that often duplicates services and encumbers unnecessary operational costs into locally controlled charter entity bound by the common mission and efficient services we will be able to meet the needs of our diverse students and maximize impact of every dollar.

2. *The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals*

Achievement of economic diversity and equity and improvement of education for all of our students propelled our desire to seek innovative ways redefine the composition of each of
the 23 brick and mortar schools. *Choice Hernando* is a well-planned, realistic and feasible approach to implementing full choice with emphasis on addressing *needs of low socio-economic students*. Although the district is proud of its grade of “B” under the Florida Accountability system for the past two years, it is evident that there is a *direct correlation between the schools with the lowest SES and significantly lower-performance than schools with a lower rate of poverty*. Our only two SIG eligible schools (Moton Elementary and Eastside Elementary Schools) are *both* rural schools with over 80% poverty rate. We believe that economic integration, along with planned school improvement activities will result in significant improvement of education for all students and particularly our disadvantaged students. The blueprint process will define a priori to employing the pre-implementation activities will emphasize equity and access. Following the submission of the blueprint (*attachment 4*), the pre-implementation activities will pilot foundational processes and safeguard the equitable transition to a charter school system. We will especially focus on helping our rural schools improve and attract students to increase socioeconomic diversity. Hernando’s rural schools are experiencing higher rates of poverty and lower performance than schools in more affluent suburban areas. As a part of this process, we will also utilize our lowest performing, SIG eligible rural school, Moton Elementary, as a pilot transition site, addressing one of our poorest and most distressed schools, allows us to begin addressing academic improvement and economic diversity at this site. (*Moton Elementary school data is in the attachment 5.* ) This will directly impact schools and families in a rural Brooksville area where Moton is located. Our blueprint, will guide further economic integration and school improvement district wide.
3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Some level of desegregation was attempted through three magnet schools. (attachment 6)

While highly selected, location of these schools on the western, more densely populated and higher overall income base area of the district, has not curtailed economic segregation. Once again, our most disadvantaged students have lesser access to attractive programs, such as programs in science, math, technology, engineering, and performing/visual arts.

Although efforts to implement a fair, equitable, and clearly defined methodology to determine school population are a priority for our district, a perception of the “have and have nots” is still pervasive throughout the county. Recent efforts to address these concerns and inequities include extensive rezoning of attendance boundaries, development of after school programs providing tutoring, STEAM activities, collaboration with the University of South Florida Positive Behavioral Support, and Multi-Tiered Systems of Support initiatives. We will build on these efforts by giving each school more autonomy, utilizing an equitable enrollment system, and restructuring schools through attractive thematic approaches that will resonate with diverse students and improved academic rigor, thus increasing socioeconomic diversity in each of the school. Furthermore, there is a need for service and financial restructuring which is difficult to achieve within the context of the centralized school district model. Restructuring into a charter system is an opportunity for greater engagement of our community, in the education of our students, and more equitable distribution of available funds. An accountable autonomy model will be achieved through the Choice Hernando project and will provide an opportunity for schools, administrators,
teachers, families, and other stakeholders to appropriately address the needs of their students, engage in innovative practices, and involve the community into the decision-making processes.

Our superintendent and School Board are ready and devoted to the implementation of this project and will work closely with community groups and stakeholders who have already committed their time and a variety of resources to support the success of the Choice Hernando initiative.
B. SIGNIFICANCE

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

Through the Opening Doors, Expanding Opportunities grant, Hernando County Schools seek to develop a comprehensive blueprint for reorganization of a traditional public school system into a coalition of community-focused conversion charter schools. The proposed project focuses on the development of a rigorous, transparent, and supportive process to assist schools and their governing boards in developing high-quality, autonomous conversion charter schools designed to increase student learning, economic diversity and financial accountability. This project will impact over 22,000 students and ALL traditional public schools in the district. It will transform education in Hernando County and serve as a state and national model. This process will focus on high quality choice options emphasizing increased student learning and creating economically balanced environments. This structure will create sustainable and meaningful improvement in our schools via partnerships within community, educational options attractive to diverse population, focus on equitable access to low income students, emphasis on student performance, and sound financial stewardship. To accomplish these goals communities will work together to create a system of conversion charter schools to:

- Empower community and business governing boards to assist schools in meaningful change for improved student achievement
- Dramatically increase student achievement by focusing needs of all students
- Allow for increased flexibility to create high-quality schools by allowing teachers and administrators accountable autonomy

Significance 6
• Allow for increased access to quality education to all students, with a specific emphasis for our high needs, low socioeconomic students

A theory of action is presented in a logic model below and in attachment 7.

This ambitious, groundbreaking project will add to understanding and create a replicable model of district-wide educational improvement for disadvantaged students. Through analysis of performance and demographic data we plan to investigate the impact of district-wide charter initiative on socioeconomic integration, impact on student performance and financial impacts.

2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

Through the Choice Hernando project, we seek to assure equity and educational opportunity for students, emphasizing the needs of low socioeconomic students. Our district already has a controlled choice plan (attachment 2). However, this plan is not adequately addressing the

Significance 7
needs of the district, as discussed in *Need for Project*. The proposed action plan will provide attractive programs, ongoing support, fiscal responsibility and sustainability, and increased parental and community involvement. The outcome will be a school system that allows families a choice of educational settings and focuses on improvement of each school. Performance measures and processes that will build the district’s capacity to meet the needs of target population are summarized in a chart below (also attachment 8).

<table>
<thead>
<tr>
<th>PMs to be completed during the grant term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PM 1. Engage external &amp; internal stakeholders based on implementation of needs assessment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Work with stakeholders to finalize community groupings for schools</td>
<td>• A finalized plan to include 100% traditional schools in the plan</td>
</tr>
<tr>
<td>2) Identify key stakeholder groups within each community group</td>
<td>• An internal marketing plan</td>
</tr>
<tr>
<td>3) Develop &amp; implement an external &amp; internal marketing plan</td>
<td>• An external marketing plan</td>
</tr>
<tr>
<td>4) Cross reference to needs &amp; goals for the schools within each community based on stakeholder input</td>
<td>• An action plan which identifies individual school communities, information meeting dates, district personnel to serve as liaisons, etc.</td>
</tr>
<tr>
<td>5) Create opportunities for visioning, input &amp; involvement within the process</td>
<td>A school-specific needs assessment based on stakeholder input which will lead to specific goals within the application</td>
</tr>
</tbody>
</table>

| PM 2. Provide support to individual schools, founding council teams, district office staff and other stakeholders to assure that charter schools are appropriately scaling up for success |

| ACTIVITIES | DELIVERABLES |

*Significance 8*
1) Define clear expectations for development and implementation of the charter process
2) Empower school leaders and the community to leverage thoughtful planning and goal-setting into action plans as defined by the school’s application
3) Assist the schools and founding councils in creating a school culture that supports proposed educational reforms
4) Assist the district office in providing each school with a clean slate upon which to recreate the school’s design and structure

• An action plan template to assist stakeholders in the development and writing of the school’s charter application
• Set of protocols for district office staff to assure founding councils and individual schools autonomy through the conversion charter process
• The development of materials, trainings and other resources to assist schools in creating meaningful systematic change leading to improved student performance and economic diversity

**PM 3 Provide individual schools and founding councils with the information and support to develop and submit high-quality charter applications**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Create a thoughtful, sequential and easily followed application and review timeline</td>
<td>• A transparent, easily understood application and review timeline</td>
</tr>
<tr>
<td>2) Provide a timeline, specific processes, materials &amp; staff to implement the balloting process required by State Board Rule</td>
<td>• Specific processes and materials related to teacher and parent conversion charter school balloting processes as defined by State Board Rule</td>
</tr>
<tr>
<td>3) Identify for each applicant specific</td>
<td>• An elementary, middle and high school set</td>
</tr>
</tbody>
</table>

*Significance 9*
resource materials, personnel to assist in project development, suggested timelines and resources to provide high-yield support for the development of charter applications

4) Provide the timeline & identify personnel to provide technical assistance in developmental of the charter application

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Develop &amp; provide training to the School Board and district charter review team on implementing a transparent, high-quality review process</td>
<td>• A training resource guide for School Board and charter review team members on the implementation of a transparent high-quality review process</td>
</tr>
<tr>
<td>2) Develop &amp; implement processes to facilitate founding council presentations to the School Board and review teams</td>
<td>• Processes and timelines for individual school and founding council presentations</td>
</tr>
<tr>
<td>3) Develop application-specific questions &amp; identify teams to interview applicants</td>
<td>• Interview processes and questions based on individual applications</td>
</tr>
<tr>
<td>4) Design the internal review process with the review committee &amp; diversity council</td>
<td>• Defined internal and external review processes</td>
</tr>
<tr>
<td>5) Design the external review process</td>
<td></td>
</tr>
</tbody>
</table>

**PM 4 Develop a rigorous and transparent application review system based on internal and external review protocols**

**Significance** 10
**PM 5** Develop a feasible and fiscally responsible district level support structure to enable socio-economic equity and ongoing school supports

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
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<tbody>
<tr>
<td>1) identify key district support structures</td>
<td>• District staffing plan &amp; organizational chart</td>
</tr>
<tr>
<td>2) identify financial encumbrances, expenditures and sources</td>
<td>• District financial plan</td>
</tr>
<tr>
<td>3) Identify shared support system that maximize fiscal responsibility (enrollment system, transportation, etc)</td>
<td>• Shared services plans, financial projections. Funding plan, staffing plan, and distribution plan</td>
</tr>
<tr>
<td>4) Develop a district web site with resources for all schools and families that provides transparent and current information</td>
<td>• District web site with information in multiple languages and access to individual charter sites</td>
</tr>
</tbody>
</table>

**PMs planned following the grant term and completed by 2025/2026**

**PM 5** Identify & develop the key individual performance framework for school evaluations defined by measurable indicators, metrics and targets aligned to the School Improvement Plan

**PM 6** Develop & implement a comprehensive performance accountability and compliance monitoring system as defined in the charter contract and as the tool to make rigorous, transparent, and standards-based renewal, revocation, and intervention decisions

**PM 7** Design & implement transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make renewal & revocation decisions

**PM 8** Work with stakeholders, schools, and the larger community to identify and procure additional grant funding & support resources for this far-reaching educational reform process

**Significance** 11
C. QUALITY OF PROJECT DESIGN

1. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

*Choice Hernando* is an ambitious project to convert district schools to conversion charter status and a bold acknowledgement that traditional public education must radically change to meet the increasing demands on schools. At the same time, innovative solutions must be found to address growing inequities in access to quality education for our disadvantaged students. The current system is no longer sufficient to academically and personally prepare students, especially high needs ones, to meet the expectations of a competitive technology-based global economy.

*Opening Doors, Expanding Opportunities* grant funds will provide our district with funding needed to set this process in motion. Through this grant, *Choice Hernando* will address *Absolute Priorities 1 and 3*, as well as *Competitive Preference Priorities 1 and 2*.

*Absolute Priority 1- Increasing Socioeconomic Diversity in Schools.* This project is guided by the need to increase socioeconomic diversity in our schools. In the past, we have experienced increased economic segregation among our schools, highly correlated with the decrease in academic achievement levels in our high poverty schools. This highlights the findings of the studies that point out that student performance tends to be related to the school’s socioeconomic status. The first study was conducted by H. Schwartz of the Rand Institute and analyzed by the Century foundation. Schwartz found that low socioeconomic students whose random housing assignment resulted in placement in high socioeconomic schools performed better and made significantly larger gains than peers that ended up in lower social economic environments due to random housing assignments. This difference was in spite of higher spending and intervention programs within lower socioeconomic schools.
Some of the reasons underscoring these results include higher expectations of all students, lesser discipline problems, and higher rate of language development. The study supported decades’ old Coleman findings. The research has shown a statistically significant effect on strategies to recruit and retain students to promote voluntary desegregation to the outcomes that we seek to achieve through the Choice Hernando project, including:

✓ Improved academic performance for all demographic groups (including minority and low socioeconomic students) in math and ELA
✓ Decreased the achievement gap among the demographic groups, including minority and low socioeconomic students in math and ELA

Through this project we will begin to address an issue of centered poverty and socioeconomic segregation. Our controlled choice effort and limited magnet school system have so far not resulted in notable improvement of socioeconomic diversity. Therefore, our district needs to find a different way to approach the issue. Choice Hernando proposes a deconstruction of the current system into charter conversion district to increase economic diversity and maximize available resources. This absolute priority will result in a compilation of thoughtful and detailed blueprint that will be used to implement the project in post-grant years. During the planning phase that addressed the Absolute Priority 1, we will collaborate with Polk School District in Florida to modify their successful lottery system that considers socioeconomic status as one of the enrollment factors. The goal is to then further develop and test out the system to assure equitable access to all students. In preparation for implementation of this priority, our district has engaged various stakeholders, contacted various experts and other school districts and is ready to complete the template draft as outlined in attachment 4. We hope to complete this step within a school year 2017-2018. During the first year of the grant we will also begin to work on pre-
implementation Absolute Priority 3 activities. Logic model that will guide the process is provided in attachment 7.

*Competitive Preference Priority 1. Blueprint for Inter-District Efforts to Increase Student Diversity.* Hernando County already implements a controlled choice that allows students not zoned to Hernando schools to attend the schools with available space provided that parents secure transportation. This year 1,663 students from other counties enrolled in Hernando schools and 750 of Hernando’s students chose to attend out of district options. The plan was a response to the new Florida law that will be in effect July 2017. The text of this law is provided in attachment 9. The HB 7029-school choice law allows any students to attend any school that has space available. Under this law, districts no longer need memorandums or agreements for inter-district transferability. Therefore, inter-district transfers will be integral part of the enrollment system that promotes socioeconomic diversity. The enrollment system will utilize thoughtful weighing of proximity factor assuring that local students have the first choice of schools. At the same time, students from surrounding districts may apply to our charter schools using our enrollment system. This creates a fair and equitable access to all interested students.

*Competitive Preference Priority 2. - Efforts to Increase Student Diversity in Rural Schools.* As discussed in the *Need for Project*, Hernando’s rural schools are experiencing higher rates of poverty and lower performance than schools in more affluent suburban areas. *Choice Hernando* will address the needs of eight schools classified by NCES as rural schools (41). This will include creating attractive charter choice programs that will draw diverse students to select the programs in these schools, leading to increased economic diversity. Through the project we will assist these schools in animating business and community partners and further involve families in decision making. One of our pre-implementation activities includes a pilot

*Quality of Project Design*
conversion of the rural, SIG eligible, low performing Moton Elementary School. The school was specifically chosen as a pilot re-implementation program to immediately act on school’s needs, as well as to create a feasible guide on supports and processes needed to make a low performing, high poverty, rural option an attractive choice for families district wide, thus improving academic offering and economic diversity of the school. More detailed data on Moton Elementary can be found in attachment 5, and a curriculum draft in attachment 20.

Absolute Priority 3- Improving Schools by Increasing Student Diversity—Blueprint and Pre-implementation. Following the development of the blueprint, Choice Hernando, intends to engage in several pre-implementation activities that will prepare the district for full charter conversion, as well as shed light on processes, barriers and solutions that will be necessary to assure success and full implementation. These processes are grouped in two categories: a) enrollment for equity – with a goal of increasing socioeconomic diversity district wide; b) school and district supports, structure and readiness activities – designed to assure stakeholders engagement and readiness for schools to become choice schools and provide assurances that schools will be adequately supported and provided necessary guidance and resources.

Pre-implementation activity category 1- enrollment for equity

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PROMOTING DIVERSITY</th>
<th>CONTRIBUTION TO THE BLUEPRINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase SES diversity through and equitable choice enrollment</td>
<td>Utilizes multiple demographic factors, including economic status, to</td>
<td>Enrollment system will be used to provide weighted lottery to assure equitable access and diversity district</td>
</tr>
</tbody>
</table>
**Theory of action and evidence base.** Research has found that student performance tends to be related to the school’s socioeconomic status. Therefore, economic diversity contributes to performance of all students, but especially affects low socioeconomic students. Findings are summarized in the *Absolute Priority 1* portion of this section. Logic model is presented below.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>OUTPUTS (SHORT TERM)</th>
<th>OUTCOMES (LONG TERM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing choice</td>
<td>Evaluate currently existing plan</td>
<td>Robust technology selected</td>
<td>District wide equitable enrollment system</td>
</tr>
<tr>
<td>enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polk Schools</td>
<td>Analyze and determine needed modifications to District tech support</td>
<td>System modified to include weighted socioeconomic and proximity factors</td>
<td>System with adaptable, robust technology</td>
</tr>
<tr>
<td>guidance</td>
<td>Controlled Choice Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District tech support</td>
<td>Evaluate and select</td>
<td>System ready for 2019 enrollment</td>
<td>Increased economic diversity in schools</td>
</tr>
<tr>
<td>Community</td>
<td>appropriate technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input/ Expertise</td>
<td>Inform community of enrollment process</td>
<td></td>
<td>district wide</td>
</tr>
</tbody>
</table>

**Timeline.** Planning for implementation has already started. Enrollment system will be fully operational district wide for enrollment dates during 2019-2020 school year. *Costs* of implementing the program are detailed in the *Budget and Budget Narrative* sections. This activity will affect 100% of students and schools in the district.

*Quality of Project Design* 16
<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing equitable system</td>
<td>• Collaborate with Polk Schools to modify their successful system</td>
</tr>
<tr>
<td>• Creating a weighted lottery process</td>
<td>• Through grant funding hire tech support for project</td>
</tr>
<tr>
<td>• Technology requirements</td>
<td></td>
</tr>
<tr>
<td>• Technology support</td>
<td></td>
</tr>
</tbody>
</table>

Pre-implementation activity category 2 - school and district support, structure and readiness activities. **Choice Hernando** will engage in several simultaneous pre-implementation activities designed to assure stakeholders engagement and readiness for schools to become successful choice schools and provide assurances that schools will be adequately supported and provided necessary information, guidance and resources.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PROMOTING DIVERSITY</th>
<th>CONTRIBUTION TO THE BLUEPRINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage external &amp; internal stakeholders based on implementation of needs assessment</td>
<td>This step will ensure adequate representation of all stakeholders that represents the diversity of the community in decision making boards</td>
<td>This activity will assure that socioeconomic and demographic diversity is a critical consideration in each charter entity</td>
</tr>
<tr>
<td>Provide support to individual schools, founding council teams, district office staff</td>
<td>Enabling administrators to address the needs of diverse students and families,</td>
<td>Provides a human capital to lead the change, communicate it to</td>
</tr>
</tbody>
</table>

Quality of Project Design 17
<table>
<thead>
<tr>
<th>and other stakeholders to assure that charter schools are appropriately scaling up for success</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop quality rigorous programs that address needs of diverse students; in depth analysis of the schools readiness for choice, community needs and school focus that will attract diverse student population, including stakeholders and sustain the change; the identification of specific student achievement goals, curriculum and instructional methodologies, financial resources, and governance structures, as well as services to be provided by the district and options for additional services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pilot school conversion site at Moton Elementary (SIG rural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of attractor curriculum and charter school theme that will appeal to diverse families to reduce isolation of low socioeconomic students and increase performance. Readiness for choice and school improvement strategies applied to the SIG Eligible Rural school to evaluate the process and create a guide for subsequent conversions of schools serving disadvantaged students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Redefining roles and responsibilities of the school district under the new charter system</th>
</tr>
</thead>
<tbody>
<tr>
<td>This step will assure that the district maintains the structures that support socioeconomic diversity and</td>
</tr>
<tr>
<td>This step will provide guidance for districts considering the whole district</td>
</tr>
</tbody>
</table>

*Quality of Project Design*
| **Develop a rigorous and transparent application review system based on internal and external review protocols** | Assures quality of program delivery and ensures that programs contribute to economic diversity and overall school improvement | Will establish criteria for evaluating success of conversion charters in meeting the main objectives of economic integration and school quality |

**Timeline.** We will begin planning for implementation immediately upon grant receipt and fully implement the activities as soon as the blueprint draft is submitted. A detailed timeline is included in the *Quality of Management* section. Costs of implementing the program are detailed in the *Budget and Budget Narrative* sections. This activity will eventually affect 100% of students and schools in the district. The activity at Moton Elementary School will affect 636 students of which 82% are low socioeconomic and 44% minority. We anticipate the decrease of socioeconomic isolation following charter enrollment in 2019.

**Theory of action and evidence base.** In addition to previously cited research, this strategy will be guided by research on instructional strategies that work with low performing, high need students, teacher professional development and family engagement. Findings are summarized in *attachment 10*. Logic model is presented below:
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>OUTPUTS (SHORT TERM)</th>
<th>OUTCOMES (LONG TERM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School facilities</td>
<td>Create site based founding boards</td>
<td>Create strong charter proposals for each schools</td>
<td>District transformed into a conversion charter district</td>
</tr>
<tr>
<td>School Staff</td>
<td>Work with each school on charter</td>
<td>School improvement and professional development for each school</td>
<td>Ongoing review, evaluation and feedback for improvement of EACH school and overall system contributes to overall quality of education</td>
</tr>
<tr>
<td>District staff and support systems</td>
<td>programming and proposal</td>
<td></td>
<td>Increased economic diversity in schools district wide</td>
</tr>
<tr>
<td>School Board</td>
<td>Identify lowest performing schools for additional support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Carry out Moton pilot site conversion Identify and/or develop district supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stakeholders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside experts and consultants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHALLENGES</td>
<td>SOLUTIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Timeline for implementation and improvement is narrow</td>
<td>● Engage in planning from the day 1; bring stakeholders together; divide the responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Providing adequate and thorough information to stakeholders, especially</td>
<td>● Utilize Title 1 contacts and translators to assure the message; provide meetings at convenient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>low income and linguistically diverse</td>
<td>times/locations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Assurances of fidelity of implementation</td>
<td>● Interview and select qualified external evaluators and consultants to provide feedback on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Assure financial responsibility</td>
<td>process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. *The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.*

This project will build on existing work that Hernando County has accomplished with both successful charter schools and an expanded school choice opportunity for all students, particularly for economically disadvantaged students and students of color. The county has a long and successful history of working with charter schools. The first charter school in Hernando County was approved in 2004, and currently there are three charter schools among the 26 (23 traditional and 3 charter) schools that serve students in this district. Students can not only choose to attend a school other than their traditional zoned school within the district, but can also elect to attend a public school in a surrounding district. Currently, Hernando County has several
successful magnets which have a selective admission process based on performance or student achievement. Community and school commitment to equitable choice runs deep in this district. The district’s commitment encompasses the use of federal funds such as Title I and Title II dollars to promote equity as well as the allocation of state funds to support underperforming SIG schools. Community volunteers, business mentors and civic partners have committed to the continued support of these schools and the disadvantaged families that make up these school populations. For example, Healthy Start works with families to assure that pre-K students and infants are ready to successfully enter school. This includes assistance with parent and child development in areas such as positive parenting tips, fatherhood toolkits, and general information on health and child development. Big Brothers and Big Sisters match children in need of mentors and role models. Many come from families living below the federal poverty line and single parent homes. Students are matched with mentors who share their interests and hobbies and live close by. These mentors often assist with homework, school projects and social and emotional development. Hernando County will work with Polk County School District, Florida to replicate components of their innovative lottery process that takes into account socioeconomics and race/ethnicity via the range, township and sectioned grid maps that divide each county in the state of Florida into one square mile sections. To accomplish this goal, Hernando has already reached out to Polk County to assure collaboration and assistance in replication of the plan. According to this plan, students will not be individually identified; rather all students within the grid will be assessed and a socioeconomic weighting will be assigned to each grid area based on all students within that grid. Grid results will be compared with community averages to determine the appropriate weighting for the lottery system. Hernando’s lottery system will differ from Polk County’s in that the highest weighting will be based on
proximity to assure access; then factors such as socioeconomic status, race, percentage of students with disabilities and English language learner students will receive progressively lower weighting. Grant funds from this project will be used to fully develop and pilot this enrollment process as part of the pre-implementation activities as students select their conversion charter schools. This will include development of the system, technology upgrades needed and stakeholders input into weighting and enrollment processes.

3. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Hernando County could not successfully serve its 22,000 students in 23 different schools and maintain its district grade of B without significant support from community, county, state and federal organizations. Hernando County will build on established links with the current agencies and organizations already providing services to our schools. Our school system has a long and successful history of partnering with cities, the county and an array of organizations. For example, Hernando Parks and Recreation partners with the school district to offer playgrounds, racquetball courts, picnic areas, trails, tennis and basketball courts and advanced timber challenge courses which are open to schools and individual students or classes of students for use in science integration units, physical education activities and outdoor classroom experiences. Another example includes SEDNET, the multi-agency network for students with behavioral/emotional disabilities that provides technical assistance and training and collaborates with Hernando schools to promote parent and youth development and involvement. The school system partners with Youth and Family Alternatives, Inc, a leading provider of social services to youth and families dedicated to strengthening the family through family help, runaway and homeless youths in crisis shelters. Each year the organization serves over 1,000 students and

Quality of Project Design 23
their families through resource referrals, temporary residential care, and promoting positive family interactions. This organization supports Hernando schools by providing an emergency safe place, helping the school system to meet the needs of the students and assure they are protected and cared for during critical transition periods. The school system benefits from the programs to empower families to address behavior issues and provides safe transition back to the home and to the school system. Shanika Figueroa-Rodriguez serves as the Hernando County Students and Families in Transition liaison and recently presented on behalf of Hernando County at The National Association for the Education of Homeless Children. Another statewide resource is Florida Diagnostic Learning and Resource System (FDLRS). This discretionary project of the Florida DOE provides diagnostic, instructional and technology support that assists schools and families of students with disabilities. Services include Child Find, parent partnerships, professional learning, assistive communication technology and instructional support. Camelot Community Care works with various organizations to support the educational and economic needs of children in foster care as well as intensive in-home services to families with a goal of preventing removal of the children from the family. These partnerships are not all one-sided. For example, Chocachatti Elementary raised money and donated toys for the Toys for Tots drive; Westside Elementary honored veterans through postcards, letters and drawings; Powell Middle School hosted a veterans’ breakfast; and Weeki Wachee High School collected food for area needy families. The Opening Doors, Expanding Opportunities grant will strengthen these partnerships as the entire community rallies around the conversion charter process that promotes socioeconomic diversity and equity in education for all of our students.

4. The extent to which the proposed project encourages parental involvement.
**Choice Hernando** proposal is based on a need to meaningfully engage in their child’s education. This project proposes a way to deeply engage families beyond just volunteering and information recipients. Our parents will become influential decision makers, shaping the education journey for their child, collaborating with administrators and teachers and participating in educational leadership of their school site and a district as a whole. Hernando Schools already have numerous strategies for parental involvement, especially through Title I services. Parent academies (**attachment 11**) provide parents with information, workshops and ideas to help their students and schools (**attachment 12**). Parents are invited to provide feedback that help our district improve services though surveys (**attachment 13**). Through increased choice, parents will make informed decisions regarding a child’s educational needs and paths, with the district assuring access to equitable enrollment system that fosters socioeconomic diversity. To implement the innovative charter program, we will actively engage parents and community in decision-making by building capacity and a culture of collaboration. Since each school will have autonomy and be “governed” by the stakeholders, parents will have increased voice in school programming, functioning and direction. Since each family will choose their educational provider, parental involvement and feedback will become integral to success. Therefore, through **Choice Hernando** parents will play an active role in shaping the education.

(b)(6)
D. QUALITY OF PROJECT PERSONNEL

1. The qualifications, including relevant training and experience, of the project director or principal investigator.

*Choice Hernando* will be under the direction of *Angela Kennedy (principal investigator)*, Supervisor of School Choice for the Hernando County School District. Angela Kennedy has been an educator with the Hernando County School District for 16 years, first as a high school English teacher, then as a site-based administrator before joining the executive leadership team as a Supervisor in July 2016. She currently oversees the district’s three charter schools, three magnet schools, is responsible for charter applications, Controlled Choice, inter- and intra-district transferring of students, disaggregation of enrollment data and capacity determinations and projections, and boundary planning/zoning. Additionally, she oversees McKay Scholarship choice options, foreign exchange student enrollment, and home education choice options. She worked closely with the Central Florida Consortium of School Boards to plan and implement Hernando County Schools’ alignment with HB7029 to ensure compliance with state legislation regarding choice. She is also an experienced reviewer for AdvancED, having served on multiple public and charter school accreditation reviews over the past decade. Having been raised in the community in which she works, and educated in Hernando County Schools, Kennedy has developed strong professional relationships with staff throughout the district.

2. The qualifications, including relevant training and experience, of key personnel.

Key personnel, as delineated in the budgeting and plan have yet to be hired; however, they will work in conjunction with the Project Director and Executive Director of Academic Services, John Stratton, and Deputy Superintendent of Schools, Gina Michalicka. Other members of the executive leadership team include Michelle Kernan, Director of Federal Programs, and Judy
Everett, Supervisor of Exceptional Student Education. The principal of Moton Elementary School, Joseph Frana, will also be a key member of the project. John Stratton, Executive Director of Academic Services, has been a Florida public school administrator since 2001, and has served Hernando County Schools in a leadership capacity since 2005. Stratton has served as a Lead Principal, Principal Mentor, Bargaining Team Member, Dropout Task Force Chair, District Academic Advisory Team Member, Professional Development Leader, District/School Accreditation Leader, Principal Selection Committee Member, Aspiring Administrators Mentor, Grant Writer, and School Improvement Plan Facilitator. He has led Title I schools and has extensive experience with students with disabilities. Gina Michalicka serves as the Deputy Superintendent of Schools. She is a dedicated district administrator and teacher with demonstrated leadership abilities, problem-solving skills, curriculum and professional development knowledge. Prior to becoming the Deputy Superintendent, Michalicka served as the Executive Director of Academic Services. Her experiences in that role include supervision of principals, supervision of directors and supervisors within the department, organizing and scheduling district walk-throughs, facilitating Academic Services meetings and Academic Advisory meetings, supervise teaching and learning teams district-wide, collaborating with principals to implement curriculum changes, overseeing curriculum personnel and coordinating updates to the superintendent, maintaining up-to-date knowledge on emerging curriculum legislative actions and trends to determine needed changes, serving on superintendent’s cabinet, collaborating on district-wide planning and decision-making, leading principal meetings with a focus on professional development, leading planning of agendas for the superintendent’s Leadership Conference, working closely with the Bureau of School Improvement in developing a plan for professional development and the implementation of the Student Work Protocol K-12.
Director of Federal Programs, Michelle Kernan, has extensive experience with reporting and monitoring state and federal program requirements and budgets, Exceptional Student Education, curriculum development, grant writing, parent involvement, school-community relations and social work. She has a special talent for motivating staff, community outreach, program development and program budgeting. Her current duties include the support and/or coordination of Federal Programs (Title I, II, III, IX, X, RTTT, and SIG 1003), and the supervision of all School Improvement efforts and the District Improvement and Assistance Plan. Supervisor of Exceptional Student Education, Judy Everett is a Florida native with nearly 40 years’ experience in supervising the education of at-risk and special needs students. She is proficient in planning, developing, implementing and evaluating diverse programs. She is an experienced networker with vast community and state contacts, and is skilled in fiscal management. She has written and received multiple grant awards for the students of Hernando County to bring equitable programming to students with special needs and/or at-risk youth. In previous years, she served as the project manager for a multi-county agency responsible for securing grant monies and managing programs for students with severe emotional or behavioral disabilities. Principal Joseph Frana will round out the key project personnel from the administrative side. Recently named principal of Moton Elementary School, Frana comes to Hernando County with 25 years’ experience in Florida schools. A seasoned school leader, Frana is a collaborative team member who recognized the challenges facing the embattled Moton Elementary and has dedicated himself to working closely with the district’s executive leaders to bring equity in education to his students. Frana holds an Educational Specialist’s degree in Education, and has a strong background in creating relationships with stakeholders to create collaborative educational communities focused on student success.

Resumes of key personnel are in attachment 14.
3. The qualifications, including relevant training and experience, of project consultants or subcontractors.

Though not hired, the district and stakeholders’ committees will seek consultants with experience in conversion charter schools to facilitate work groups to create charter services guide and business/operation plans for each of the school sites and facilitate a series of information meetings at school and community sites, provide teacher and parent information, design and oversee balloting process at each school. For example, a key component to ensure the integrity of the conversion charter application process is the development of a rigorous, transparent and high-quality review process designed to identify and move forward only those applications that will result in high yield charter schools who, when granted the autonomy, will implement innovative charter schools that will utilize bold reform strategies that result in dramatically increased student achievement across all subgroups. Key components of this rigorous review process are external reviewers. Choice Hernando will utilize NACSA (National Association of Charter School Authorizers) to request resumes from charter school authorizers and operators from across the nation who have the expertise and are willing to serve as external reviewers. Choice Hernando will collaborate and partner with Polk County School District. We have already contacted the Polk School District’s superintendent J. Byrd to begin this collaboration. Polk County collaboration will be use to guide the development of the equitable enrollment system that is successfully used for desegregation and takes in consideration socioeconomic factors. Finally, we may contract consultants experienced in research based strategies, some of which are discussed in attachment 10, to facilitate overall school improvement of our rural SIG pilot site at Moton Elementary School.
E. QUALITY OF MANAGEMENT PLAN

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Choice Hernando project is uniquely positioned to achieve all of the proposed objectives on time and within budget. To assure that this occurs, the proposers of the project have included clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This project has tremendous potential for impact and sustainability evidenced by the number of schools and the number of students impacted by sustained and meaningful educational reform via the conversion charter school process. Hernando District currently enrolls 24,095 students (as of February 2017). Within five years of the full implementation of this innovative approach to school choice, we anticipate that more than 97% of students in Hernando County will be enrolled in a conversion charter school. This grant will allow the district to further refine and improve its application documents and processes as well as develop and implement a monitoring system that is transparent, rigorous, and appropriate and will lead to a charter renewal process that builds upon these high-yield authorizing practices. The impact of this project exceeds the geographic boundaries of Hernando County. As school districts from around the state and the nation follow the progress of one of the first large school district to convert more than 97% of its schools to charter status, the impact to student achievement and innovative approaches to sustained and meaningful educational reform will reverberate throughout the educational community. Lessons learned, successes, and even an occasional failure will provide valuable insight and a roadmap to educational reform for other schools and school districts. Hernando County does not take the position that conversion charter is the panacea for education nor does it advocate that all schools across the state or nation should become charter schools, but this bold educational initiative will provide a lens through which the effectiveness of charter schools and educational reform at a macro scale can be studied.

Quality of Management Plan  30
<table>
<thead>
<tr>
<th>Defined Responsibilities</th>
<th>Timelines/Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hernando County staff will work with external consultants to develop &amp; implement a conversion charter needs assessment of Hernando County stakeholders</td>
<td>• 4/1 – 10/30/17 Complete school board presentations &amp; written materials</td>
</tr>
<tr>
<td>• School board presentation on conversion charter benefits, challenges and process.</td>
<td>• 9/1 – 11/30/17 Schools participate in information sessions designed to provide foundational knowledge of the decision-making &amp; charter development process</td>
</tr>
<tr>
<td>• Develop written materials to provide an overview &amp; address questions regarding conversion charters.</td>
<td>• 9/1 – 12/15/17 School-based diversity committees are formed &amp; begin meeting Charter School Stakeholder Meeting Agenda (attachment 16); create multiple community forums throughout the county</td>
</tr>
<tr>
<td>• Schedule &amp; present school-based staff written information &amp; overview of conversion charters.</td>
<td>• 11/15/17 to 1/10/18 Create &amp; open web-based survey to gather input; make decisions based on results</td>
</tr>
<tr>
<td>• Create socioeconomically and racially diverse school-based committees to provide feedback and compile additional input, questions and concerns.</td>
<td></td>
</tr>
<tr>
<td>• Provide community input forums and parent nights to inform the larger Hernando County community. Potential sites for these forums include community centers, libraries, schools, and churches.</td>
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<tr>
<td>• Create an anonymous online survey regarding conversion charter for Hernando County residents.</td>
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<tr>
<td>• Review survey results; address questions and concerns; revise implementation moving forward.</td>
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</tbody>
</table>
- Restructure current school & district practices to align with conversion charter processes
- Realign schools into areas and/or feeder patterns to facilitate a seamless articulation pattern and transition to choice cluster areas
- Bring together community, school and parent groups for a long-term and short-term re-visioning of schools as charters.
- Develop a conversion charter internal & external marketing plan.
- District develops organizational service guide & support model for conversion charter schools: Management & Staffing; Human Resources & Employment; Professional Development; Student Recruitment & Enrollment; Parent & Community Involvement
- District develops business service guide & support model for conversion charter schools: Facilities; Transportation services; Food service; School safety; Budget; Financial management & oversight; Start-up plan
- Develop a rigorous, transparent application review system based on internal & external review
- 11/15/17 – 1/30/18 Develop, draft, and finalize plans for feeder patterns & cluster areas
- 9/15 – 1/5/18 Draft plan of stakeholder responsibilities in the charter process
- 7/1 - 9/1/17 Develop & implement internal & external marketing plan
- 7/1 - 11/30/17 Develop draft of organizational service guide & refine based on community input
- 7/1 - 11/30/17 Identify Founding Board for each school including district school board member representation
- 7/1 - 11/30/17 Develop business service guide & refine based on community input
- 8/1 – 11/1/17 Develop & provide training review process to school board & charter review members
- 11/1/17 – 1/30/18 Development, implement and post presentation, timelines and individual school review team assignments

Quality of Management Plan 32
| **protocols:** Create application specific interview questions & interview teams & schedules; Create external & internal review protocols, timelines & team members (FS 1002.33 (6) *attachment 17*) | **• 3/1/2018** Schools submit conversion charter proposals to school board  
**• Prior to First April Board Meeting** Charter review committee makes recommendations to Superintendent  
**• At First April Board Superintendent** makes recommendations to the school board  
**• At Second April Board Meeting School Board votes on charters**  
**• School Board approval of conversion charter contracts as finalized**  
**• 4/2018 – 2/2020** Refine monitoring systems to assure affective, rigorous and transparent monitoring |
| --- | --- |
| **• Refine and detail the state contract template to include specific contract language based on national models and implement this model via contract negotiations:** Develop model contract; Identify indicators, measures, metrics and targets within the guidelines of the School Improvement Plan model; Negotiate all contract terms (FS 1002.33 (7) *attachment 18*) | **• 8/1/17 – ongoing** Define expectations & information regarding charter process  
**• 9/15/17 – ongoing** Provide support to all stakeholders in the development of the application  
**• 9/1/17 – ongoing** Work with district office staff & external consultants to |
| **• Develop a comprehensive performance accountability and compliance monitoring system to make rigorous, transparent, and standards-based renewal, revocation, and intervention decisions** Provide support to individual schools, Founding Boards, district office staff & other stakeholders to assure that these charter school systems are adequately and appropriately scaling up for success  
**• Schools begin the development of their charter applications with support from district staff and external consultants:** Marketing and Recruitment, |

*Quality of Management Plan* 33

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Page e54
| Diversity, Target Population and Student Body, Mission, Guiding Principles and Purpose, Curriculum and Instruction Design, Student Performance, Exceptional Students & English Language Learners, School Culture and Discipline Supplemental Programming, Governance, Organizational Plan, Business Plan | assure school autonomy & provide support for schools as they restructure  
- 90 days prior to submittal of the charter application, the school shall notify the district office of the charter balloting process  
- Within 60 days the ballot process shall be initiated  
- Ballot process completed at least 30 days prior to submittal of charter application. |
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<tbody>
<tr>
<td>• Each school will initiate the required conversion charter balloting process for teachers &amp; parents. (Ballot Process for Teacher/ Parent Voting attachment 19)</td>
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</table>
| Pre-implementation pilot site at Moton Elementary activities toward school improvement for conversion  
- Begin the change management process, develop & begin implementing a professional development, work with staff to implement instructional strategies that will improve academic performance and make the school a desirable choice option.  
- Create a unique attractor that will resonate with the wider community that includes makerspaces, hands on STEM (draft concept of Moton STEM focus is in attachment 20) | • Begin as soon as the blueprint is submitted (in addition to steps toward conversion as described previously)  
• January 2018- the end of the grant period-prepare Moton Elementary to be an attractive charter choice  
• Collect and analyze data  
• Include data and lessons learned into a comprehensive charter turnaround guide that can be replicated by other schools |
The tentative timeline presented above demonstrates that at a minimum the conversion charter process will be in place through 2020. By providing adequate time for true educational reform to incubate at each school site, a realistic picture of improved and sustained student achievement will emerge. Furthermore, we anticipate that the vast majority of these conversion charter schools will continue to operate as charter schools. For those schools that achieve high performing school status, there may be an opportunity, under current proposed legislation, for these schools to extend their current five-year contract to a 15-year contract with a 5-year high stakes review process. The district will encourage individual charter schools to seek state, federal and philanthropic funding to support innovations evidenced in their applications leading to increased student achievement. Even without additional funding, conversion charter schools are fiscally sustainable based on student FTE (Full Time Equivalent) funding provided at the state and local level.

