



VILLAGE OF KEY BISCAYNE

Department of Building, Zoning and Planning

Village Council
Robert L. Vernon, *Mayor*
Jorge E. Mendia, *Vice Mayor*
Michael Davey
Enrique Garcia
Steve Liedman
Thomas Thornton
Patricia Weinman

From: Leo Brito, Chair 
Municipal Charter High School
Application Committee

Director
Jud Kurlancheek, AICP

Chief Building Official
Eugenio M. Santiago, PE.

To: The Mayor and Village Council

Subject: Draft Municipal Charter High School Application

Date: July 3, 2008

As per your direction, and for your review and consideration, please find the attached draft application for the Key Biscayne Municipal Charter High School. It has been a great honor in serving the Village in this collaborative effort. We are grateful to, the Village consultants, the drafters, who provided the guidance and direction in the preparation of the application from curriculum to budget plans ; Village legal counsel who addressed numerous legal issues that arose and shared their empirical experience of other municipal charters , the Village Manager, Planning and Zoning Director and staff who without their input and assistance this would not have been possible ; citizen participants whose knowledge was critical to the process; and finally each of the Committee Members who immersed themselves in the subject matter and made significant commitments to the completion of the application before you today .

The application while lengthy, once you parcel out titles and headings, application jargon and boiler plate , consist of three substantive topics:

CURRICULUM

Prepared by Village consultants , Ed Visions , contemplates that the education of our children will be in what we anticipate shall be designated an A rated nationally recognized high school , offering honors and advance placement programs . The school will be a High School of Choice, those who the Village cannot serve will be able to attend other alternative schools and programs, e.g. varsity football. The school will be able to serve any disadvantage children . The proposed curriculum meets the requirements of the Miami Dade School Board and can be provided within the proposed budgets .

GOVERNANCE

The application contemplates the creation of a Governing Board as is required, while there are several models from other municipal charters the Village has the discretion to determine its structure of governance. In light of the level of involvement of citizens of the Village and the need to pursue the best education for our children the Committee recommends the delegation of authority on matters of curriculum and planning to a Governing Board consisting of citizens of our Village whose qualifications include but are not limited to educators ,professionals and parents .

BUDGET AND FACILITIES

The application assumes that the Village will provide temporary facilities until such time as a permanent facility can be identified. A report prepared by Fielding Nair , the Village consultant , has identified 25 potential sites for the eventual establishment of a permanent facility . The report shall form part of the upcoming workshops at which site evaluation shall be a component. Based on consultant's needs analysis, a temporary location for the high school could be at verified underutilized space within the Village Hall, Council Chambers and Community Center or the placement of temporary structures at alternative sites.

Like any start up venture there is a need to provide seed money of approximately \$275,000 up to \$350,000. Thereafter the operational budget based on student enrollment and school board reimbursements , and without any consideration to potential grants, parent or philanthropic participation, the worse case scenario indicates a cumulative deficit of \$250,000 over 5 years before break even beyond the start up years is expected to be self sufficient.

We hope that the foregoing summary has helped you in grasping a better understanding of the application . The Committee , consultants , legal counsel and Village staff remain committed to assisting the Village in any desired amendments to this draft and preparing a nonbinding amendable application which must be filed prior to August 1, in order to secure our position with the School Board as an expression of interest for the establishment of a municipal charter high school by the Village of Key Biscayne . The understanding among all interested parties is that the Village would at a later date thru further fact finding determine whether to proceed .

On Behalf of the Village of Key Biscayne High School Charter Committee , we remain at your service.



July 3, 2008

Memo to: Mayor and Village Council, Key Biscayne, Florida

From: Doug Thomas, Executive Director, EdVisions Schools

Re: Key Biscayne Charter High School Preliminary Budget

Greetings. On behalf of the Village Council and the Key Biscayne Charter School Planning Committee, as a consulting advisor, I have reviewed the preliminary budget(s) for the charter school application to be submitted to the Miami-Dade Public Schools and the Florida Schools of Excellence Commission August 1st. I have looked carefully at the budget items and believe it to be accurate and useful at this time. Revenue and expense assumptions and calculations appear to be correct and reasonable. Estimates of enrollment and subsequent revenue, number of teaching and non-teaching adults working in the school, key overhead expenses and capital investments (primarily technology) are within reasonable estimations. Facility costs and capital outlay are not yet fully established but will become more clear as planning continues.

