“Partners in Public Education”

2020 Potential Applicant Orientation
10/10/2019

Presented by
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Purpose of Meeting

- Inform you of the purpose of charter schools and state requirements for the application
- Introduce you to the district’s application process, timeline, and expectations for completion
- Discuss any potential challenges
- Answer any questions
Hillsborough County Public Schools—At a Glance

- Hillsborough County is the eighth largest school district in the nation

- Approximately 221,000 PK–12th grade students, including charter school students, are currently enrolled

- There are approximately 300 PK–12 school sites, including charter schools, serving various student needs across the district

- The district employs approximately 27,000 employees (HCPS doesn’t employ charter personnel)
Hillsborough County Public Schools– Choice Options

- Traditional Public Schools
- School Choice
- Magnet Schools
- Charter Schools
- Virtual School
- McKay Scholarships
- Home Education
Hillsborough County Public Schools– Charter Enrollment

- 4 new schools opened in 2019
- 52 charter schools operating
- Serving approximately 28,000 students
Florida Charter Legislation

Legislation establishes the following:

- Purpose of charter schools
- Requirements for the application
- Role/responsibility of the charter school operator and sponsor
- Funding sources
- Training for charter school governing board, approved by DOE, after approval of the application.
Charter schools **shall** fulfill the following purposes:
- Improve student learning and academic achievement
- Increase learning opportunities for all students
- Encourage the use of innovative learning methods
- Require the measurement of learning outcomes

Charter schools **may** fulfill the following purposes:
- Create innovative measurement tools
- Provide rigorous competition to stimulate continual improvement
- Expand the capacity of the public school system
- Mitigate the educational impact of new developments
- Create new professional development opportunities for teachers
What Does the District Look For?

An application that:

- meets all statutory requirements
- offers an innovative, alternative to traditional public schools
- addresses areas of need within the district, such as, low performing and overpopulated areas.
Let’s Get Started

Model Application

- Brick and Mortar
  - with High Performing Addendum
- Virtual Application
- High Performing System

Application Evaluation Instrument

Florida School Choice | Charter Forms Referenced in Rule

HCPS uses the state approved applications as required in statute and shall only accept applications completed using the state’s model application.
As you work on the application

Remember you must:

- Follow the application process exactly as delineated in the 2016 model application
- Organize as a non-profit
- Meet federal requirements: civil rights, ADA, Section 504, IDEA
- Employ practices that are nonsectarian
- Participate in the statewide assessment program
- Meet state graduation requirements
- Employ certified teachers
Application Process Overview

Application Components

- Application Coversheet
- Executive Summary (not to exceed 2 pages)
- Narrative
  - 110 pages or 140 if completing Addendum(s)
  - Page formatting:
    - Single sided
    - No smaller than 1 inch margins
    - 12-point font
    - Single spaced
Application Process Overview

- Applicant History Worksheets
- Attachments
  - 10 additional pages permitted
- Statement of Assurances
- Board Member Information Forms
- Addendum
Application Reminders

- Plagiarism
  - Prohibited and cause for denial

- Technical or nonsubstantive corrections
  - Prior to approval/denial
  - Must receive written notification
  - 7 calendar days to complete
Substantive corrections are **not** accepted

- Public Disclosure
  - All proposals are consider public record pursuant to Charter 119, Florida Statutes

- Sponsor Priorities
  - *What the district looks for*
  - Application format and submittal requirements
Section 1: Mission, Guiding Principles and Purpose

- **Mission statement**
  - consistent throughout all portions of the application

- **Demonstrates how the school will meet the purpose and guiding principles**
  - Provide page numbers throughout the application where the information is found
Section 2: Target Population and Student Body

- Anticipated population to be served
  - State enrollment preferences to be considered as defined in 1002.33(10)(d) & (e)

- Geographic area to be served if no facility (Section 16) has been identified

- Projected enrollment for each year of the charter by grade level
  - How projections were developed
  - Rational for the numbers and growth
Section 3: Educational Program Design

- Clear and coherent educational program
- Learning environment
  - Rational for class size and structure and how the learning environment aligns with mission
- Research base for program design
- Daily schedule and School Calendar *(Attachment B)*
- Services that support attainment of state-adopted standards
Core curriculum and instructional strategies to serve ALL, including multi-tiered level support