**Project Goals, Work Plan, and Measures of Success**

This proposal clearly demonstrates that Hernando County Schools have the *internal capacity and external support* to carry out the proposed work, as well as the ability and commitment to sustain the work. The overarching goal of this proposal is to create and sustain rigorous, transparent, data-driven conversion charter process which will allow close to 100% of its schools to implement meaningful educational reform leading to increased student achievement using the tools afforded to each school via the conversion charter process. Hernando County will work with national charter school authorizing consultants to meet the goals and objectives outlined in this project. Goals one through four will be the responsibility of the district in terms of both timelines and budgets. Grant funds from this grant will not be used to fulfill goals one through four; however, we included these goals to demonstrate continuity between the various aspects of this project. We could not meet the grant goals of five through nine without the foundation work that is detailed in goals one through four. **Measures of Success include:**
• Community, school and parent support evidenced by 100% of the identified conversion charter schools have a successful, complete and appropriate balloting and voting process. (Goals 1 & 2)

• Support for meaningful, sustained and powerful educational reform is pervasive as evidenced by more than 90% of the schools who participate in the conversion charter balloting process will complete a thoughtful, innovative and high-quality charter application (Goals 2 & 3).

• A high-quality, transparent and rigorous charter application review process will be developed and implemented as evidenced by 90% or more of the district-sponsored conversion charter school applications will be approved (Goal 4).

• Development and implementation of a contract centered around rigorous accountability paired with school autonomy that results in dramatically increased student achievement as evidenced by 100% of the successful applicants successfully negotiating a charter contract (Goal 5).

• More than 90% of the approved conversion charter schools will elect to purchase one or more of the supplemental contracted services, including but not limited to, food service, transportation, technology, or other bundled services (Goal 6).

• More than 85% of the newly approved conversion charter schools will demonstrate academic growth measured by increase in either student learning gains or overall student performance in one or more core academic subject areas tested. (Goal 7).

• More than 95% of identified monitoring personnel will be fully trained and prepared to implement their job requirements by providing rigorous and appropriate monitoring while safeguarding each school’s autonomy (Goal 7).

• 100% of the newly formed conversion charters and district personnel providing oversight for these schools will have and understand their renewal process documents as measured by initial monitoring site visit reports (Goal 8).
2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or other. Proposed conversion charter model provides the structure and flexibility to allow all key stakeholders input into the development and implementation of innovative new schools focused on rigorous, relevant student learning in a financially accountable system. During the planning and pre-implementation of this socioeconomic diversity project, the project support team will engage stakeholders at all levels (students, families, school staff, post-secondary partners, and business and community partners). It is the goal of Choice Hernando to shift the control from the district bureaucracy to the stakeholders in our community. As a result, we will transform the role of the school district into a charter support organization whose primary function is to assist the charter schools in attaining student learning and financial accountability goals. The project empowers community and business governing boards to assist schools in meaningful change for improved student achievement. Spearheaded by the superintendent and the School Board, the process of engaging stakeholders has already begun through reaching out to communities, school advisory committees and businesses around Hernando. As soon as the grant is awarded, we will begin organizing stakeholders to advise the process at each school site. Particular emphasis will be on engaging diverse stakeholders, such as low income families and minority businesses. We will work closely with experts, external evaluators, higher education partners and educational organizations to assure innovation, rigor and success of each of our schools. For example, we will work with NACSA (National Association of Charter School Authorizers) to develop a rigorous external evaluation process to assure fiscal and educational soundness of each of the conversion schools. The first step in considering conversion charter status for the schools of Hernando County will be to create multiple opportunities of all stakeholders to participate in open forums designed to educate the public on conversion charter challenges and
opportunities, clarify the roles for each stakeholder group in the decision-making process, and then have rich and varied dialogue to make determinations as to whether or not this process is a good fit, not only for each individual school, but for the communities. This process must be carefully considered and mapped out in such a manner to ensure not only that all stakeholder groups are represented but that a diversity of opinions from varied groups within the larger stakeholder group are heard. For example, when considering whether or not parents support creating choice for all students via conversion charter, families from all demographic backgrounds and walks of life must be made to feel comfortable to raise concerns, question decisions, and be fully vested in the conversations. Fortunately, the charter conversion process lends itself to assuring stakeholders have a voice. Before a school can move forward with an application, 100% of the enrolled parents must be given the opportunity to vote on whether or not to move forward on conversion charter. Of the parents who return the ballots, which must be at least 50%, there must be a majority of parents who support the conversion charter. For teachers at the school, 50% or more must vote in favor of the change to charter status (balloting process attachment 19). As described in the detailed management plan in question 1 of this section, the district and individual schools will create a comprehensive information plan and multiple opportunities, both at the school site and within community centers, to discuss and debate the merits of this proposal. While initial discussions during the exploration phase of the project that led to the writing of this grant have been overwhelmingly positive, the applicants wish to devote significant time and effort into ensuring that every portion of the community that has a stake also has a voice. Whether they are retirees who call Hernando County home, local businesses who need to consider the economic impact of this proposal, or first-time home owners deciding whether Hernando County is a place to raise their families, everyone will be encouraged to participate in a thorough review of this innovative approach to expanding choice opportunities for all students with an emphasis on marginalized students.
F. ADEQUACY OF RESOURCES

1. The extent to which the budget is adequate to support the proposed project.

The Choice Hernando project Budget and Budget Narrative clearly defines each of the Opening Doors, Expanding Opportunities key elements and links targeted activities to budget categories. The detailed project budget narrative defines the purpose for each of the expenditures by budget category.

2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The Choice Hernando project includes both blueprint development and pre-implementation strategies designed to move Hernando to a full choice district and provide school autonomy and an increased focus on swinging wide the school doors for all students regardless of socioeconomic status, race or ethnicity. The budget is built around key activities designed to prepare each of the 23 schools for the full choice conversion charter school transformation.

- Personnel and support to adequately inform all community stakeholders of the opportunities that conversion charters provide with a special emphasis on students in poverty and/or students of color.

- Develop an enrollment system that is consistent, fair, and transparent, as well as providing weighted factors (socioeconomics, race, SWD, ELL) which allows preference for students in poverty and/or students of color.

- Adequate funding to guide each of the 23 schools through a thoughtful evaluation of the conversion charter school process that actively involves all stakeholders.
• Funding to carry out a pilot conversion and make Moton Elementary competitive with other schools, thereby diminishing the inequities in student performance and attracting a broad range of socioeconomically diverse students to the school site.

3. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

As a school district that has earned the grade of B for the overall performance of the 23 schools in the district, there is a preponderance of evidence that demonstrates that the district allocates appropriate funding for each school site. The district provides transportation dollars, staffing, professional development dollars, technology and much more. The district will provide additional support staff dedicated to this project including but not limited to the superintendent, her executive leadership team, business services and technology staff as well as numerous community organizations and businesses who are partnered with the school board and the staff to explore this vibrant opportunity for innovation and expansion of socioeconomic and racial diversity within our schools. Hernando County Schools is proud of district accomplishments that have been achieved despite many challenges including significant budget reductions. In 2016 the District’s Finance Department earned the prestigious Certificate of Achievement for Excellence in Financial Reporting (CAFR) from the Government Finance Officer’s Association (GFO). In 2015, citizens passed a ten year, $85 million dollar half-cent sales tax referendum that is further improving facilities as 23 schools that will undergo conversion process. At these sites, all materials and resources, including technology equipment and infrastructure will become a part of charter conversion school. The proposed project will provide for increased financial responsibility, assure that money is allocated to meet the needs of students, and continue fiscally conservative management to ensure future of quality education for all of our students.
BIBLIOGRAPHY


School Choice Bill. CS/CS/HB 7029. FL-HR. (2016)


Other Attachment File(s)

* Mandatory Other Attachment Filename: 1234-15_Pre Implementation Table.pdf

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment  Delete Optional Other Attachment  View Optional Other Attachment
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<th>Priority Item 2</th>
<th>Priority Item 3</th>
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<tr>
<td>Elementary</td>
<td>Student engagement and school culture</td>
<td>School improvement</td>
<td>Increase student diversity</td>
</tr>
<tr>
<td>Middle School</td>
<td>School improvement</td>
<td>Student engagement</td>
<td>Increase student diversity</td>
</tr>
<tr>
<td>High School</td>
<td>Student engagement</td>
<td>School improvement</td>
<td>Increase student diversity</td>
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**Key Points:**
- **Student Engagement:** Enhance student engagement through activities that align with school culture.
- **School Improvement:** Focus on areas such as curriculum, instruction, and student outcomes.
- **Increase Student Diversity:** Strategies to promote diversity and inclusion in the school environment.
**LOW POVERTY SCHOOLS IN HERNANDO SCHOOL DISTRICT**  
*NCES designated rural schools*

<table>
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<tr>
<th>DESIGNATED TITLE 1 SCHOOLS</th>
<th>% POVERTY</th>
<th>ADDITIONAL SCHOOLS MORE THAN 60% POVERTY</th>
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<td>77</td>
<td>HERNANDO HIGH SCHOOL</td>
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</tr>
<tr>
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<td>78</td>
<td>CENTRAL HIGH SCHOOL*</td>
<td>64</td>
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<td>SPRING HILL ELEMENTARY SCHOOL</td>
<td>79</td>
<td>WEEKI WACHEE HIGH SCHOOL*</td>
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<td>D. S. PARROTT MIDDLE SCHOOL*</td>
<td>79</td>
<td>POWELL MIDDLE SCHOOL</td>
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<tr>
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<td>82</td>
<td>SUNCOAST ELEMENTARY SCHOOL</td>
<td>67</td>
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<tr>
<td>MOTON ELEMENTARY SCHOOL*</td>
<td>82</td>
<td>JOHN D. FLOYD K-8 SCHOOL</td>
<td>68</td>
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<td>EXPLORER K-8</td>
<td>82</td>
<td>WINDING WATERS K-8*</td>
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**SCHOOLS WITH LESS THAN 60% POVERTY BY TYPE**

- Traditional: 13%
- Magnet: 37%
- Charter: 50%
SCHOOL DISTRICT OF HERNANDO COUNTY
CONTROLLED CHOICE PLAN
2017-2018

The School Board of Hernando County employs what is commonly referred to as a Neighborhood School concept. Students are assigned to school attendance zones based on the student’s legal residential address. A Controlled Choice Program is designed to give all parents the opportunity to select a school other than their child’s zoned school. Approval to attend a school outside of a student’s zone can be rescinded due to poor attendance, grades or behavior or if the student withdraws from a program (such as IB) on which the approval was based.

Examples of School Choice Options:
• Controlled Parental Choice
• Career Technical Programs
• International Baccalaureate Program
• Thematic Programs
• Magnet Programs (refer to Magnet Program Procedures)
• Hernando eSchool (contact 352-797-7072 for application information)
• McKay Scholarships (contact www.floridaschooolchoice.org for application information)
• Charter Schools (contact Charter School for application information)

Controlled Parental Choice

⇒ Applications are required when:

a. The request is for initial entry of a student in a school other than his/her zoned school;

b. Boundary changes place a student in a different neighborhood school, and the parents want their child to remain at the school the student was previously zoned for before the changes were made;

c. There is a change of home address which places the student in a different neighborhood school and the parents want their child to remain at the school. The principal must agree, and the approval is limited to the remainder of the current school year;

d. A school is severely overcrowded, there are no other alternatives for relief, and the Superintendent has deemed that the impact of student reassignment must be reviewed and reconsidered;

e. A parent of a Hernando County student is requesting attendance in another county or a parent living in another county is requesting attendance in a Hernando County School.
Application Process

⇒ Controlled Parental Choice, Career Technical Programs, International Baccalaureate Programs and Thematic Programs:

a. Access to applications for the Controlled Parental Choice, as well as Career Technical Programs, International Baccalaureate and Thematic Programs when not available at the zoned school are available online during the open enrollment period which is established yearly by the School Board. Parents without a computer or Internet access may seek assistance from their nearest school, public library, or District office.

b. Parents of children who reside in Hernando County may complete an online application during the District's open enrollment period from February 13th through March 19th as established by the School Board. Residents of other counties may complete an online application during the out-of-county (OOC) enrollment period from May 8th through May 19th.

c. All applications submitted outside of the open enrollment period will only be considered when there is a documented hardship or other eligible situation.

d. Schools at capacity, which is defined as 90% of programmatic functionality, are not available for Controlled School Choice. These will be determined annually by the Superintendent's office (refer to List of Available Schools).

e. Parents will be notified through parental email address provided on the application (or by USPS mail if email is not available) on or around May 5th.

⇒ Magnet Programs:

a. Parents are to complete the application process during the Magnet School's open enrollment period established yearly by the School Board.

b. Refer to the approved Magnet Program Procedures for further details on their application process. The current procedure can be found under “District Documents” on our website at www.hernadoschools.org.

Preference for Admission

⇒ Dependent children of active duty military personnel, 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 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 year after death (FS 1000.36 and 1003.05)

⇒ Children who have been relocated due to a foster care placement in a different school zone.

⇒ Children who move due to a court ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
siblings residing at the same address, requesting to be assigned to the same school with the exception of a student who is exiting fifth, eighth, or twelfth grade or enrolled through a specific program such as Magnet, International Baccalaureate or Career Technical Programs

Children of Hernando County School District employees

Continuity of School Assignment
- Once a School Choice assignment has been approved, a student may remain in attendance up to the highest grade level offered in the chosen school unless the school is at capacity or approval was granted as a result of boundary changes. The principal has the right to rescind approval due to poor attendance, grades, and/or behavior.

- Once a student is approved and registered for a controlled parental choice, magnet or theme program, he or she will no longer be eligible for any other school choice options for that school year.

- A student will not be allowed to return to his/her zoned school during the year without approval of the District Hardship Committee.

Change of Residence
- Parents or guardians who can demonstrate they are purchasing, building or renting a home in a different zone from where they are currently living, (original electric or water bill in their name, rental agreement, notarized statement from landlord, deed or construction contract showing commencement of construction) do not require an application through School Choice procedures.

- Parents or guardians who move and wish their child(ren) to remain at the current school for the balance of the school year, must request school reassignment for special circumstances through the School Choice Department and receive approval from the District Hardship Committee.

Transportation
- The parent(s)/guardian(s) will be responsible for providing transportation when their student is approved to attend a school outside of their attendance zone. Transportation will be provided to certain Exceptional Education Students when required by their IEP. Some limited transportation options are available for students accepted into Magnet programs.

Rescinding of Approved School Choice
- Approval of a School Choice application may be rescinded if:

a. False information was provided (F.S. 837.06 & F.S. 92.525 – providing false information is a criminal act);

b. It is determined by district and school personnel that enrollment at a requested school is having a negative impact on the student’s educational progress;
c. The student withdraws from a course of study that was the basis for enrollment at the requested school (i.e. Career Technical Programs, International Baccalaureate);

d. The student does not maintain passing grades, good attendance, appropriate behavior, or if the student is chronically tardy to school.

e. Out-of-County (OOC) students who commit level 4 offenses as defined by the Hernando County School District Student Code of Conduct will be returned to their zoned district.

The decision to rescind a School Choice approval requires discussion with the parent, the school administration, and the Supervisor of School Choice. An elementary or middle school student whose reassignment has been rescinded, will return to his/her zoned school at the end of the quarter. A high school student whose reassignment has been rescinded, will return to his/her zoned school at the end of the current semester. Rescinding school choice approval requires written documentation that the parent has received prior notification of the principal's intent to revoke choice.

Rescinding of School Choice Appeals Procedures

⇒ The principal will contact the Supervisor of School Choice about the possibility of school choice approval being rescinded.

⇒ The principal will meet with the parent to discuss concerns and the possibility of school choice being rescinded. Conference notes will be documented.

⇒ Documentation will be sent to the Supervisor of School Choice.

⇒ If academic, behavioral, or attendance concerns persist, the parent will be notified in writing that school choice is being rescinded, and the student must return to his/her zoned school. A copy of the letter will be sent to the Supervisor of School Choice. The letter will include language that informs the parent that an appeal may be requested through the Supervisor of School Choice.

⇒ The Supervisor of School Choice will form a committee of administrators to review the documentation. After careful review and further investigation, the committee will uphold or deny the appeal.

Controlled School Choice Appeals Procedures

⇒ Once an application for Controlled School Choice has been denied, the student is expected to attend his/her zoned school and may re-apply during the next open enrollment period for enrollment the following school year.

⇒ Parents may request a review before the Hardship Committee based upon a documented hardship situation. Board approved hardship criteria include:

a. A medical condition as verified in writing by a physician that requires treatment or supervision in proximity to the school being requested;
b. A situation where the student requesting reassignment has been the victim of a crime and/or
violence by another student;

c. There has been a death of a student’s parent(s) or sibling(s);

d. Relocation due to foster care placement, court-ordered change in custody (due to separation or
divorce), or the serious illness of a custodial parent.

The Hardship Committee shall consist of the Executive Director of Academic Services,
Supervisor of School Choice, and Supervisor of Student Services.

*Parents who are denied their appeal through the Hardship Committee may appeal the decision to the
Superintendent of Schools. The decision of the Superintendent is final and cannot be appealed to the School
Board.*

**PromotingParental Involvement and Disseminating Information**

⇒ The district believes that parental choice is a vital part of the child’s education. The district
accepts responsibility for providing information, as well as assisting parents in making school
choice decisions for their children.

⇒ Information regarding the school choice open enrollment process is made available to
parents and the community via:
- Local newspaper advertising
- School newsletters to the parents/guardians of students impacted by school boundary changes
- Automated telephone messages announcing open enrollment time lines
- School marquee announcements, when possible
- Postings on the district website
- Application guidelines and a “Question & Answer” on the district website
- Letters and flyers mailed to directors of private preschools and daycare centers
- School-based meetings for families of students articulating from elementary school to middle
school and middle school to high school
- Parent communication on report card

⇒ The parents of students being bused for desegregation purposes may submit a written
request to the School Choice Department to object to busing and opt out of participation in the
district’s voluntary desegregation plan. When a parent makes such a request in writing, that
student shall attend his/her zoned school.

**Attendance Zone Changes**

⇒ As new schools are built, the District will form rezoning committees to consider setting the
new school’s boundaries as well as revising the zones of affected schools.

**Additional Information Regarding Choice Options**

⇒ Career Technical Programs
Career Technical Programs typically entail three to four years of coursework and are offered at
varying high schools. Students are required to maintain a “B” average in their program to
continue on to the next level and pass the industry certification exam for the program. Career
Technical Education Specialists conduct orientation meetings regarding high school programs
in the fall for eighth grade students at each middle school. All applications must be submitted during the online enrollment period (Hernando County residents: February 13th through March 19th; Out-of-County residents: May 8th through May 19th). Students who withdraw from courses required in the selected high school career technical program will return to their zoned school at the end of current semester.

Charter Schools
Charter Schools are nonsectarian schools of choice designed to deliver programs to meet the needs of the community. Funding for charter schools comes from the state and is sponsored by the local school District but privately operated. Charter Schools have the freedom to set their own rules on curriculum, teaching style, personnel and discipline rules. Contact the charter schools directly for application information.
John M. McKay Scholarship Program for Students with Disabilities
A parent of a student, who has been identified as disabled and has a current Individualized Education Program (IEP) or Section 504 accommodation plan, may request that the student attend another public school in the district provided that school can provide the services the student needs to accomplish the goals and objectives on the student's individual plan. The McKay Scholarship Program may also offer a student the opportunity to attend a public school in an adjacent district or receive a scholarship to attend a participating private school. Parents wishing to find out more information about this program should contact the Exceptional Student Support Services office.

International Baccalaureate Program (IB)
A school with an IB program is a school offering students a rigorous and relevant curriculum that is recognized internationally. These schools are designed to attract a diverse student body wishing to participate in a demanding four-year curriculum (2 years of preparation and 2 years of IB coursework) leading to final examinations and a qualification that is welcomed by leading universities around the world. These schools have an attendance zone. Parents must submit an application to the district and meet the application criteria. Schools with an IB program conduct orientation meetings regarding their school programs during the months of December and/or January. All applications must be submitted during the online enrollment period (Hernando County residents: February 13th through March 19th; Out-of-County residents: May 8th through May 19th). Students who withdraw from courses required in the program will return to their zoned school and may not select an alternate program in order to remain at the school.

Thematic Programs
A school with a thematic program offers curriculum and academic instruction based on a central theme. These schools have specific attendance zones and accept a limited number of students outside of their attendance zone based on student vacancies at specific grade levels.

Magnet Program
A school with a magnet program is a school offering curriculum based on a specific theme or instructional method. For more information, refer to the approved Magnet Program Procedures on our website at www.hernandoschools.org under “District Documents”.
**Budget Reduction Summary By Year:**

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<tbody>
<tr>
<td>Budget Reductions 2015-2016</td>
<td>$6,477,287.00</td>
</tr>
<tr>
<td>Budget Reductions 2012-2013</td>
<td>$3,485,271.00</td>
</tr>
<tr>
<td>Budget Reductions 2011-2012</td>
<td>$6,058,253.00</td>
</tr>
<tr>
<td>Budget Reductions 2010-2011</td>
<td>$2,809,367.00</td>
</tr>
<tr>
<td>Budget Reductions 2009-2010</td>
<td>$1,176,930.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20,007,108.00</strong></td>
</tr>
</tbody>
</table>
**Budget Reductions 2015-2016**

Reduction of Allocations - Enrollment Changes &

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size at School Average for Schools of Choice</td>
<td>$879,904</td>
</tr>
<tr>
<td>District Administrative Reorganization</td>
<td>$200,000</td>
</tr>
<tr>
<td>Reassigned Captial Related Expenditures</td>
<td>$540,729</td>
</tr>
<tr>
<td>Eliminated Assistant Superintendent Budgets</td>
<td>$173,278</td>
</tr>
<tr>
<td>Eliminated Courtesy Busing</td>
<td>$600,000</td>
</tr>
<tr>
<td>Eliminated Vehicle Rentals</td>
<td>$15,232</td>
</tr>
<tr>
<td>Implement Facility Blackouts (2-3 days)</td>
<td>$114,077</td>
</tr>
<tr>
<td>Eliminated One Instructional Allocations Per School</td>
<td>$1,378,265</td>
</tr>
<tr>
<td>Eliminated Instructional Technicians (11 employees)</td>
<td>$679,784</td>
</tr>
<tr>
<td>Eliminated Differentiated Accountability Positions</td>
<td>$793,883</td>
</tr>
<tr>
<td>Eliminated Outsourced Lawn Services (NCTHS,</td>
<td>$70,000</td>
</tr>
<tr>
<td>Eliminated District Cell Phones</td>
<td>$32,135</td>
</tr>
<tr>
<td>Cut Department and School budgets</td>
<td>$1,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6,477,287</strong></td>
</tr>
</tbody>
</table>
## Budget Reductions 2012-2013

School Staffing - 10% Reduction

<table>
<thead>
<tr>
<th>School</th>
<th>Reduction Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooksville Elementary</td>
<td>$134,000.00</td>
</tr>
<tr>
<td>Chocachatti Elementary</td>
<td>$136,000.00</td>
</tr>
<tr>
<td>Deltona Elementary</td>
<td>$132,000.00</td>
</tr>
<tr>
<td>Eastside Elementary</td>
<td>$107,000.00</td>
</tr>
<tr>
<td>Moton Elementary</td>
<td>$159,000.00</td>
</tr>
<tr>
<td>Pine Grove Elementary</td>
<td>$143,000.00</td>
</tr>
<tr>
<td>Spring Hill Elementary</td>
<td>$122,000.00</td>
</tr>
<tr>
<td>Suncoast Elementary</td>
<td>$121,000.00</td>
</tr>
<tr>
<td>Westside Elementary</td>
<td>$136,000.00</td>
</tr>
<tr>
<td>Fox Chapel Middle</td>
<td>$99,000.00</td>
</tr>
<tr>
<td>DS Parrott Middle</td>
<td>$111,000.00</td>
</tr>
<tr>
<td>Powell Middle</td>
<td>$112,000.00</td>
</tr>
<tr>
<td>West Hernando Middle</td>
<td>$133,000.00</td>
</tr>
<tr>
<td>Challenger K8</td>
<td>$196,000.00</td>
</tr>
<tr>
<td>Explorer K8</td>
<td>$198,000.00</td>
</tr>
<tr>
<td>Floyd K8</td>
<td>$163,000.00</td>
</tr>
<tr>
<td>Central High</td>
<td>$208,000.00</td>
</tr>
<tr>
<td>Hernando High</td>
<td>$224,000.00</td>
</tr>
<tr>
<td>Nature Coast High</td>
<td>$219,000.00</td>
</tr>
<tr>
<td>Springstead High</td>
<td>$223,000.00</td>
</tr>
<tr>
<td>Weeki Wachee High</td>
<td>$110,000.00</td>
</tr>
<tr>
<td>Endeavor Academy</td>
<td>$45,000.00</td>
</tr>
</tbody>
</table>

**Total Budget Reductions:** $3,231,000.00

### Eliminated/Reduced Supplements

**Total Reduced Supplements:** $3,485,271.00
Budget Reductions 2011-2012
Positions eliminated at schools due to 10% budget reduction

Moton Elementary .................................................. $218,000.00
Pine Grove Elementary ........................................... $314,000.00
Spring Hill Elementary .......................................... $221,000.00
Suncoast Elementary ............................................ $184,093.00
Westside Elementary ............................................ $177,934.00
Floyd Elementary .................................................. $261,327.00
Brooksville Elementary .......................................... $219,000.00
Chocachatti Elementary ......................................... $190,147.00
Deltona Elementary .............................................. $232,550.00
Eastside Elementary ............................................. $167,014.00
Challenger K8 ..................................................... $259,666.00
Explorer K8 .......................................................... $358,983.00
DS Parrott Middle .................................................. $152,000.00
Fox Chapel Middle ................................................ $172,069.00
Powell Middle ...................................................... $177,000.00
West Hernando Middle ........................................... $255,240.00
Central High ........................................................ $371,726.00
Hernando High ...................................................... $344,000.00
Nature Coast Technical High ................................... $260,000.00
Springstead High ................................................... $379,500.00
Weeki Wachee High .............................................. $171,000.00
Star ................................................................. $119,004.00

Replaced Assistant Principals with/Transitional .................. $59,000.00
Reduction of Allocation and Custodial Positions ............... $27,000.00
District - Reading Coaches Reduced (5 positions) ............. $295,000.00
Other positions reduced due to reduction in enrollment (8 instructional) ............................................. $472,000.00

$6,058,253.00
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSW reduced by 20 staff positions in lieu of suspending step increases</td>
<td>$486,564.00</td>
</tr>
<tr>
<td>Confidential employees did not receive a step increase</td>
<td>$36,776.00</td>
</tr>
<tr>
<td>Administrative employees did not receive a step increase</td>
<td>$51,478.00</td>
</tr>
<tr>
<td>HCTA reduced step by 1/2</td>
<td>$888,294.00</td>
</tr>
<tr>
<td>District departments required to cut a minimum of 10% of their budget</td>
<td>$1,086,255.00</td>
</tr>
<tr>
<td>School discretionary budgets reduced</td>
<td>$246,000.00</td>
</tr>
<tr>
<td>Class C meals, day trip reimbursement eliminated</td>
<td>$14,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,809,367.00</strong></td>
</tr>
</tbody>
</table>
# Budget Reductions 2009-2010

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>No travel out of District</td>
<td>$138,657.00</td>
</tr>
<tr>
<td>Reduced District Office Position (6 position)</td>
<td>$368,959.00</td>
</tr>
<tr>
<td>Reduced (3) District Coach Positions</td>
<td>$171,324.00</td>
</tr>
<tr>
<td>Reduced School Substitute Budgets</td>
<td>$341,436.00</td>
</tr>
<tr>
<td>Reduced Custodial Positions (5 positions)</td>
<td>$156,554.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,176,930.00</strong></td>
</tr>
</tbody>
</table>
BLUEPRINT
COMPONENTS

Opening Doors, Expanding Opportunities

Hernando County School District
Florida
<table>
<thead>
<tr>
<th>BLUEPRINT COMPONENT</th>
<th>PERSON (s) ASSIGNED</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Detailed needs analysis of the LEA(s) to determine the factors that have led to low student achievement in its SIG Schools or SIG-Eligible Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A comparison of student demographic and academic outcome information for the SIG Schools or SIG-Eligible Schools with that of other schools in the LEA(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A comparison of student demographic information for the SIG Schools or SIG-Eligible Schools with that of the residential population of the LEA(s), if such information is available and relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other analyses of concentrated poverty or racial or ethnic segregation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses of the location and capacity of school facilities or the adequacy of local or regional transportation infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses of school-level resources, including per pupil expenditures, student access to instructional tools, full day Pre-Kindergarten, advanced coursework, and effective educators;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) **An explanation of how the LEA(s) determined which schools would be served under the blueprint**

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the LEA(s) gave priority to serving students in SIG Schools SIG-Eligible Schools</td>
</tr>
<tr>
<td>The extent to which the determination of the participating schools reflected robust parental involvement and community engagement</td>
</tr>
</tbody>
</table>

c) **Measurable goals, beginning with the 2019-2020 school year and for every two years thereafter through the 2025-2026 school year, including a description of how such goals were determined, for increasing student diversity and for improving student academic outcomes**

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>In each school to be served</td>
</tr>
<tr>
<td>At the applicant’s discretion, in other schools in the LEA(s) to be served</td>
</tr>
<tr>
<td>At the applicant’s discretion and if appropriate, in the LEA(s) to be served</td>
</tr>
</tbody>
</table>
d) A detailed description of the strategies the applicant will pursue to improve student academic outcomes in the schools to be served by increasing student diversity, including:

| A theory of action and the evidence base (with consideration for the Department’s recent guidance on using evidence) that support the appropriateness and effectiveness of the selected strategies based on findings from the needs analyses described in blueprint requirement (a) and the likelihood of achieving the goals described in blueprint requirement (c). |
| For each selected strategy (A) A description of the anticipated challenges and potential solutions; (B) Timeline for implementation; (C) Costs associated with implementation, including the process by which such costs were estimated; (D) A description of the extent to which it reflects parental involvement and community engagement |

e) A description of the significance of the anticipated impact on the participating LEA(s) and schools, including, but not limited to:

<p>| The percentage and number of schools and students (disaggregated by socioeconomic status, race, or ethnicity, as appropriate for the blueprint) that will be affected by the implementation of the blueprint; |
| If applicable, how the implementation of the blueprint may positively or adversely affect diversity or educational opportunities available to poor or minority students in other |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools within the LEA(s) and how these adverse effects could be mitigated;</td>
<td></td>
</tr>
<tr>
<td>Potential cost savings as a result of specific strategies outlined in the blueprint.</td>
<td></td>
</tr>
<tr>
<td><strong>f) Plans for continued community engagement, parental involvement, and LEA and school staff capacity building to support the ongoing implementation of the blueprint</strong></td>
<td></td>
</tr>
<tr>
<td>A summary of how the community, parents, and families participated in the planning process as well as a description of how they will be engaged during implementation.</td>
<td></td>
</tr>
<tr>
<td><strong>g) a description of how the applicant will leverage new or existing partnerships with entities such as, but not limited to, the following</strong></td>
<td></td>
</tr>
<tr>
<td>An LEA or SEA</td>
<td></td>
</tr>
<tr>
<td>a charter management organization or charter school operator</td>
<td></td>
</tr>
<tr>
<td>an institution of higher education</td>
<td></td>
</tr>
<tr>
<td>a non-profit or for-profit organization</td>
<td></td>
</tr>
<tr>
<td>a local governmental or federal agency</td>
<td></td>
</tr>
<tr>
<td>another organization, as determined by the applicant</td>
<td></td>
</tr>
<tr>
<td><strong>h) implementation plan including a proposed personnel and management plan:</strong></td>
<td></td>
</tr>
<tr>
<td>Personnel &amp; Management plan</td>
<td></td>
</tr>
<tr>
<td>Description of potential opportunities to implement the blueprint</td>
<td></td>
</tr>
</tbody>
</table>
COMPONENTS OF THE PROGRAM MANDATED BLUEPRINT

To be completed within 4 months of grant award (by January 2017)
MOTON ELEMENTARY SCHOOL

PRE IMPLEMENTATION ACTIVITY
PILOT CONVERSION CHARTER

NCES DESIGNATION: 41- Rural Fringe Schools

FLORIDA SIG ELIGIBILITY: SIG priority school

DESIGNATION: Title 1 (82% low socioeconomic students)
2015-2016 SCHOOL DATA

FLORIDA SCHOOL GRADE: D

ACHIEVEMENT DATA

2015/2016 % OF PROFICIENT STUDENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

LEARNING GAINS

% OF STUDENTS DEMONSTRATING LEARNING GAINS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts Learning Gains</td>
<td></td>
</tr>
<tr>
<td>English Language Arts Learning Gains of the Lowest 25%</td>
<td></td>
</tr>
<tr>
<td>Mathematics Learning Gains</td>
<td></td>
</tr>
<tr>
<td>Mathematics Learning Gains of the Lowest 25%</td>
<td></td>
</tr>
</tbody>
</table>

PR/Award # S377C170011
Page e88
Definitions:
For the purpose of this document, the following terms apply:

- “Lottery system” refers to the computer program that handles the lottery.
- “Staff’s child” refers to the child of a person who is employed with the Hernando County School Board and whose sole employment is at the school of application.
- “Committee” refers to the Portfolio and Audition Committee composed of a representative from the Department of Academic Services, the school, and when possible, a volunteer from the community.
- Residency shall be defined as the home for which a parent/guardian files homestead exemption, leases or rents, and lives in the residence on a full-time basis. A parent/guardian must be a resident of Hernando County in order to apply.

Application Procedures: (Refer to page 7 for the timeline.)
Chocachatti, Challenger, and Nature Coast Technical High School applicants will complete an *online application. Chocachatti and Challenger applicants wishing to also apply by portfolio must submit the portfolio at the desired school by the deadline. Parents without a computer or Internet access may seek assistance from their nearest school, public library, or District Office.

1. An application is required for:
   - A student wishing to submit a portfolio;
   - A student wishing to participate in the lottery;
   - A student who is a child of staff at the school of application.

2. There will be one application per student per school.

* Parents must print the receipt as proof of having completed the online application.
**Parents who do not receive a confirmation email should resubmit their application.

3. Applicants for kindergarten must have attained the age of 5 years on or before September 1\textsuperscript{st} of the school year for which they are applying. Applicants for 1\textsuperscript{st} grade must have attained the age of 6 years on or before September 1\textsuperscript{st} of the school year for which they are applying (per FS 1003.21).
4. The parent(s)/guardian(s) of magnet program applicants are **required** to attend the orientation meeting during the year in which application is made. Orientation meetings will take place during the month of November (see page 7).

5. The parent(s)/guardian(s) of selected applicants must provide proof of full-time residence in Hernando County at the time of enrollment at the school. (Please refer to Hernando County’s Registrar Manual.) If it is determined that parent/guardian is not a resident of Hernando County at the time of enrollment, the student will not be permitted to enroll.

6. Portfolios for Challenger and Chocachatti must be submitted at the desired school on the dates and times established by the Superintendent. A random identifier number will be assigned to each portfolio submitted.

**Application Period:**
Refer to the timeline on page 7.

**Continuity of Magnet Program Enrollment:**

1. Enrollment at a school outside of your attendance zone is a privilege. Once approved, it will continue as long as the student’s attendance, conduct, and scholarship are satisfactory. In accordance with the district’s Choice Plan, the decision to rescind a School Choice approval requires discussion with the parent, the school administration, and the Supervisor of School Choice. A student, whose reassignment has been rescinded, will return to his/her zoned school the following school year.

2. The parent(s)/guardian(s) of each magnet program student must certify his/her residency in Hernando County each year before the start of school on the Intent to Return Form.

3. A student must reside with a parent/guardian who is a resident of Hernando County at all times while the student is attending a magnet program. However, cases of joint custody will be considered.

4. Children of staff members who leave or transfer will be withdrawn at the end of that school year unless a waiver is obtained due to special circumstances via the District Hardship Committee. This will not apply to staff children who were admitted by portfolio or lottery.