As with all charter school applications, there is some speculation on the numbers and the types of students who will attend the school so you can expect some variation in the figures going forward. It is useful to have two or three preliminary budgets with different enrollment figures, as that may change during the planning and recruitment phase. It also offers good perspective in seeing how the investment from the Village changes with increasing enrollment numbers. I believe the projection of five-year student enrollment growth is viable and provides an achievable goal for the community.

I want to commend the Village Council and Planning Committee for their diligence in leading and contributing to the application and planning process. A lot has been accomplished in the past two weeks and it is coming together nicely. Again, I find no discrepancies in the preliminary budget and recommend we continue to build on it for use in the final application.

Thank you.

BUDGET SCENARIOS

Key Biscayen Charter High School - Budget(s) Summary

125 students budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students	125	200	300	350	375	
Revenue	\$ 792,000	\$ 1,299,876	\$ 1,998,560	\$ 2,389,944	\$ 2,624,671	\$ 9,105,659
Total Expenses	\$ 735,800	\$ 1,143,411	\$ 1,703,902	\$ 2,165,888	\$ 2,562,986	\$ 8,312,069
P&L	\$ 56,200	\$ 156,465	\$ 294,657	\$ 224,056	\$ 61,685	\$ 793,590
Other Pot. revenue						
PTSA / Parents	\$ 62,500	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	500
Foundation	\$ 3,000	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	250
Grants	\$ 40,000	\$ -	\$ -	\$ -	\$ -	
Total Other Revenue	\$ 133,750	\$ 153,750	\$ 236,391	\$ 282,684	\$ 310,447	\$ 1,117,022
P&L with other Potential Rev.	\$ 190,477	\$ 310,215	\$ 531,048	\$ 506,740	\$ 372,132	\$ 1,910,612
Start-up Costs	\$ 351,638					

100 students budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students	100	170	245	315	370	
Revenue	\$ 634,086	\$ 1,104,895	\$ 1,632,157	\$ 2,150,950	\$ 2,589,676	\$ 8,111,764
Total Expenses	\$ 705,454	\$ 1,186,223	\$ 1,726,058	\$ 2,114,797	\$ 2,541,541	\$ 8,274,074
P&L	\$ (71,368)	\$ (81,329)	\$ (93,901)	\$ 36,153	\$ 48,134	\$ (162,311)
Other Pot. revenue						
PTSA / Parents	\$ 50,000	\$ 87,125	\$ 128,702	\$ 169,610	\$ 204,205	
Foundation	\$ 25,000	\$ 43,563	\$ 64,351	\$ 84,805	\$ 102,103	
Grants	\$ 45,000	\$ 25,000	\$ -	\$ -	\$ -	
Total Other Revenue	\$ 120,000	\$ 155,688	\$ 193,052	\$ 254,415	\$ 306,308	\$ 1,029,463
P&L with other Potential Rev.	\$ 48,632	\$ 74,359	\$ 99,151	\$ 290,569	\$ 354,442	\$ 867,153
Start-up Cost	\$ 322,987					

Key Biscayen Charter High School - Budget(s) Summary

125 students budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students	125	200	300	350	375	
Revenue	\$ 792,608	\$ 1,299,876	\$ 1,998,560	\$ 2,389,944	\$ 2,624,671	\$ 9,105,659
Total Expenses	\$ 735,880	\$ 1,143,411	\$ 1,703,902	\$ 2,165,888	\$ 2,562,986	\$ 8,312,069
P&L	\$ 56,727	\$ 156,465	\$ 294,657	\$ 224,056	\$ 61,685	\$ 793,590
Other Pot. revenue						
PTSA / Parents	\$ 62,600	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	500
Foundation	\$ 21,250	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	250
Grants	\$ 40,000	\$ -	\$ -	\$ -	\$ -	
Total Other Revenue	\$ 133,750	\$ 153,750	\$ 236,391	\$ 282,684	\$ 310,447	\$ 1,117,022
P&L with other Potential Rev.	\$ 190,477	\$ 310,215	\$ 531,048	\$ 506,740	\$ 372,132	\$ 1,910,612
Start-up Costs	\$ 351,638					