Curricular choices
- Sample scope & sequences *(Attachment C)*
- Proposed choices and the plan to finalize
- **Reading** is the primary focus using a research-based curriculum *(Attachment D)*

Additional academic standards beyond state requirements

Research-base and foundation materials in curriculum development

Curriculum areas other than core academics

Systems and structures to support students at risk
Section 5: Student Performance

- **Performance Goals**
  - Expected baseline and growth for state accountability
  - Mission specific goals not captured by state accountability

- **Placement and Progression**
  - Course and placement procedures
  - Pupil Progression Plan (*Attachment E*)
  - Promotion standards and graduation requirements

- **Assessment and Evaluation**
  - Proposed assessment schedule (*Attachment F*)
  - Data use, training, sharing and privacy
  - Corrective actions in academic shortfall
Section 6: Exceptional Students

- Plan to identify students with disabilities
- Service delivery model: programs, strategies and supports
- Understanding of working with Sponsor, required to follow HCPS’ Special Programs & Procedures
- A plan to identify and serve gifted students and students with 504 Accommodations
- A plan to monitor and evaluate student goals and the school’s effectiveness in serving exceptional students as well as gifted
- A realistic enrollment projection and staffing plan for ESE, Gifted, and 504 students
The Charter Application
Educational Plan Sections 1–9

Section 7: English Language Learners

- Understanding of legal obligations regarding the education of English Language Learners (ELLs) and demonstrated capacity to meet obligations

- A comprehensive educational plan reflecting a full range of programs and services required

- Clear plan for monitoring and evaluation the progress of ELLs and exiting students from ELL services, required to follow the HCPS’ ESOL Programmatic Procedures

- Realistic enrollment projections and adequately aligned staffing plan
Section 8: School Culture and Discipline

- Planned school culture consistent with mission and congruent with student discipline
- Classroom management and discipline consistent with school culture and philosophy
- Recognition of legal obligations and children’s rights
- Roles of stakeholders regarding discipline policies
- Student code of conduct (*Attachment G*)
The Charter Application
Educational Plan Sections 1–9

Section 9: Supplemental Programming

- Extra- and co- curricular activities the school will offer

- Adequate funding sources
The Charter Application Organizational Plan Sections 10–15

Section 10: Governance

- Organized legal entity responsible for the school (*Attachments H–K*)
- Governance structure
- Roles and responsibilities of the board and how it will provide oversight
- Founding vs. Governing board
- Sunshine requirements and grievance process
Section 11: Management and Staffing

- Organizational chart (*Attachment M*)
- Day-to-day operations of the school
- Job descriptions, roles and responsibilities for teachers, administrators and support staff (*Attachments N–Q*)
- A staffing plan aligned to all parts of the application
- Recruitment and retention plan
Section 12: Human Resources and Employment

- Employment relationship (contracts, at–will, etc.)
- Compensation and benefits plan aligned with the Student Success Act
- Evaluation plans for teachers and leaders aligned to the Student Success Act
- Personnel policies and procedures *(Attachment R)*
- Leader and staff turnover plans

Section 13: Professional Development

- Comprehensive professional development plan aligned to your schools curriculum and needs
Section 14: Student Recruitment and Enrollment

- Marketing plan
- Enrollment policies and procedures (Attachment S)

Section 15: Parent and Community Involvement

- Community resources/partnerships (Attachment T)
- Parent involvement plans
The Charter Application
Business Plan Sections 16–22

Section 16: Facilities
- Plans for facility acquisition, renovation and financing
- Back-up plan

Section 17: Transportation
- Transportation plan
*Including special population requirements

Section 18: Food Service
- Food Service plan

Section 19: School Safety and Security
- Plan outlining school safety and security for people and property
The Charter Application
Business Plan Sections 16–22

Section 20: Budget

- Start-up budget *(Attachment Y)*
- Operating budget for each year requested *(Attachment X)*
- Budget narrative description of line item assumptions
- Evidence of funding sources *(Attachment Z)*
- Financial contingency plans

Calculate revenue on state provided Revenue Estimate Worksheet *(Attachment W)*
  - Hillsborough County #29