5. Enrollment in the magnet program will be terminated if:
   a. False information was provided in the application form;
   b. It is determined at any time that the parent/guardian is no longer a resident of Hernando County;
   c. Parent/guardian fails to provide residency certification, which is stated on the Intent to Return form;
d. The student withdraws from the school or changes the course/program of study that was the basis for admission. This includes enrollment in full-time online courses, or programs that are available at the school of choice.

Preference for Selection:
1. The order of preference is as follows:
   a. Children living within the designated school zone (Nature Coast Technical High School);
   
   b. Dependent children of active duty military personnel, 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 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 year after death with an application within the application period. Thereafter, the child/children will be placed at the top of the lottery waiting list (per FS 1000.36 and 1003.05);
   
   c. Children of staff at the school;
   
   d. Portfolios/auditions (according to the Board’s established percentages);
   
   e. Lottery

2. The Board may require that the school grant preference to students who apply from schools that exceed instructional capacity.

3. If you apply and your child is retained, and there is no opening at that grade level, then he/she will be placed at the top of the waiting list for the school year for which the application was made.

Selection Procedures:
1. Portfolio and Auditions:
   a. Each school with a magnet program will conduct orientation meetings at various geographic locations in the district.
   
   b. Portfolios shall not include the student’s name or any identifying information other than photographs and/or videos related to the application process. All portfolios will be assigned an individual number when submitted.
   
   c. Established selection percentages are the following for each school:
   Chocachatti - 70% lottery and 30% portfolio/auditions
   Challenger (K-8) – 70% lottery and 30% portfolio
   Nature Coast Technical High School – 100% lottery
   
   d. Portfolio and audition specifications will be provided by the schools at their annual orientation meetings in November. The portfolio process will be different.
for each school based on the programs at that school, but in all cases the
Division of Academic Services staff will direct and coordinate the process.
i. Portfolios for Chocachatti Elementary School may include a recorded media
audition or an art portfolio as specified during orientation. These
auditions/portfolios will be reviewed and scored by representatives from the
Fine Arts Department at the school under the direction of the Supervisor of
School Choice. Students will then be accepted based on their final score
and availability at the respective grade level.

ii. Portfolios for Challenger will include a collection portfolio for Kindergarten
and first grade and a written portfolio for grades 2-8. These portfolios will be
reviewed and scored by representatives from the school under the direction
of the Supervisor of School Choice. Students will be accepted based on their
final score and availability at the respective grade level.

iii. There will be no portfolios for Nature Coast Technical High School. Students
living outside of the school zone will be selected via lottery.

e. Final decisions on which students will be accepted by portfolio for each program
will be made by a School Portfolio Committee under the direction of the
Supervisor of School Choice. The committee will be comprised of no fewer than
five (5) and no more than six (6) members, to include the principal or designee;
at least one (1) but no more than two (2) staff from the school; two (2) volunteer,
retired educators from the community; and the Supervisor of School Choice.

f. Portfolio ratings are assigned by the committee. Applicants are placed by the
committee according to their rating and will be marked as accepted in the lottery
system before the lottery is run.

g. Portfolio applicants not selected will be automatically placed in the lottery.

h. Portfolios submitted to Chocachatti and Challenger K-8 can be picked up by the
end of the first year. Portfolios must be picked up by the parent before July 1,
2018 or they become property of the Hernando County School Board and may
be destroyed in accordance with Board policy and Florida law.

2. Lottery System:
a. The lottery system will not operate to discriminate on the basis of race, color,
religion, national origin, age, gender, disability / exceptionality, history in
alternative education settings, or free-lunch status.

b. Lotteries for all schools will have the same rules.

c. Lotteries for Nature Coast, Chocachatti and Challenger will be drawn during the
last Friday in January.
d. The computerized lottery system will fill openings in random number order. At the high school level, all efforts will be made to give students their first program choice.

e. Selected applicants for whom there is no opening are placed on a waiting list.

f. Notification to selected applicants will be made through email or U.S. mail and sent out on the same day. Parents will need to accept or decline in writing. (Refer to page 7 for the timeline.)

3. Waiting List:
   a. The school will maintain a waiting list of students who applied, but were not selected, for future vacancies. As vacancies occur, the school will select students from the waiting list by grade level and/or program in the order in which they appear.

   b. Students that have accepted a seat will be removed from all other magnet program waiting lists on the last Friday in March.

   c. The waiting list will be the only source of admission after the lottery.

   d. Waiting lists are only kept for the current school year. Any student remaining on a waiting list not selected must re-apply if they wish to be considered for the following school year.

**Enrollment/Withdrawal Procedures:**

1. The parent(s)/guardian(s) must accept placement for all students selected through the portfolio or lottery within five (5) working days of notification or they will forfeit the seat. (Refer to page 7 for the timeline.)

2. The parent(s)/guardian(s) must provide proof of full-time residence in Hernando County at the time of enrollment at the school.

3. During the school year, students selected from the waiting list have up to five (5) working days to accept placement and complete enrollment or they will forfeit the seat.

4. A student who does not enter/attend the magnet program within five (5) working days of the start of the school year will be withdrawn unless there is a documented hardship.

5. Students may withdraw and enroll in their zoned school up until the first day of the new school year. Once the school year begins, a Request for School Reassignment for Special Circumstances must be submitted and approved by the District Hardship Committee.

6. In accordance with the district’s Choice Plan, all students who have accepted and enrolled in a magnet program must remain until the end of the school year.
Students will not be allowed to change schools during the year without approval of the Hardship Committee. Students who withdraw and enroll in other options (e.g. private school, home, virtual school) and then wish to re-enroll back into a Hernando County public school will return to their zoned school. In accordance with FHSAA rules and state statutes, students returning to their zoned school for any reason are ineligible to participate in a sport that is already in season.

**Promoting Parent Involvement:**
1. The parent(s)/guardian(s) at Chocachatti and Challenger will be required to volunteer a minimum of 8 hours. If the commitment is not met before the last grading period, the parent or guardian must meet with an administrator or his/her designee to agree on a necessary plan of action.

**Transportation:**
1. Limited transportation options are available for students accepted into magnet programs.
## 2017-2018 MAGNET PROGRAMS
### DATES AND DEADLINES

### AWARENESS ACTIVITIES
Parents wishing to submit an application are **required** to attend the orientation meeting.

<table>
<thead>
<tr>
<th>School</th>
<th>Orientation meetings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocachatti Elementary School</td>
<td>CES Cafeteria - Thursday, <strong>November 3rd, 2016 at 4:30 pm</strong> or</td>
</tr>
<tr>
<td></td>
<td>6:00 pm or</td>
</tr>
<tr>
<td></td>
<td>Hernando High School Theater - Wednesday, <strong>November 9th, 2016 at 5:00 pm</strong></td>
</tr>
<tr>
<td>Challenger K-8 School Of Science &amp; Mathematics</td>
<td>CK8 Cafeteria - Monday, <strong>November 7th, 2016 at 5:45 pm</strong> or</td>
</tr>
<tr>
<td></td>
<td>Hernando High School Theater - Wednesday, <strong>November 9th, 2016 at 5:45 pm</strong></td>
</tr>
<tr>
<td>Nature Coast Technical High School</td>
<td>NCTHS Cafeteria - Wednesday, <strong>November 2nd, 2016 at 6:00 pm</strong> or</td>
</tr>
<tr>
<td></td>
<td>NCTHS Cafeteria - Thursday, <strong>November 10th, 2016 at 6:00 pm</strong></td>
</tr>
</tbody>
</table>

### APPLICATION

- **CES** – [http://www.hcsb.k12.fl.us/cgi-bin/rws5.pl?FORM=CESMagnetSchoolApplication](http://www.hcsb.k12.fl.us/cgi-bin/rws5.pl?FORM=CESMagnetSchoolApplication)
- **CK8** – [http://www.hcsb.k12.fl.us/cgi-bin/rws5.pl?FORM=CK8MagnetSchoolApplication](http://www.hcsb.k12.fl.us/cgi-bin/rws5.pl?FORM=CK8MagnetSchoolApplication)

**No applications will be accepted prior to November 2nd**

### PORTFOLIO

- CES – Grades K-5
- CK8 – Grades K-8
- Submitted at: CES/CK8
  (8:00 a.m. – 4:00 p.m.)

### LOTTERY

- CES – Grades K-5
- CK8 – Grades K-8
- NCTHS

### NOTIFICATION

- Parents notified of selections by:

### INTENT TO ATTEND

Parent accepts/declines the seat and enrolls in the school by:

- **February 6th – 10th, 2017** – NCTHS, CES and CK8
  Any seats not accepted by the deadline will be filled using the wait list.
<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving academic performance, respond to needs of community and</td>
<td>Improving fiscal accountability and school innovation, creating more attractive education options for community, addressing needs and improvement of rural schools, socioeconomic isolation, increasing number of low socioeconomic students and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG TERM OUTCOMES</th>
<th>GRANT OUTCOMES</th>
<th>OUTPUTS</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student application process created</td>
<td>Environmental system developed, new charter school under the responsibility of the school district;</td>
<td>Develop charter proposals for each school; prepare charter application; develop environmental policy for a district that mandates the school to increase student performance and economic diversity; provide charter school and school governance structure for implementation of charter processes; formation of governing board.</td>
<td>Support; School board; District leadership; Peer administration; School board leadership; Peer administration; Support; Resource.</td>
<td>Transportation; Choice plan; Materials and instructional; School facilities; Staff support; Opening doors...; Free law; Grant proposal; Charter and school governance structure for implementation of charter instructions and protocols for charter.</td>
</tr>
</tbody>
</table>
## PMs to be completed during the grant term

### PM 1 Engage external & internal stakeholders based on implementation of needs assessment

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Work with stakeholders to finalize community groupings for schools</td>
<td>• A finalized plan to include 100% traditional schools in the plan</td>
</tr>
<tr>
<td>2) Identify key stakeholder groups within each community group</td>
<td>• An internal marketing plan</td>
</tr>
<tr>
<td>3) Develop &amp; implement an external and internal marketing plan</td>
<td>• An external marketing plan</td>
</tr>
<tr>
<td>4) Cross reference to needs &amp; goals for the schools within each community based on stakeholder input</td>
<td>• An action plan which identifies individual school communities, information meeting dates, district personnel to serve as liaisons, etc.</td>
</tr>
<tr>
<td>5) Create opportunities for visioning, input &amp; involvement within the process</td>
<td>A school-specific needs assessment based on stakeholder input which will lead to specific goals within the application</td>
</tr>
</tbody>
</table>

### PM 2 Provide support to individual schools, founding council teams, district office staff and other stakeholders to assure that charter schools are appropriately scaling up for success

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Define clear expectations for development and implementation of the charter process</td>
<td>• An action plan template to assist stakeholders in the development and writing of the school’s charter application</td>
</tr>
<tr>
<td>2) Empower school leaders and the community to leverage thoughtful planning and goal-setting into action plans as defined by the school’s application</td>
<td>• Set of protocols for district office staff to</td>
</tr>
</tbody>
</table>
3) Assist the schools and founding councils in creating a school culture that supports proposed educational reforms

4) Assist the district office in providing each school with a clean slate upon which to recreate the school’s design and structure

5) Empower schools to create systematic changes that are lead to improved student performance and economic diversity

<p>| PM 3 Provide individual schools and founding councils with the information and support to develop and submit high-quality charter applications |</p>
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Create a thoughtful, sequential and easily followed application and review timeline</td>
<td>• A transparent, easily understood application and review timeline</td>
</tr>
<tr>
<td>2) Provide a timeline, specific processes, materials &amp; staff to implement the balloting process required by State Board Rule</td>
<td>• Specific processes and materials related to teacher and parent conversion charter school balloting processes as defined by State Board Rule</td>
</tr>
</tbody>
</table>
| 3) Identify for each applicant specific resource materials, personnel to assist in project development, suggested timelines and resources to provide high-yield support for the development of charter | • An elementary, middle and high school set of guidelines and resource materials based on the Florida Model Application process as it relates to the development of a high-quality, student performance-focused charter
<table>
<thead>
<tr>
<th>PM 4</th>
<th>Develop a rigorous and transparent application review system based on internal and external review protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td><strong>DELIVERABLES</strong></td>
</tr>
<tr>
<td>1) Develop &amp; provide training to the School Board and district charter review team on implementing a transparent, high-quality review process</td>
<td>• A training resource guide for School Board and charter review team members on the implementation of a transparent high-quality review process</td>
</tr>
<tr>
<td>2) Develop &amp; implement processes to facilitate founding council presentations to the School Board and review teams</td>
<td>• Processes and timelines for individual school and founding council presentations</td>
</tr>
<tr>
<td>3) Develop application-specific questions &amp; identify teams to interview applicants</td>
<td>• Interview processes and questions based on individual applications</td>
</tr>
<tr>
<td>4) Design the internal review process with the review committee &amp; diversity council</td>
<td>• Defined internal and external review processes</td>
</tr>
<tr>
<td>5) Design the external review process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PM 5</th>
<th>Develop a feasible and fiscally responsible district level support structure to enable socio-economic equity and ongoing school supports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td><strong>DELIVERABLES</strong></td>
</tr>
</tbody>
</table>

*Applications*  
4) Provide the timeline & identify personnel to provide technical assistance in developmental of the charter application  
   
educational plan, economic diversity as well as organizational and business plans  
   • Timeline and resources for technical assistance
1) identify key district support personnel, structures
2) identify financial encumbrances, expenditures and sources
3) Identify shared support system that maximize fiscal responsibility (enrollment system, transportation, etc.)
4) Develop a district web site with resources for all schools and families that provides transparent and current information

- District staffing plan & organizational chart
- District financial plan
- Shared services plans, financial projections Funding plan, staffing plan, and distribution plan
- District web site with information in multiple languages and access to individual charter sites

<table>
<thead>
<tr>
<th>PMs planned following the grant term and completed by 2025/2026</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PM 6</strong> Identify &amp; develop the key individual performance framework for school evaluations defined by measurable indicators, metrics and targets aligned to the School Improvement Plan</td>
</tr>
<tr>
<td><strong>PM 7</strong> Develop &amp; implement a comprehensive performance accountability and compliance monitoring system as defined in the charter contract and as the tool to make rigorous, transparent, and standards-based renewal, revocation, and intervention decisions</td>
</tr>
<tr>
<td><strong>PM 8</strong> Design &amp; implement transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make renewal &amp; revocation decisions</td>
</tr>
<tr>
<td><strong>PM 9</strong> Work with stakeholders, schools, and the larger community to identify and procure additional grant funding &amp; support resources for this far-reaching educational reform process</td>
</tr>
</tbody>
</table>
An act relating to education; creating s. 617.221, F.S.; defining the term "membership association"; requiring the assessment of dues paid to a membership association by certain elected and appointed officials with public funds; amending s. 1001.42, F.S.; revising the duties of a district school board; creating s. 1001.67, F.S.; establishing a collaboration between the state board and the Legislature to designate certain Florida College System institutions as distinguished colleges; specifying standards for the designation; requiring the state board to award the designation to certain Florida College System institutions; providing that the designated institutions are eligible for funding as specified in the General Appropriations Act; amending s. 1002.20, F.S.; revising public school choice options available to students to include CAPE digital tools, CAPE industry certifications, and collegiate high school programs; authorizing parents of public school students to seek private educational choice options through the Florida Personal Learning Scholarship Accounts Program under certain circumstances; revising student eligibility requirements for participating in high school athletic competitions; authorizing public schools to provide transportation to students.
participating in open enrollment; amending s. 1002.31, F.S.; requiring each district school board and charter school governing board to authorize a parent to have his or her child participate in controlled open enrollment; requiring the school district to report the student for purposes of the school district’s funding; authorizing a school district to provide transportation to such students; requiring that each district school board adopt and publish on its website a controlled open enrollment process; providing criteria for the process; prohibiting a school district from delaying or preventing a student who participates in controlled open enrollment from being immediately eligible to participate in certain activities; prohibiting a student from participating in a sport under certain circumstances; providing exemptions; amending s. 1002.53, F.S.; revising eligibility for the Voluntary Prekindergarten Education Program; amending s. 1002.33, F.S.; making technical changes relating to requirements for the creation of a virtual charter school; conforming cross-references; revising required contents of charter school applications; requiring a person or entity seeking to open a charter school to disclose certain information; conforming provisions regarding the appeal process for denial of a high-performing
charter school application; requiring an applicant to
provide the sponsor with a copy of an appeal to an
application denial; authorizing a charter school to
defer the opening of its operations for up to a
specified time; requiring the charter school to
provide written notice to certain entities within a
specified timeframe; providing that a student may not
be dismissed from a charter school based on his or her
academic performance; revising provisions relating to
long-term charters and charter terminations;
specifying notice requirements for voluntary closure
of a charter school; requiring a charter school
applicant to provide monthly financial statements upon
approval of the charter contract; requiring a sponsor
to review each financial statement of a charter school
to identify the existence of certain conditions;
providing for the automatic termination of a charter
contract if certain conditions are met; requiring a
sponsor to notify certain parties when a charter
contract is terminated for specific reasons; requiring
governing board members to hold a certain number of
public meetings and participate in such meetings in
person or through communications media technology;
revising charter school student eligibility
requirements; providing that charter schools are
eligible for the research-based reading allocation if
certain criteria are met; revising requirements for payments to charter schools; requiring a charter school to be located in the state to be eligible for public education capital outlay funds; providing for an injunction under certain circumstances; amending s. 1002.331, F.S.; deleting obsolete provision relating to high-performing charter schools; conforming a cross-reference; creating s. 1001.66, F.S.; creating a Florida College System Performance-Based Incentive for Florida College System institutions; requiring the State Board of Education to adopt certain metrics and benchmarks; providing for funding and allocation of the incentives; authorizing the state board to withhold an institution's incentive under certain circumstances; requiring the Commissioner of Education to withhold certain disbursements under certain circumstances; providing for reporting and rulemaking; amending s. 1001.7065, F.S.; revising the academic and research excellence standards for the preeminent state research universities program; creating the "emerging preeminent state research university" designation; requiring an emerging preeminent state research university to submit a certain plan to the board and meet certain expectations to receive certain funds; providing for the distribution of certain funding increases; deleting the preeminent state research

CODING: Words struck are deletions; words underlined are additions.
105 university enhancement initiative; revising the
106 requirements for the unique course requirement;
107 amending s. 1001.71, F.S.; providing for selection of
108 the chair and vice chair of each state university
109 board of trustees; specifying terms and duties of the
110 chair; providing grounds for the removal of a board
111 member; requiring each state university board of
112 trustees to post certain information on the
113 university's website; requiring the Board of Governors
114 to adopt regulations; amending s. 1001.92, F.S.;
115 requiring performance-based metrics to include
116 specified wage thresholds; requiring the board to
117 establish minimum performance funding eligibility
118 thresholds; prohibiting a state university that fails
119 to meet the state's threshold from eligibility for a
120 share of the state's investment performance funding;
121 requiring the board to adopt regulations; deleting an
122 expiration date; amending s. 1003.4282, F.S.; revising
123 the online course requirement; authorizing a district
124 school board or a charter school governing board to
125 offer options to meet the requirement; amending s.
126 1013.62, F.S.; revising requirements for a charter
127 school to be eligible for funding appropriated for
128 charter school capital outlay purposes; deleting
129 provisions relating to the priorities for charter
130 school capital outlay funding; deleting provisions

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relating to a charter school's allocation; revising
the funding allocation calculation; requiring the
Department of Education to calculate and periodically
recalculate, as necessary, the eligible charter school
funding allocations; deleting provisions relating to
certain duties of the Commissioner of Education;
amending s. 1013.64, F.S.; providing that a school
district may not receive funds from the Special
Facility Construction Account under certain
circumstances; revising the criteria for a request for
funding; authorizing the request for a preapplication
review to take place at any time; providing
exceptions; revising the timeframe for completion of
the review; providing that certain capital outlay
full-time equivalent student enrollment estimates be
determined by specified estimating conferences;
requiring surveys to be cooperatively prepared by
certain entities and approved by the Department of
Education; prohibiting certain consultants from
specified employment and compensation; providing an
exception to prohibiting the cost per student station
from exceeding a certain amount; requiring a school
district to levy the maximum millage against certain
property value under certain circumstances; reducing
the required millage to be budgeted for a project;
requiring certain plans to be finalized by a specified

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date; requiring a representative of the department to
chair the Special Facility Construction Committee;
requiring school districts to maintain accurate
documentation related to specified costs; requiring
the Auditor General to review such documentation;
providing that the department makes final
determinations on compliance; requiring the Office of
Economic and Demographic Research to conduct a study,
in consultation with the department, on cost per
student station amounts; requiring the Office of
Program Policy Analysis and Government Accountability
to conduct a study on the State Requirements for
Education Facilities; requiring the reports to be
submitted to the Governor and the Legislature by a
specified date; prohibiting a district school board
from using funds for specified purposes for certain
projects; providing sanctions for school districts
that exceed certain costs; providing an exemption to
the sanctions; providing for the creation of a
district capital outlay oversight committee; providing
for membership of the oversight committee; requiring
the department to provide certain reports to the
Auditor General; deleting a provision relating to
applicability of certain restrictions on the cost per
student station of new construction; amending s.
1002.37, F.S.; revising the calculation of "full-time
equivalent student"; amending s. 1002.391, F.S.;
revising the calculation of a matrix of services for
certain students beginning in a specific school year;
amending s. 1002.45, F.S.; conforming cross-
references; deleting a provision related to
educational funding for students enrolled in certain
virtual education courses; revising conditions for
termination of a virtual instruction provider's
contract; creating s. 1003.3101, F.S.; requiring each
school district board to establish a classroom teacher
transfer process for parents, to approve or deny a
transfer request within a certain timeframe, to notify
a parent of a denial, and to post an explanation of
the transfer process in the student handbook or a
similar publication; amending s. 1003.4295, F.S.;
revising the purpose of the Credit Acceleration
Program; requiring students to earn passing scores on
specified assessments and examinations to earn course
credit; amending s. 1004.935, F.S.; deleting the
scheduled termination of the Adults with Disabilities
Workforce Education Pilot Program; changing the name
of the program to the "Adults with Disabilities
Workforce Education Program"; amending s. 1006.15,
F.S.; defining the term "eligible to participate";
conforming provisions to changes made by the act;
prohibiting a school district from delaying or
preventing a student who participates in open
controlled enrollment from being immediately eligible
to participate in certain activities; prohibiting a
student from participating in a sport under certain
circumstances; providing exemptions; authorizing a
transfer student to immediately participate in
interscholastic or intrascholastic activities under
certain circumstances; prohibiting a school district
or the Florida High School Athletic Association
(FHSAA) from declaring a transfer student ineligible
under certain circumstances; creating s. 1006.195,
F.S.; requiring district school boards to establish in
codes of student conduct eligibility standards and
disciplinary actions relating to students
participating in interscholastic and intrascholastic
extracurricular activities; providing guidelines and
applicability; requiring the FHSAA to comply with
certain requirements by a specified date; amending s.
1006.20, F.S.; requiring the FHSAA to allow a private
school to maintain full membership in the association
or to join by sport; prohibiting the FHSAA from
discouraging a private school from maintaining
membership in the FHSAA and another athletic
association; authorizing the FHSAA to allow a public
school to apply for consideration to join another
athletic association; revising student eligibility
requirements; providing penalties for recruiting violations; requiring a school to forfeit a competition, including resulting honors, in which a student who was recruited in a prohibitive manner; revising circumstances under which a student may be declared ineligible; amending s. 1007.35, F.S.; revising the exams each public high school is required to administer to all enrolled 10th grade students to include ACT Aspire; amending s. 1009.893, F.S.; changing the name of the "Florida National Merit Scholar Incentive Program" to the "Benacquisto Scholarship Program"; providing that a student who receives a scholarship award under the program will be referred to as a Benacquisto Scholar; encouraging all eligible Florida public or independent postsecondary educational institutions, and requiring all eligible state universities, to become college sponsors of the National Merit Scholarship Program; amending s. 1011.61, F.S.; revising the definition of "full-time equivalent student"; amending s. 1011.62, F.S.; conforming a cross-reference; revising the calculation for certain supplemental funds for exceptional student education programs; requiring the funds to be prorated under certain circumstances; revising the funding of full-time equivalent values for students who earn CAPE industry certifications through dual enrollment;
revising a provision prohibiting a teacher's bonus
from exceeding a specified amount; creating a
federally connected student supplement for school
districts; specifying eligibility requirements and
calculations for allocations of the supplement;
amending s. 1011.71, F.S.; conforming a cross-
reference; amending s. 1012.42, F.S.; authorizing a
parent of a child whose teacher is teaching outside
the teacher's field to request that the child be
transferred to another classroom teacher within the
school and grade in which the child is currently
enrolled within a specified timeframe; specifying that
a transfer does not provide a parent the right to
choose a specific teacher; amending s. 1012.56, F.S.;
authorizing a charter school to develop and operate a
professional development certification and education
competency program; creating s. 1012.583, F.S.;
requiring the Department of Education, in consultation
with the Statewide Office for Suicide Prevention and
suicide prevention experts, to develop a list of
approved materials for youth suicide awareness and
prevention training materials for certain purposes;
specifying requirements for training materials;
providing that a school which incorporates the
training materials into the existing continuing
education or inservice training requirements be

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considered a "Suicide Prevention Certified School";
requiring participating schools to report certain
information to the department; requiring the
department to maintain an updated record of
participating schools; providing that no cause of
action results from the implementation of this act;
providing for rulemaking; amending s. 1012.795, F.S.;
authorizing the Education Practices Commission to
suspend the educator certificate of a person who has
committed a third recruiting offense as determined by
the FHSAA; requiring the FHSAA to report certain
information to the department; amending s. 1012.796,
F.S.; requiring department staff to advise the
Commissioner of Education of all referrals by the
FHSAA relating to recruiting offenses by certain
individuals; providing that certain penalties are in
addition to penalties required under s. 1006.20, F.S.;
amending s. 1013.385, F.S.; authorizing a district
school board to implement certain exceptions to the
educational facilities construction requirements under
certain circumstances; providing that the Office of
Early Learning may not adopt a kindergarten readiness
rate for specific Voluntary Prekindergarten Education
Program years; providing that providers on probation
for the 2013-2014 program year must remain on
probation until certain criteria are met; providing an
expiration date; amending s. 1012.33, F.S.; providing for a retiree to be employed as instructional personnel under a 1-year probationary contract; authorizing the retiree to be hired under an annual contract under certain circumstances; providing that the retiree is ineligible for a professional service contract; amending s. 413.207, F.S.; requiring the Division of Vocational Rehabilitation to initiate, by a specified date, a performance improvement plan designed to achieve specific goals; requiring the division to submit a performance report annually, by a specified date, to the Governor and Legislature which includes specified information; amending ss. 1012.795 and amending s. 1003.44, F.S.; requiring written notice of a student's right not to participate in the pledge of allegiance to be included in a specific publication; providing that a student may be excused from certain actions associated with the pledge of allegiance; requiring unexcused students to show full respect to the flag during the pledge of allegiance; creating s. 1003.432, F.S.; defining terms; establishing the program to recognize a high school graduate who has attained a high level of competency in one or more foreign languages; providing the purpose of the program; specifying criteria to earn a Gold Seal of Biliteracy or a Silver Seal of
Biliteracy; requiring the Commissioner of Education and school districts to perform specified duties to administer the program; prohibiting a school district or the Department of Education from charging a fee for the seals; requiring the State Board of Education to adopt rules; providing effective dates.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 617.221, Florida Statutes, is created to read:

617.221 Membership associations; reporting requirements; restrictions on use of funds.—

(1) As used in this section, the term "membership association" means a not-for-profit corporation, including a department or division of such corporation, the majority of whose board members are constitutional officers who, pursuant to s. 1001.32(2), operate, control, and supervise public entities that receive annual state appropriations through a statutorily defined formulaic allocation that is funded and prescribed annually in the General Appropriations Act or the substantive bill implementing the annual appropriations act. The term does not include a labor organization as defined in s. 447.02 or an entity funded through the Justice Administrative Commission.

(2) Dues paid to a membership association which are paid with public funds shall be assessed for each elected or
appointed public officer and may be paid to a membership
association. If a public officer elects not to join the
membership association, the dues assessed to that public officer
may not be paid to the membership association.

Section 2. Present subsection (27) of section 1001.42,
Florida Statutes, is redesignated as subsection (28), and a new
subsection (27) is added to that section, to read:

1001.42 Powers and duties of district school board.—The
district school board, acting as a board, shall exercise all
powers and perform all duties listed below:

(27) VISITATION OF SCHOOLS.—Visit the schools, observe the
management and instruction, give suggestions for improvement,
and advise citizens with the view of promoting interest in
education and improving the school.

Section 3. Section 1001.67, Florida Statutes, is created
to read:

1001.67 Distinguished Florida College System Program.—A
collaborative partnership is established between the State Board
of Education and the Legislature to recognize the excellence of
Florida's highest-performing Florida College system
institutions.

(1) EXCELLENCE STANDARDS.—The following excellence
standards are established for the program:

(a) A 150 percent-of-normal-time completion rate of 50
percent or higher, as calculated by the Division of Florida
Colleges.
(b) A 150 percent-of-normal-time completion rate for Pell Grant recipients of 40 percent or higher, as calculated by the Division of Florida Colleges.

(c) A retention rate of 70 percent or higher, as calculated by the Division of Florida Colleges.

(d) A continuing education, or transfer, rate of 72 percent or higher for students graduating with an associate of arts degree, as reported by the Florida Education and Training Placement Information Program (FETPIP).

(e) A licensure passage rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) of 90 percent or higher for first-time exam takers, as reported by the Board of Nursing.

(f) A job placement or continuing education rate of 88 percent or higher for workforce programs, as reported by FETPIP.

(g) A time-to-degree for students graduating with an associate of arts degree of 2.25 years or less for first-time-in-college students with accelerated college credits, as reported by the Southern Regional Education Board.

(2) DISTINGUISHED COLLEGE DESIGNATION.—The State Board of Education shall designate each Florida College System institution that meets five of the seven standards identified in subsection (1) as a distinguished college.

(3) DISTINGUISHED COLLEGE SUPPORT.—A Florida College System institution designated as a distinguished college by the State Board of Education is eligible for funding as specified in
the General Appropriations Act.

Section 4. Paragraphs (a) and (b) of subsection (6), subsection (16), paragraph (a) of subsection (17), and paragraph (a) of subsection (22) of section 1002.20, Florida Statutes, are amended, to read:

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(6) EDUCATIONAL CHOICE.—

(a) Public educational school choices.—Parents of public school students may seek any public educational school choice options that are applicable and available to students throughout the state. These options may include controlled open enrollment, single-gender programs, lab schools, virtual instruction programs, charter schools, charter technical career centers, magnet schools, alternative schools, special programs, auditory-oral education programs, advanced placement, dual enrollment, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), CAPE digital tools, CAPE industry certifications, collegiate high school programs, Advanced International Certificate of Education, early admissions, credit by examination or demonstration of competency, the New World
School of the Arts, the Florida School for the Deaf and the Blind, and the Florida Virtual School. These options may also include the public educational $[(b)(6)]$ choice options of the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program.

(b) Private educational $[(a)(6)]$ choices.—Parents of public school students may seek private educational $[(b)(6)]$ choice options under certain programs.

1. Under the McKay Scholarships for Students with Disabilities Program, the parent of a public school student with a disability may request and receive a McKay Scholarship for the student to attend a private school in accordance with s. 1002.39.

2. Under the Florida Tax Credit Scholarship Program, the parent of a student who qualifies for free or reduced-price school lunch or who is currently placed, or during the previous state fiscal year was placed, in foster care as defined in s. 39.01 may seek a scholarship from an eligible nonprofit scholarship-funding organization in accordance with s. 1002.395.

3. Under the Florida Personal Learning Scholarship Accounts Program, the parent of a student with a qualifying disability may apply for a personal learning scholarship to be used for individual educational needs in accordance with s. 1002.385.

(16) SCHOOL ACCOUNTABILITY AND SCHOOL IMPROVEMENT RATING REPORTS; FISCAL TRANSPARENCY.—Parents of public school students
have the right to an easy-to-read report card about the school's grade designation or, if applicable under s. 1008.341, the school's improvement rating, and the school's accountability report, including the school financial report as required under s. 1010.215. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, which must also be included in the student handbook or a similar publication.

(17) ATHLETICS; PUBLIC HIGH SCHOOL.—

(a) Eligibility.—Eligibility requirements for all students participating in high school athletic competition must allow a student to be immediately eligible in the school in which he or she first enrolls each school year, the school in which the student makes himself or herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred in accordance with s. 1006.20(2)(a).

(22) TRANSPORTATION.—

(a) Transportation to school.—Public school students shall be provided transportation to school, in accordance with the provisions of s. 1006.21(3)(a). Public school students may be provided transportation to school in accordance with the controlled open enrollment provisions of s. 1002.31(2).

Section 5. Section 1002.31, Florida Statutes, is amended to read:

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CODING: Words stricken are deletions; words underlined are additions.
1002.31 Controlled open enrollment; Public school parental choice.—
(1) As used in this section, "controlled open enrollment" means a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential educational choice as a significant factor.

(2)(a) Beginning by the 2017-2018 school year, as part of a school district's or charter school's controlled open enrollment process, and in addition to the existing public school choice programs provided in s. 1002.20(6)(a), each district school board or charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including charter schools, that has not reached capacity in the district, subject to the maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. The school district or charter school shall accept the student, pursuant to that school district's or charter school's controlled open enrollment process, and report the student for purposes of the school district's or charter school's funding pursuant to the Florida Education Finance Program. A school district or charter school may provide transportation to students described under this section.

(b) Each school district and charter school capacity
determinations for its schools must be current and must be identified on the school district and charter school's websites. In determining the capacity of each district school, the district school board shall incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under s. 1013.35. Each charter school governing board shall determine capacity based upon its charter school contract.

(c) Each district school board must provide preferential treatment in its controlled open enrollment process to all of the following:

1. Dependent children of active duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Students residing in the school district.

(d) As part of its controlled open enrollment process, a charter school may provide preferential treatment in its controlled open enrollment participation process to the enrollment limitations pursuant to s. 1002.33(10), if such special purposes are identified in the charter agreement. Each charter school shall annually post on its website the
application process required to participate in controlled open
enrollment, consistent with this section and s. 1002.33.

(e) Students residing in the district, including charter
school students, may not be displaced by a student from another
district seeking enrollment under the controlled open enrollment
process.

(f) For purposes of continuity of educational choice, a
student who transfers pursuant to this section may remain at the
school chosen by the parent until the student completes the
highest grade level at the school (b)(6)

(3) Each district school board (b)(6)
shall adopt by rule and post on its website the
process required to participate in controlled open enrollment.
The process (b)(6) must:

(a) Adhere to federal desegregation requirements.

(b) Allow (b)(6)
parents to
declare school preferences, including placement of siblings
within the same school.

(c) Provide a lottery procedure to determine student
assignment and establish an appeals process for hardship cases.

(d) Afford parents of students in multiple session schools

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preferred access to controlled open enrollment.

(e) Maintain socioeconomic, demographic, and racial balance.

(f) Address the availability of transportation.

(g) Maintain existing academic eligibility criteria for public school choice programs pursuant to s. 1002.20(6)(a).

(h) Identify schools that have not reached capacity, as determined by the school district.

(i) Ensure that each district school board adopts a policy to provide preferential treatment pursuant to paragraph (2)(c).

(4) In accordance with the reporting requirements of s. 1011.62, each district school board shall annually report the number of students exercising public school choice, by type in accordance with rules adopted by the State Board of Education.

(5) For a school or program that is a public school of choice under this section, the calculation for compliance with maximum class size pursuant to s. 1003.03(4) is the average number of students at the school level.

(6)(a) A school district or charter school may not delay eligibility or otherwise prevent a student participating in controlled open enrollment or a choice program from being immediately eligible to participate in interscholastic and
intrascholastic extracurricular activities.

(b) A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

1. Dependent children of active duty military personnel whose move resulted from military orders.

2. Children who have been relocated due to a foster care placement in a different school zone.

3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

4. Authorized for good cause in district or charter school policy.

Section 6. Subsections (1) and (2) of section 1002.53, Florida Statutes, are amended to read:

1002.53 Voluntary Prekindergarten Education Program; eligibility and enrollment.—

(1) The Voluntary Prekindergarten Education Program is created and shall be organized, designed, and delivered in accordance with s. 1(b) and (c), Art. IX of the State Constitution.

(2) Each child who resides in this state who will have attained the age of 4 years on or before September 1 of the school year is eligible for the Voluntary Prekindergarten Education Program during either that school year or the
following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under s. 1003.21(1)(a)1. Section 7. Subsection (1), paragraph (a) of subsection (2), paragraphs (a) and (b) of subsection (6), paragraphs (a) and (d) of subsection (7), paragraphs (g), (n), and (p) of subsection (9), paragraph (d) of subsection (10), paragraphs (b) and (e) of subsection (17), paragraph (a) of subsection (18), and paragraph (a) of subsection (20) of section 1002.33, Florida Statutes, are amended, and a new paragraph (g) is added to subsection (17) of that section, to read:

1002.33 Charter schools.—
(1) AUTHORIZATION.—Charter schools shall be part of the state's program of public education. All charter schools in Florida are public schools. A charter school may be formed by creating a new school or converting an existing public school to charter status. A charter school may operate a virtual charter school pursuant to s. 1002.45(1)(d) to provide full-time online instruction to eligible students, pursuant to s. 1002.455, in kindergarten through grade 12. An existing charter school that is seeking to become a virtual charter school must amend its charter or submit a new application pursuant to subsection (6)
to become a virtual charter school. A virtual charter school is subject to the requirements of this section; however, a virtual charter school is exempt from subsections (18) and (19), subparagraphs (20)(a)2., 4., 5., and 7., paragraph (20)(c), and s. 1003.03. A public school may not use the term charter in its name unless it has been approved under this section.

(2) GUIDING PRINCIPLES; PURPOSE.—

(a) Charter schools in Florida shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.

3. 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.

(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:

(a) A person or entity seeking to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:

1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.
school.

2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards.

3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.

4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.

5. Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.

6. Discloses the name of each applicant, governing board member, and all proposed education services providers; the name and sponsor of any charter school operated by each applicant, each governing board member, and each proposed education
services provider that has closed and the reasons for the
closure; and the academic and financial history of such charter
schools, which the sponsor shall consider in deciding whether to
approve or deny the application.

7[8] Contains additional information a sponsor may
require, which shall be attached as an addendum to the charter
school application described in this paragraph.