100 students budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students	100	170	245	315	370	
Revenue	\$ 634,086	\$ 1,104,895	\$ 1,632,157	\$ 2,150,950	\$ 2,589,676	\$ 8,111,764
Total Expenses	\$ 705,454	\$ 1,186,223	\$ 1,726,058	\$ 2,114,797	\$ 2,541,541	\$ 8,274,074
P&L	\$ (71,368)	\$ (81,329)	\$ (93,901)	\$ 36,153	\$ 48,134	\$ (162,311)
Other Pot. revenue						
PTSA / Parents	\$ 50,000	\$ 87,125	\$ 128,702	\$ 169,610	\$ 204,205	
Foundation	\$ 25,000	\$ 43,563	\$ 64,351	\$ 84,805	\$ 102,103	
Grants	\$ 45,000	\$ 25,000	\$ -	\$ -	\$ -	
Total Other Revenue	\$ 120,000	\$ 155,688	\$ 193,052	\$ 254,415	\$ 306,308	\$ 1,029,463
P&L with other Potential Rev.	\$ 48,632	\$ 74,359	\$ 99,151	\$ 290,569	\$ 354,442	\$ 867,153
Start-up Cost	\$ 322,987					

80 students budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students	80	155	255	335	375	
Revenue	\$ 507,269	\$1,007,404	\$1,698,776	\$2,287,518	\$ 2,624,671	\$8,125,638
Total Expenses	\$ 514,913	\$ 975,535	\$1,596,154	\$2,099,819	\$ 2,585,261	\$7,771,683
P&L	\$ (7,645)	\$ 31,869	\$ 102,622	\$ 187,699	\$ 39,410	\$ 353,956
Other Pot. revenue						
PTSA / Parents	\$ 40,000	\$ 79,438	\$ 133,955	\$ 180,379	\$ 206,965	
Foundation	\$ 20,000	\$ 39,719	\$ 66,977	\$ 90,190	\$ 103,482	
Grants	\$ 40,000	\$ 25,000	\$ -	\$ -	\$ -	
Total Other Revenue	\$ 100,000	\$ 144,156	\$ 200,932	\$ 270,569	\$ 310,447	\$1,031,104
P&L with other Potential Rev.	\$ 97,355	\$ 176,026	\$ 303,554	\$ 458,268	\$ 349,857	\$1,385,060
Start-up Cost	\$ 271,938					

60 students budget						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students	60	145	245	315	370	
Revenue	\$ 380,452	\$ 942,410	\$1,632,157	\$2,150,950	\$ 2,589,676	\$7,695,645
Total Expenses	\$ 500,573	\$1,039,863	\$1,661,966	\$2,154,788	\$ 2,588,937	\$7,946,127
P&L	\$ (120,121)	\$ (97,453)	\$ (29,809)	\$ (3,838)	\$ 739	\$ (250,482)
Other Pot. revenue						
PTSA / Parents	\$ 30,000	\$ 74,313	\$ 128,702	\$ 169,610	\$ 204,205	500
Foundation	\$ 15,000	\$ 37,156	\$ 64,351	\$ 84,805	\$ 102,103	250
Grants	\$ 40,000	\$ -	\$ -	\$ -	\$ -	
Total Other Revenue	\$ 85,000	\$ 111,469	\$ 193,052	\$ 254,415	\$ 306,308	\$ 950,245
P&L with other Potential Rev.	\$ (35,121)	\$ 14,016	\$ 163,244	\$ 250,577	\$ 307,047	\$ 699,763
Start-up Costs Conservative Plan	\$ 241,938					

Target Budget (125 students 1st year)