- Sources for financial questions
  - [http://www.fldoe.org/fefp/](http://www.fldoe.org/fefp/)
  - Funding for Florida Schools
  - Financial and Program Cost Accounting for Florida Schools (REDBOOK)

**DO NOT** include grants, Title I, or any other non-guaranteed monies in the budget
Financial Overview

Students → FTE → Dollars = FINANCIAL REPORTING
Class Size Reduction

Constitutional Class Size maximums are:

Grade Level:           Students:
  PreK-3               18 per classroom
  4-8                  22 per classroom
  9-12                 25 per classroom

Must meet schoolwide compliance
Section 21: Financial Management and Oversight

- Policies and procedures for strong internal control and monitoring of financial health
- Insurances

Section 22: Start-up Plan

- Implementation timetable aligned with start-up budget
Addendum A: Replications

- Model demonstrates academic, organizational, and financial success
- Capacity to replicate model

Addendum A1: High Performing Replications

- High Performing Designation (*Addendum AA*)
- Substantially similar replication of high performing school
Addendum B: Education Service Providers (ESP)

- ESP Selection
  - Who is the ESP? Why and how did you choose the ESP?

- ESP Background
  - Organizational chart *(Addendum BB)*

- ESP’s Track Record
  - Current capacity and intent to build capacity *(Addendum CC)*
  - Applicant history worksheet *(Addendum DD)*
Addendum B: Education Service Providers (ESP)

- **Legal Relationship**
  - Arm’s length relationship
  - Financial agreements

- **Organizational Structure**
  - Roles, responsibilities, oversight and evaluation
  - Services provided, Payments & Terms
  - Draft contract (*Addendum EE*)

10 additional pages of supplemental materials permitted (*Addendum FF*)
What’s Next?

- Use the evaluation tool to review your application

- Review your responsibilities as an applicant
  - Organize as a nonprofit organization, 501(C)3
  - Establish a governing board that complies with the Sunshine Laws
  - Submit a timely application on the state’s model to the Sponsor that meets the requirements in statute
The application should be formatted in the following manner:

- Five (5) hard copies in binders with labeled tabs identifying each section, attachment and addenda of the application.

- One (1) USB flash drive labeled with the school's name containing a compiled PDF of the application with each section, attachment and addenda bookmarked. Must be the same as the hard copy.

- Documents must contain a table of contents with page numbers for all sections, attachments and addenda.

- Documents must have consecutive page numbers throughout the compilation (sections, attachments, and addenda) which are aligned with the table of contents.
HCPS Application Process

- Hold Potential Applicant Meeting – TODAY
- Provide technical assistance as requested
- Receive Intent to Apply Letters – January 2, 2020
- Receive applications in HCPS Application Format by established deadline – February 3, 2020 by 4:30 p.m.
  
  District may request waiver of 90 day review period FL Statute 1002.33(6)(b)(3)

- Distribute applications to the Application Review Team
- Hold applicant presentations
HCPS Application Process

- Individual application reviews by Review Team
- Meet with Review Team to discuss merit of each application
- Hold interview with applicant, including board members, to clarify any issues or concerns
- Submit recommendation to Superintendent and Staff
- Submit application to School Board for action on Superintendent’s recommendation
- Notify applicant of decision
Application Challenges

- Application is not original/Plagiarism
- Application is not in the state approved format
- Inconsistencies throughout the application
- Clarity in governance structure
- ESP relationship
- Budget is based on another district’s Revenue Estimate Worksheet
- Lack of familiarity with HCPS district—different terminology, tests (ESE, ELL)
- Hard copy and electronic version of the application differ
Where to get more information?

- Office of Independent Education and Parental Choice (FLDOE)  
  (850) 245–0502  www.fldoe.org  FLDOE New Applicant

- Charter School Office–Hillsborough County Public Schools  
  (813) 272–4049

- Florida Charter School Alliance (305) 216–6208

- Florida Consortium of Public Charter Schools (954) 463–9595

- Charter School Leaders of Florida (CSL–FL, Inc.)  
  • Lesley Logan, President  
  Literacy/Leadership/Technology (LLT) Academy  
  (813) 234–0940
Questions???