8[8] For the establishment of a virtual charter school,
documents that the applicant has contracted with a provider of
virtual instruction services pursuant to s. 1002.45(1)(d).

(b) A sponsor shall receive and review all applications
for a charter school using the [b] evaluation instrument
developed by the Department of Education. A sponsor shall
receive and consider charter school applications received on or
before August 1 of each calendar year for charter schools to be
opened at the beginning of the school district's next school
year, or to be opened at a time agreed to by the applicant and
the sponsor. A sponsor may not refuse to receive a charter
school application submitted before August 1 and may receive an
application submitted later than August 1 if it chooses. In
order to facilitate greater collaboration in the application
process, an applicant may submit a draft charter school
application on or before May 1 with an application fee of $500.
If a draft application is timely submitted, the sponsor shall
review and provide feedback as to material deficiencies in the
application by July 1. The applicant shall then have until
August 1 to resubmit a revised and final application. The sponsor may approve the draft application. Except as provided for a draft application, a sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of a final application upon the promise of future payment of any kind. 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, 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.

1. In order to facilitate an accurate budget projection process, a sponsor shall be held harmless for FTE students who are not included in the FTE projection due to approval of charter school applications after the FTE projection deadline. In a further effort to facilitate an accurate budget projection, within 15 calendar days after receipt of a charter school application, a sponsor shall report to the Department of Education the name of the applicant entity, the proposed charter school location, and its projected FTE.

2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts
of income, including income derived from projected student
enrollments and from community support, and an expense
projection that includes full accounting of the costs of
operation, including start-up costs.
3.a. A sponsor shall by a majority vote approve or deny an
application no later than 60 calendar days after the application
is received, unless the sponsor and the applicant mutually agree
in writing to temporarily postpone the vote to a specific date,
at which time the sponsor shall by a majority vote approve or
deny the application. If the sponsor fails to act on the
application, an applicant may appeal to the State Board of
Education as provided in paragraph (c). If an application is
denied, the sponsor shall, within 10 calendar days after such
denial, articulate in writing the specific reasons, based upon
good cause, supporting its denial of the \( b(6) \) application and
shall provide the letter of denial and supporting documentation
to the applicant and to the Department of Education.

b. An application submitted by a high-performing charter
school identified pursuant to s. 1002.331 may be denied by the
sponsor only if the sponsor demonstrates by clear and convincing
evidence that:
(I) The application does not materially comply with the
requirements in paragraph (a);
(II) The charter school proposed in the application does
not materially comply with the requirements in paragraphs
(9)(a)-(f);
(III) The proposed charter school's educational program does not substantially replicate that of the applicant or one of the applicant's high-performing charter schools;

(IV) The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process; or

(V) The proposed charter school's educational program and financial management practices do not materially comply with the requirements of this section.

Material noncompliance is a failure to follow requirements or a violation of prohibitions applicable to charter school applications, which failure is quantitatively or qualitatively significant either individually or when aggregated with other noncompliance. An applicant is considered to be replicating a high-performing charter school if the proposed school is substantially similar to at least one of the applicant's high-performing charter schools and the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of replicated schools.

c. If the sponsor denies an application submitted by a high-performing charter school, the sponsor must, within 10 calendar days after such denial, state in writing the specific reasons, based upon the criteria in sub-subparagraph b., supporting its denial of the application and must provide the
letter of denial and supporting documentation to the applicant and to the Department of Education. The applicant may appeal the sponsor's denial of the application directly to the State Board of Education and, if an appeal is filed, must provide a copy of the appeal to the sponsor pursuant to paragraph (c) (b)(6)

4. For budget projection purposes, the sponsor shall report to the Department of Education the approval or denial of an (b)(6) application within 10 calendar days after such approval or denial. In the event of approval, the report to the Department of Education shall include the final projected FTE for the approved charter school.

5. Upon approval of an (b)(6) application, the initial startup shall commence with the beginning of the public school calendar for the district in which the charter is granted. A charter school may defer the opening of the school's operations for up to 2 years to provide time for adequate facility planning. The charter school must provide written notice of such intent to the sponsor and the parents of enrolled students at least 30 calendar days before the first day of school (b)(6)

(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
(a) The charter shall address and criteria for approval of
the charter shall be based on:

1. The school's mission, the students to be served, and
the ages and grades to be included.

2. The focus of the curriculum, the instructional methods
to be used, any distinctive instructional techniques to be
employed, and identification and acquisition of appropriate
technologies needed to improve educational and administrative
performance which include a means for promoting safe, ethical,
and appropriate uses of technology which comply with legal and
professional standards.

a. The charter shall ensure that reading is a primary
focus of the curriculum and that resources are provided to
identify and provide specialized instruction for students who
are reading below grade level. The curriculum and instructional
strategies for reading must be consistent with the Next
Generation Sunshine State Standards and grounded in
scientifically based reading research.

b. In order to provide students with access to diverse
instructional delivery models, to facilitate the integration of
technology within traditional classroom instruction, and to
provide students with the skills they need to compete in the
21st century economy, the Legislature encourages instructional
methods for blended learning courses consisting of both
traditional classroom and online instructional techniques.

Charter schools may implement blended learning courses which

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combine traditional classroom instruction and virtual
instruction. Students in a blended learning course must be full-
time students of the charter school and receive the online
instruction in a classroom setting at the charter school.
Instructional personnel certified pursuant to s. 1012.55 who
provide virtual instruction for blended learning courses may be
employees of the charter school or may be under contract to
provide instructional services to charter school students. At a
minimum, such instructional personnel must hold an active state
or school district adjunct certification under s. 1012.57 for
the subject area of the blended learning course. The funding and
performance accountability requirements for blended learning
courses are the same as those for traditional courses.

3. The current incoming baseline standard of student
academic achievement, the outcomes to be achieved, and the
method of measurement that will be used. The criteria listed in
this subparagraph shall include a detailed description of:

a. How the baseline student academic achievement levels
and prior rates of academic progress will be established.

b. How these baseline rates will be compared to rates of
academic progress achieved by these same students while
attending the charter school.

c. To the extent possible, how these rates of progress
will be evaluated and compared with rates of progress of other
closely comparable student populations.
The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.

4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

6. A method for resolving conflicts between the governing board of the charter school and the sponsor.

7. The admissions procedures and dismissal procedures, including the school's code of student conduct. Admission or dismissal must not be based on a student's academic performance.

8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.

10. The asset and liability projections required in the application which are incorporated into the charter and shall be compared with information provided in the annual report of the charter school.

11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

12. The term of the charter which shall provide for
cancellation of the charter if insufficient progress has been
made in attaining the student achievement objectives of the
charter and if it is not likely that such objectives can be
achieved before expiration of the charter. The initial term of a
charter shall be for 4 or 5 years. In order to facilitate access
to long-term financial resources for charter school
construction, charter schools that are operated by a
municipality or other public entity as provided by law are
eligible for up to a 15-year charter, subject to approval by the
district school board. A charter lab school is eligible for a
charter for a term of up to 15 years. In addition, to facilitate
access to long-term financial resources for charter school
construction, charter schools that are operated by a private,
not-for-profit, s. 501(c)(3) status corporation are eligible for
up to a 15-year charter, subject to approval by the district
school board. Such long-term charters remain subject to annual
review and may be terminated during the term of the charter, but
only according to the provisions set forth in subsection (8).
13. The facilities to be used and their location. The
sponsor may not require a charter school to have a certificate
of occupancy or a temporary certificate of occupancy for such a
facility earlier than 15 calendar days before the first day of
school.
14. The qualifications to be required of the teachers and
the potential strategies used to recruit, hire, train, and
retain qualified staff to achieve best value.
15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).

16. A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

17. In the case of an existing public school that is being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school.

18. Full disclosure of the identity of all relatives employed by the charter school who are related to the 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. For the purpose of this subparagraph, the term "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.

19. Implementation of the activities authorized under s. 1002.331 by the charter school when it satisfies the eligibility requirements for a high-performing charter school. A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.

(d) A charter may be terminated by a charter school's governing board through voluntary closure. The decision to cease operations must be determined at a public meeting. The governing board shall notify the parents and sponsor of the public meeting in writing before the public meeting. The governing board must notify the sponsor, parents of enrolled students, and the department in writing within 24 hours after the public meeting of its determination. The notice shall state the charter school's intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds pursuant to paragraphs (8)(e)-(g) and (9)(o) (b)(6)
(g)1. In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute...
their accounting system:

a. In accordance with the accounts and codes prescribed in
the most recent issuance of the publication titled "Financial
and Program Cost Accounting and Reporting for Florida Schools";
or

b. At the discretion of the charter school's governing
board, a charter school may elect to follow generally accepted
accounting standards for not-for-profit organizations, but must
reformat this information for reporting according to this
paragraph.

2. Charter schools shall provide annual financial report
and program cost report information in the state-required
formats for inclusion in district reporting in compliance with
s. 1011.60(1). Charter schools that are operated by a
municipality or are a component unit of a parent nonprofit
organization may use the accounting system of the municipality
or the parent but must reformat this information for reporting
according to this paragraph.

3. A charter school shall, upon approval of the charter
contract, provide the sponsor with a concise, uniform, monthly
financial statement summary sheet that contains a balance sheet
and a statement of revenue, expenditures, and changes in fund
balance. The balance sheet and the statement of revenue,
expenditures, and changes in fund balance shall be in the
governmental funds format prescribed by the Governmental
Accounting Standards Board. A high-performing charter school
pursuant to s. 1002.331 may provide a quarterly financial statement in the same format and requirements as the uniform monthly financial statement summary sheet. The sponsor shall review each monthly or quarterly financial statement to identify the existence of any conditions identified in s. 1002.345(1)(a).

4. A charter school shall maintain and provide financial information as required in this paragraph. The financial statement required in subparagraph 3. must be in a form prescribed by the Department of Education.

(n)1. The director and a representative of the governing board of a charter school that has earned a grade of "D" or "F" pursuant to s. 1008.34 shall appear before the sponsor to present information concerning each contract component having noted deficiencies. The director and a representative of the governing board shall submit to the sponsor for approval a school improvement plan to raise student performance. Upon approval by the sponsor, the charter school shall begin implementation of the school improvement plan. The department shall offer technical assistance and training to the charter school and its governing board and establish guidelines for developing, submitting, and approving such plans.

2.a. If a charter school earns three consecutive grades of "D," two consecutive grades of "D" followed by a grade of "F," or two nonconsecutive grades of "F" within a 3-year period, the charter school governing board shall choose one of the following corrective actions:
(I) Contract for educational services to be provided directly to students, instructional personnel, and school administrators, as prescribed in state board rule;

(II) Contract with an outside entity that has a demonstrated record of effectiveness to operate the school;

(III) Reorganize the school under a new director or principal who is authorized to hire new staff; or

(IV) Voluntarily close the charter school.

b. The charter school must implement the corrective action in the school year following receipt of a third consecutive grade of "D," a grade of "F" following two consecutive grades of "D," or a second nonconsecutive grade of "F" within a 3-year period.

c. The sponsor may annually waive a corrective action if it determines that the charter school is likely to improve a letter grade if additional time is provided to implement the intervention and support strategies prescribed by the school improvement plan. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of "F" is subject to subparagraph 4.

d. A charter school is no longer required to implement a corrective action if it improves by at least one letter grade. However, the charter school must continue to implement strategies identified in the school improvement plan. The sponsor must annually review implementation of the school improvement plan to monitor the school's continued improvement.

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pursuant to subparagraph 5.

e. A charter school implementing a corrective action that does not improve by at least one letter grade after 2 full school years of implementing the corrective action must select a different corrective action. Implementation of the new corrective action must begin in the school year following the implementation period of the existing corrective action, unless the sponsor determines that the charter school is likely to improve a letter grade if additional time is provided to implement the existing corrective action. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of "F" while implementing a corrective action is subject to subparagraph 4.

3. A charter school with a grade of "D" or "F" that improves by at least one letter grade must continue to implement the strategies identified in the school improvement plan. The sponsor must annually review implementation of the school improvement plan to monitor the school's continued improvement pursuant to subparagraph 5.

4. A charter school's charter contract is automatically terminated if the school earns two consecutive grades of "F" after all school grade appeals are final unless:

a. The charter school is established to turn around the performance of a district public school pursuant to s.
1008.33(4)(b)3. Such charter schools shall be governed by s.
1008.33;

b. The charter school serves a student population the
majority of which resides in a school zone served by a district
public school that earned a grade of "F" in the year before the
charter school opened and the charter school earns at least a
grade of "D" in its third year of operation. The exception
provided under this sub-subparagraph does not apply to a charter
school in its fourth year of operation and thereafter; or

c. The state board grants the charter school a waiver of
termination. The charter school must request the waiver within
15 days after the department's official release of school
grades. The state board may waive termination if the charter
school demonstrates that the Learning Gains of its students on
statewide assessments are comparable to or better than the
Learning Gains of similarly situated students enrolled in nearby
district public schools. The waiver is valid for 1 year and may
only be granted once. Charter schools that have been in
operation for more than 5 years are not eligible for a waiver
under this sub-subparagraph.

The sponsor shall notify the charter school's governing board,
the charter school principal, and the department in writing when
a charter contract is terminated under this subparagraph. The
letter of termination must meet the requirements of paragraph
(8)(c). A charter terminated under this sub-subparagraph must follow
the procedures for dissolution and reversion of public funds pursuant to paragraphs (8) (e)-(g) and (9)(o).

5. The director and a representative of the governing board of a graded charter school that has implemented a school improvement plan under this paragraph shall appear before the sponsor at least once a year to present information regarding the progress of intervention and support strategies implemented by the school pursuant to the school improvement plan and corrective actions, if applicable. The sponsor shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

6. Notwithstanding any provision of this paragraph except sub-subparagraphs 4.a.-c., the sponsor may terminate the charter at any time pursuant to subsection (8).

(p)1. Each charter school shall maintain a website that enables the public to obtain information regarding the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings.

2. 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, a charter school
employee, or an 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 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. The sponsor may not require governing
board members to reside in the school district in which the
charter school is located if the charter school complies with
this subparagraph.

3. Each charter school's governing board must hold at
least two public meetings per school year in the school district
where the charter school is located. 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 the charter school's operations. The appointed
representative and charter school principal or director, or his
or her designee, must be physically present at each meeting.
Members of the governing board may attend in person or by means
of communications media technology used in accordance with rules
adopted by the Administration Commission under s. 120.54(5).

(10) ELIGIBLE STUDENTS.–
(d) A charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of:
   a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or
   b. A resident or employee of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c) or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of the charter school.
5. Students who have successfully completed a voluntary prekindergarten education program under ss. 1002.51-1002.79 provided by the charter school or the charter school's governing board during the previous year.
6. Students who are the children of an active duty member of any branch of the United States Armed Forces.
7. Students who attended or are assigned to failing schools pursuant to s. 1002.38(2).
(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in the school district. Funding for a charter lab school shall be as provided in s. 1002.32.

(b) The basis for the agreement for funding students enrolled in a charter school shall be the sum of the school district's operating funds from the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program by the Legislature, including transportation, the research-based reading allocation, and the Florida digital classrooms allocation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education.
(e) District school boards shall make timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special state and federal funding for which they may be eligible. Payments of funds under paragraph (b) shall be made monthly or twice a month, beginning with the start of the district school board's fiscal year. Each payment shall be one-twelfth, or one twenty-fourth, as applicable, of the total state and local funds described in paragraph (b) and adjusted as set forth therein. For the first 2 years of a charter school's operation, if a minimum of 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the district school board shall distribute funds to the school for the months of July through October based on the projected full-time equivalent student membership of the charter school as submitted in the approved application. If less than 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall base payments on the actual number of student enrollment entered into the sponsor's student information system. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year. The payments shall be issued no later than 10 working days after the district school board.
board receives a distribution of state or federal funds or the
date the payment is due pursuant to this subsection. If a
warrant for payment is not issued within 10 working days after
receipt of funding by the district school board, the school
district shall pay to the charter school, in addition to the
amount of the scheduled disbursement, interest at a rate of 1
percent per month calculated on a daily basis on the unpaid
balance from the expiration of the 10 working days until such
time as the warrant is issued. The district school board may not
delay payment to a charter school of any portion of the funds
provided in paragraph (b) based on the timing of receipt of
local funds by the district school board.

(g) To be eligible for public education capital outlay
(PECO) funds, a charter school must be located in the State of
Florida.

(18) FACILITIES.—
(a) A startup charter school shall utilize facilities
which comply with the Florida Building Code pursuant to chapter
553 except for the State Requirements for Educational
Facilities. Conversion charter schools shall utilize facilities
that comply with the State Requirements for Educational
Facilities provided that the school district and the charter
school have entered into a mutual management plan for the
reasonable maintenance of such facilities. The mutual management
plan shall contain a provision by which the district school
board agrees to maintain charter school facilities in the same
manner as its other public schools within the district. Charter
schools, with the exception of conversion charter schools, are
not required to comply, but may choose to comply, with the State
Requirements for Educational Facilities of the Florida Building
Code adopted pursuant to s. 1013.37. The local governing
authority shall not adopt or impose any local building
requirements or site-development restrictions, such as parking
and site-size criteria, that are addressed by and more stringent
than those found in the State Requirements for Educational
Facilities of the Florida Building Code. A local governing authority must treat charter schools equitably
in comparison to similar requirements, restrictions, and site
planning processes imposed upon public schools that are not
charter schools. The agency having jurisdiction for inspection
of a facility and issuance of a certificate of occupancy or use
shall be the local municipality or, if in an unincorporated
area, the county governing authority. If an official or employee
of the local governing authority refuses to comply with this
paragraph, the aggrieved school or entity has an immediate right
to bring an action in circuit court to enforce its rights by
injunction. An aggrieved party that receives injunctive relief
may be awarded attorney fees and court costs.

(20) SERVICES.—

(a)1. A sponsor shall provide certain administrative and
educational services to charter schools. These services shall
include contract management services; full-time equivalent and

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data reporting services; exceptional student education
administration services; services related to eligibility and
reporting duties required to ensure that school lunch services
under the federal lunch program, consistent with the needs of
the charter school, are provided by the school district at the
request of the charter school, that any funds due to the charter
school under the federal lunch program be paid to the charter
school as soon as the charter school begins serving food under
the federal lunch program, and that the charter school is paid
at the same time and in the same manner under the federal lunch
program as other public schools serviced by the sponsor or the
school district; test administration services, including payment
of the costs of state-required or district-required student
assessments; processing of teacher certificate data services;
and information services, including equal access to student
information systems that are used by public schools in the
district in which the charter school is located. Student
performance data for each student in a charter school,
including, but not limited to, FCAT scores, standardized test
scores, previous public school student report cards, and student
performance measures, shall be provided by the sponsor to a
charter school in the same manner provided to other public
schools in the district.

2. A total administrative fee for the provision of such
services shall be calculated based upon up to 5 percent of the
available funds defined in paragraph (17)(b) for all students,
except that when 75 percent or more of the students enrolled in
the charter school are exceptional students as defined in s.
1003.01(3), the 5 percent of those available funds shall be
calculated based on unweighted full-time equivalent students.
However, a sponsor may only withhold up to a 5-percent
administrative fee for enrollment for up to and including 250
students. For charter schools with a population of 251 or more
students, the difference between the total administrative fee
calculation and the amount of the administrative fee withheld
may only be used for capital outlay purposes specified in s.

1013.62(3) \[(b)(6)\]

3. For high-performing charter schools, as defined in s.
1002.331\[(b)(6)\] a sponsor may withhold a total
administrative fee of up to 2 percent for enrollment up to and
including 250 students per school.

4. In addition, a sponsor may withhold only up to a 5-
percent administrative fee for enrollment for up to and
including 500 students within a system of charter schools which
meets all of the following:

a. Includes both conversion charter schools and
nonconversion charter schools;

b. Has all schools located in the same county;

c. Has a total enrollment exceeding the total enrollment
of at least one school district in the state;

d. Has the same governing board; and

e. Does not contract with a for-profit service provider

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for management of school operations.

5. The difference between the total administrative fee calculation and the amount of the administrative fee withheld pursuant to subparagraph 4. may be used for instructional and administrative purposes as well as for capital outlay purposes specified in s. 1013.62(3)(b)(6).

6. For a high-performing charter school system that also meets the requirements in subparagraph 4., a sponsor may withhold a 2-percent administrative fee for enrollments up to and including 500 students per system.

7. Sponsors shall not charge charter schools any additional fees or surcharges for administrative and educational services in addition to the maximum 5-percent administrative fee withheld pursuant to this paragraph.

8. The sponsor of a virtual charter school may withhold a fee of up to 5 percent. The funds shall be used to cover the cost of services provided under subparagraph 1. and implementation of the school district’s digital classrooms plan pursuant to s. 1011.62.

Section 8. Paragraph (a) of subsection (3) and subsection (4) of section 1002.331, Florida Statutes, are amended to read:

1002.331 High-performing charter schools.–

(3)(a) A high-performing charter school may submit an application pursuant to s. 1002.33(6) in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program. An
application submitted by a high-performing charter school must state that the application is being submitted pursuant to this paragraph and must include the verification letter provided by the Commissioner of Education pursuant to subsection (4) (5). If the sponsor fails to act on the application within 60 days after receipt, the application is deemed approved and the procedure in s. 1002.33(6)(h) applies. If the sponsor denies the application, the high-performing charter school may appeal pursuant to s. 1002.33(6).

(b)(6)

Section 9. Section 1001.66, Florida Statutes, is created to read:

1001.66 Florida College System Performance-Based Incentive.—

(1) A Florida College System Performance-Based Incentive shall be awarded to Florida College System institutions using performance-based metrics adopted by the State Board of Education. The performance-based metrics must include retention rates; program completion and graduation rates; postgraduation
employment, salaries, and continuing education for workforce
education and baccalaureate programs, with wage thresholds that
reflect the added value of the certificate or degree; and
outcome measures appropriate for associate of arts degree
recipients. The state board shall adopt benchmarks to evaluate
each institution's performance on the metrics to measure the
institution's achievement of institutional excellence or need
for improvement and minimum requirements for eligibility to
receive performance funding.

(2) Each fiscal year, the amount of funds available for
allocation to the Florida College System institutions based on
the performance-based funding model shall consist of the state's
investment in performance funding plus institutional investments
consisting of funds to be redistributed from the base funding of
the Florida College System Program Fund as determined in the
General Appropriations Act. The State Board of Education shall
establish minimum performance funding eligibility thresholds for
the state's investment and the institutional investments. An
institution that meets the minimum institutional investment
eligibility threshold, but fails to meet the minimum state
investment eligibility threshold, shall have its institutional
investment restored but is ineligible for a share of the state's
investment in performance funding. The institutional investment
shall be restored for all institutions eligible for the state's
investment under the performance-based funding model.

(3)(a) Each Florida College System institution's share of
the performance funding shall be calculated based on its
relative performance on the established metrics in conjunction
with the institutional size and scope.

(b) A Florida College System institution that fails to
meet the State Board of Education's minimum institutional
investment performance funding eligibility threshold shall have
a portion of its institutional investment withheld by the state
board and must submit an improvement plan to the state board
which specifies the activities and strategies for improving the
institution's performance. The state board must review and
approve the improvement plan and, if the plan is approved, must
monitor the institution's progress in implementing the
activities and strategies specified in the improvement plan. The
institution shall submit monitoring reports to the state board
by December 31 and May 31 of each year in which an improvement
plan is in place. Beginning in the 2017-2018 fiscal year, the
ability of an institution to submit an improvement plan to the
state board is limited to 1 fiscal year.

(c) The Commissioner of Education shall withhold
disbursement of the institutional investment until the
monitoring report is approved by the State Board of Education. A
Florida College System institution determined by the state board
to be making satisfactory progress on implementing the
improvement plan shall receive no more than one-half of the
withheld institutional investment in January and the balance of
the withheld institutional investment in June. An institution
that fails to make satisfactory progress may not have its full
institutional investment restored. Any institutional investment
funds that are not restored shall be redistributed in accordance
with the state board's performance-based metrics.
(4) Distributions of performance funding, as provided in
this section, shall be made to each of the Florida College
System institutions listed in the Florida Colleges category in
the General Appropriations Act.
(5) By October 1 of each year, the State Board of
Education shall submit to the Governor, the President of the
Senate, and the Speaker of the House of Representatives a report
on the previous fiscal year's performance funding allocation,
which must reflect the rankings and award distributions.
(6) The State Board of Education shall adopt rules to
administer this section.
Section 10. Subsection (1) of section 1001.7065, Florida
Statutes, is reenacted, and subsections (2), (3), and (5)
through (8) of that section are amended, to read:
1001.7065 Preeminent state research universities program.—
(1) STATE UNIVERSITY SYSTEM SHARED GOVERNANCE
COLLABORATION.—A collaborative partnership is established
between the Board of Governors and the Legislature to elevate
the academic and research preeminence of Florida's highest-performing state research universities in accordance with this
section. The partnership stems from the State University System Governance Agreement executed on March 24, 2010, wherein the...
Board of Governors and leaders of the Legislature agreed to a framework for the collaborative exercise of their joint authority and shared responsibility for the State University System. The governance agreement confirmed the commitment of the Board of Governors and the Legislature to continue collaboration on accountability measures, the use of data, and recommendations derived from such data.

(2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.

The following academic and research excellence standards are established for the preeminent state research universities program:

(a) An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1800 or higher on a 2400-point scale or 1200 or higher on a 1600-point scale for fall semester incoming freshmen, as reported annually.

(b) A top-50 ranking on at least two well-known and highly respected national public university rankings, including, but not limited to, the U.S. News and World Report rankings, reflecting national preeminence, using most recent rankings.

(c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System (IPEDS).

(d) A 6-year graduation rate of 70 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS.

(e) Six or more faculty members at the state university...
who are members of a national academy, as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

(f) Total annual research expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF).

(g) Total annual research expenditures in diversified nonmedical sciences of $150 million or more, based on data reported annually by the NSF.

(h) A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study, as reported annually by the NSF.

(i) One hundred or more total patents awarded by the United States Patent and Trademark Office for the most recent 3-year period.

(j) Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines, as reported in the Board of Governors Annual Accountability Report.

(k) Two hundred or more postdoctoral appointees annually, as reported in the TARU annual report.

(l) An endowment of $500 million or more, as reported in the Board of Governors Annual Accountability Report.

(a) The Board of Governors shall designate each state PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION.
university that annually meets at least 11 of the 12 academic and research excellence standards identified in subsection (2) as a "preeminent state research university" (b) The Board of Governors shall designate each state university that annually meets at least six of the 12 academic and research excellence standards identified in subsection (2) as an "emerging preeminent state research university."

(5) PREEMINENT STATE RESEARCH UNIVERSITIES PROGRAM

(a) A state university that is designated as a preeminent state research university shall submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval by the Board of Governors, and upon the university's meeting the benchmark plan goals annually, the Board of Governors shall award the university its proportionate share of any funds provided annually to support the program created under this section (b) A state university designated as an emerging
preeminent state research university shall submit to the Board
of Governors a 5-year benchmark plan with target rankings on key
performance metrics for national excellence. Upon approval by
the Board of Governors, and upon the university's meeting the
benchmark plan goals annually, the Board of Governors shall
award the university its proportionate share of any funds
provided annually to support the program created under this
section.

(c) The award of funds under this subsection is contingent
upon funding provided in the General Appropriations Act to
support the preeminent state research universities program
created under this section. Funding increases appropriated
beyond the amounts funded in the previous fiscal year shall be
distributed as follows:

1. Each designated preeminent state research university
that meets the criteria in paragraph (a) shall receive an equal
amount of funding.

2. Each designated emerging preeminent state research
university that meets the criteria in paragraph (b) shall
receive an amount of funding that is equal to one-half of the
total increased amount awarded to each designated preeminent
state research university.

(b)(6)
PREEMINENT STATE RESEARCH UNIVERSITY SPECIAL COURSE REQUIREMENT AUTHORITY.—In order to provide a jointly shared educational experience, a university that is designated a preeminent state research university may require its incoming first-time-in-college students to take a six-credit set of unique courses specifically determined by the university and published on the university's website. The university may stipulate that credit for such courses may not be earned through any acceleration mechanism pursuant to s. 1007.27 or s. 1007.271 or any other transfer credit. All accelerated credits earned up to the limits specified in ss. 1007.27 and 1007.271 shall be applied toward graduation at the student's request.

PREEMINENT STATE RESEARCH UNIVERSITY FLEXIBILITY
AUTHORITY.—The Board of Governors is encouraged to identify and grant all reasonable, feasible authority and flexibility to ensure that each a designated preeminent state research university and each designated emerging preeminent state research university is free from unnecessary restrictions.

Section 11. Subsections (4) and (5) are added to section 1001.71, Florida Statutes, to read:

(4) Each university board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for 2 years and may be reselected for one additional consecutive 2-year term, except that, for each additional consecutive term beyond two terms, by a two-thirds vote, the board of trustees may reselect the chair for additional consecutive 2-year terms. The chair shall preside at all meetings of the board of trustees and may call special meetings of the board. The chair shall also attest to actions of the board of trustees. The chair shall notify the Governor or the Board of Governors, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal by the Governor or the Board of Governors, as applicable.

(5) Each university board of trustees shall keep and, within 2 weeks after a board meeting, post prominently on the university's website detailed meeting minutes for all meetings.
including the vote history and attendance of each trustee. The Board of Governors shall adopt regulations to implement this subsection.

Section 12. Section 1001.92, Florida Statutes, is amended to read:

1001.92 State University System Performance-Based Incentive.—

(1) A State University System Performance-Based Incentive shall be awarded to state universities using performance-based metrics adopted by the Board of Governors of the State University System. The performance-based metrics must include graduation rates, retention rates, postgraduation education rates, degree production, affordability, postgraduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access, and other metrics approved by the board in a formally noticed meeting. The board shall adopt benchmarks to evaluate each state university's performance on the metrics to measure the state university's achievement of institutional excellence or need for improvement and minimum requirements for eligibility to receive performance funding.

(2) Each fiscal year, the amount of funds available for allocation to the state universities based on the performance-based funding model shall consist of the state's investment in performance funding plus institutional investments.
consisting of funds deducted from the base funding of each state university in the State University System in an amount provided in the General Appropriations Act. The Board of Governors shall establish minimum performance funding eligibility thresholds for the state's investment and the institutional investments. A state university that meets the minimum institutional investment eligibility threshold, but fails to meet the minimum state investment eligibility threshold, shall have its institutional investment restored but is ineligible for a share of the state's investment in performance funding. The institutional investment shall be restored for each institution eligible for the state's investment under the performance-based funding model.

(3)(a) A state university that fails to meet the Board of Governors' minimum institutional investment performance funding eligibility threshold shall have its institutional investment withheld by the board and must submit an improvement plan to the board that specifies the activities and strategies for improving the state university's performance. The board must review and approve the improvement plan and, if the plan is approved, must monitor the state university's progress in implementing the activities and strategies specified in the improvement plan. The state university shall submit monitoring reports to the board by December 31 and May 31 of each year in which an improvement plan is in place. The ability of a state university to submit an improvement plan to the board is limited to 1 fiscal year.
(b) The Chancellor of the State University System shall withhold disbursement of the institutional investment until the monitoring report is approved by the Board of Governors. A state university determined by the board to be making satisfactory progress on implementing the improvement plan shall receive no more than one-half of the withheld institutional investment in January and the balance of the withheld institutional investment in June. A state university that fails to make satisfactory progress may not have its full institutional investment restored. Any institutional investment funds that are not restored shall be redistributed in accordance with the board's performance-based metrics.

(4) Distributions of performance funding, as provided in this section, shall be made to each of the state universities listed in the Education and General Activities category in the General Appropriations Act.

(5) By October 1 of each year, the Board of Governors shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives a report on the previous fiscal year's performance funding allocation which must reflect the rankings and award distributions.

(6) The Board of Governors shall adopt regulations to administer this section. Section 13. Subsection (4) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school
diploma.—

(4) ONLINE COURSE REQUIREMENT.—At least one course within
the 24 credits required under this section must be completed
through online learning. [(b)(6)]

(b)(6)

(a) An online course taken in grade 6, grade 7, or grade 8
fulfills the requirements of this subsection [(b)(6)]. The
This 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 meets the
[(b)]
requirement.

(b) 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:

1. 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 or passage of the
information technology certification examination without
enrollment in or completion of the corresponding course or
courses, as applicable.

2. 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.

For purposes of this subsection, a school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.

This subsection does not apply to a student who has an individual education plan under s. 1003.57 which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.

Section 14. Section 1013.62, Florida Statutes, is amended to read:

1013.62 Charter schools capital outlay funding.—

(1) In each year in which funds are appropriated for charter school capital outlay purposes, the Commissioner of Education shall allocate the funds among eligible charter schools as specified in this section.

(a) To be eligible for a funding allocation, a charter school must:

1.a. Have been in operation for 2 or more years;

b. Be governed by a governing board established in the state for 3 or more years which operates both charter schools and conversion charter schools within the state;

c. Be an expanded feeder chain of a charter school within
the same school district that is currently receiving charter school capital outlay funds;

d. Have been accredited by the Commission on Schools of the Southern Association of Colleges and Schools; or
e. Serve students in facilities that are provided by a business partner for a charter school-in-the-workplace pursuant to s. 1002.33(15)(b).

2. Have an annual audit that does not reveal any of the financial emergency conditions provided in s. 218.503(1) for the most recent fiscal year for which such audit results are available [(b)(6)]

3. Have satisfactory student achievement based on state accountability standards applicable to the charter school.

4. Have received final approval from its sponsor pursuant to s. 1002.33 for operation during that fiscal year.

5. Serve students in facilities that are not provided by the charter school's sponsor.

(b)(6)
(b)(6) A charter school is not eligible for a funding allocation if it was created by the conversion of a public school and operates in facilities provided by the charter school's sponsor for a nominal fee, or at no charge, or if it is directly or indirectly operated by the school district.

(c) The funding allocation for eligible charter schools

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shall be calculated as follows:

1. Eligible charter schools shall be grouped into categories based on their student populations according to the following criteria:

   a. Seventy-five percent or greater who are eligible for free or reduced-price school lunch.

   b. Twenty-five percent or greater with disabilities as defined in state board rule and consistent with the requirements of the Individuals with Disabilities Education Act.

2. If an eligible charter school does not meet the criteria for either category under subparagraph 1., its FTE shall be provided as the base amount of funding and shall be assigned a weight of 1.0. An eligible charter school that meets the criteria under sub-subparagraph 1.a. or sub-subparagraph 1.b. shall be provided an additional 25 percent above the base funding amount, and the total FTE shall be multiplied by a weight of 1.25. An eligible charter school that meets the criteria under both sub-subparagraphs 1.a. and 1.b. shall be provided an additional 50 percent above the base funding amount, and the FTE for that school shall be multiplied by a weight of 1.5.

3. The state appropriation for charter school capital outlay shall be divided by the total weighted FTE for all eligible charter schools to determine the base charter school per weighted FTE allocation amount. The per weighted FTE allocation amount shall be multiplied by the weighted FTE to
determine each charter school's capital outlay allocation.

(b)(6)

(2)(a) [b] The department shall calculate the eligible charter school funding allocations. Funds shall be allocated using (b)(6) full-time equivalent membership from (b)(6).

(b)(6) the second and third enrollment surveys and free and reduced-price school lunch data. The department shall recalculate the allocations periodically based on the receipt of revised information, on a schedule established by the Commissioner of Education.
(b) The department shall distribute capital outlay funds monthly, beginning in the first quarter of the fiscal year, based on one-twelfth of the amount the department reasonably expects the charter school to receive during that fiscal year. The commissioner shall adjust subsequent distributions as necessary to reflect each charter school's recalculated allocation.

(3)(b) A charter school's governing body may use charter school capital outlay funds for the following purposes:

(a) Purchase of real property.

(b) Construction of school facilities.

(c) Purchase, lease-purchase, or lease of permanent or relocatable school facilities.

(d) Purchase of vehicles to transport students to and from the charter school.

(e) Renovation, repair, and maintenance of school facilities that the charter school owns or is purchasing through a lease-purchase or long-term lease of 5 years or longer.

(f) Effective July 1, 2008, purchase, lease-purchase, or lease of new and replacement equipment, and enterprise resource software applications that are classified as capital assets in accordance with definitions of the Governmental Accounting...
Standards Board, have a useful life of at least 5 years, and are
used to support schoolwide administration or state-mandated
reporting requirements.

(g) Payment of the cost of premiums for property and
casualty insurance necessary to insure the school facilities.

(h) Purchase, lease-purchase, or lease of driver's
education vehicles; motor vehicles used for the maintenance or
operation of plants and equipment; security vehicles; or
vehicles used in storing or distributing materials and
equipment.

Conversion charter schools may use capital outlay funds received
through the reduction in the administrative fee provided in s.
1002.33(20) for renovation, repair, and maintenance of school
facilities that are owned by the sponsor.

(4) \textbf{If} a charter school is nonrenewed or
terminated, any unencumbered funds and all equipment and
property purchased with district public funds shall revert to
the ownership of the district school board, as provided for in
s. 1002.33(8)(e) and (f). In the case of a charter lab school,
any unencumbered funds and all equipment and property purchased
with university public funds shall revert to the ownership of
the state university that issued the charter. The reversion of
such equipment, property, and furnishings shall focus on
recoverable assets, but not on intangible or irrecoverable costs
such as rental or leasing fees, normal maintenance, and limited
renovations. The reversion of all property secured with public funds is subject to the complete satisfaction of all lawful liens or encumbrances. If there are additional local issues such as the shared use of facilities or partial ownership of facilities or property, these issues shall be agreed to in the charter contract prior to the expenditure of funds.

(5) [b] The Commissioner of Education shall specify procedures for submitting and approving requests for funding under this section and procedures for documenting expenditures.