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Grade	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	75	75	100	100	100	
10	50	75	75	100	100	
11		50	75	75	100	
12			50	75	75	\$ / student
Total	125	200	300	350	375	\$ 6,341
Teachers	5	8	13	16	19	
Principal teaching	0.5	0.5	1	1	1	
Assist Teacher	2	3	4	5	6	
ESE Teachers	1.5	2	2	3	4	
ESE Assistants	0	1	2	3	3	
	9	14.5	22	28	33	
Students/Adult ratio	14	14	14	13	11	
Students / Cert. Teach	18	19	19	18	16	
	Year 1	Year 2	Year 3	Year 4	Year 5	Inflation adj.
FTE Revenue	\$ 792,608	\$ 1,299,876	\$ 1,998,560	\$ 2,389,944	\$ 2,624,671	2.5%
	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
Expenses						
M-DCPS Admin. Fee	\$ 39,630	\$ 64,994	\$ 99,928	\$ 119,497	\$ 131,234	5%
Teachers	\$ 235,000	\$ 385,400	\$ 641,932	\$ 809,822	\$ 985,705	\$ 47,000
ESE Teacher	\$ 78,000	\$ 106,600	\$ 109,265	\$ 167,995	\$ 229,593	\$ 52,000
ESE Teacher Assist	\$	\$ 25,625	\$ 52,531	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist.	\$ 50,000	\$ 76,875	\$ 105,063	\$ 134,611	\$ 165,572	\$ 25,000
Fringe Benefits	\$ 109,500	\$ 161,438	\$ 233,764	\$ 298,299	\$ 359,015	25%
Professional Develop.	\$ 50,000	\$ 16,000	\$ 26,000	\$ 32,000	\$ 38,000	\$ 2,000
Contract Serv. Counsel	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Subst. Teachers	\$ 11,750	\$ 19,270	\$ 32,097	\$ 40,491	\$ 49,285	5%
Capital / Tech. Amort.	\$	\$ 41,085	\$ 99,495	\$ 135,795	\$ 149,820	33%
Books	\$ 6,500	\$ 14,000	\$ 24,000	\$ 35,000	\$ 37,500	\$ 100
Class & Office Supplies	\$ 13,000	\$ 20,000	\$ 30,000	\$ 38,000	\$ 46,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Insurance (prop. & Liab.	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Total Expenses	\$ 735,880	\$ 1,143,411	\$ 1,703,902	\$ 2,165,888	\$ 2,562,936	
P&L	\$ 56,727	\$ 156,465	\$ 294,657	\$ 224,056	\$ 61,685	\$ 793,590

Other Potential revenue						
PTSA	\$ 62,500	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	\$ 500
KBEF	\$ 31,250	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	\$ 250
Plan. & Prog. Design	\$ 25,000					
1st year impl. Grant	\$ 20,000					
2nd year impl. Grant		\$ 25,000				
Total Other Potential. Rev.	\$ 138,750	\$ 178,750	\$ 236,391	\$ 282,684	\$ 310,447	\$ 1,147,022
P&L with other Potet. Rev.	\$ 195,477	\$ 335,215	\$ 531,048	\$ 506,740	\$ 372,132	\$ 1,940,612

* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

Capital equipment

Class equip. / technol.	\$ -	\$ 112,500	\$ 150,000	\$ 75,000	\$ 37,500	\$ 1,500
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000		
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000	
Total Capital equipment	\$ -	\$ 124,500	\$ 177,000	\$ 110,000	\$ 42,500	
Accumulated - Deprec.	\$ -	\$ 124,500	\$ 301,500	\$ 411,500	\$ 454,000	

Budget assumptions:

Revenue: FTE calculations are based on minimum revenue with 10% ESE
 Capital outlay: No capital outlay funds have been included. The school will have access to capital funds after 3 years of operation.
 State Start up grants: Estimated at \$150 per student - No grants have been included.

Start up expenses:

Pre-opening operating

Start up coordinator 9 months	\$ 40,000	Jan. 2009 - Sept 2009
Principal - 2 months	\$ 18,317	
Teachers - 1 month	\$ 31,822	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	
Sub-Total operating	\$ 111,138	

Capital equipment:

Class equip. / technol.	\$ 187,500	1500
Science labs	\$ 15,000	15000
Office Equipment	\$ 20,000	
Books	\$ 18,000	125 9th grade - 3 years life expectancy
Sub-Total Cap. Equip.	\$ 240,500	

Total start up expenses \$ 351,638

Target Budget (100 students 1st year)