(6) [c] The annual legislative budget request of the Department of Education shall include a request for capital outlay funding for charter schools. The request shall be based on the projected number of students to be served in charter schools who meet the eligibility requirements of this section. A

(b)(6)

Section 15. Paragraphs (a) and (b) of subsection (2) and paragraphs (b) through (e) of subsection (6) of section 1013.64, Florida Statutes, are amended to read:

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1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.—Allocations from the Public Education Capital Outlay and Debt Service Trust Fund to the various boards for capital outlay projects shall be determined as follows:

(2)(a) The department shall establish, as a part of the Public Education Capital Outlay and Debt Service Trust Fund, a separate account, in an amount determined by the Legislature, to be known as the "Special Facility Construction Account." The Special Facility Construction Account shall be used to provide necessary construction funds to school districts which have urgent construction needs but which lack sufficient resources at present, and cannot reasonably anticipate sufficient resources within the period of the next 3 years, for these purposes from currently authorized sources of capital outlay revenue. A school district requesting funding from the Special Facility Construction Account shall submit one specific construction project, not to exceed one complete educational plant, to the Special Facility Construction Committee. A district may not receive funding for more than one approved project in any 3-year period or while any portion of the district's participation requirement is outstanding. The first year of the 3-year period shall be the first year a district receives an appropriation. The department shall encourage a construction program that reduces the average size of schools in the district. The request must meet the following criteria to be

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considered by the committee:

1. The project must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee. Before developing construction plans for the proposed facility, the district school board must request a preapplication review by the Special Facility Construction Committee or a project review subcommittee convened by the chair of the committee to include two representatives of the department and two staff members from school districts not eligible to participate in the program. A school district may request a preapplication review at any time; however, if the district school board seeks inclusion in the department's next annual capital outlay legislative budget request, the preapplication review request must be made before February 1. Within 30 days after receiving the preapplication review request, the committee or subcommittee must meet in the school district to review the project proposal and existing facilities. To determine whether the proposed project is a critical need, the committee or subcommittee shall consider, at a minimum, the capacity of all existing facilities within the district as determined by the Florida Inventory of School Houses; the district's pattern of student growth; the district's existing and projected capital outlay full-time equivalent student enrollment as determined by the demographic, revenue, and education estimating conferences established in s. 216.136 (b)(6); the district's existing satisfactory student
stations; the use of all existing district property and facilities; grade level configurations; and any other information that may affect the need for the proposed project.

2. The construction project must be recommended in the most recent survey or survey amendment cooperatively prepared by the district and the department, and approved by the department under the rules of the State Board of Education. If a district employs a consultant in the preparation of a survey or survey amendment, the consultant may not be employed by or receive compensation from a third party that designs or constructs a project recommended by the survey.

3. The construction project must appear on the district's approved project priority list under the rules of the State Board of Education.

4. The district must have selected and had approved a site for the construction project in compliance with s. 1013.36 and the rules of the State Board of Education.

5. The district shall have developed a district school board adopted list of facilities that do not exceed the norm for net square feet occupancy requirements under the State Requirements for Educational Facilities, using all possible programmatic combinations for multiple use of space to obtain maximum daily use of all spaces within the facility under consideration.

6. Upon construction, the total cost per student station, including change orders, must not exceed the cost per student station; the use of all existing district property and facilities; grade level configurations; and any other information that may affect the need for the proposed project.
station as provided in subsection (6) except for cost overruns
created by a disaster as defined in s. 252.34 or an
unforeseeable circumstance beyond the district's control as
determined by the Special Facility Construction Committee.

7. There shall be an agreement signed by the district
school board stating that it will advertise for bids within 30
days of receipt of its encumbrance authorization from the
department.

8. For construction projects for which Special Facilities
Construction Account funding is sought before the 2019-2020
fiscal year, the district shall, at the time of the request and
for a continuing period necessary to meet the district's
participation requirement [(b)(6)] levy the maximum millage
against its [(b)(6) nonexempt assessed property value as allowed
in s. 1011.71(2) or shall raise an equivalent amount of revenue
from the school capital outlay surtax authorized under s.
212.055(6). Beginning with construction projects for which
Special Facilities Construction Account funding is sought in the
2019-2020 fiscal year, the district shall, for a minimum of 3
years before submitting the request and for a continuing period
necessary to meet its participation requirement, levy the
maximum millage against the district's nonexempt assessed
property value as authorized under s. 1011.71(2) or shall raise
an equivalent amount of revenue from the school capital outlay
surtax authorized under s. 212.055(6). Any district with a new
or active project, funded under the provisions of this

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subsection, shall be required to budget no more than the value
of 1 mill \( (b)(6) \) per year to the project until the district's
\( (b)(6) \) participation requirement relating to the
local discretionary capital improvement millage or the
equivalent amount of revenue from the school capital outlay
surtax \( (b)(6) \)

9. If a contract has not been signed 90 days after the
advertising of bids, the funding for the specific project shall
revert to the Special Facility New Construction Account to be
reallocated to other projects on the list. However, an
additional 90 days may be granted by the commissioner.

10. The department shall certify the inability of the
district to fund the survey-recommended project over a
continuous 3-year period using projected capital outlay revenue
derived from s. 9(d), Art. XII of the State Constitution, as
amended, paragraph (3)(a) of this section, and s. 1011.71(2).

11. The district shall have on file with the department an
adopted resolution acknowledging its \( (b)(6) \) commitment to
satisfy its participation requirement, which is equivalent to \( (b)(6) \)
all unencumbered and future revenue acquired from s. 9(d), Art.
XII of the State Constitution, as amended, paragraph (3)(a) of
this section, and s. 1011.71(2), in the year of the initial
appropriation and for the 2 years immediately following the
initial appropriation.

12. Final phase III plans must be certified by the
district school board as complete and in compliance with the
building and life safety codes before June 1 of the year the
application is made [(b)(6)]

(b) The Special Facility Construction Committee shall be
composed of the following: two representatives of the Department
of Education, a representative from the Governor's office, a
representative selected annually by the district school boards,
and a representative selected annually by the superintendents. A
representative of the department shall chair the committee.

(6)

(b) 1. A district school board may [not use funds from]
the following sources: Public Education Capital Outlay and Debt
Service Trust Fund; School District and Community College
District Capital Outlay and Debt Service Trust Fund; Classrooms
First Program funds provided in s. 1013.68; nonvoted 1.5-mill
levy of ad valorem property taxes provided in s. 1011.71(2);
Classrooms for Kids Program funds provided in s. 1013.735;
District Effort Recognition Program funds provided in s.
1013.736; or High Growth District Capital Outlay Assistance
Grant Program funds provided in s. 1013.738 for any new
construction of educational plant space with a total cost per
student station, including change orders, that equals more than:

a. $17,952 for an elementary school,
b. $19,386 for a middle school, or
c. $25,181 for a high school,
(January 2006) as adjusted annually to reflect increases or
decreases in the Consumer Price Index.

2. School districts shall maintain accurate documentation
related to the costs of all new construction of educational
plant space reported to the Department of Education pursuant to
paragraph (d). The Auditor General shall review the
documentation maintained by the school districts and verify
compliance with the limits under this paragraph during its
scheduled operational audits of the school district. The
department shall make the final determination on district
compliance based on the recommendation of the Auditor General.

3. The Office of Economic and Demographic Research, in
consultation with the department, shall conduct a study of the
cost per student station amounts using the most recent available
information on construction costs. In this study, the costs per
student station should represent the costs of classroom
construction and administrative offices as well as the
supplemental costs of core facilities, including required media
centers, gymnasiums, music rooms, cafeterias and their
associated kitchens and food service areas, vocational areas,
and other defined specialty areas, including exceptional student
education areas. The study must take into account appropriate
cost-effectiveness factors in school construction and should
include input from industry experts. The Office of Economic and
Demographic Research must provide the results of the study and
recommendations on the cost per student station to the Governor,
the President of the Senate, and the Speaker of the House of Representatives no later than January 31, 2017.

4. The Office of Program Policy Analysis and Government Accountability (OPPAGA) shall conduct a study of the State Requirements for Education Facilities (SREF) to identify current requirements that can be eliminated or modified in order to decrease the cost of construction of educational facilities while ensuring student safety. OPPAGA must provide the results of the study, and an overall recommendation as to whether SREF should be retained, to the Governor, the President of the Senate, and the Speaker of the House of Representatives no later than January 31, 2017.

5. Effective July 1, 2017, in addition to the funding sources listed in subparagraph 1., a district school board may not use funds from any sources for new construction of educational plant space with a total cost per student station, including change orders, which equals more than the current adjusted amounts provided in sub-subparagraphs 1.a.-c. which shall subsequently be adjusted annually to reflect increases or decreases in the Consumer Price Index.

A district school board must not use funds from the Public Education Capital Outlay and Debt Service Trust Fund or the School District and Community College District Capital Outlay and Debt Service Trust Fund for any new construction of an ancillary plant that exceeds 70 percent of the average cost per square foot of new construction for all schools.
(c) Except as otherwise provided, new construction initiated by a district school board on or after July 1, 2017, may not exceed the cost per student station as provided in paragraph (b). A school district that exceeds the cost per student station provided in paragraph (b), as determined by the Auditor General, shall be subject to sanctions. If the Auditor General determines that the cost per student station overage is de minimus or due to extraordinary circumstances outside the control of the district, the sanctions shall not apply. The sanctions are as follows:

1. The school district shall be ineligible for allocations from the Public Education Capital Outlay and Debt Service Trust Fund for the next 3 years in which the school district would have received allocations had the violation not occurred.

2. The school district shall be subject to the supervision of a district capital outlay oversight committee. The oversight committee is authorized to approve all capital outlay expenditures of the school district, including new construction, renovations, and remodeling, for 3 fiscal years following the violation.

   a. Each oversight committee shall be composed of the following:

   (I) One appointee of the Commissioner of Education who has significant financial management, school facilities construction, or related experience.

   (II) One appointee of the office of the state attorney
with jurisdiction over the district.

(III) One appointee of the Chief Financial Officer who is
a licensed certified public accountant.

b. An appointee to the oversight committee may not be
employed by the school district; be a relative, as defined in s.
1002.33(24)(a)2., of any school district employee; or be an
elected official. Each appointee must sign an affidavit
attesting to these conditions and affirming that no conflict of
interest exists in his or her oversight role.

d. The department shall:

1. Compute for each calendar year the statewide average
construction costs for facilities serving each instructional
level, for relocatable educational facilities, for
administrative facilities, and for other ancillary and auxiliary
facilities. The department shall compute the statewide average
costs per student station for each instructional level.

2. Annually review the actual completed construction costs
of educational facilities in each school district. For any
school district in which the total actual cost per student
station, including change orders, exceeds the statewide limits
established in paragraph (b), the school district shall report
to the department the actual cost per student station and the
reason for the school district's inability to adhere to the
limits established in paragraph (b). The department shall
collect all such reports and shall provide these reports to the
Auditor General for verification purposes.
Cost per student station includes contract costs, legal and administrative costs, fees of architects and engineers, furniture and equipment, and site improvement costs. Cost per student station does not include the cost of purchasing or leasing the site for the construction or the cost of related offsite improvements.

Section 16. Paragraph (a) of subsection (3) of section 1002.37, Florida Statutes, is amended to read:

1002.37 The Florida Virtual School.—

(3) Funding for the Florida Virtual School shall be provided as follows:

(a)1. The calculation of "full-time equivalent student" shall be as prescribed in s. 1011.61(1)(c)1.b.(V) and is subject to s. 1011.61(4)(b)(6)
For a student in a home education program, funding shall be provided in accordance with this subsection upon course completion if the parent verifies, upon enrollment for each course, that the student is registered with the school district as a home education student pursuant to s. 1002.41(1)(a).

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Section 17. Subsection (4) is added to section 1002.391, Florida Statutes, to read:

1002.391 Auditory-oral education programs.—

(4) Beginning with the 2017-2018 school year, a school district shall add four special consideration points to the calculation of a matrix of services for a student who is deaf and enrolled in an auditory-oral education program.

Section 18. Paragraphs (c) and (d) of subsection (1), paragraph (e) of subsection (7), and paragraphs (c) and (d) of subsection (8) of section 1002.45, Florida Statutes, are amended to read:

1002.45 Virtual instruction programs.—

(1) PROGRAM.—

(c) To provide students with the option of participating in virtual instruction programs as required by paragraph (b), a school district may:

1. Contract with the Florida Virtual School or establish a franchise of the Florida Virtual School for the provision of a program under paragraph (b). Using this option is subject to the requirements of this section and s. 1011.61(1)(c)1.b.(III) and

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(IV) and (4). A district may report full-time equivalent student membership for credit earned by a student who is enrolled in a virtual education course provided by the district which was completed after the end of the regular school year if the FTE is reported no later than the deadline for amending the final student membership report for that year.

2. Contract with an approved provider under subsection (2) for the provision of a full-time or part-time program under paragraph (b).

3. Enter into an agreement with other school districts to allow the participation of its students in an approved virtual instruction program provided by the other school district. The agreement must indicate a process for the transfer of funds required by paragraph (7)(e) [b(6)]

4. Establish school district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under paragraph (b) for students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.

5. Enter into an agreement with a virtual charter school authorized by the school district under s. 1002.33.

Contracts under subparagraph 1. or subparagraph 2. may include multidistrict contractual arrangements that may be executed by a regional consortium for its member districts. A multidistrict contractual arrangement or an agreement under subparagraph 3. is

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not subject to s. 1001.42(4)(d) and does not require the
participating school districts to be contiguous. These
arrangements may be used to fulfill the requirements of
paragraph (b).

(d) A virtual charter school may provide full-time virtual
instruction for students in kindergarten through grade 12 if the
virtual charter school has a charter approved pursuant to s.
1002.33 authorizing full-time virtual instruction. A virtual
charter school may:

1. Contract with the Florida Virtual School.
2. Contract with an approved provider under subsection
   (2).
3. Enter into an agreement with a school district to allow
   the participation of the virtual charter school's students in
   the school district's virtual instruction program. The agreement
   must indicate a process for reporting of student enrollment and
   the transfer of funds required by paragraph (7)(e) [b](6)

(7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
FUNDING.—

| 2386 (b)(6) |
| 2387 |
| 2388 |
| 2389 |
| 2390 |
| 2391 |
| 2392 |

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(8) ASSESSMENT AND ACCOUNTABILITY.—

(c) An approved provider that receives a school grade of
"D" or "F" under s. 1008.34 or a school improvement rating of
"Unsatisfactory" (b)(6) under s. 1008.341 must file a
school improvement plan with the department for consultation to
determine the causes for low performance and to develop a plan
for correction and improvement.

(d) An approved provider's contract must be terminated if
the provider receives a school grade of "D" or "F" under s.
1008.34 or a school improvement rating of "Unsatisfactory"
(b)(6) under s. 1008.341 for 2 years during any consecutive
4-year period or has violated any qualification requirement
pursuant to subsection (2). A provider that has a contract
terminated under this paragraph may not be an approved provider
for a period of at least 1 year after the date upon which the
contract was terminated and until the department determines that
the provider is in compliance with subsection (2) and has
corrected each cause of the provider's low performance.

Section 19. Section 1003.3101, Florida Statutes, is
created to read:

1003.3101 Additional educational choice options.—Each
school district board shall establish a transfer process for a
parent to request his or her child be transferred to another
classroom teacher. This section does not give a parent the right
to choose a specific classroom teacher. A school must approve or
deny the transfer within 2 weeks after receiving a request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. An explanation of the transfer process must be made available in the student handbook or a similar publication.

Section 20. Subsection (3) of section 1003.4295, Florida Statutes, is amended to read:

1003.4295 Acceleration options.—

(3) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. 1008.22, an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436, 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 end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

Section 21. Effective June 29, 2016, section 1004.935,
Florida Statutes, is amended to read:

1004.935 Adults with Disabilities Workforce Education Program.—

(1) The Adults with Disabilities Workforce Education Program is established in the Department of Education in Hardee, DeSoto, Manatee, and Sarasota Counties to provide the option of receiving a scholarship for instruction at private schools for up to 30 students who:

(a) Have a disability;

(b) Are 22 years of age;

(c) Are receiving instruction from an instructor in a private school to meet the high school graduation requirements in s. 1002.3105(5) or s. 1003.4282;

(d) Do not have a standard high school diploma or a special high school diploma; and

(e) Receive "supported employment services," which means employment that is located or provided in an integrated work setting with earnings paid on a commensurate wage basis and for which continued support is needed for job maintenance.

As used in this section, the term "student with a disability" includes a student who is documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or

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behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

(2) A student participating in the program may continue to participate in the program until the student graduates from high school or reaches the age of 40 years, whichever occurs first.

(3) Supported employment services may be provided at more than one site.

(4) The provider of supported employment services must be a nonprofit corporation under s. 501(c)(3) of the Internal Revenue Code which serves Hardee County, DeSoto County, Manatee County, or Sarasota County and must contract with a private school in this state which meets the requirements in subsection (5).

(5) A private school that participates in the pilot program may be sectarian or nonsectarian and must:

(a) Be academically accountable for meeting the educational needs of the student by annually providing to the provider of supported employment services a written explanation of the student's progress.

(b) Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d.

(c) Meet state and local health and safety laws and codes.

(d) Provide to the provider of supported employment services
services all documentation required for a student's participation, including the private school's and student's fee schedules, at least 30 days before any quarterly scholarship payment is made for the student. A student is not eligible to receive a quarterly scholarship payment if the private school fails to meet this deadline.

The inability of a private school to meet the requirements of this subsection constitutes a basis for the ineligibility of the private school to participate in the \[(b)(6)\] program.

(6)(a) If the student chooses to participate in the \[(b)(6)\] program and is accepted by the provider of supported employment services, the student must notify the Department of Education of his or her acceptance into the program 60 days before the first scholarship payment and before participating in the \[(b)(6)\] program in order to be eligible for the scholarship.

(b) Upon receipt of a scholarship warrant, the student or parent to whom the warrant is made must restrictively endorse the warrant to the provider of supported employment services for deposit into the account of the provider. The student or parent may not designate any entity or individual associated with the participating provider of supported employment services as the student's or parent's attorney in fact to endorse a scholarship warrant. A participant who fails to comply with this paragraph forfeits the scholarship.

(7) Funds for the scholarship shall be provided from the
appropriation from the school district's Workforce Development
Fund in the General Appropriations Act for students who reside
in the Hardee County School District, the DeSoto County School
District, the Manatee County School District, or the Sarasota
County School District. \((b)(6)\) The

scholarship amount granted for an eligible student with a
disability shall be equal to the cost per unit of a full-time
equivalent adult general education student, multiplied by the
adult general education funding factor, and multiplied by the
district cost differential pursuant to the formula required by
s. 1011.80(6)(a) for the district in which the student resides.

(8) Upon notification by the Department of Education that
it has received the required documentation, the Chief Financial
Officer shall make scholarship payments in four equal amounts no
later than September 1, November 1, February 1, and April 1 of
each academic year in which the scholarship is in force. The
initial payment shall be made after the Department of Education
verifies that the student was accepted into the \((b)\) program,
and subsequent payments shall be made upon verification of
continued participation in the \((b)\) program. Payment must be by
individual warrant made payable to the student or parent and
mailed by the Department of Education to the provider of
supported employment services, and the student or parent shall
restrictively endorse the warrant to the provider of supported
employment services for deposit into the account of that
provider.
(9) Subsequent to each scholarship payment, the Department of Education shall request from the Department of Financial Services a sample of endorsed warrants to review and confirm compliance with endorsement requirements.

Section 22. Subsection (3) and paragraph (a) of subsection (8) of section 1006.15, Florida Statutes, are amended, and subsection (9) is added to that section, to read:

1006.15 Student standards for participation in interscholastic and intrascholastic extracurricular student activities; regulation.—
(3)(a) As used in this section and s. 1006.20, the term "eligible to participate" includes, but is not limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. The term does not mean that a student must be placed on any specific team for interscholastic or intrascholastic extracurricular activities. To be eligible to participate in interscholastic extracurricular student activities, a student must:

1. Maintain a grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the previous semester or a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by s. 1002.3105(5) or s. 1003.4282.

2. Execute and fulfill the requirements of an academic performance contract between the student, the district school...
board, the appropriate governing association, and the student's parents, if the student's cumulative grade point average falls below 2.0, or its equivalent, on a 4.0 scale in the courses required by s. 1002.3105(5) or s. 1003.4282. At a minimum, the contract must require that the student attend summer school, or its graded equivalent, between grades 9 and 10 or grades 10 and 11, as necessary.

3. Have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by s. 1002.3105(5) or s. 1003.4282 during his or her junior or senior year.

4. Maintain satisfactory conduct, including adherence to appropriate dress and other codes of student conduct policies described in s. 1006.07(2). If a student is convicted of, or is found to have committed, a felony or a delinquent act that 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 established and published district school board policy.

(b) Any student who is exempt from attending a full school day based on rules adopted by the district school board for double session schools or programs, experimental schools, or schools operating under emergency conditions must maintain the grade point average required by this section and pass each class for which he or she is enrolled.

(c) An individual home education student is eligible to

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participate at the public school to which the student would be
assigned according to district school board attendance area
policies or which the student could choose to attend pursuant to
s. 1002.31 (b)(6)
(b)(6) or may develop an agreement to participate at a
private school, in the interscholastic extracurricular
activities of that school, provided the following conditions are
met:

1. The home education student must meet the requirements
of the home education program pursuant to s. 1002.41.

2. During the period of participation at a school, the
home education student must demonstrate educational progress as
required in paragraph (b) in all subjects taken in the home
education program by a method of evaluation agreed upon by the
parent and the school principal which may include: review of the
student's work by a certified teacher chosen by the parent;
grades earned through correspondence; grades earned in courses
taken at a Florida College System institution, university, or
trade school; standardized test scores above the 35th
percentile; or any other method designated in s. 1002.41.

3. The home education student must meet the same residency
requirements as other students in the school at which he or she
participates.

4. The home education student must meet the same standards
of acceptance, behavior, and performance as required of other
students in extracurricular activities.
5. 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 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.

6. 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 school year, pursuant to subparagraph 2.

7. Any public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a home education student until the student has successfully completed one grading period in home education pursuant to subparagraph 2. to become eligible to participate as a home education student.

(d) An individual charter school student pursuant to s. 1002.33 is eligible to participate at the public school to which the student would be assigned according to district school board attendance area policies or which the student could attend in any interscholastic extracurricular
activity of that school, unless such activity is provided by the
student's charter school, if the following conditions are met:

1. The charter school student must meet the requirements
of the charter school education program as determined by the
charter school governing board.

2. During the period of participation at a school, the
charter school student must demonstrate educational progress as
required in paragraph (b).

3. The charter school student must meet the same residency
requirements as other students in the school at which he or she
participates.

4. The charter school student must meet the same standards
of acceptance, behavior, and performance that are required of
other students in extracurricular activities.

5. The charter school 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 the activity in
which he or she wishes to participate. A charter school student
must be able to participate in curricular activities if that is
a requirement for an extracurricular activity.

6. A student who transfers from a charter school program
to a traditional 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 if the student has a successful
evaluation from the previous school year, pursuant to
subparagraph 2.

7. Any public school or private school student who has
been unable to maintain academic eligibility for participation
in interscholastic extracurricular activities is ineligible to
participate in such activities as a charter school student until
the student has successfully completed one grading period in a
charter school pursuant to subparagraph 2. to become eligible to
participate as a charter school student.

(e) A student of the Florida Virtual School full-time
program may participate in any interscholastic extracurricular
activity at the public school to which the student would be
assigned according to district school board attendance area
policies or which the student could choose to attend, pursuant
to s. 1002.31 (b)(6)

(b)(6) if the student:

1. During the period of participation in the
interscholastic extracurricular activity, meets the requirements
in paragraph (a).

2. Meets any additional requirements as determined by the
board of trustees of the Florida Virtual School.

3. Meets the same residency requirements as other students
in the school at which he or she participates.

4. Meets the same standards of acceptance, behavior, and
performance that are required of other students in
extracurricular activities.
5. Registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

(f) A student who transfers from the Florida Virtual School full-time program to a traditional 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 if the student has a successful evaluation from the previous school year pursuant to paragraph (a).

(g) A public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a Florida Virtual School student until the student successfully completes one grading period in the Florida Virtual School pursuant to paragraph (a).

(h)(1) A school district or charter school may not delay eligibility or otherwise prevent a student participating in controlled open enrollment, or a choice program, from being immediately eligible to participate in interscholastic and intrascholastic extracurricular activities.

2. A student may not participate in a sport if the student participated in that same sport at another school during that
school year, unless the student meets one of the following criteria:

a. Dependent children of active duty military personnel whose move resulted from military orders.

b. Children who have been relocated due to a foster care placement in a different school zone.

c. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

d. Authorized for good cause in district or charter school policy.

(8)(a) The Florida High School Athletic Association (FHSAA), in cooperation with each district school board, shall facilitate a program in which a middle school or high school student who attends a private school shall be eligible to participate in an interscholastic or intrascholastic sport at a public high school, a public middle school, or a 6-12 public school that is zoned for the physical address at which the student resides if:

1. The private school in which the student is enrolled is not a member of the FHSAA (b)(6).

2. The private school student meets the guidelines for the conduct of the program established by the FHSAA's board of directors and the district school board. At a minimum, such guidelines shall provide:
2757    a. A deadline for each sport by which the private school
2758    student's parents must register with the public school in
2759    writing their intent for their child to participate at that
2760    school in the sport.
2761    b. Requirements for a private school student to
2762    participate, including, but not limited to, meeting the same
2763    standards of eligibility, acceptance, behavior, educational
2764    progress, and performance which apply to other students
2765    participating in interscholastic or intrascholastic sports at a
2766    public school or FHSAA member private school.
2767    (9)(a) A student who transfers to a school during the
2768    school year may seek to immediately join an existing team if the
2769    roster for the specific interscholastic or intrascholastic
2770    extracurricular activity has not reached the activity's
2771    identified maximum size and if the coach for the activity
2772    determines that the student has the requisite skill and ability
2773    to participate. The FHSAA and school district or charter school
2774    may not declare such a student ineligible because the student
2775    did not have the opportunity to comply with qualifying
2776    requirements.
2777    (b) A student may not participate in a sport if the
2778    student participated in that same sport at another school during
2779    that school year, unless the student meets one of the following
2780    criteria:
2781    1. Dependent children of active duty military personnel
2782    whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.

3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

4. Authorized for good cause in district or charter school policy.

Section 23. Section 1006.195, Florida Statutes, is created to read:

1006.195 District school board, charter school authority and responsibility to establish student eligibility regarding participation in interscholastic and intrascholastic extracurricular activities.—Notwithstanding any provision to the contrary in ss. 1006.15, 1006.18, and 1006.20, regarding student eligibility to participate in interscholastic and intrascholastic extracurricular activities:

(1) (a) A district school board must establish, through its code of student conduct, student eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intrascholastic extracurricular activities. The code of student conduct must provide that:

1. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss.
1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.

2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(h).

3. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).

(b) Students who participate in interscholastic and intrascholastic extracurricular activities for, but are not enrolled in, a public school pursuant to s. 1006.15(3)(c)-(e) and (8), are subject to the district school board's code of student conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

(c) The provisions of this subsection apply to interscholastic and intrascholastic extracurricular activities conducted by charter schools and private schools, as applicable, except that the charter school governing board, or equivalent private school authority, is responsible for the authority and responsibility otherwise provided to district school boards.

(2)(a) The Florida High School Athletic Association (FHSAA) continues to retain jurisdiction over the following provisions in s. 1006.20, which may not be implemented in a
manner contrary to this section: membership in the FHSAA;
recruiting prohibitions and violations; student medical
evaluations; investigations; and sanctions for coaches; school
eligibility and forfeiture of contests; student concussions or
head injuries; the sports medical advisory committee; and the
general operational provisions of the FHSAA.

(b) The FHSAA must adopt, and prominently publish, the
text of this section on its website and in its bylaws, rules,
procedures, training and education materials, and all other
governing authority documents by August 1, 2016.

Section 24. Subsection (1) and paragraphs (a), (b), (c),
and (g) of subsection (2) of section 1006.20, Florida Statutes,
are amended to read:

1006.20 Athletics in public K-12 schools.—

(1) GOVERNING NONPROFIT ORGANIZATION.—The Florida High
School Athletic Association (FHSAA) is designated as the
governing nonprofit organization of athletics in Florida public
schools. If the FHSAA fails to meet the provisions of this
section, the commissioner shall designate a nonprofit
organization to govern athletics with the approval of the State
Board of Education. The FHSAA is not a state agency as defined
in s. 120.52. The FHSAA shall be subject to the provisions of s.
1006.19. A private school that wishes to engage in high school
athletic competition with a public high school may become a
member of the FHSAA. Any high school in the state, including
charter schools, virtual schools, and home education

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cooperatives, may become a member of the FHSAA and participate
in the activities of the FHSAA. However, membership in the FHSAA
is not mandatory for any school. The FHSAA must allow a private
school the option of maintaining full membership in the
association or joining by sport and may not discourage a private
school from simultaneously maintaining membership in another
athletic association. The FHSAA may allow a public school the
option to apply for consideration to join another athletic
association. The FHSAA may not deny or discourage
interscholastic competition between its member schools and non-
FHSAA member Florida schools, including members of another
athletic governing organization, and may not take any
retributory or discriminatory action against any of its member
schools that participate in interscholastic competition with
non-FHSAA member Florida schools. The FHSAA may not unreasonably
withhold its approval of an application to become an affiliate
member of the National Federation of State High School
Associations submitted by any other organization that governs
interscholastic athletic competition in this state. The bylaws
of the FHSAA are the rules by which high school athletic
programs in its member schools, and the students who participate
in them, are governed, unless otherwise specifically provided by
statute. For the purposes of this section, "high school"
includes grades 6 through 12.

(2) ADOPTION OF BYLAWS, POLICIES, OR GUIDELINES.—
(a) The FHSAA shall adopt bylaws that, unless specifically
provided by statute, establish eligibility requirements for all
students who participate in high school athletic competition in
its member schools. The bylaws governing residence and transfer
shall allow the student to be immediately eligible in the school
in which he or she first enrolls each school year or the school
in which the student makes himself or herself a candidate for an
athletic team by engaging in a practice prior to enrolling in
the school. The bylaws shall also allow the student to be
immediately eligible in the school to which the student has
transferred.

(b)(6)

(b)(6) The student shall be eligible in that
school so long as he or she remains enrolled in that school.
Subsequent eligibility shall be determined and enforced through
the FHSAA's bylaws. Requirements governing eligibility and
transfer between member schools shall be applied similarly to
public school students and private school students.

(b) The FHSAA shall adopt bylaws that specifically
prohibit the recruiting of students for athletic purposes. The
bylaws shall prescribe penalties and an appeals process for
athletic recruiting violations.

1. If it is determined that a school has recruited a
student in violation of FHSAA bylaws, the FHSAA may require the
school to participate in a higher classification for the sport
in which the recruited student competes for a minimum of one
classification cycle, in addition to the penalties in
subparagraphs 2. and 3. and any other appropriate fine or and
sanction imposed on the school, its coaches, or adult
representatives who violate recruiting rules.

2. Any recruitment by a school district employee or
contractor in violation of FHSAA bylaws results in escalating
punishments as follows:

   a. For a first offense, a $5,000 forfeiture of pay for the
      school district employee or contractor who committed the
      violation.

   b. For a second offense, suspension without pay for 12
      months from coaching, directing, or advertising an
      extracurricular activity and a $5,000 forfeiture of pay for the
      school district employee or contractor who committed the
      violation.

   c. For a third offense, a $5,000 forfeiture of pay for the
      school district employee or contractor who committed the
      violation. If the individual who committed the violation holds
      an educator certificate, the FHSAA shall also refer the
      violation to the department for review pursuant to s. 1012.796
      to determine whether probable cause exists, and, if there is a
      finding of probable cause, the commissioner shall file a formal
      complaint against the individual. If the complaint is upheld,
the individual's educator certificate shall be revoked for 3
years, in addition to any penalties available under s. 1012.796.
Additionally, the department shall revoke any adjunct teaching
certificates issued pursuant to s. 1012.57 and all permissions
under ss. 1012.39 and 1012.43, and the educator is ineligible
for such certificates or permissions for a period of time equal
to the period of revocation of his or her state-issued
certificate.

3. Notwithstanding any other provision of law, a school,
team, or activity shall forfeit all competitions, including
honors resulting from such competitions, in which a student who
participated in any fashion was recruited in a manner prohibited
pursuant to state law or the FHSAA bylaws.

4. A student may not be declared ineligible based on
violation of recruiting rules unless the student or parent has
falsified any enrollment or eligibility document or accepted any
benefit if such benefit is not
generally available to the school's students or family members
or is based in any way on athletic interest, potential, or
performance.

5. A student's eligibility to participate in any
interscholastic or intrascholastic extracurricular activity, as
determined by a district school board pursuant to s.
1006.195(1)(a)3., may not be affected by any alleged recruiting
violation until final disposition of the allegation.

(c) The FHSAA shall adopt bylaws that require all students
participating in interscholastic athletic competition or who are candidates for an interscholastic athletic team to satisfactorily pass a medical evaluation each year prior to participating in interscholastic athletic competition or engaging in any practice, tryout, workout, or other physical activity associated with the student's candidacy for an interscholastic athletic team. Such medical evaluation may be administered only by a practitioner licensed under chapter 458, chapter 459, chapter 460, or s. 464.012, and in good standing with the practitioner's regulatory board. The bylaws shall establish requirements for eliciting a student's medical history and performing the medical evaluation required under this paragraph, which shall include a physical assessment of the student's physical capabilities to participate in interscholastic athletic competition as contained in a uniform preparticipation physical evaluation and history form. The evaluation form shall incorporate the recommendations of the American Heart Association for participation cardiovascular screening and shall provide a place for the signature of the practitioner performing the evaluation with an attestation that each examination procedure listed on the form was performed by the practitioner or by someone under the direct supervision of the practitioner. The form shall also contain a place for the practitioner to indicate if a referral to another practitioner was made in lieu of completion of a certain examination procedure. The form shall provide a place for the practitioner
to whom the student was referred to complete the remaining
sections and attest to that portion of the examination. The
preparticipation physical evaluation form shall advise students
to complete a cardiovascular assessment and shall include
information concerning alternative cardiovascular evaluation and
diagnostic tests. Results of such medical evaluation must be
provided to the school. A student is not \( (b)(6) \) eligible to participate, as provided in s. 1006.15(3), in any
interscholastic athletic competition or engage in any practice,
tryout, workout, or other physical activity associated with the
student's candidacy for an interscholastic athletic team until
the results of the medical evaluation have been received and
approved by the school.

(g) The FHSAA shall adopt bylaws establishing the process
and standards by which FHSAA determinations of eligibility are
made. Such bylaws shall provide that:

1. Ineligibility must be established by a preponderance of
the \( (b)(6) \) evidence;

2. Student athletes, parents, and schools must have notice
of the initiation of any investigation or other inquiry into
eligibility and may present, to the investigator and to the
individual making the eligibility determination, any information
or evidence that is credible, persuasive, and of a kind
reasonably prudent persons rely upon in the conduct of serious
affairs;

3. An investigator may not determine matters of

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eligibility but must submit information and evidence to the executive director or a person designated by the executive director or by the board of directors for an unbiased and objective determination of eligibility; and

4. A determination of ineligibility must be made in writing, setting forth the findings of fact and specific violation upon which the decision is based.

Section 25. Subsection (5), paragraph (j) of subsection (6), and paragraph (a) of subsection (8) of section 1007.35, Florida Statutes, are amended to read:

1007.35 Florida Partnership for Minority and Underrepresented Student Achievement.—

(5) Each public high school, including, but not limited to, schools and alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or ACT Aspire [(b)(6)] to all enrolled 10th grade students. However, a written notice shall be provided to each parent that shall include the opportunity to exempt his or her child from taking the PSAT/NMSQT or ACT Aspire [(b)(6)]

(a) Test results will provide each high school with a database of student assessment data which certified school counselors will use to identify students who are prepared or who need additional work to be prepared to enroll and be successful in AP courses or other advanced high school courses.
(b) Funding for the PSAT/NMSQT or ACT Aspire for all 10th grade students shall be contingent upon annual funding in the General Appropriations Act.

(c) Public school districts must choose either the PSAT/NMSQT or ACT Aspire for districtwide administration.

(6) The partnership shall:

(j) Provide information to students, parents, teachers, counselors, administrators, districts, Florida College System institutions, and state universities regarding PSAT/NMSQT or ACT Aspire administration, including, but not limited to:

1. Test administration dates and times.

2. That participation in the PSAT/NMSQT or ACT Aspire is open to all 10th grade students.

3. The value of such tests in providing diagnostic feedback on student skills.

4. The value of student scores in predicting the probability of success on AP or other advanced course examinations.

(8)(a) By September 30 of each year, the partnership shall submit to the department a report that contains an evaluation of the effectiveness of the delivered services and activities. Activities and services must be evaluated on their effectiveness at raising student achievement and increasing the number of AP or other advanced course examinations in low-performing middle and high schools. Other indicators that must be addressed in the evaluation report include the number of middle and high school
teachers trained; the effectiveness of the training; measures of
postsecondary readiness of the students affected by the program;
levels of participation in 10th grade PSAT/NMSQT or ACT Aspire
PLAN testing; and measures of student, parent, and teacher
awareness of and satisfaction with the services of the
partnership.

Section 26. Section 1009.893, Florida Statutes, is amended
to read:

1009.893 Benacquisto Scholarship (b)(6)

(b)(6) Program.-

(1) As used in this section, the term:

(a) "Department" means the Department of Education.

(b) "Scholarship (b)(6) program" means the Benacquisto
Scholarship (b)(6) Program.

(2) The Benacquisto Scholarship (b)(6)

(b)(6) Program is created to reward any Florida high
school graduate who receives recognition as a National Merit
Scholar or National Achievement Scholar and who initially
enrolls in the 2014-2015 academic year or, later, in a
baccalaureate degree program at an eligible Florida public or
independent postsecondary educational institution.

(3) The department shall administer the scholarship
(b)(6) program according to rules and procedures established
by the State Board of Education. The department shall advertise
the availability of the scholarship (b)(6) program and notify
students, teachers, parents, certified school counselors, and

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principals or other relevant school administrators of the
criteria.
(4) In order to be eligible for an award under the
scholarship program, a student must:
(a) Be a state resident as determined in s. 1009.40 and
rules of the State Board of Education;
(b) Earn a standard Florida high school diploma or its
equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282,
or s. 1003.435 unless:
1. The student completes a home education program
according to s. 1002.41; or
2. The student earns a high school diploma from a non-
Florida school while living with a parent who is on military or
public service assignment out of this state;
(c) Be accepted by and enroll in a Florida public or
independent postsecondary educational institution that is
regionally accredited; and
(d) Be enrolled full-time in a baccalaureate degree
program at an eligible regionally accredited Florida public or
independent postsecondary educational institution during the
fall academic term following high school graduation.
(5)(a) An eligible student who is a National Merit Scholar
or National Achievement Scholar and who attends a Florida public
postsecondary educational institution shall receive a
scholarship award equal to the institutional cost
of attendance minus the sum of the student's Florida Bright
Futures Scholarship and National Merit Scholarship or National
Achievement Scholarship.

(b) An eligible student who is a National Merit Scholar or
National Achievement Scholar and who attends a Florida
independent postsecondary educational institution shall receive
a scholarship award equal to the highest cost of
attendance at a Florida public university, as reported by the
Board of Governors of the State University System, minus the sum
of the student’s Florida Bright Futures Scholarship and National
Merit Scholarship or National Achievement Scholarship.

(6)(a) To be eligible for a renewal award, a student must
earn all credits for which he or she was enrolled and maintain a
3.0 or higher grade point average.

(b) A student may receive the scholarship award
for a maximum of 100 percent of the number of credit hours
required to complete a baccalaureate degree program, or until
completion of a baccalaureate degree program, whichever comes
first.

(7) The department shall annually issue awards from the
scholarship program. Before the registration period
each semester, the department shall transmit payment for each
award to the president or director of the postsecondary
educational institution, or his or her representative, except
that the department may withhold payment if the receiving
institution fails to report or to make refunds to the department
as required in this section.
(a) Each institution shall certify to the department the eligibility status of each student to receive a disbursement within 30 days before the end of its regular registration period, inclusive of a drop and add period. An institution is not required to reevaluate the student eligibility after the end of the drop and add period.

(b) An institution that receives funds from the [scholarship (b)(6)] program must certify to the department the amount of funds disbursed to each student and remit to the department any undisbursed advances within 60 days after the end of regular registration.

(c) If funds appropriated are not adequate to provide the maximum allowable award to each eligible student, awards must be prorated using the same percentage reduction.

(8) Funds from any award within the [scholarship (b)(6)] program may not be used to pay for remedial coursework or developmental education.

(9) A student may use an award for a summer term if funds are available and appropriated by the Legislature.

(10) The department shall allocate funds to the appropriate institutions and collect and maintain data regarding the [scholarship (b)(6)] program within the student financial assistance database as specified in s. 1009.94.

(11) Section 1009.40(4) does not apply to awards issued under this section.

(12) A student who receives an award under the scholarship
program shall be known as a Benacquisto Scholar.

(13) All eligible Florida public or independent postsecondary educational institutions are encouraged to become, and all eligible state universities shall become, college sponsors of the National Merit Scholarship Program.

(14)[h] The State Board of Education shall adopt rules necessary to administer this section.

Section 27. Subsection (1) of section 1011.61, Florida Statutes, is amended to read:

1011.61 Definitions.—Notwithstanding the provisions of s. 1000.21, the following terms are defined as follows for the purposes of the Florida Education Finance Program:

(1) A "full-time equivalent student" in each program of the district is defined in terms of full-time students and part-time students as follows:

(a) A "full-time student" is one student on the membership roll of one school program or a combination of school programs listed in s. 1011.62(1)(c) for the school year or the equivalent for:

1. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program; or

(b)(6)
(b)(6) Instruction comprising the appropriate number of net hours set forth in subparagraph 1. for students who, within the past year, have moved with their parents for the purpose of engaging in the farm labor or fish industries, if a plan furnishing such an extended school day or week, or a combination thereof, has been approved by the commissioner. Such plan may be approved to accommodate the needs of migrant students only or may serve all students in schools having a high percentage of migrant students. The plan described in this subparagraph is optional for any school district and is not mandated by the state.

(b) A "part-time student" is a student on the active membership roll of a school program or combination of school programs listed in s. 1011.62(1)(c) who is less than a full-time student. A student who receives instruction in a school that operates for less than the minimum term shall generate full-time equivalent student membership proportional to the amount of instructional hours provided by the school divided by the minimum term requirement as provided in s. 1011.60(2).

(c)1. A "full-time equivalent student" is:
   a. A full-time student in any one of the programs listed in s. 1011.62(1)(c); or
   b. A combination of full-time or part-time students in any
one of the programs listed in s. 1011.62(1)(c) which is the 3226 equivalent of one full-time student based on the following 3227 calculations:

(I) A full-time student in a combination of programs 3228 listed in s. 1011.62(1)(c) shall be a fraction of a full-time 3229 equivalent membership in each special program equal to the 3230 number of net hours per school year for which he or she is a 3231 member, divided by the appropriate number of hours set forth in 3232 subparagraph (a)1. The difference between 3233 that fraction or sum of fractions and the maximum value as set 3234 forth in subsection (4) for each full-time student is presumed 3235 to be the balance of the student's time not spent in a special 3236 program and shall be recorded as time in the appropriate basic 3237 program.

(II) A prekindergarten student with a disability shall 3239 meet the requirements specified for kindergarten students.

(III) A full-time equivalent student for students in 3242 kindergarten through grade 12 in a full-time virtual instruction 3243 program under s. 1002.45 or a virtual charter school under s. 3244 1002.33 shall consist of six full-credit completions or the 3245 prescribed level of content that counts toward promotion to the 3246 next grade in programs listed in s. 1011.62(1)(c). Credit 3247 completions may be a combination of full-credit courses or half- 3248 credit courses. The difference between
(IV) A full-time equivalent student for students in kindergarten through grade 12 in a part-time virtual instruction program under s. 1002.45 shall consist of six full-credit completions in programs listed in s. 1011.62(1)(c)1. and 3. Credit completions may be a combination of full-credit courses or half-credit courses.

(V) A Florida Virtual School full-time equivalent student shall consist of six full-credit completions or the prescribed level of content that counts toward promotion to the next grade in the programs listed in s. 1011.62(1)(c)1. and 3. for students participating in kindergarten through grade 12 part-time virtual instruction and the programs listed in s. 1011.62(1)(c) for students participating in kindergarten through grade 12 full-time virtual instruction. Credit completions may be a

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combination of full-credit courses or half-credit courses.

(b)(6)

(VI) Each successfully completed full-credit course earned through an online course delivered by a district other than the one in which the student resides shall be calculated as 1/6 FTE.

(VII) A full-time equivalent student for courses requiring passage of a statewide, standardized end-of-course assessment under s. 1003.4282 to earn a standard high school diploma shall be defined and reported based on the number of instructional hours as provided in this subsection.

(b)(6)

(VIII) For students enrolled in a school district as a full-time student, the district may report 1/6 FTE for each student who passes a statewide, standardized end-of-course
assessment without being enrolled in the corresponding course.

2. A student in membership in a program scheduled for more or less than 180 school days or the equivalent on an hourly basis as specified by rules of the State Board of Education is a fraction of a full-time equivalent membership equal to the number of instructional hours in membership divided by the appropriate number of hours set forth in subparagraph (a)1.; however, for the purposes of this subparagraph, membership in programs scheduled for more than 180 days is limited to students enrolled in:

a. Juvenile justice education programs.

b. The Florida Virtual School.

c. Virtual instruction programs and virtual charter schools for the purpose of course completion and credit recovery pursuant to ss. 1002.45 and 1003.498. Course completion applies only to a student who is reported during the second or third membership surveys and who does not complete a virtual education course by the end of the regular school year. The course must be completed no later than the deadline for amending the final student enrollment survey for that year. Credit recovery applies only to a student who has unsuccessfully completed a traditional or virtual education course during the regular school year and must re-take the course in order to be eligible to graduate with the student's class.

The full-time equivalent student enrollment calculated under
this subsection is subject to the requirements in subsection (4).

The department shall determine and implement an equitable method of equivalent funding for schools operating under emergency conditions, which schools have been approved by the department to operate for less than the minimum term as provided in s. 1011.60(2)(b)(6).

Section 28. Effective July 1, 2016, and upon the expiration of the amendments made to section 1011.62, Florida Statutes, by chapter 2015-222, Laws of Florida, paragraphs (e) and (o) of subsection (1), paragraph (a) of subsection (4), and present subsection (13) of that section are amended, present subsections (13), (14), and (15) of that section are renumbered as subsections (14), (15), and (16), respectively, and a new subsection (13) is added to that section, to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:
(e) Funding model for exceptional student education

   1.a. The funding model uses basic, at-risk, support levels IV and V for exceptional students and career Florida Education Finance Program cost factors, and a guaranteed allocation for exceptional student education programs. Exceptional education cost factors are determined by using a matrix of services to document the services that each exceptional student will receive. The nature and intensity of the services indicated on the matrix shall be consistent with the services described in each exceptional student's individual educational plan. The Department of Education shall review and revise the descriptions of the services and supports included in the matrix of services for exceptional students and shall implement those revisions before the beginning of the 2012-2013 school year.

   b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school district must provide in order to ensure that exceptional students are provided a free, appropriate public education.

   c. Students identified as exceptional, in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in sub-subparagraph b. shall...
generate funds on the basis of full-time-equivalent student
membership in the Florida Education Finance Program at the same
funding level per student as provided for basic students.
Additional funds for these exceptional students will be provided
through the guaranteed allocation designated in subparagraph 2.
2. For students identified as exceptional who do not have
a matrix of services and students who are gifted in grades K
through 8, there is created a guaranteed allocation to provide
these students with a free appropriate public education, in
accordance with s. 1001.42(4)(1) and rules of the State Board of
Education, which shall be allocated initially to each
school district in the amount provided in the General
Appropriations Act. These funds shall be supplemental to
the funds appropriated for the basic funding level
and the amount allocated for each school
district shall not be recalculated once during the year, based
on actual student membership from the October FTE survey. Upon
recalculation, if the generated allocation is greater than the
amount provided in the General Appropriations Act, the total
shall be prorated to the level of the appropriation based on
each district's share of the total recalculated amount. These
funds shall be used to provide special education and related
services for exceptional students and students who are gifted in
grades K through 8. A district's expenditure of funds from the guaranteed allocation

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for students in grades 9 through 12 who are gifted may not be
greater than the amount expended during the 2006-2007 fiscal
year for gifted students in grades 9 through 12.
(o) Calculation of additional full-time equivalent
membership based on successful completion of a career-themed
course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
courses with embedded CAPE industry certifications or CAPE
Digital Tool certificates, and issuance of industry
certification identified on the CAPE Industry Certification
Funding List pursuant to rules adopted by the State Board of
Education or CAPE Digital Tool certificates pursuant to s.
1003.4203.—
1. A value of 0.025 full-time equivalent student
membership shall be calculated for CAPE Digital Tool
certificates earned by students in elementary and middle school
grades.
2. A value of 0.1 or 0.2 full-time equivalent student
membership shall be calculated for each student who completes a
course as defined in s. 1003.493(1)(b) or courses with embedded
CAPE industry certifications and who is issued an industry
certification identified annually on the CAPE Industry
Certification Funding List approved under rules adopted by the
State Board of Education. A value of 0.2 full-time equivalent
membership shall be calculated for each student who is issued a
CAPE industry certification that has a statewide articulation
agreement for college credit approved by the State Board of

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Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year. The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year.

CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high...
school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

c. A value of 0.3 full-time equivalent student membership shall be calculated for student completion of the courses and the embedded certifications identified on the CAPE Industry Certification Funding List and approved by the commissioner pursuant to ss. 1003.4203(5)(a) and 1008.44.

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(5)(b) and 1008.44.

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds. This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent
membership under subparagraph 1.:  

a. A bonus of $25 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.

b. A bonus of $50 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.2.

c. A bonus of $75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.

d. A bonus of $100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.

Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a

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teacher under this paragraph may not exceed $3,000 in any
given school year and is in addition to any regular wage or
other bonus the teacher received or is scheduled to receive.

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The
Legislature shall prescribe the aggregate required local effort
for all school districts collectively as an item in the General
Appropriations Act for each fiscal year. The amount that each
district shall provide annually toward the cost of the Florida
Education Finance Program for kindergarten through grade 12
programs shall be calculated as follows:

(a) Estimated taxable value calculations.—

1.a. Not later than 2 working days before July 19, the Department of Revenue shall certify to the Commissioner
of Education its most recent estimate of the taxable value for
school purposes in each school district and the total for all
school districts in the state for the current calendar year
based on the latest available data obtained from the local
property appraisers. The value certified shall be the taxable
value for school purposes for that year, and no further
adjustments shall be made, except those made pursuant to
paragraphs (c) and (d), or an assessment roll change required by
final judicial decisions as specified in paragraph (15)(b)

(b) Not later than July 19, the Commissioner of Education
shall compute a millage rate, rounded to the next highest one
one-thousandth of a mill, which, when applied to 96 percent of
the estimated state total taxable value for school purposes,
would generate the prescribed aggregate required local effort for that year for all districts. The Commissioner of Education shall certify to each district school board the millage rate, computed as prescribed in this subparagraph, as the minimum millage rate necessary to provide the district required local effort for that year.

b. The General Appropriations Act shall direct the computation of the statewide adjusted aggregate amount for required local effort for all school districts collectively from ad valorem taxes to ensure that no school district's revenue from required local effort millage will produce more than 90 percent of the district's total Florida Education Finance Program calculation as calculated and adopted by the Legislature, and the adjustment of the required local effort millage rate of each district that produces more than 90 percent of its total Florida Education Finance Program entitlement to a level that will produce only 90 percent of its total Florida Education Finance Program entitlement in the July calculation.

2. On the same date as the certification in sub-subparagraph 1.a., the Department of Revenue shall certify to the Commissioner of Education for each district:

a. Each year for which the property appraiser has certified the taxable value pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a.

b. For each year identified in sub-subparagraph a., the...
taxable value certified by the appraiser pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a. This is the certification that reflects all final administrative actions of the value adjustment board.

(13) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally connected student supplement is created to provide supplemental funding for school districts to support the education of students connected with federally owned military installations, National Aeronautics and Space Administration (NASA) real property, and Indian lands. To be eligible for this supplement, the district must be eligible for federal Impact Aid Program funds under s. 8003 of Title VIII of the Elementary and Secondary Education Act of 1965. The supplement shall be allocated annually to each eligible school district in the amount provided in the General Appropriations Act. The supplement shall be the sum of the student allocation and an exempt property allocation.

(a) The student allocation shall be calculated based on the number of students reported for federal Impact Aid Program funds, including students with disabilities, who meet one of the following criteria:

1. The student has a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer. Students with disabilities shall also be reported separately for this category.
2. The student resides on eligible federally owned Indian land. Students with disabilities shall also be reported separately for this category.

3. The student resides with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

(b) The total number of federally connected students calculated under paragraph (a) shall be multiplied by a percentage of the base student allocation as provided in the General Appropriations Act. The total of the number of students with disabilities as reported separately under subparagraphs (a)1. and (a)2. shall be multiplied by an additional percentage of the base student allocation as provided in the General Appropriations Act. The base amount and the amount for students with disabilities shall be summed to provide the student allocation.

(c) The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible federally owned Indian lands located in the district, as of January 1 of the previous year, multiplied by the millage authorized and levied under s. 1011.71(2).

QUALITY ASSURANCE GUARANTEE.—The Legislature may annually in the General Appropriations Act determine a percentage increase in funds per K-12 unweighted FTE as a
minimum guarantee to each school district. The guarantee shall be calculated from prior year base funding per unweighted FTE student which shall include the adjusted FTE dollars as provided in subsection (15) [(b)(6)] quality guarantee funds, and actual nonvoted discretionary local effort from taxes. From the base funding per unweighted FTE, the increase shall be calculated for the current year. The current year funds from which the guarantee shall be determined shall include the adjusted FTE dollars as provided in subsection (15) [(b)] and potential nonvoted discretionary local effort from taxes. A comparison of current year funds per unweighted FTE to prior year funds per unweighted FTE shall be computed. For those school districts which have less than the legislatively assigned percentage increase, funds shall be provided to guarantee the assigned percentage increase in funds per unweighted FTE student. Should appropriated funds be less than the sum of this calculated amount for all districts, the commissioner shall prorate each district's allocation. This provision shall be implemented to the extent specifically funded.

Section 29. Effective July 1, 2016, and upon the expiration of the amendments made to section 1011.71, Florida Statutes, by chapter 2015-222, Laws of Florida, subsection (1) of that section is amended to read:

1011.71 District school tax.—
(1) If the district school tax is not provided in the General Appropriations Act or the substantive bill implementing
the General Appropriations Act, each district school board
desiring to participate in the state allocation of funds for
current operation as prescribed by s. 1011.62(15)[(b)(6)]
shall levy on the taxable value for school purposes of the
district, exclusive of millage voted under [(b)(6)] s.
9(b) or s. 12, Art. VII of the State Constitution, a millage
rate not to exceed the amount certified by the commissioner as
the minimum millage rate necessary to provide the district
required local effort for the current year, pursuant to s.
1011.62(4)(a)1. In addition to the required local effort millage
levy, each district school board may levy a nonvoted current
operating discretionary millage. The Legislature shall prescribe
annually in the appropriations the maximum amount of millage
a district may levy.

Section 30. Subsection (2) of section 1012.42, Florida
Statutes, is amended to read:

1012.42 Teacher teaching out-of-field.—
(2) NOTIFICATION REQUIREMENTS.—When a teacher in a
district school system is assigned teaching duties in a class
dealing with subject matter that is outside the field in which
the teacher is certified, outside the field that was the
applicant's minor field of study, or outside the field in which
the applicant has demonstrated sufficient subject area
expertise, as determined by district school board policy in the
subject area to be taught, the parents of all students in the
class shall be notified in writing of such assignment, and each

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school district shall report out-of-field teachers on the
district's website within 30 days before the beginning of each
semester. A parent whose student is assigned an out-of-field
teacher may request that his or her child be transferred to an
in-field classroom teacher within the school and grade in which
the student is currently enrolled. The school district must
approve or deny the parent's request and transfer the student to
a different classroom teacher within a reasonable period of
time, not to exceed 2 weeks, if an in-field teacher for that
course or grade level is employed by the school and the transfer
does not violate maximum class size pursuant to s. 1003.03 and
s. 1, Art. IX of the State Constitution. If a request for
transfer is denied, the school must notify the parent and
specify the reasons for the denial. An explanation of the
transfer process must be made available in the student handbook
or a similar publication. This subsection does not provide a
parent the right to choose a specific teacher.

Section 31. Paragraph (b) of subsection (8) of section
1012.56, Florida Statutes, is amended to read:
1012.56 Educator certification requirements.—
(8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
COMPETENCY PROGRAM.—
(b)1. Each school district must and a private school or
state-supported public school, including a
charter school, may develop and maintain a
system by which members of the instructional staff may
demonstrate mastery of professional preparation and education
competence as required by law. Each program must be based on
classroom application of the Florida Educator Accomplished
Practices and instructional performance and, for public schools,
must be aligned with the district's or state-supported public
school's evaluation system established under s. 1012.34, as applicable.

2. The Commissioner of Education shall determine the
continued approval of programs implemented under this paragraph,
based upon the department's review of performance data. The
department shall review the performance data as a part of the
periodic review of each school district’s professional
development system required under s. 1012.98.

Section 32. Section 1012.583, Florida Statutes, is created
to read:

1012.583 Continuing education and inservice training for
youth suicide awareness and prevention.—
(1) Beginning with the 2016-2017 school year, the Department
of Education, in consultation with the Statewide Office for
Suicide Prevention and suicide prevention experts, shall develop
a list of approved youth suicide awareness and prevention
training materials that may be used for training in youth
suicide awareness and prevention for instructional personnel in
elementary school, middle school, and high school. The approved
list of materials:

(a) Must include training on how to identify appropriate
mental health services and how to refer youth and their families to those services.

(b) May include materials currently being used by a school district if such materials meet any criteria established by the department.

(c) May include programs that instructional personnel can complete through a self-review of approved youth suicide awareness and prevention materials.

(2) A school that chooses to incorporate 2 hours of training offered pursuant to this section shall be considered a "Suicide Prevention Certified School." The training must be included in the existing continuing education or inservice training requirements for instructional personnel and may not add to the total hours currently required by the department. A school that chooses to participate in the training must require all instructional personnel to participate.

(3) A school that participates in the suicide awareness and prevention training pursuant to this section must report its participation to the department. The department shall keep an updated record of all Suicide Prevention Certified Schools.

(4) A person has no cause of action for any loss or damage caused by an act or omission resulting from the implementation of this section or resulting from any training required by this section unless the loss or damage was caused by willful or wanton misconduct. This section does not create any new duty of care or basis of liability.
(5) The State Board of Education may adopt rules to implement this section.

Section 33. Paragraph (o) is added to subsection (1) of section 1012.795, Florida Statutes, and subsection (5) of that section is amended, to read:

1012.795 Education Practices Commission; authority to discipline.—

(1) The Education Practices Commission may suspend the educator certificate of any person as defined in s. 1012.01(2) or (3) for up to 5 years, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for that period of time, after which the holder may return to teaching as provided in subsection (4); may revoke the educator certificate of any person, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for up to 10 years, with reinstatement subject to the provisions of subsection (4); may revoke permanently the educator certificate of any person thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students; may suspend the educator certificate, upon an order of the court or notice by the Department of Revenue relating to the payment of child support; or may impose any other penalty provided by law, if the person:
(o) Has committed a third recruiting offense as determined by the Florida High School Athletic Association (FHSAA) pursuant to s. 1006.20(2)(b).

(5) Each district school superintendent and the governing authority of each university lab school, state-supported school, private school, and the FHSAA shall report to the department the name of any person certified pursuant to this chapter or employed and qualified pursuant to s. 1012.39:

(a) Who has been convicted of, or who has pled nolo contendere to, a misdemeanor, felony, or any other criminal charge, other than a minor traffic infraction;

(b) Who that official has reason to believe has committed or is found to have committed any act which would be a ground for revocation or suspension under subsection (1); or

(c) Who has been dismissed or severed from employment because of conduct involving any immoral, unnatural, or lascivious act.

Section 34. Subsections (3) and (7) of section 1012.796, Florida Statutes, are amended to read:

1012.796 Complaints against teachers and administrators; procedure; penalties.—

(3) The department staff shall advise the commissioner concerning the findings of the investigation and of all referrals by the Florida High School Athletic Association (FHSAA) pursuant to ss. 1006.20(2)(b) and 1012.795. The department general counsel or members of that staff shall review
the investigation or the referral and advise the commissioner
concerning probable cause or lack thereof. The determination of
probable cause shall be made by the commissioner. The
commissioner shall provide an opportunity for a conference, if
requested, prior to determining probable cause. The commissioner
may enter into deferred prosecution agreements in lieu of
finding probable cause if, in his or her judgment, such
agreements are in the best interests of the department, the
certificateholder, and the public. Such deferred prosecution
agreements shall become effective when filed with the clerk of
the Education Practices Commission. However, a deferred
prosecution agreement shall not be entered into if there is
probable cause to believe that a felony or an act of moral
turpitude, as defined by rule of the State Board of Education,
has occurred, or for referrals by the FHSAA. Upon finding no
probable cause, the commissioner shall dismiss the complaint.
(7) A panel of the commission shall enter a final order
either dismissing the complaint or imposing one or more of the
following penalties:
(a) Denial of an application for a teaching certificate or
for an administrative or supervisory endorsement on a teaching
certificate. The denial may provide that the applicant may not
reapply for certification, and that the department may refuse to
consider that applicant's application, for a specified period of
time or permanently.
(b) Revocation or suspension of a certificate.
(c) Imposition of an administrative fine not to exceed $2,000 for each count or separate offense.

(d) Placement of the teacher, administrator, or supervisor on probation for a period of time and subject to such conditions as the commission may specify, including requiring the certified teacher, administrator, or supervisor to complete additional appropriate college courses or work with another certified educator, with the administrative costs of monitoring the probation assessed to the educator placed on probation. An educator who has been placed on probation shall, at a minimum:

1. Immediately notify the investigative office in the Department of Education upon employment or termination of employment in the state in any public or private position requiring a Florida educator's certificate.

2. Have his or her immediate supervisor submit annual performance reports to the investigative office in the Department of Education.

3. Pay to the commission within the first 6 months of each probation year the administrative costs of monitoring probation assessed to the educator.

4. Violate no law and shall fully comply with all district school board policies, school rules, and State Board of Education rules.

5. Satisfactorily perform his or her assigned duties in a competent, professional manner.

6. Bear all costs of complying with the terms of a final

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order entered by the commission.

(e) Restriction of the authorized scope of practice of the teacher, administrator, or supervisor.

(f) Reprimand of the teacher, administrator, or supervisor in writing, with a copy to be placed in the certification file of such person.

(g) Imposition of an administrative sanction, upon a person whose teaching certificate has expired, for an act or acts committed while that person possessed a teaching certificate or an expired certificate subject to late renewal, which sanction bars that person from applying for a new certificate for a period of 10 years or less, or permanently.

(h) Refer the teacher, administrator, or supervisor to the recovery network program provided in s. 1012.798 under such terms and conditions as the commission may specify.

The penalties imposed under this subsection are in addition to, and not in lieu of, the penalties required for a third recruiting offense pursuant to s. 1006.20(2)(b).

Section 35. Section 1013.385, Florida Statutes, is created to read:

1013.385 School district construction flexibility.—

(1) A district school board may, with a supermajority vote at a public meeting that begins no earlier than 5 p.m., adopt a resolution to implement one or more of the exceptions to the educational facilities construction requirements provided in
this section. Before voting on the resolution, a district school
board must conduct a cost-benefit analysis prepared according to
a professionally accepted methodology that describes how each
exception selected by the district school board achieves cost
savings, improves the efficient use of school district
resources, and impacts the life-cycle costs and life span for
each educational facility to be constructed, as applicable, and
demonstrates that implementation of the exception will not
compromise student safety or the quality of student instruction.
The district school board must conduct at least one public
workshop to discuss and receive public comment on the proposed
resolution and cost-benefit analysis, which must begin no
earlier than 5 p.m. and may occur at the same meeting at which
the resolution will be voted upon.

(2) A resolution adopted under this section may propose
implementation of exceptions to requirements of the uniform
statewide building code for the planning and construction of
public educational and ancillary plants adopted pursuant to ss.
553.73 and 1013.37 relating to:
(a) Interior non-load-bearing walls, by approving the use
of fire-rated wood stud walls in new construction or remodeling
for interior non-load-bearing wall assemblies that will not be
exposed to water or located in wet areas.
(b) Walkways, roadways, driveways, and parking areas, by
approving the use of designated, stabilized, and well-drained
gravel or grassed student parking areas.
(c) Standards for relocatables used as classroom space, as specified in s. 1013.20, by approving construction specifications for installation of relocatable buildings that do not have covered walkways leading to the permanent buildings onsite.

(d) Site lighting, by approving construction specifications regarding site lighting that:

1. Do not provide for lighting of gravel or grassed auxiliary or student parking areas.

2. Provide lighting for walkways, roadways, driveways, paved parking lots, exterior stairs, ramps, and walkways from the exterior of the building to a public walkway through installation of a timer that is set to provide lighting only during periods when the site is occupied.

3. Allow lighting for building entrances and exits to be installed with a timer that is set to provide lighting only during periods in which the building is occupied. The minimum illumination level at single-door exits may be reduced to no less than 1 foot-candle.

Section 36. Notwithstanding s. 1002.69(5), Florida Statutes, for the 2014-2015 and 2015-2016 Voluntary Prekindergarten Education Program years, the office shall not adopt a kindergarten readiness rate. Any private prekindergarten provider or public school that was on probation pursuant to s. 1002.67(4)(c), Florida Statutes, for the 2013-2014 program year shall remain on probation until the provider or school meets the
minimum rate adopted by the office. This section expires July 1, 2017.

Section 37. Effective upon this act becoming a law, subsection (8) of section 1012.33, Florida Statutes, is amended to read:

1012.33 Contracts with instructional staff, supervisors, and school principals.—

(8) Notwithstanding any other provision of law, a retired member may interrupt retirement and be reemployed in any public school as instructional personnel under a 1-year probationary contract as defined in s. 1012.335(1). If the retiree successfully completes the probationary contract, the district school board may reemploy the retiree under an annual contract as defined in s. 1012.335(1). The retiree is not eligible for a professional service contract (b)(6)

Section 38. Section 413.207, Florida Statutes, is amended to read:

413.207 Division of Vocational Rehabilitation; quality assurance; performance improvement plan.—

(1) The Division of Vocational Rehabilitation shall maintain an internal system of quality assurance, have proven functional systems, perform due diligence, review provider systems of quality assurance, and be subject to monitoring for compliance with state and federal laws, rules, and regulations.

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(2) No later than October 1, 2016, the division shall develop and implement a performance improvement plan designed to achieve the following goals:

(a) Decrease the average wait list time for reportable individuals.

(b) Increase the percentage of participants who are in unsubsidized employment during the second quarter after they exit the program.

(c) Increase the percentage of participants who are in unsubsidized employment during the fourth quarter after they exit the program.

(d) Increase the number of persons earning CAPE industry certifications and CAPE postsecondary industry certifications approved pursuant to s. 1008.44.

(e) Increase the median earnings of participants who are in unsubsidized employment during the second quarter after they exit the program.

(f) Increase the percentage of participants who obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in, or within 1 year after they exit, the program.

(g) Increase the percentage of youth who received preemployment transition services without applying for additional vocational rehabilitation services and who obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in, or
within 1 year after they exit, the program.

(h) Increase the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or to employment and who are achieving a measurable gain of skill, including documented academic, technical, occupational gains or other forms of progress toward a postsecondary credential or employment.

(i) Increase the number of students receiving preemployment transition services.

(j) Increase the division's effectiveness in serving employers, based on indicators developed as required by section 116(b)(2)(A)(iv) of the federal Workforce Innovation and Opportunity Act.

(3) The goals established under subsection (2) must be designed to elevate the state vocational rehabilitation program to one of the top 10 in the nation.

(4) By December 1 of each year, the division shall submit a performance report to the Governor, the President of the Senate, and the Speaker of the House of Representatives which includes the following information for each of the 5 most recent fiscal years:

(a) Caseload data, including the number of individuals who apply for services and who receive services, by service type, reported statewide and by service area.

(b) Service use data, by service type, including the
number of units of service provided, statewide and by service area.

(c) Financial data, by service type, including expenditures for administration and the provision of services. Expenditure data shall be reported on a statewide basis and by service area, and expenditures for education-related services must be identified in specific categories such as tuition and fees, program fees, and support services.

(d) Outcome data, statewide and by service area, including the number of cases closed without employment and the number of cases closed with employment. Employment data must be provided separately for supported employment.

Section 39. Subsection (1) of section 1003.44, Florida Statutes, is amended to read:

1003.44 Patriotic programs; rules.—

(1) Each district school board may adopt rules to require, in all of the schools of the district, programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state. When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty
and justice for all," shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state. Each student shall be informed by a written notice published in the student handbook or a similar publication pursuant to s. 1006.07(2) that the student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes, as provided by Pub. L. ch. 77-435, s. 7, approved June 22, 1942, 56 Stat. 377, as amended by Pub. L. ch. 77-806, 56 Stat. 1074, approved December 22, 1942.

Section 40. Section 1003.432, Florida Statutes, is created to read:

1003.432 Florida Seal of Biliteracy Program for high school graduates.—

(1) As used in this section, the term:

(a) "Biliteracy" means attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on a high school graduate's diploma and transcript as
either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy.

    (b) "Foreign language" means a language other than English
    and includes American Sign Language, classical languages, and
    indigenous languages.
    (c) "Gold" means the highest level of competency certified
    by the Florida Seal of Biliteracy Program.
    (d) "Silver" means the second-highest level of competency
    certified by the Florida Seal of Biliteracy Program.

(2) The Florida Seal of Biliteracy Program is established
to recognize a high school graduate who has attained a high
level of competency in listening, speaking, reading, and writing
in one or more foreign languages in addition to English. The
Commissioner of Education shall award the Seal of Biliteracy
upon graduation to a high school student who meets the
qualifications in this section. The seal must differentiate
between two levels of competency, designated as Gold and Silver,
which must be at least as rigorous as is recommended in the
biliteracy seal guidelines established by national organizations
supporting foreign languages instruction.

(3) The purpose of the Florida Seal of Biliteracy Program
is to:
    (a) Encourage students to study foreign languages.
    (b) Certify attainment of biliteracy.
    (c) Provide employers with a method of identifying an
individual with biliteracy skills who is seeking employment.
    (d) Provide a postsecondary institution with a method of

CODING: Words stricken are deletions; words underlined are additions.
recognizing an applicant with biliteracy skills who is seeking
admission to the postsecondary institution.

(e) Recognize and promote foreign language instruction in
public schools.

(f) Affirm the value of diversity, honor multiple cultures
and foreign languages, and strengthen the relationships between
multiple cultures in a community.

(4) Beginning with the 2016-2017 school year, the Gold
Seal of Biliteracy or the Silver Seal of Biliteracy must be
awarded to a high school student who has earned a standard high
school diploma and who:

(a) Has earned four foreign language course credits in the
same foreign language with a cumulative 3.0 grade point average
or higher on a 4.0 scale;

(b) Has achieved a qualifying score on a foreign language
assessment; or

(c) Has satisfied alternative requirements as determined
by the State Board of Education pursuant to subsection (8).

(5) The Commissioner of Education shall:

(a) Prepare and provide to each school district an
appropriate insignia to be affixed to the student's diploma
indicating that the student has been awarded the Gold Seal of
Biliteracy or the Silver Seal of Biliteracy.

(b) Provide information necessary for a school district to
successfully implement the program.

(6) Each school district shall:

CODING: Words struck are deletions; words underlined are additions.
(a) Maintain appropriate records to identify a student who has met the requirements to receive the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(b) Provide the Commissioner of Education with the number of students who have met the requirements to receive the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(c) Affix the appropriate insignia to the student's diploma and indicate on the student's transcript that the student has earned the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(7) A school district or the Department of Education may not charge a fee for the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(8) The State Board of Education shall adopt rules to implement this section. Such rules, at a minimum, must include:

(a) A process to confirm a student's successful completion of the requirements in subsection (4).

(b) The assessments and corresponding passing scores required to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy, which may not be lower than the passing scores on at least one of the following:

1. An International Baccalaureate examination in the foreign language;

2. An Advanced Placement examination in the foreign language;

3. An SAT Subject Test examination in the foreign language.
language; or


(c) Alternative requirements a student may satisfy to demonstrate equivalent competency in a foreign language, including requirements a student whose native language is not English may satisfy to demonstrate competency in his or her native language to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(d) A process to award foreign language course credits to a student who was not enrolled in a foreign language course or who did not complete the course but has demonstrated competency in a foreign language as provided in this subsection.

Section 41. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming law, this act shall take effect July 1, 2016.
EVIDENCE OF PROMISE

A) ECONOMIC INTEGRATION

Key Findings:

- student performance tends to be related to the school’s socioeconomic status. (Schwartz; Coleman)

- low socioeconomic students whose random housing assignment resulted in placement in high socioeconomic schools performed better and made significantly larger gains than peers that ended up in lower social economic environments due to random housing assignments. This difference was in spite of higher spending and intervention programs within lower socioeconomic schools (Schwartz)

- Improved academic performance for all demographic groups (including minority and low socioeconomic students) in math and ELA (Schwartz: Coleman)

- Decreased the achievement gap among the demographic groups, including minority and low socioeconomic students in math and ELA (Schwartz; Coleman)

Citations:

Coleman, J.S. Equality of Educational Opportunity (COLEMAN) Study (EEOS), 1966.


B) HIGH QUALITY CHARTER SCHOOLS

Key Findings:

- Positive impact on minority and low socioeconomic students
- Greater parental and community involvement
- Positive impact on achievement data

Citations:


C) APPROACHES TO SCHOOL IMPROVEMENT

- Positive impact on minority and low socioeconomic students
- Greater parental and community involvement
- Positive impact on achievement data



Events and Services.

Please refer to the Parent Academy website for a complete menu of trainings.

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Personal Growth

- Lives and those of their children.
- Social and emotional well-being.
- Encouragement, assistance, and resources.
- Will equip and empower parents and
  - (Parenting in the New Millennium)

Parents as Advocates

- Will support the needs of their children.
- The necessary tools to help their children
  - Increase student achievement.

Center Around:

- Parent Academy Workshops

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Events

- Menu of District-Wide Events

- Child's academic and social success.
- Help families stay engaged with their
- Parent programs and events.
- A parent

Partners in Education

- Can affect your child's future.
- You need to know how these decisions
  - As your child's most effective advocate.
  - Educational career about programs.
  - Decisions, through their children's
  - Make important
  - Recognizes that

---

About Us

- Schools and the community.
- Continued and continued
  - That offers free
- A Parent
Help your Child Succeed in Science!

*Parent resources for grades 3-5*

- What your child needs to know
- Strategies to help your child learn more science
- Methods to help your child ‘DO’ science
- Ideas to help your child become a critical thinker and problem solver
- Helpful links and resources
- Family activities to ‘do’ science at home
- How to make learning and doing science FUN!
Why are **YOU** the most important science teacher your child will ever have?

Families that explore together nurture great young scientists!

---

Research shows that when parents are involved in science learning that:

- children will continue to have a positive mindset about science
- children will achieve greater success as critical thinkers and problem solvers
- it increases their child’s confidence levels
- the more intensely involved the parents are, the more engaged their children will be
- it increases the beneficial effects on their achievement

Research explains that when parents play active roles, their children achieve regardless of socioeconomic status, ethnic/racial backgrounds, or parents’ own level of education!
What does my child need to know and do in Third Grade Science?

**Third Science Overview**

- Raise questions about world through free exploration and investigations
- Infer based on observations
- Recognize scientists use models and some are approximations
- Focus on the Sun’s properties and differences between stars
- Demonstrate how the Sun’s radiant energy heats objects
- Measure/compare temperatures, mass, volume of liquids and solids
- Describe changes as water goes through its varying states
- Identify basic energy forms
- Investigate, observe, and explain how heat is produced
- Describe plant structures and how they respond to stimuli
- Classify major groups of animals and flowering/non-flowering plants
- Describe how animals/plants respond to changing seasons

**Third Grade Standards**
What does my child need to know and do in Fourth Grade Science?

**Fourth Grade Science Overview**
- Raise questions about world using reference materials
- Conduct explorations/investigations and keep records
- Explain science focuses on natural world
- Explain models are 2 or 3 dimensional, can be on computers or in your mind
- Focus on relationship/movements of Sun, Earth, and moon
- Identify 3 categories of rocks
- Describe physical weathering and erosion
- Measure/compare physical properties of materials
- Identify familiar changes in materials that result in other materials
- Observe/describe basic forms of energy
- Recognize heat flows from hot object to cool object
- Investigate/describe object in motion and speed
- Identify reproduction of flowering plants
- Compare/contrast life cycles stages of plants/animals including complete/incomplete metamorphosis
- Compare Florida’s seasonal changes

**Fourth Grade Standards**
What does my child need to know and do in Fifth Grade Science?

**Fifth Grade Science Overview**

- Define problem interpret data, defend conclusions from explorations/investigations
- Recognize/describe differences between observations/interpretations
- Recognize/explain science is grounded in empirical observations
- Focus on galaxies, especially our Solar System in Milky Way Galaxy
- Recognize weather factors in particular place
- Model water cycle
- Distinguish between forms of precipitation
- Compare/contrast properties of solids, liquids, and gases
- Investigate/describe physical/chemical change
- Investigate/illustrate flow of energy
- Identify forces that cause objects to move
- Identify human body organs
- Compare/contrast plants/animals parts functions
- Describe how environmental changes affect plants/animals
- Compare/contrast adaptations of animal/plants in seasonal changes

**Fifth Grade Standards**
Why is Science important in children’s lives?

Science helps children learn how to communicate with others!

Science helps children develop skills that increase student’s success in all academic subject areas.

Science helps children to become critical thinkers and problem solvers and helps to prepare them for real world challenges.

Science teaches children how to questions, seek answers and information for themselves!

Many future careers and jobs are in Science-related fields. Science helps children become competitive in a world job market.
Helpful tips for busy parents!

**See Science Everywhere!**
- Ask 'what would happen if' or 'what would happen next', or 'how can this be changed' questions.
- Never give an answer to a question! Ask 'why did that happen?' or 'how did that happen?'
- Encourage your child to ask questions AND how to find their OWN answers!!

**Lead Family Discussion on Science-related Topics**
- Talk at dinner about weather and conditions that cause them, how detectives solve problems, new Space discoveries, how landforms are made, or any articles/news reports that are about science, etc.

**Do Science Together!**
- Use online links that show science demonstrations or experiments and complete them with your child.
- Watch the night sky as a family.
- Model how to ask questions about nature, life, space, scientific discoveries, new inventions, world events, and model how to find answers to questions!

**Talk to your Child’s Teacher!**
- Ask what they are learning.
- Find out how to help your child.
- Get to know the science curriculum.
- Ask for science resources.
- Complete a Science Fair project with your child.
- Review/study vocabulary and content.
- Make sure your child has a Science Journal, studies it, and continues to log information in it.

**Connect Science on Family Vacation!**
- Take hiking trips.
- Visit museums.
- Explore different landforms or regions and take pictures.
- Keep a Science Journal.
Science Links and Resources

Science Activities
Grades 3-5 games

More Science Activities!
3-5 Links

More Science Fun!
Gr. 3-5 Activities

Science Videos
SciNetlink

Science & More
Kids.gov
Florida Science Resources for students

Third Grade Links
Webquests, animations, images, & games

Fourth Grade Links
Webquests, animations, images, & games

Fifth Grade Links
Webquests, animations, images, & games
Science and Literacy

- Making inferences/drawing conclusions
  - Dig for Clues
- Creating bar graphs and charts
  - Bar graphs/charts
- Science Inventors
  - Making new stuff!
- Growing with Science
  - Science books and related activities
Science and Vocabulary

Third Grade Science Vocabulary
Words and definitions

Fourth Grade Science Vocabulary
Words and definitions

Fifth Grade Science Vocabulary
Words and definitions

Picture Vocabulary Cards
Make vocabulary cards
Measuring Parental Engagement - Parent Self-Test

Parenting

1. Have you identified a regular time and place in your home for your child to do homework?
   ✅ Yes ☞ No

2. Do you monitor your child’s homework?
   ✅ Yes ☞ No

3. Do you monitor your child’s television, computer and electronic game habits?
   ✅ Yes ☞ No

4. Do you ensure that your child has excellent attendance at school?
   ✅ Yes ☞ No

5. Have you discussed with your child the importance of a good education?
   ✅ Yes ☞ No

6. Did you attend Open House?
   ✅ Yes ☞ No

7. Do you support and reinforce the school’s discipline plan?
   ✅ Yes ☞ No

8. Do you support your child’s learning by providing nutritious meals and adequate time for sleep?
   ✅ Yes ☞ No

Volunteering

12. Did you volunteer to help teachers, administrators, students or other parents at the school?
    ✅ Yes ☞ No

13. Were you a class room parent, kinderpal or volunteer who provided parents with needed information?
    ✅ Yes ☞ No

14. Did you volunteer to help out on at least one PTA committee this year?
    ✅ Yes ☞ No

Learning at Home

9. Do you read to your young child? If your child is older, do you encourage reading by paying attention to what your child reads as well as how often he/she reads?
    ✅ Yes ☞ No

10. Do you hold your child responsible for completing all assignments on time and to the best of his/her ability?
    ✅ Yes ☞ No

11. Are you knowledgeable about what information and skills your child should master at his/her grade level or in his/her major subject areas?
    ✅ Yes ☞ No

Decision Making

15. Have you attended at least one PTA, SAC and or FIT meeting this year?
    ✅ Yes ☞ No

16. Have you attended at least one School Board meeting this year?
    ✅ Yes ☞ No

17. Did you assist in providing information on local district elections for school representatives?
    ✅ Yes ☞ No

Community Involvement

18. Have you attended at least one school program? (ex: chorus, PTA events, school party)
    ✅ Yes ☞ No

19. Are you a model of “Good Sportsmanship” when attending school and community events?
    ✅ Yes ☞ No

20. Do you insist that your child exhibit good sportsmanship at all times?
    ✅ Yes ☞ No

21. Do you encourage your child to participate in volunteer projects which serve the community?
    ✅ Yes ☞ No

Communicating

22. Have you read the student code of conduct and discipline policy located in the handbook?
    ✅ Yes ☞ No

23. Do you regularly read the school newsletter?
    ✅ Yes ☞ No

24. Are you familiar with the extra services provided at your child’s school? (speech and language, reading programs, family resource center, social work, etc…)
    ✅ Yes ☞ No

25. Do you make yourself available for conferences requested by your child’s teacher?
    ✅ Yes ☞ No

26. Have you had at least one parent-teacher conference with the teacher(s) of your child?
    ✅ Yes ☞ No

27. Do you initiate contact with your child’s teacher or principal just to show your support?
    ✅ Yes ☞ No
Objective
My objective is to continue to serve the students and community of Hernando County in a leadership capacity.

Education/Certifications
Saint Leo University, Saint Leo, Florida
August 2009-April 2012
- Master’s Degree in Educational Leadership

Saint Leo University, Saint Leo, Florida
August 1996-January 2001
- B.A. in Secondary English Education

FLDOE Certification #844958
- Educational Leadership, all levels
- English for Speakers of Other Languages, K-12
- English, grades 6-12

Instructional Leadership/Community Experience
Supervisor of School Choice
July 2016-current Hernando County School District
Brooksville, Florida
- Executive Leadership team member
- Home Education
- Charter Schools
- Magnet Programs and Procedures
- Controlled School Choice
- Requests for Reassignment for Special Circumstances
- McKay Scholarships; Gardiner/PLSA
- Foreign Exchange

Assistant Principal
September, 2013-June 2016 West Hernando Middle School,
Brooksville, Florida
- Curriculum and instruction (instructional materials, assessment, test scores/remediation, Title I, RtI-Academic/Curriculum, technology initiatives for Reading, Language Arts, Social Studies, and ESE)
- RtI-Behavioral data, progress monitoring
- School Advisory Council
- Safety Coordinator
- Staff duty assignments
- School Improvement Plan
- Professional Development
- Evaluations of secretarial, media, paraprofessional, and clinic staff; evaluations of Reading, Social Studies, Language Arts, and ESE teachers
- Other duties as needed/assigned by principal

English Teacher/Department Chair
August, 2010-September, 2013 Weeki Wachee High School, Weeki Wachee, Florida
- Teacher: Grade 10, English II, English II Inclusion and Grade 10, English II Honors
- School Improvement Chair (2010-2012)
- Sophomore Class Sponsor
- Lead Mentor
- Seatbelt Awareness Coordinator (2013)

English Teacher
January, 2001-July, 2010 Central High School, Brooksville, Florida
- Teacher: Grades 9-12 English I-IV; Grades 9-10 English Honors; Advanced Placement English Literature; Critical Thinking and Study Skills; Speech/Debate
- English Department Chair (2003-2010)
- School Improvement Chair (2003-2010)
- Senior Class Sponsor (2007-2010)
- Superintendent’s Technology Ambassador
- Adult Education instructor

Team member, AdvancEd accreditation team, Crystal River High School February 2017, Citrus County, Florida

Team member, AdvancEd accreditation team, Literacy Leadership Academy Charter November 2016, Hillsborough County, Florida

Team member, AdvancEd accreditation team, Moore Haven Middle-High School April 2016, Glades County, Florida

Team member, AdvancEd accreditation team, Imagine Charter School January 2015 Palm Coast, Florida

Team member, AdvancEd accreditation team, Kathleen High School March 2013 Lakeland, Florida
Reviewer and Lesson Developer, CPALMS July-August 2012 St. Petersburg, Florida

Teacher Representative, School District Strategic Steering Committee
March 2012-September 2013 Hernando County School District, Brooksville, Florida

Team member, SACS-CASI QAR Team, Lecanto High School
October 2011 Lecanto, Florida

FLDOE/Pearson FCAT Advisory Committee member, Grade 10 Reading FCAT
September 2011 Florida Department of Education, Orlando, Florida

Co-Chair, Academy of Teachers, and Liaison to Hernando County Education Foundation
2011-2013 HCEF, Brooksville, Florida

Vice-Chair, School Advisory Council
2010-2011 Deltona Elementary School, Spring Hill, Florida

Parent Representative, Title I Committee
2009-2011 Deltona Elementary School, Spring Hill, Florida

Volunteer, Hernando Historical Association
2008-present Hernando Historical Association/Heritage Museum, Brooksville, Florida

Member, Academy of Teachers
2006-present Hernando County Academy of Teachers, Brooksville, Florida

Team member, SACS-CASI QAR Team, Tampa Bay Academy,
February 2006 Brandon, Florida

Member, Language Arts Focus Team, August 2003-September 2013, Hernando County School District, Brooksville, Florida

Member, Writing Focus Team, August 2003-September 2013, Hernando County School District, Brooksville, Florida

Awards/Recognition
Hernando County Teacher of the Year, 2010-2011
Weeki Wachee High School Teacher of the Year, 2010-2011
Central High School Teacher of the Year, 2006-2007
Brooksville Wal-Mart Teacher of the Year, 2005
(b)(6)
Objective

To utilize my skills as an instructional leader in the role of school Principal at Moton Elementary.

With over 25 years of experience in the field of education, I possess proven leadership and problem-solving skills, with the ability to bridge communication between all stakeholders.

Leadership Experience

2015-Present
Lake Minneola High School
Assistant Principal

Serving as the administrator of the Science and Reading departments.
Supervising and evaluating those teachers utilizing the Marzano Teacher Evaluation Framework.
Analyzed data and provided feedback from classroom walkthroughs to improve student achievement.
Scrutinized benchmark and standardized test scores in order to discover strengths and weaknesses and recommend professional development to improve student achievement.
Have courageous conversations with teachers and staff who need extra coaching and/or direction in order to improve. Build healthy, meaningful relationships with teachers, staff members, students and parents, and all other stakeholders through open dialogue and an open-door policy. Processed referrals and implemented consequences based on student code of conduct for 10th grade students.

October 2013-2015
Astatula Elementary
Principal

Led the school to a school grade of a B for the 2014/2015 school year. This was up from the previous year of a C. Served as the instructional leader in a school of approximately 615 students, 48 instructional personnel, 37 non-instructional personnel, and 1 administrator.
Supervise and evaluate the faculty and staff. Operate and manage the budget. Thinking Maps were implemented after full faculty buy-in and training in pre-planning.
Successfully introduced, monitored and implemented iStation, a district wide initiative. Our students showed tremendous growth and exceeded the district averages in many grades. K, 2, 3 and 5 were above the district average while 1 and 4 were below by 1 percentage point and 3 percentage points respectively. Successfully introduced, monitored and implemented iReady, another district wide initiative. All of our grade levels showed tremendous growth far exceeding the district growth from Diagnostic 1 to Diagnostic 2. Our students grew by 26, 20, 22, 21, 18 and 13 percentage points across our campus. Implemented an after school tutoring program. Although funding was cut in half, we were able to serve 50 students after school with a focus on math and overall these students showed growth based on iReady reports. For the second year in a row, we have used Write Score to assist in writing. Last year, the data from Write Score assisted in our FCAT writing scores increasing by 18 percentage points. This year our students grew from prompt to prompt and we anticipate that to be reflected in this year’s writing scores. Co-teaching was introduced and piloted in 3rd grade this year. This was done in an effort to give
teachers an opportunity to specialize in fewer subjects and plan with subject area teachers to ensure the standards are being taught with the rigor and that the instruction and tasks are aligned to the standard. Started Responsive Classrooms Morning Meetings in an effort to allow students a few minutes to let go of any anger or frustration and begin the day on a positive note. Created and developed a Bobcat Pledge to be recited every morning on our TV announcements where all students, faculty and staff commit to giving their best, striving for excellence, caring about each other and bringing each other up. Started a STEM PLC and received district recognition for being a STEM school for the last three years. This included Science activities in K-5, after school STEM clubs and competition STEM teams. Worked closely with local agencies to provide backpacks of food for struggling students on Fridays to ensure they have food over the weekend. Communicated weekly expectations, highlighted great happenings and showcased student work with faculty and staff in my Week at a Glance. Communicated with parents, families and stakeholders through an automated call out system and a monthly newsletter sent home with each student and posted on our school website. Provided students with multiple incentives for academic achievement throughout the year including having lunch with the Principal, pictures and popsicles with the Principal and other fun activities. Recognized students at quarterly awards ceremonies for A Honor Roll and A/B Honor Roll. Created an open door policy for students, faculty, staff and families. Created a supervision schedule to ensure the safety of all faculty, staff and students. Accepted and mentored student interns from UCF and mentored teachers in their journey to become school based administrators.

**Assistant Principal I Elementary, Middle and High School:** One of a very small group to have been an Assistant Principal I at all three levels.

**2010-2013**

**South Lake High School**

Assistant Principal I

Supervised and evaluated teachers and staff in a high school setting utilizing the Marzano Teacher Evaluation Framework. Analyzed data and provided feedback from classroom walkthroughs to improve student achievement. Scrutinized benchmark and standardized test scores in order to discover strengths and weaknesses and recommend professional development to improve student achievement. Served as the administrator of the 9th grade building/academy. Responsible for all 9th grade discipline, transition supervision and building safety. Supervised and evaluated the Math department, Science department, CTE programs and Physical Education. Served as the administrator over athletics, campus supervision and evaluated campus monitors, custodians and cafeteria staff. Hired faculty and staff within my assigned departments. Monitored lesson plans and conducted Classroom Walk-throughs. Served as Safety Coordinator, Textbook Manager, Facilities Coordinator, RTI Team Administrator and administrator responsible for the SIP.

**2008-2010**

**Pine Ridge Elementary**

Assistant Principal I

Analyzed testing data such as FCAT, FAIR, Dibels and Write Score in order to drive instruction for higher student achievement. Coached teachers by providing feedback and suggestions based on observations from classroom walkthroughs. Assisted and mentored teachers who were working towards certification and recertification. Responsible for grades K-5 discipline. Served as Textbook Manager, Health Coordinator, School Safety Coordinator and Transportation
Coordinator. Evaluated teachers, custodians and cafeteria staff. Was responsible for Room Inventory and Campus Supervision. Monitored Lesson Plans.

2007-2008

Gray Middle School
Assistant Principal I

Served as the Assistant Principal responsible for the 6th grade building, those students and the faculty serving the 6th grade students. This included teacher and guidance counselor evaluations. Analyze state and district data and test scores to make expedient decisions on personnel and instructional adjustments that lead to improved student performance. Have courageous conversations with teachers and staff who need extra coaching and/or direction in order to improve. Build healthy, meaningful relationships with teachers, staff members, students and parents, and all other stakeholders through open dialogue and an open-door policy. Served as Facilities Coordinator, School Safety Coordinator and Transportation Coordinator. Evaluated custodians and cafeteria staff. Conducted Classroom Walk-Throughs. Supervised morning arrival, afternoon dismissal, lunches and after school events. Responsible for Room Inventory and Campus Supervision. Monitored Lesson Plans.

2005-2007

Pine Ridge Elementary
Assistant Principal II

Responsible for grades K-5 discipline. Served as Health Coordinator, School Safety Coordinator and Transportation Coordinator. Evaluated teachers, custodians and cafeteria staff. Organized school pictures and the yearbook. Conducted Classroom Walk-Throughs. Was responsible for Campus Supervision. Supervised morning breakfast and afternoon buses. Served on two different occasions as Principal of summer VPK.

2004-2005

West Orange High School
Administrative Dean

2003-2004

South Lake High School
Drop Out Prevention

Teacher, Coach

1993-2003

Colonial High School
P.E. Teacher, Coach

1989-1993

St. Andrews School
P.E. Teacher, Coach, Athletic Director

Education
- Specialist Degree in Educational Leadership
  National Louis University 2005
- Master's Degree in Curriculum and Instruction
  National Louis University 1998
- Bachelor of Science in Physical Education
  Methodist College 1989
References

(b)(6)
**Printable Application - Joe Frana**

Click here to [PRINT] this page.

### Document Checklist

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<thead>
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<th>Category</th>
<th>Status</th>
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<tr>
<td>Highly Qualified/Certification</td>
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<td>College Transcripts</td>
<td>Yes</td>
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<td>FLSA Form</td>
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<td>Telephone Reference Checks (2)</td>
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<td>Online application completed/verified</td>
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<td>New Employee Orientation Completed</td>
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<td>Photo ID &amp; Clearance to Work</td>
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<td>Drug Test Date</td>
<td>10/11/2016</td>
</tr>
<tr>
<td>Fingerprint/Cleared</td>
<td>Yes</td>
</tr>
<tr>
<td>Date</td>
<td>10/10/2016</td>
</tr>
<tr>
<td>Acceptance Agreement</td>
<td></td>
</tr>
</tbody>
</table>

### Current Employee Profile for Transfers Form

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account Status</td>
<td>Active</td>
</tr>
<tr>
<td>Applicant Type</td>
<td>Administrative</td>
</tr>
<tr>
<td>*Last Name</td>
<td>Frana</td>
</tr>
<tr>
<td>*First Name</td>
<td>Joe</td>
</tr>
<tr>
<td>*Street Address</td>
<td>18749 Tower view drive</td>
</tr>
<tr>
<td>*City</td>
<td>Clermont</td>
</tr>
<tr>
<td>*State</td>
<td>Florida</td>
</tr>
<tr>
<td>*Zip</td>
<td>34711</td>
</tr>
<tr>
<td>*Home Phone</td>
<td>407-383-7598</td>
</tr>
<tr>
<td>*Present work location</td>
<td></td>
</tr>
<tr>
<td>*Current Position</td>
<td></td>
</tr>
<tr>
<td>Application Last Modified by Anyone</td>
<td>11/28/2016</td>
</tr>
<tr>
<td>*Email Address</td>
<td><a href="mailto:franaj31@gmail.com">franaj31@gmail.com</a></td>
</tr>
</tbody>
</table>

### Certification Form

**Certificate Title**

Professional

**Certificate Status**

Active

- Athletic Coaching
- Physical Education
- School Principal

I have the following subject area(s) on my certificate:

If subject Area selected is OTHER, type subject area here.

PR/Award #: S377C170011

Page 287
I have the following endorsement(s) on my certificate:
If endorsement selected is OTHER, type endorsement here.
State issuing certificate: Florida
Validity Period of Certificate (From) [example: mm/yyyy]: 07/2013
Validity Period of Certificate (To) [example: mm/yyyy]: 06/2018
Certificate #: 677542

### General Employment History

<table>
<thead>
<tr>
<th>Employer</th>
<th>Diocese of Orlando-St Andrews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>Teacher</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
<td>Mr. Soloman</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>407-295-4230Ext</td>
</tr>
<tr>
<td>From Date</td>
<td>12/1989</td>
</tr>
<tr>
<td>To Date</td>
<td>06/1993</td>
</tr>
<tr>
<td><strong>Reason for Leaving</strong></td>
<td>Accepted a high school position at Colonial HS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>OCPS-Colonial High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>Teacher</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
<td>Dr. Mitchell</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>407-482-6300Ext</td>
</tr>
<tr>
<td>From Date</td>
<td>08/1993</td>
</tr>
<tr>
<td>To Date</td>
<td>06/2003</td>
</tr>
<tr>
<td><strong>Reason for Leaving</strong></td>
<td>Relocated to Lake county</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>LCSB-South Lake High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>Teacher</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
<td>Mr. Bordenkircher</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>352-394-2100Ext</td>
</tr>
<tr>
<td>From Date</td>
<td>08/2003</td>
</tr>
<tr>
<td>To Date</td>
<td>06/2005</td>
</tr>
<tr>
<td><strong>Reason for Leaving</strong></td>
<td>Accepted assistant principal position</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>LCSB-Pine Ridge Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>AP</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
<td>Ms. Kinat</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>352-242-2223Ext</td>
</tr>
<tr>
<td>From Date</td>
<td>08/2005</td>
</tr>
<tr>
<td>To Date</td>
<td>06/2007</td>
</tr>
<tr>
<td><strong>Reason for Leaving</strong></td>
<td>Promoted to AP I PR/Award # S377C179011</td>
</tr>
<tr>
<td>Employer</td>
<td>LCSB-Grey Middle</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td><em>Position</em></td>
<td>AP</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Dr. Boyd</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td>Phone Number (000-000-0000)</td>
<td>352-242-0313Ext.</td>
</tr>
<tr>
<td>From Date</td>
<td>08/2007</td>
</tr>
<tr>
<td>To Date</td>
<td>06/2008</td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td>New school opened causing a reduction in staff-retumed to Pine Ridge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>LCSB-South Lake High</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Position</em></td>
<td>AP</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Mr. McCue</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td>Phone Number (000-000-0000)</td>
<td>352-334-2100Ext.</td>
</tr>
<tr>
<td>From Date</td>
<td>08/2010</td>
</tr>
<tr>
<td>To Date</td>
<td>10/2012</td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td>Promoted to Principal at Astatula Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>LCSB-Astatula Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Position</em></td>
<td>Principal</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Ms. Marshall</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td>Phone Number (000-000-0000)</td>
<td>352-343-1334Ext.</td>
</tr>
<tr>
<td>From Date</td>
<td>10/2012</td>
</tr>
<tr>
<td>To Date</td>
<td>06/2015</td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td>After spending 3 weeks in the hospital and being out on medical leave for 7 weeks the Superintendent moved me to Lake Minneola High</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer</th>
<th>LCSB</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Position</em></td>
<td>AP</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Ms. Shepherd</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td>Phone Number (000-000-0000)</td>
<td>352-394-9800Ext.</td>
</tr>
<tr>
<td>From Date</td>
<td>08/2015</td>
</tr>
<tr>
<td>To Date</td>
<td>06/2017</td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td>I am currently in this position</td>
</tr>
</tbody>
</table>

* Expected Position: AP

<table>
<thead>
<tr>
<th>Employer</th>
<th>LCSB</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Position</em></td>
<td>AP</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Ms. Amy Cockcroft</td>
</tr>
<tr>
<td>Address</td>
<td>Pine Ridge Elementary</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td>Phone Number (000-000-0000)</td>
<td>PR/Award # S377C170911</td>
</tr>
<tr>
<td>From Date</td>
<td></td>
</tr>
<tr>
<td>To Date</td>
<td></td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td></td>
</tr>
</tbody>
</table>
Phone Number (000-000-0000) 352-242-2223 Ext.
From Date 08/2008
To Date 09/2010
Reason for Leaving Moved to HS AP

Veteran's Preference
Are you a Veteran, or the spouse, widow/widower of a Veteran? No
Do you wish to be considered for Veterans' Preference? No
Click here to view a list of required documentation.
Click here to view the Veterans' Preference Claim Form.

For HR Use Only
If applicant is claiming VP is he/she eligible? Yes
Date VP Eligibility Verified
VP Eligibility Notes

Attachments
Document Types
- Letters of Interest
Additional Notes
*File View Attachment

Document Types
- Resumes
Additional Notes
*File View Attachment

Employer Attachment

Applied Job
Date Created 09/08/2016
Job Title Principal #12350
*Applied Job Status HiredView status history
*Employer Interested?
Applicant has expressed interest in the posting, or an employer has expressed interest in the posting on behalf of the applicant? Yes
Summary: Dedicated, innovative and highly effective special education administrator with 36 years of experience providing and/or supervising quality educational programming to exceptional and at-risk youth. Proficient in planning, developing, implementing and supervising diverse exceptional educational programs. Knowledgeable of laws, rules, policies and procedures pertaining to exceptional student education and individuals with disabilities.

Skills:
- Excellent oral and written communication skills.
- Proven leadership and managerial skills.
- Knowledgeable of laws, rules, policies and procedures of Exceptional Student Education.
- Effective strategic planner.
- Goal oriented.
- Experienced networker with community partners and stakeholders.
- Skilled in fiscal management.
- Experienced grant-writing and project manager.

Education: Ed.D./A.B.D., Curriculum and Instruction with a specialization in Special Education Administration, University of South Florida, Graduate School of Education, 1998. All course work completed.


Experience: Supervisor of Exceptional Student Education for Hernando County Schools,

Coordinator of Exceptional Student Education for Emotionally and Behaviorally Disabled Students and Transition, Hernando County School Board, July 28, 2009 to present. The EBDT Coordinator supervises the program and program staff for the following ESE programs: mental health, Positive Behavior Supports (serves as the District Coordinator for Hernando County), Transition and the WHEAT Day Treatment Program and the Project Looking A.H.E.A.D. program for students aged 18-22. Additionally, the EBDT Coordinator participated on the District and ESE Problem-solving Response to Intervention Leadership committees to assist in the implementation of the initiative.
Project Manager, District 13 Multiagency Network for Students with Severe Emotional Disturbance (SEDNET), Hernando, Citrus, Sumter, Lake and Marion counties, August 1, 1994 to July 27, 2009. Primary job responsibilities included serving as a liaison between the five county ESE departments and community agencies interfacing with EBD students and their families. Further, the SEDNET Project Manager was responsible for coordinating and linking multidisciplinary services for EBD students. SEDNET networked with agencies at a systems level to identify gaps in service in the "system of care". Once these gaps were identified, assisted in securing funding and developing models for innovative educational and social-emotional programs. The Project Manager was also directly responsible for writing grants and managing the SEDNET budget, which exceeded $135,000.00.

Exceptional Student Education Consultant, Eckerd Youth Alternatives, Inc., Brooksville, Florida (part-time, 2-4 hours per week), June 2002 to 2008. Provided ESE consultation services to ESE teachers regarding strategies and interventions for ESE students.

Adjunct Professor, Barry University, Ocala, Florida (part-time at satellite campus), August 2005 to December 2005. Taught reading and special education courses to pre-service teachers.

Research Assistant/Doctoral Intern, Hernando County School Board, Brooksville, Florida, August 23, 1993 to May 1, 1994. Primary job responsibilities included conducting research with children identified with emotional and behavioral disabilities and co-managing the District 13 SEDNET project. Additional responsibilities included multiagency networking as identified in the District 13 SEDNET Grant for the 1993-94 Fiscal Year.

Educational Coordinator/Administrator, Eckerd Family Youth Alternatives, Inc., E-How-Kee, Brooksville, Florida, 1984 to August, 1993. Job responsibilities included implementation, supervision, and staffing of the Exceptional Student Education and alternative education program for 60 students participating in a residential treatment program/school. The Educational Coordinator also served as the LEA for ESE students and assisted in overall facility administration through collegial participation on the following committees: Executive, Quality Improvement, Coordinator’s, Education, and Budget. Additionally, the Educational Coordinator supervised an educational staff of eight and managed an education budget exceeding $250,000.00.

Exceptional Student Education Teacher, Eckerd Family Youth Alternatives, Inc., Eckerd Youth Challenge Program (part-time), Brooksville, Florida, 1992-93 school year. Primary responsibilities included providing direct teaching to exceptional students through implementation of the Individual Education Plan, as well as interfacing with classroom teachers to develop strategies designed to enhance students' educational success.
Learning Disabilities Specialist, Hillsborough Community College, Tampa, Florida, September 1990 to June 1992 (part-time). Job responsibilities included providing direct special education services to learning disabled college students on a one-to-one basis.

Transitional Classroom Teacher, Eckerd Family Youth Alternatives, Inc., E-How-Kee, Brooksville, Florida, February, 1978 to 1984. Job responsibilities included providing direct instruction to EBD and at-risk male students in a multi-aged, multi-graded, one-room classroom. The teacher assessed all of the students pre and post/entry and exit to determine academic and behavioral progress. In addition, the teacher provided transitional planning to facilitate a smooth re-entry back into the students' home, school and community.

Professional Affiliations:
- International Reading Association
- Council for Exceptional Children
- Association of Supervision and Curriculum Development
- Bibliotherapy Special Interest Group
- National Alliance for the Mentally Ill
- Infant Mental Health Association

Professional Certificates:
- Florida State Teaching Certificate in Elementary Education, Grades 1-6
- Specific Learning Disabilities, K-12, Master's level
- Educational Leadership, All Levels

References: Personal and professional references upon request.
Objective:
To lead comprehensive improvement efforts at persistently low-achieving schools that serve large populations of traditionally low-performing students.

Education:

1987     M.A., Educational Leadership, NOVA Southeastern University
          G.P.A. 4.0

1983     B.A., Secondary Mathematics Education, University of Central Florida

1981     A.A., Indian River Community College

Experience:

2013-present    Principal
                *Eastside Elementary School, Brookville, FL*

2005-13        Principal
                *Brookville Elementary School, Brookville, FL*

2004-2004      Assistant Principal
                *Nature Coast Technical High School, Brookville, FL*

1994-2004      Assistant Principal
                *Spring Hill Elementary School, Spring Hill, FL*

1989-1994      Grade 8 Math Teacher
                *Powell Middle School, Brookville, FL*

1990-1993      Adult Education Math Instructor
                *Central High School, Brookville, FL*

1988-1989      Business Math Teacher & Night Campus Supervisor
                *West Texas Career Institute, Midland, TX*

1983-1988      Grade 8 Math Teacher
                *Okeechobee Junior High, Okeechobee, FL*
1984-1988  Adjunct Math Professor  
*Indian River Community College, Okeechobee, FL*

**Volunteer Experience:**

2007-present  Clinical Education Trainer  
*Hernando County School District, Brooksville, FL*

1989-1994  Math Team Sponsor  
*Hernando County School District, Brooksville, FL*

1989-1994  Officer, Beta Sigma Phi Community Service Organization  
*Citrus County Chapter, Inverness, FL*

*Okeechobee Junior High, Okeechobee, FL*

1983-1988  Pep & Drill Dance Team Sponsor  
*Okeechobee Junior High, Okeechobee, FL*

1983-1988  CCD Youth Instructor  
*Sacred Heart Catholic Church, Okeechobee, FL*

1975-1981  Lector, Altar Server & Organist  
*Sacred Heart Catholic Church, Okeechobee, FL*

**Relevant Supplemental Experience:**

2006-2008  Hernando County Teacher Recruitment Team  
*Great Florida Teach-In, Orlando, FL*

**Professional Association Memberships:**

2004-present  HAASA

1984-1994  National Council for Teachers of Mathematics

1984-1994  Florida Council for Teachers of Mathematics

1989-1994  Hernando County Classroom Teachers Association

**Presentations:**

2014  Senior Mock Interview Team, *St. Leo University*
2013 Visiting Presenter: Data for the Classroom, St. Leo University


2009 Pearson Digital Learning, Customer Event

**Awards:**

2014 Literacy Leader of the Year, *Eastside Elementary School*  
Hernando County School District

2013 Literacy Leader of the Year, *Brooksville Elementary School*  
Hernando County School District

2009 Celebrating Success Pearson Award, *Pearson-Waterford Project Success Story Nomination*

2000 Outstanding Elementary Assistant Principal of the Year, *Florida Dept. of Education*

1996 Assistant Principal of the Year, *Hernando County School District*

1995 Assistant Principal of the Year, *Hernando County School District*

**Credentials:**

1987-present Certified Educational Leadership  
*Florida Department of Education*

1983-present Certified Secondary Mathematics Teacher  
*Florida Department of Education*
Gina D. Michalicka

Education and Certifications
University of South Florida, Tampa, Florida
Certification in Educational Leadership/Administration 2006-2008
Masters of Arts, Reading 1991-1995
Mary Mount College, Tarrytown, New York
Bachelor of Arts, Education 1984-1988

Professional Certifications
Educational Leadership K-12
School Principal K-12
Reading K-12
Early Childhood
Elementary Education

Summary Statement: Dedicated district administrator and teacher with demonstrated leadership abilities, problem-solving skills, curriculum and professional development knowledge. Possess strong interpersonal skills, goal orientated, team player, collaborative planner, and skilled a making things happen.

Employment History
- Deputy Superintendent of Hernando County School District, 2016-Present
- Executive Director of Academic Services, Hernando County 2015-2016
  - Responsibilities include: Supervision of Principals, Supervision of Directors and Supervisors within the Department, Organizing and Scheduling District Walk-throughs, Facilitator of Academic Services Meetings and Academic Advisory Meetings, Supervise Teaching and Learning Teams District-wide, Collaborate with Principals to Implement Curriculum Changes, Oversee Curriculum Personnel and Coordinate Updates to the Superintendent, Maintain up-to-date Knowledge on Emerging Curriculum Legislative Actions and Trends to Determine Needed Changes, Serve on Superintendent’s Cabinet Collaborating on District-wide Planning and Decision-Making, Lead Principal Meetings with a Focus on Professional Development, Lead Planning of agendas for the Superintendent’s Leadership Conference, Responded to Parent Concerns and Questions. Serve on the Superintendent’s OTL Teams, Work Closely with the Bureau of School Improvement in Developing a Plan for Professional Development and the Implementation of the Student Work Protocol K-12.
- Supervisor of Elementary Programs/K-12 ELA and Reading, Hernando County 2014-2015
- Westside Elementary School, Hernando County 2013-2014
  - Principal
- Responsibilities include: Provided Leadership and Supervision in the Areas of Curriculum and Instruction, Testing, Data Analysis, Staff Development, SIP, Observations and Evaluations, Hiring, Staff Handbook, MTSS, Scheduling, Operations, and Finance.

- Pine Grove Elementary School, Hernando County 2012-2013
  - Assistant Principal
  - Responsibilities include: Curriculum and Instruction, Testing, Staff Development, SIP, PD Timeline/Schedule, Scheduling, Secretaries, Hiring, Master Schedule, Observations, Evaluations, disciplines, RTI, School Related Employee of the Year, Teacher of the Year, Clinic, End of the Year Closing Teacher/Staff Appreciation, and Data Chats.

- F.W. Springstead High School, Hernando County 2009-2012
  - Assistant Principal
  - Responsibilities include: Curriculum and Instruction, Remediation, English, Fine Arts, Social Science, Vocational Departments, Testing, Reading Leadership Team, SIP, Staff Development, Teacher of the Year, Personnel Hiring, End of the Year Closing, Disciplines, 21st Century After School Program, Homeroom, Open House, Evening of Excellence, Homecoming/Fireworks, Spring Orientation, Clinic, ISS, Data Chats, Teacher/Staff Appreciation, Observations and Evaluations.

- Powell Middle School, Hernando County 2004-2009
  - Intensive Reading Teacher
  - Reading Coach/Department Chair

- Notre Dame School, Hernando County 2000-2004
  - Teacher
  - Reading Specialist

  - Adjunct Reading Instructor

- Seven Springs Elementary School, Pasco County 1989-1997
  - Teacher/Team Leader

**Scholarly Activity: Trainer/Delivery of Professional Development/Presenter**

- CRISS Trainer for Hernando County
  - Delivered CRISS Level I Training in Hernando County 2005-Present

- Danielson Framework Professional Development through PLCs
  - Westside Elementary School 2013-14
  - Pine Grove Elementary School 2012-13
  - Springstead High School 2011-12

- CCSS Presenter
  - Assistant Principal Cadre Central High School 2012

- CCSS Professional Development
  - Pine Grove Elementary 2012

- Implementation of Centers aligned with Webb's DOK
  - Pine Grove Elementary 2012

- Text Complexity
  - Pine Grove Elementary 2013

- Essential Questions Professional Development through PLCs
  - Powell Middle School 2013

- FCIM Professional Development/Development of mini-lessons/assessments
  - Springstead High School 2009-2012

- Reading Competency 4/5, 6 Instructor/Supervisor Practicum

**Service: Professional**

- Superintendent's OTL Teams 2015-16
- Gifted Task Force Team 2014-15
- Evaluation Manual Annual Review Team 2012-13
- Participated on District Instructional Support Team 2013
- Intern Seminar-District 2013
- Walkthrough Revisions Meeting-District 2013
- Participating Administrator in Aspiring Administrators Mock Interviews 2012
- District English Meetings 2011-12
- RTTT Focus Committee 2011
- Site Coordinator 21st Century Community Learning Center-After School Program 2010-2012

**Service: Community**

- Boys and Girls Club of Hernando County Board Member 2012-2015

**Professional Development**

- FOIL 2014-2016
- National Summit for Principal Supervisors 2016
- Florida Standards/Standards-based Instruction 2015, 2014
- Organizing to Lead 2015
- UCF College of Education Literacy Symposium, Orlando 2013
- AP Cadre Training March 2013, January 2013, October 2012
- Administrator Observation 360 2012
- FASTe Observer 2013, 2011
- PD Liaison 2012
- Brain Summit 2012, 2011
- CCSS Math 2012
- CCSS Implementation of Math/English, PHCC 2012
- CIS Model/Text Complexity 2012
- School Leaders Performance Matter 2012
- CRISS Trainer Update 2012
- 21st Century Community Learning Center Conference, Orlando 2012, 2011
- Charlotte Danielson Teaching and Learning Framework 2011
- Charlotte Danielson Train the Trainer 2011
- ESOL for Administrators 2011
- Discipline and Bullying 2011
- SIP Workshop 2012, 2011
- Walkthrough Training 2011
- Crowd Manager Workshop 2010
- Active Shooter Exercises for Administrators 2010
- Student Code of Conduct Reporting Changes 2010

**Professional Recognition**
- Florida Reading Association
- ASCD

**Professional Recognition**
- Florida's High School Literacy Leader of the Year-Just Read Florida 2010-11
- Hernando's Hero 2011
- Nominated Florida's Reading Coach of the Year 2008, 2007
- Superintendent's Site-Based Recognition Award 2006
MICHÈLLE ANNE KERNAN

EXPERTISE:

Extensive experience with reporting and monitoring state and federal program requirements and budgets, exceptional student education, curriculum development, grant writing, parent involvement, school-community relations and social work. Special talent for motivating staff, community outreach, program development and program budgeting.

EXPERIENCE:

- **Director of Federal Programs and Academic Services** Hernando County School Board. Responsible for the support and/or coordination of Federal Programs (Title I, II, III, IX, X, RTTT, and SIG 1003). Support the Executive Director of Academic Services with Principal Evaluations, Supervise all School Improvement Efforts and the District Improvement and Assistance Plan. Other duties as assigned by Executive Director of Academic Services including responsibility and support of state grants.

- **Coordinator of Grants and Federal Programs** at Marion County Public Schools. Responsible for monitoring, and reporting of state and federal grants and programs including Title I A and C, Title I School Improvement Grants, Voluntary Pre-Kindergarten, Florida Opportunity Scholarship, School Advisory Councils, School Improvement and Differentiated Accountability.

- **OPERATIONS DIRECTOR** at the Early Learning Coalition of Marion County. Responsible for providing quality assurance and oversight. Monitoring of the program delivery system and implementing quality program standards for the county. Coordinate trainings and technical assistance. Supervise quality and grant funded positions. Overall responsibility for grant writing for Quality Initiatives and Match Funding. Responsible for Childcare Executive Partnership, Quality and Grant budgets.

- **EARLY HEAD START MANAGER** at Childhood Development Services. Responsible for the organization and administration of the Early Head Start Program. Responsibilities include assessment of the Early Head Start needs (e.g. child care development services for infants and toddlers and services for pregnant women) and administering a plan and budget to address these needs.

- **CHILD DEVELOPMENT ASSOCIATE CREDENTIAL INSTRUCTOR/ADJUNCT PROFESSOR** at Central Florida Community College. Instructors collaborating with other CDA instructors to teach, observe, assess and advise CDA candidates. Plan and implement state mandated childcare training including 10 and 20 hour preschool training.
**HEAD START CURRICULUM SUPERVISOR** at Childhood Development Services. Provides training and technical assistance to ensure each center is in compliance with the program’s education performance standards as well as Agency policies and regulations. Supervise and coordinate the work activities of Head Start teaching staff.

**ASSISTANT DIRECTOR AND CURRICULUM DEVELOPMENT** at Child’s Play Preschool in Oakland Park. Responsibilities included teaching classes in morning, covering the Mommy & Me classes, curriculum for school, opening and closing the school, maintain student files, collect and credit student accounts.

**ASSISTANT DIRECTOR AND CURRICULUM DEVELOPMENT** at Meadow Brook Country Day School (Therapeutic Day School). Responsibilities included supervising teachers, curriculum, parent accounts, student files, and HRS cases. Assisted in acquiring a Head Start Program. Also substitute teacher when needed.

**HEAD START LEAD TEACHER** at Florence Fuller Child Development Center West in Boca Raton. Teacher for three years, the last at Head Start. Responsibilities include setting up class, all classroom duties, supervising Head Start parents and curriculum development.

**EDUCATION:**
- Masters of Education in Leadership and Supervision from National-Louis University.
- B.A., Psychology, Florida Atlantic University, Boca Raton, Florida.
- Certified Educational Leadership
- Certifications: Train the Trainer, Early Literacy Learning Model/Plus, Journey’s Into Literacy and Math, Sparkle and Shine, Early Literacy and Learning Model, Environmental Rating Scales, and Beyond Centers and Circle Time, VPK Assessment and Standards. Course by the Department of Health and Rehabilitation Services and the Department of Education.

**REFERENCES:**
- Additional References Available on Request
SKILLS & ABILITIES

Strong leadership skills which include the ability to facilitate groups through professional development, as well as, the problem solving process. Excellent written and verbal communication skills. Proficient in the implementation and application of technology.

EXPERIENCE

EXECUTIVE DIRECTOR OF ACADEMIC SERVICES
Hernando County Schools
2016- PRESENT

PRINCIPAL, CENTRAL HIGH SCHOOL
Hernando County Schools
2013- 2016

PRINCIPAL, EXPLORER K8
Hernando County Schools
2010-2013

PRINCIPAL, STAR EDUCATION CENTER
Hernando County Schools
2009-2010

ASSISTANT PRINCIPAL, CENTRAL HIGH SCHOOL
Hernando County Schools
2008-2009

ASSISTANT PRINCIPAL, CHALLENGER K8 SCHOOL OF MATHEMATICS AND SCIENCE
Hernando County Schools
2005-2008

ASSISTANT PRINCIPAL, CRYSTAL RIVER MIDDLE SCHOOL
Citrus County Schools
2001-2005

EDUCATION

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP
University of South Florida - 1999

BACHELOR OF EDUCATION IN SPECIAL EDUCATION
University of South Florida - 1992
ASSOCIATE OF ARTS
Saint Petersburg Junior College - 1990

LEADERSHIP
Lead Principal
Principal Mentor
Bargaining Team Member
Dropout Task Force Chair
District Academic Advisory Team Member
Professional Development Leader
District/School Accreditation Leader
Principal Selection Committee Member
Aspiring Administrators Mentor
Grant Writing
School Improvement Plan Facilitator

REFERENCES

(b)(6)
Charter School Stakeholder Meeting Agenda

Date:
Location:
Facilitator:

Overview of Charter Conversion Process
6:30 pm to 7:00 pm  Review of Conversion Charter School Application, Evaluation Document, and School Improvement Plan
7:00 pm to 7:15 pm  Q & A: Charter Requirements
7:15 pm to 7:25 pm  Specific Advantages and Challenges for Our School
7:25 pm to 7:30 pm  Break

Roles of Committee Members
7:30 pm to 7:40 pm  Overview of Committee Roles in the Development of the Conversion Charter Application
7:40 pm to 7:45 pm  Introduction of Each Subcommittee Chair

Sign-up for Specific Subcommittees
- Marketing and Recruitment
- Diversity, Target Population and Student Body
- Mission, Guiding Principles and Purpose
- Curriculum and Instruction Design
- Student Performance
- Exceptional Students & English Language Learners
- School Culture and Discipline
- Supplemental Programming
- Governance
- Organizational Plan
- Business Plan

Subcommittee Assignments and Timeline
8:00 pm to 8:30 pm  Meet in Subcommittee Groups to Determine Meeting Dates, Roles and Responsibilities, Agendas and Timelines
Provide Electronic or Hard Copies of Key Documents Discussed
Florida Statutes 1002.33 Charter schools

(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements: (a) A person or entity seeking to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: 1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school. 2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards. 3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction. 4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research. 5. Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends. 6. Discloses the name of each applicant, governing board member, and all proposed education services providers; the name and sponsor of any charter school operated by each applicant, each governing board member, and each proposed education services provider that has closed and the reasons for the closure; and the academic and financial history of such charter schools, which the sponsor shall consider in deciding whether to approve or deny the application. 7. Contains additional information a sponsor may require, which shall be attached as an addendum to the charter school application described in this paragraph. 8. For the establishment of a virtual charter school, documents that the applicant has contracted with a provider of virtual instruction services pursuant to s. 1002.45(1)(d). (b) A sponsor shall receive and review all applications for a charter school using the evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications received on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district’s next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may not refuse to receive a charter school application submitted before August 1 and may receive an application submitted later than August 1 if it chooses. In order to facilitate greater collaboration in the application process, an applicant may submit a draft charter school application on or before May 1 with an application fee of $500. If a draft application is timely submitted, the sponsor shall review and provide feedback as to material deficiencies in the application by July 1. The applicant shall then have until August 1 to resubmit a revised and final application. The sponsor may approve the draft application. Except as provided for a draft application, a sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of a final application upon the promise of future payment of any kind. 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, 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. 1. In order to facilitate an accurate
budget projection process, a sponsor shall be held harmless for FTE students who are not included in the FTE projection due to approval of charter school applications after the FTE projection deadline. In a further effort to facilitate an accurate budget projection, within 15 calendar days after receipt of a charter school application, a sponsor shall report to the Department of Education the name of the applicant entity, the proposed charter school location, and its projected FTE. 2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs. 3.a. A sponsor shall by a majority vote approve or deny an application no later than 60 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education. b. An application submitted by a high-performing charter school identified pursuant to s. 1002.331 may be denied by the sponsor only if the sponsor demonstrates by clear and convincing evidence that: (I) The application does not materially comply with the requirements in paragraph (a);

(II) The charter school proposed in the application does not materially comply with the requirements in paragraphs (9)(a)-(f); (III) The proposed charter school’s educational program does not substantially replicate that of the applicant or one of the applicant’s high-performing charter schools; (IV) The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process; or (V) The proposed charter school’s educational program and financial management practices do not materially comply with the requirements of this section.
Florida Statutes 1002.33 Charter schools

(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 1. The school’s mission, the students to be served, and the ages and grades to be included.

2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Next Generation Sunshine State Standards and grounded in scientifically based reading research. b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school. Instructional personnel certified pursuant to s. 1012.55 who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. 1012.57 for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses. 3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of: a. How the baseline student academic achievement levels and prior rates of academic progress will be established. b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school. c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system. 4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22. 5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282. 6. A method for resolving conflicts
between the governing board of the charter school and the sponsor. 7. The admissions procedures and dismissal procedures, including the school’s code of student conduct. Admission or dismissal must not be based on a student’s academic performance. 8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district. 9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration. 10. The asset and liability projections required in the application which are incorporated into the charter and shall be compared with information provided in the annual report of the charter school. 11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage. 12. The term of the charter which shall provide for cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter. The initial term of a charter shall be for 4 or 5 years. In order to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a municipality or other public entity as provided by law are eligible for up to a 15-year charter, subject to approval by the district school board. A charter lab school is eligible for a charter for a term of up to 15 years. In addition, to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the district school board. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8). 13. The facilities to be used and their location. The sponsor may not require a charter school to have a certificate of occupancy or a temporary certificate of occupancy for such a facility earlier than 15 calendar days before the first day of school. 14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value. 15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph 12)(i). 16. A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable. 17. In the case of an existing public school that is being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school. 18. Full disclosure of the identity of all relatives employed by the charter school who are related to the 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. For the purpose of this subparagraph, the term “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. 19. Implementation of the activities authorized under ss. 1002.331 by the charter school when it satisfies the eligibility requirements for a high-performing charter school. A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable. (b)1. A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented. In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter. 2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. shall be granted to a charter school that has received a school grade of “A” or “B” pursuant to s. 1008.34 in 3 of the past 4 years and is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8). (c) A charter may be modified during its initial term or any renewal term upon the recommendation of the sponsor or the charter school’s governing board and the approval of both parties to the agreement. Modification may include, but is not limited to, consolidation of multiple charters into a single charter if the charters are operated under the same governing board and physically located on the same campus, regardless of the renewal cycle. (d) A charter may be terminated by a charter school’s governing board through voluntary closure. The decision to cease operations must be determined at a public meeting. The governing board shall notify the parents and sponsor of the public meeting in writing before the public meeting. The governing board shall notify the sponsor, parents of enrolled students, and the department in writing within 24 hours after the public meeting of its determination. The notice shall state the charter school’s intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds pursuant to paragraphs (8)(e)-(g) and (9)(o).

An application be proposing to covert an existing public school to a charter school must demonstrate the support of teachers and parents in accordance with Section 1002.33(3)(b), F.S. The following provisions are established to detail the ballot process by which such support shall be demonstrated.

1) Initiation of ballot process. A district school board, the principal, teachers, parents, and/or the school advisory council at an existing public school that has been in operation for at least two (2) years may submit a request in writing to the school administrator to conduct a vote for conversion. The request shall be submitted no later than ninety (90) days prior to the August 1 deadline for charter applications. The administrator shall initiate the ballot process within sixty (60) days of receipt of the written request and the ballot process shall be completed no less than thirty (30) days prior to the charter application deadline.

2) Ballot process.
   (a) Support for a conversion charter school shall be determined by secret ballot.
   (b) Teachers and parents shall be offered the opportunity to vote on whether or not to approve the charter school proposal. A minimum of one school day shall be allotted for teachers to submit a ballot and a minimum of six (6) consecutive school days shall be allotted for parents to submit a ballot.
   (d) Written notification of a ballot shall be provided to teachers and parents at least thirty (30) days prior to conducting the ballot. The notification shall include, at a minimum:
      1. The definition of a charter school;
      2. A description of the conversion process;
      3. The dates and conditions under which a ballot may be submitted;
      4. The date and location of a scheduled public meeting where the ballots will be counted; and,
      5. Contact information for additional questions.
   (e) The official ballots shall be created and distributed by the school and submitted by teachers and parents in a sealed, unmarked envelope also provided by the school.
   (f) Separate ballot boxes shall be created for teacher and parent votes and each box shall be visibly sealed, supervised during school hours, and secured when the school is closed in order to maintain the confidentiality of ballots.
   (g) Upon placement of the ballot by the voter into the ballot box, the school administrator or designee who is not eligible to vote shall confirm the individual’s eligibility to vote and document who submitted the ballot in order to ensure only eligible individuals vote and no individual votes more than once.

3) Ballot results.
   (a) As soon as possible, but not more than three (3) school days after closing the ballot, a public meeting shall be held in which an independent arbitrator, selected by the agreement between the school administrator and the applicant, will seal the teacher and parent ballot boxes and count the ballots aloud in the presence of meeting attendees.
   (b) Each vote shall be tallied by the independent arbitrator.
   (c) The final ballot results shall be posted in a prominent location on the school site.
   (d) If a majority of teachers employed at the school and a majority of voting parents support the charter proposal, the conversion charter application must be submitted by the application deadline that follows the ballot. The ballot results may not carry over to another school year or application period.
   (e) If a majority of parents and/or teachers do not support the charter proposal, the application may not be submitted to the sponsor.
   (f) Only one (1) vote per school year may be held.

4) Teacher voting. For purposes of this rule a teacher is an individual as defined in Section 1012.01(2)(a), F.S., and employed by the school for more than half of each school day. School administrators are not eligible to vote.
   (a) Teacher ballots shall be uniform in design and created and distributed by the school along with a sealable, unmarked envelope.
   (b) A teacher who is absent, on leave, or otherwise unavailable to submit his or her ballot during the designated balloting window may:
      1. Designate another individual to submit his or her ballot. The teacher must place the sealed ballot in another envelope and sign the seal of the outside envelope. When the designee presents the ballot at the school’s site, it shall be removed from the signed outer envelope and immediately placed in the ballot box.
2. Submit the ballot early upon mutual agreement between the teacher and the school administrator.
   (c) A teacher may refuse to vote or choose not to submit a ballot, which is equivalent to voting not to approve the charter proposal.

   (5) Parent voting. For purposes of this rule, each household shall receive one ballot regardless of the number of students residing in the household. If a student has two households, the household of the enrolling parent shall receive the ballot.

   (a) Parent ballots shall be uniform in design and created and distributed by the school along with a sealable, unmarked envelope.
      1. The ballot and envelope shall be mailed to the household of each student enrolled in the school before the ballot is conducted.
      2. Extra ballots shall be made available at the school’s location during the balloting window.
      3. A ballot may be sent home with a student if the parent’s address is found to be invalid.

   (b) If the parent is unable to submit the ballot in person at the school site, he or she may put the sealed ballot in another envelope, sign the seal of the outside envelope, and mail the ballot to the school. The parent shall include identification on the outer envelope such as a return address to ensure only one ballot is submitted per household. If the ballot is submitted improperly, it shall not be counted.

   (c) A teacher who is also the parent of a student enrolled in the school shall be allowed to submit both a teacher ballot and the parent ballot submitted for the household.

   (d) A majority of parents eligible to vote must participate in the ballot process pursuant to Section 1002.33(3)(b), F.S.; therefore, for purposes of this rule, a majority is more than half.

Rulemaking Authority 1002.33(28) FS. Law Implemented 1002.33(3)(b) FS. History–New 6-22-10.
MOTON ELEMENTARY SCHOOL

PRE IMPLEMENTATION ACTIVITY
PILOT CONVERSION CHARTER

CURRICULUM CONCEPT WHITE PAPER
INTERDISCIPLINARY STEM CURRICULUM

To completely transform the school, teachers will receive intensive professional development in instructional strategies and innovative teaching approaches. Moton Elementary School’s conversion will include STEM-focused interdisciplinary curriculum developed around engineering principles. This approach will emphasize the National Science Teachers’ Association definition of STEM as “an integrated discipline that creates partnerships between science, technology, engineering, and mathematics, and focuses on innovation and the applied process of designing solutions to authentic or real-world problems using current tools and technology.” (Stem Coalition, 2016). Moton’s curriculum will be based on this definition, with removal of traditional boundaries between subjects that will enable students to generalize and transfer academic knowledge. The design process will form a central, integrating concept around which all other subjects will be built through interdisciplinary standards-based units of study. Using design and engineering as a central theme, students will solve problems by applying 21st century skills and content-area knowledge. The hands-on approach, rigorous academics, latest technology, innovative units and community-connected problem-solving units will attract a diverse population and improve academic performance. Integrated STEM units will utilize design process to allow students to apply science and math as an inquiry based discipline.

FABRICATION MAKER SPACE EXPERIENCES

Innovative engineering lab, robotics and exploration experiences will strengthen mathematics and science and help students become critical thinkers and problem solvers. Fabrication Makerspace will be available as a weekly rotation for all students and feature advanced
engineering projects, coding, and digital fabrication for students in grades K-5. The Engineering studio will also be utilized by classroom teachers in conjunction with the interdisciplinary STEM units.

STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE

- **Data driven instruction** Teachers will have access to a multitude of formative and summative data on each students’ performance. All teachers will receive training and support in understanding and using data to guide instructional planning and delivery. Students and teachers will compile a performance portfolio that will be used in teacher student conferences, as well as student/teacher/parent portfolio conferences. The data portfolio will include approximation to the mastery of the standards, student growth, and personalized paths to achieve student’s individual learning goals. Instruction and personalized paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

- **Personalized learning paths & competency based progression** Based on learner profile and data, each student, with support of teachers, will develop personal learning goals that will lead toward mastery of state standards or advanced and accelerated goals in core academic areas. To assure that all students are successful, goals will include scaffolds toward the mastery. This will provide students with attainable, yet challenging goals, assuring that all students are progressing in a supportive and efficient way.

Teachers will map out curriculum in core subjects (such as math and reading) to include priority state standards. Standards will be unpacked to determine skills, concepts, levels of cognitive complexity and standard trajectories. Student assessment data will be
analyzed and a student and a teacher will develop personalized learning path toward mastery of the standard. Students will work in their own pace moving through the continuum of standards, receiving adequate support and enrichment.

- **Flexible Learning Environment.** Students will be provided flexible spaces and schedules to work on their personalized goals. Classroom and school spaces will be arranged to be responsive to a variety of learning styles. In addition, students will be provided instruction in large and small groups, or one-on-one, based on their needs. Volunteers, paraprofessionals or peers will provide support as needed by an individual student. Students will be afforded ample choices in physical environment, support and tools used to achieve personalized goals.

- **Language Arts approach** will include a rigorous language arts curriculum that will include connections to STEM focus areas while ensuring all students meet or exceed grade level expectations in reading, writing, and language. All aspects of language arts will be personalized, to allow for competency based progression and adequate learning supports. Reading will blend the whole class, small group, guided reading through blended station rotation models that will enable personalization and multi-modal demonstrations of mastery. **Theme connection to STEM subjects** will increase student’s motivation to read and further expand content knowledge. Reading tasks, responses and centers will use up to date technologies, increasing motivational value and utilizing tools for differentiation through activities such as digital storytelling, podcasting, and concept map creation. **Curriculum will be aligned from Kindergarten and include development of oral expression and advanced vocabulary though storytelling, morning meetings and**
podcasting to assure that students develop language skills needed for meeting and exceeding language components of the Florida Academic ELA Standards. Nonfiction writing across curriculum will be integrated across the curriculum. Based on research by Reeves, students should have a minimum of five opportunities a day to express themselves in writing to increase content area achievement (Reeves, 2009). Therefore, writing will be reinforced through integration in all subjects with activities such as report writing, scientific reporting, journaling and writing for multimedia. Students will utilize web 2.0 tools such as blogs and wikis to continuously communicate in writing, learning appropriate digital communication skills, increasing motivation to write and practicing classroom introduced writing skills in real life applications.

- Math approach will feature instruction leading toward mastery of standards, integration of algebraic thinking through computer science approaches such as programming, and personalized learning time. During the personalized learning time, students will work on math content that will help them master or accelerate progression through standards. Starting in grade three, special accelerated math paths will be available through flexible grouping, personalized learning, and studio time. A variety of manipulatives, traditional and digital, will be utilized to translate abstract math concepts into concrete, age appropriate concepts. A wide range of technologies will be leveraged to introduce, scaffold, and assess mathematical concepts. Formative assessment will be used daily to monitor student progress. Interdisciplinary units will consciously integrate mathematics concepts currently taught and already mastered. In our fourth grade STEM unit students will operate a phosphate mine with the first step of creating a core sampling grid.
Teachers will embed the current mathematics lessons on coordinate pairs giving students opportunity to apply and learn how mathematics translates in real life. In primary grades students will utilize outdoor classrooms and gardens to collect, manipulate and analyze data, apply operations and increase algebraic thinking.

- Assessment. Hands on, inquiry nature of STEM program will provide students with multiple ways to show their learning. To assure that all students are mastering standards, teachers will use a variety of traditional and authentic assessment methods. Training will be provided throughout the year on classroom use of informal embedded formative assessments. Teachers will create rubrics and scoring guides for assessment of knowledge that includes items of all complexity levels. Collaborative scoring will assure communication among grade levels teams and assessment driven instruction.

Performance based assessments, such as multimedia or engineering products, will be utilized in all classes to allow students opportunity demonstrate application of knowledge. Self-reflection and self-evaluation will be embedded as journals within the STEM units, allowing students to assess their own learning and become self-directed learners. Students in grades 2-5 will maintain data notebooks in which they will note their progress. Teachers will review the data notebooks with students to provide feedback and develop individual learning goals. Students will share their data notebooks with parents to continuously update parents and reinforce school to home communication.
February 6, 2017

To Whom It May Concern:

Hernando County School District serves a diverse population of approximately 22,000 students. This area includes rural and suburban areas. Our community, as well as state, have been voicing their support for increased parental choice in education. We view this as a positive move toward equity and excellence in education for our students. Through the Opening Doors, Expanding Opportunities grant, we want to build on the success of our magnet school system, which has been working to provide a diverse and excellent educational environment for students in our district. This year, over 1,600 applications were received by magnet schools, far exceeding the capacity and providing additional push for more choice.

As a part of the Opening Doors, Expanding Opportunities grant, we seek to develop a blueprint that will cost-effectively increase choice, with a focus on equity. We want to assure that all of our students, including minority and low socioeconomic students, have access and opportunity for increased choice. Activities proposed will help us analyze the needs, develop a clear blueprint and prepare for implementation of the system that will have a far-reaching impact beyond just the school system. In collaboration with community stakeholders, we believe that this opportunity will have a long-lasting impact on economic health and progress of our community. Therefore, our district will fully support this project, assuring that all requirements by the grantor, and the activities specified by the proposal are carried out with fidelity.

Sincerely,

(b)(6)

Lori M. Romano, Ph.D.
Superintendent
February 10, 2017

To Whom it May Concern:

At Moton Elementary School, our population is traditionally high minority, low income as compared to other schools in the county. Often, our families are less likely to participate in choice options; as such, we are in support of the school district seeking this grant to increase choice in education for Hernando County students. We view this as a positive move toward equity and excellence in education for our students. Through the Opening Doors, Expanding Opportunities grant, our district can build on the success of our magnet school system, and provide options on the eastern side of the county, where we are located.

As a part of the Opening Doors, Expanding Opportunities grant, our district seeks to develop a blueprint that will cost-effectively increase choice, with a focus on equity. We want to assure that all of our students, including minority and low socioeconomic students typically served at rural schools such as Moton have access and opportunity for increased choice. Activities proposed will help us analyze the needs, develop a clear blueprint and prepare for implementation of the system that will have a far reaching impact beyond just the school system. In collaboration community stakeholders, we believe that this opportunity will have a long lasting impact on our students and local community. Therefore, our school will fully support this project.

Sincerely,

Joe Frana
Principal
Moton Elementary School
February 10, 2017

To Whom it May Concern:

At Eastside Elementary School, our population is traditionally high minority, low income as compared to other schools in the county. Often, our families are less likely to participate in choice options; as such, we are in support of the school district seeking this grant to increase choice in education for Hernando County students. We view this as a positive move toward equity and excellence in education for our students. Through the Opening Doors, Expanding Opportunities grant, our district can build on the success of our magnet school system, and provide options on the eastern side of the county, where we are located.

As a part of the Opening Doors, Expanding Opportunities grant, our district seeks to develop a blueprint that will cost-effectively increase choice, with a focus on equity. We want to assure that all of our students, including minority and low socioeconomic students typically served at rural schools such as Eastside, have access and opportunity for increased choice. Activities proposed will help us analyze the needs, develop a clear blueprint and prepare for implementation of the system that will have a far reaching impact beyond just the school system. In collaboration with community stakeholders, we believe that this opportunity will have a long lasting impact on our students and local community. Therefore, our school will fully support this project.

Sincerely,

Mary LeDoux
Principal
Eastside Elementary School
February 10, 2017

To Whom it May Concern:

As a local business partner and supporter of the Hernando County School District, we would like to express our strong support for the district’s application for the Opening Doors, Expanding Opportunities grant.

Our students come from all socioeconomic levels, and the Hernando County School District has a genuine commitment to ensuring high quality teaching and learning for all children in Hernando County. Their pursuit of the Opening Doors, Expanding Opportunities Grant is an expression of the district’s sense. Currently, our students have limited educational choices, and this initiative will chart a way to expand the choice option, making access to quality education more equitable. We feel that this is a timely and needed initiative that will have long lasting impact on economic development and prosperity in our county. Therefore, we are committed to supporting this initiative.

We are pleased to support the Hernando County School District proposal for the Opening Doors, Expanding Opportunities Grant. If you have any questions, please contact me at 800-237-1001 x2099.

Katie Henry, Executive Assistant
Accuform
16228 Flight Path Dr.
Brooksville, FL 34604
BIBLIOGRAPHY


Coleman, J.S. Equality of Educational Opportunity (COLEMAN) Study (EEOS), 1966.


Essentials IRAE, 1-8. doi:10.1598/e-ssentials.8037


School Choice Bill. CS/CS/HB 7029. FL-HR. (2016)


Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1235-BUDGETNARRATIVE_Choice_Hernando.pdf

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
### Hernando County Public Schools, Florida

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>2 Year Total</th>
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<td>Personnel</td>
<td>$274,379.00</td>
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<td>$47,955</td>
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<td><strong>Total Costs</strong></td>
<td><strong>$736,970</strong></td>
<td><strong>$761,854</strong></td>
<td><strong>$1,498,824</strong></td>
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<tr>
<td><strong>Total Cost Per Student (22,000)</strong></td>
<td><strong>$33.50</strong></td>
<td><strong>$34.63</strong></td>
<td><strong>$68.13</strong></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Project Yr 1 2017-2018</td>
<td>Project Yr 2 2018-2019</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
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<tr>
<td>Personnel</td>
<td>Project Director 25%; 12 month position; Project Director to direct and oversee all aspects of the grant pre-implementation and reporting (2%)</td>
<td>$17,175</td>
<td>$17,517</td>
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<tr>
<td></td>
<td>Project Manager 100%; 12 month position; To lead the team in engaging consultants, district planning, instructional, technology and transportation</td>
<td>$56,160</td>
<td>$57,283</td>
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<tr>
<td></td>
<td>Tech Specialist 100%; 12 month position; To lead the team in developing a weighted student selection process that considers socioeconomic status, race, students with disabilities and</td>
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<td>$57,283</td>
</tr>
<tr>
<td></td>
<td>Teacher Resource Specialist Trainer (TRST) 10 month position; For coordination of pre-implementation activities and professional</td>
<td>$59,433</td>
<td>$60,622</td>
</tr>
<tr>
<td></td>
<td>Project Secretary 12 month position; To assist with processing &amp; recording budgetary paperwork, placing orders, inventory, reporting and Grant</td>
<td>$22,691</td>
<td>$23,145</td>
</tr>
<tr>
<td></td>
<td>Tech Specialist 100%; 12 month position; To lead the team in developing a weighted student selection process that considers socioeconomic status, race, students with disabilities and</td>
<td>$56,160</td>
<td>$57,283</td>
</tr>
<tr>
<td>Benefits</td>
<td>Project Director 25%; 12 month position (2% annual raise)</td>
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<td>$4,919</td>
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<td></td>
<td>Project Manager 100%; 12 month position; (2% annual raise)</td>
<td>$13,361</td>
<td>$13,629</td>
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<tr>
<td></td>
<td>Tech Specialist 100%; 12 month position; (2% annual raise)</td>
<td>$13,361</td>
<td>$13,629</td>
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<tr>
<td></td>
<td>Teacher Resource Specialist Trainer (TRST) 10 month position; (2% annual raise)</td>
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<td>$12,537</td>
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<tr>
<td></td>
<td>Project Secretary 12 month position; (2% annual raise)</td>
<td>$9,111</td>
<td>$9,293</td>
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<td></td>
<td>Project Evaluator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>Key Grant Staff Travel (Travel costs vary based on distance, hotel, etc.) These travel costs reflect Project Director, Project Manager and TRSTs to visit conversion school sites, attend meetings.</td>
<td>$12,500</td>
<td>$10,250</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Project Yr 1 2017-2018</td>
<td>Project Yr 2 2018-2019</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Travel Training</td>
<td>Travel Training for Key Grant Staff (Travel costs vary based on distance, hotel, registration, etc.) Travel for Key Grant Staff to attend trainings on socioeconomic integration, scaffolding struggling students, working with choice programs, diversity, conversion charter, charter school trainings,</td>
<td>$18,000</td>
<td>$19,500</td>
</tr>
<tr>
<td>Dues &amp; Fees</td>
<td>Professional Organizations Membership fees for professional organizations, such as National Association of Charter School Authorizers, National</td>
<td>$8,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>3 Laptop and/or Desktop Computers ($1000 each) For key grant staff in order to work with the conversion charter process Furniture Furniture needed for Key Grant staff to perform duties to ensure successful implementation of the project objective,</td>
<td>$4,000</td>
<td>$0</td>
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<tr>
<td></td>
<td>Technology Blueprint Development/Pre-Implementation Activities Laptop cart and laptops available for transport to various school sites for parents to complete charter surveys, charter</td>
<td>$21,800</td>
<td>$0</td>
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<tr>
<td></td>
<td>Technology Student Selection Process Technology needed for Key Grant staff to perform duties to ensure successful implementation of the project objective,</td>
<td>$26,378</td>
<td>$55,000</td>
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<tr>
<td>Software</td>
<td>Various Software Programs Software necessary for Key Grant Staff to work with grant schools and teachers to meet project objectives, including</td>
<td>$5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>Miscellaneous Supplies District Office/Schools Consumable supplies needed for</td>
<td>$30,000</td>
<td>$24,000</td>
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<tr>
<td></td>
<td>Marketing Materials Development To develop marketing materials in multiple languages that promote choice programs and target recruitment to address racial and</td>
<td>$42,500</td>
<td>$18,250</td>
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<tr>
<td></td>
<td>Marketing Materials Printing To print marketing materials that promote district choice programs, target recruitment</td>
<td>$14,200</td>
<td>$7,000</td>
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### Office of School Choice
#### Choice Hernando

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Yr 1 2017-2018</th>
<th>Project Yr 2 2018-2019</th>
<th>2 Year Total</th>
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</thead>
<tbody>
<tr>
<td>Contractual</td>
<td>Conversion Charter School Development Experienced conversion charter school team to facilitate a series of information meetings at school and community sites, provide teacher and parent information, design and</td>
<td>$51,145</td>
<td>$21,000</td>
<td>$72,145</td>
</tr>
<tr>
<td></td>
<td>Development of District Conversion Charter School Services Guide &amp; Drafts of Operation and Business Plans Experienced conversion charter school team will provide samples and will facilitate work Conversion Charter School Proposal Formulation Provide support to each of the 22 schools and their Founding Boards as well as support for district office staff and other stakeholders to assure that these</td>
<td>$27,000</td>
<td>$18,000</td>
<td>$45,000</td>
</tr>
<tr>
<td></td>
<td>Postage To mail marketing materials that promote</td>
<td>$6,750</td>
<td>$6,750</td>
<td>$13,500</td>
</tr>
<tr>
<td>Room Rental</td>
<td>Rental for various trainings Rental necessary to reserve local meeting space to provide professional development</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$2,000</td>
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<tr>
<td>Total Direct Costs</td>
<td></td>
<td>$653,499</td>
<td>$624,389</td>
<td>$1,277,889</td>
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<tr>
<td>Indirect Costs</td>
<td>4.31%</td>
<td>$17,325</td>
<td>$26,911</td>
<td>$44,236</td>
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<tr>
<td>Total Costs</td>
<td></td>
<td>$670,824</td>
<td>$651,301</td>
<td>$1,322,125</td>
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</tbody>
</table>

Personnel $267,779.00 $273,133.08 $540,912.08
Benefits $52,947.30 $54,006.25 $106,953.55
Travel $12,500.00 $10,250.00 $22,750.00
Travel Training $18,000.00 $19,500.00 $37,500.00
Dues/Fees $8,000.00 $12,000.00 $20,000.00
Furniture/Equipment $59,178.00 $59,000.00 $118,178.00
Instructional Materials $0.00 $0.00 $0.00
Software $5,000.00 $4,000.00 $9,000.00
Supplies $30,000.00 $24,000.00 $54,000.00
Contractual $192,345.00 $160,750.00 $353,095.00
Postage $6,750.00 $6,750.00 $13,500.00
Room Rental $1,000.00 $1,000.00 $2,000.00
Indirect Costs $17,325.18 $26,911.18 $44,236.36
TOTAL: $670,824 $651,301 $1,322,125
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 Jan 2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Special Activity/Substitutes: Training and Curriculum Alignments ($19.42/hour or $120/day; 55 teachers) Special Activity or Substitutes three days over two years for curriculum development as needed, such as</td>
<td>$6,600</td>
<td>$13,200</td>
<td>$19,800</td>
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<tr>
<td>Benefits</td>
<td>Special Activity/Substitute Days</td>
<td>$627</td>
<td>$1,253</td>
<td>$1,880</td>
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<tr>
<td>Travel</td>
<td>Travel ($0.54/mile, Hotel $Varies, Per Diem $36/day) In or out of county travel related to pre-implementation activities such as Eric Jensen, Ruby Payne, Ron Clark,</td>
<td>$4,500</td>
<td>$12,500</td>
<td>$17,000</td>
</tr>
<tr>
<td>Travel Training</td>
<td>Socioeconomic / Diversity Training Travel ($0.54/mile, Hotel $Varies, Per Diem $36/day, Flight $Varies, Registration $Varies) Additional pre-implementation related training both in county and out of county, such as Dana Center Training, Ron</td>
<td>$1,500</td>
<td>$4,500</td>
<td>$6,000</td>
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<tr>
<td>Dues &amp; Fees</td>
<td>Membership Fees Conversion charter school and Maker Space</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$2,400</td>
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<tr>
<td>Furniture &amp; Equipment</td>
<td>Elementary Maker Space Equipment and furniture for students in grades K-5 to experience Maker Space technology as part of the STEM initiative, including 3D printers ($1,500), vinyl cutter ($3,800),</td>
<td>$9,800</td>
<td>$9,500</td>
<td>$19,300</td>
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<tr>
<td></td>
<td>Maker Space Furniture Necessary for Maker Space, such as desks, chairs,</td>
<td>$9,500</td>
<td>$12,500</td>
<td>$22,000</td>
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<tr>
<td>Instructional Materials</td>
<td>Maker Space Instructional Materials Materials and supplies needed to implement Maker</td>
<td>$2,250</td>
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<td>$11,000</td>
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<tr>
<td></td>
<td>Misc Instructional Materials Materials and supplies needed in the classroom for pre-implementation activities</td>
<td>$1,200</td>
<td>$5,200</td>
<td>$6,400</td>
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<tr>
<td>Software</td>
<td>Classroom Software Various software programs for instructional use in the classroom that support student learning and</td>
<td>900</td>
<td>$2,700</td>
<td>$3,600</td>
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<tr>
<td></td>
<td>Maker Space Software Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69</td>
<td>1,000</td>
<td>$5,000</td>
<td>$6,000</td>
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<tr>
<td>Supplies</td>
<td>Miscellaneous Supplies Supplies needed to carry out pre-implementation activities during development of the blueprint.</td>
<td>$1,750</td>
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<td>$5,500</td>
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# Moton Elementary School

Choice Hernandez

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
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<tbody>
<tr>
<td>Supplies</td>
<td>Miscellaneous Technology Supplies includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and</td>
<td>$600</td>
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<tr>
<td></td>
<td>Training Consultative Services Trainings provided by multiple nationally recognized consultants in Socioeconomic Integration, scaffolding, diversity, Systemic Reform,</td>
<td>$3,000</td>
<td>$7,000</td>
<td>$10,000</td>
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<tr>
<td></td>
<td>Marketing Materials Development To develop marketing materials in multiple languages that promote conversion charters, target recruitment and address racial and socioeconomic</td>
<td>$6,400</td>
<td>$5,000</td>
<td>$11,400</td>
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<tr>
<td></td>
<td>Marketing Materials Photography / Videography Photographer / Videographer to develop marketing materials (printed and video) that promote school</td>
<td>$1,800</td>
<td>$200</td>
<td>$2,000</td>
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<tr>
<td></td>
<td>Project Consultant To work with Key Grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process.</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$22,000</td>
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<td>Postage</td>
<td>Postage To mail marketing materials that promote district magnet programs to meet the objectives of the</td>
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<td>$1,500</td>
<td>$3,000</td>
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<td>Room Rental</td>
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<tr>
<td>Total Direct Costs</td>
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<td>$2,700</td>
<td>$3,719</td>
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<tr>
<td>Total Costs</td>
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<td>$66,145</td>
<td>$110,553</td>
<td>$176,699</td>
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<tr>
<td>Personnel</td>
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<td>$19,800.00</td>
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<td>Benefits</td>
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<td>Travel</td>
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<tr>
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<td>Furniture/Equipment</td>
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<td>$19,300.00</td>
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<td>$3,000.00</td>
</tr>
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<td>$500.00</td>
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<tr>
<td>Indirect Costs</td>
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<td>$2,700.34</td>
<td>$3,718.67</td>
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<tr>
<td>TOTAL</td>
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<td>$110,553</td>
<td>$176,699</td>
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