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	Rev / student
Grade	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	70	70	75	100	100	
10	30	70	70	75	100	
11		30	70	70	100	
12			30	70	70	\$ / student
Total Students	100	170	245	315	370	\$ 6,341
Teachers	5	10	14	16	19	
Principal teaching	0.5	0.55	0.5	0.5	0	
Assist Teacher	2	3.5	5	5	6	
ESE Teachers	1	1	2	3	4	
ESE Assistants	1	1	2	3	3	
	9.5	16.05	23.5	27.5	32	
Students/Adult ratio	11	11	10	11	12	
Students / Cert. Teach	15	15	15	16	16	
						Inflation adj.
FTE Revenue	\$ 634,086	\$ 1,104,895	\$ 1,632,157	\$ 2,150,950	\$ 2,589,676	2.5%
Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
M-DCPS Admin. Fee	\$ 31,704	\$ 55,245	\$ 81,608	\$ 107,547	\$ 129,484	5%
Teachers	\$ 235,000	\$ 481,750	\$ 691,311	\$ 809,822	\$ 985,705	\$ 47,000
ESE Teacher	\$ 47,000	\$ 48,175	\$ 98,759	\$ 151,842	\$ 207,517	\$ 47,000
ESE Teacher Assist	\$ 25,000	\$ 25,625	\$ 52,531	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist	\$ 50,000	\$ 89,688	\$ 131,328	\$ 134,611	\$ 165,572	\$ 25,000
Fringe Benefits	\$ 165,000	\$ 170,919	\$ 243,482	\$ 294,260	\$ 353,496	25%
Professional Develp.	\$ 10,000	\$ 20,000	\$ 28,000	\$ 32,000	\$ 38,000	\$ 2,000
Contract Serv. Counsel	\$ 10,000	\$ 17,000	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Subst. Teachers	\$ 11,750	\$ 24,088	\$ 34,566	\$ 40,491	\$ 49,285	5%
Capital / Tech. Amort.	\$ -	\$ 38,610	\$ 84,645	\$ 130,845	\$ 159,720	33%
Books	\$ -	\$ 7,000	\$ 14,500	\$ 31,500	\$ 37,000	\$ 100
Class & Office Supplies	\$ 12,000	\$ 22,000	\$ 32,000	\$ 38,000	\$ 46,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 10,000	\$ 17,000	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Insurance (prop. & Lia)	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 10,000	\$ 17,000	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Total Expenses	\$ 705,454	\$ 1,186,223	\$ 1,726,058	\$ 2,114,797	\$ 2,541,541	

P&L	\$ (71,368)	\$ (81,329)	\$ (93,901)	\$ 36,153	\$ 48,134	\$ (162,311)
Other Potential revenue						
Parents / PTSA	\$ 50,000	\$ 87,125	\$ 128,702	\$ 169,610	\$ 204,205	\$ 500
KBEF	\$ 25,000	\$ 43,563	\$ 64,351	\$ 84,805	\$ 102,103	\$ 250
Plan. & Prog. Design Grant	\$ 25,000					
1st year impl. Grant	\$ 20,000					
2nd year impl. Grant		\$ 25,000				
Total Other Potential Rev.	\$ 120,000	\$ 155,688	\$ 193,052	\$ 254,415	\$ 306,308	
P&L with other Pot. Rev.	\$ 48,632	\$ 74,359	\$ 99,151	\$ 290,569	\$ 354,442	\$ 867,153

* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

Capital equipment

Class equip. / technol.	\$ -	\$ 105,000	\$ 112,500	\$ 105,000	\$ 82,500	\$ 1,500
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000		
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000	
Total Capital equipment	\$ -	\$ 117,000	\$ 139,500	\$ 140,000	\$ 87,500	
Accumulated - Deprec.	\$ -	\$ 117,000	\$ 256,500	\$ 396,500	\$ 484,000	

Budget assumptions:

Revenue: FTE calculations are based on minimum revenue with 10% ESE
 Capital outlay: No capital outlay funds have been included. The school will have access to capital funds after 3 years of operation.
 State Start up grants: Estimated at \$150 per student - No grants have been included.

Start up expenses:

Pre-opening operating

Start up coordinator 9 months	\$ 40,000	Jan. 2009 - Sept 2009
Principal - 2 months	\$ 19,317	
Teachers - 1 month	\$ 28,670	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	
Sub-Total operating	\$ 107,987	

Capital equipment

Class equip. / technol.	\$ 150,000	1500
Science labs	\$ 15,000	15000
Office Equipment	\$ 20,000	
Books	\$ 30,000	300 9th grade - 3 years life expectancy
Sub-Total Cap. Equip.	\$ 215,000	

Total start up expenses \$ 322,987

Target Budget (80 students 1st year)

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Grade	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	60	75	100	100	100	
10	20	60	75	100	100	
11		20	60	75	100	
12			20	60	75	\$ / student
Total Students	80	155	255	335	375	\$ 6,341
Teachers	3	7	12	15	19	
Principal teaching	0.5	0.5	0.5	0.5	0	
Assist Teacher	1	3	5	5	6	
ESE Teachers	1	1	2	3	4	
ESE Assistants	0	1	1	3	3	
	5.5	12.5	20.5	26.5	32	
Students/Adult ratio	15	12	12	13	12	
Students / Cert. Teach	18	18	18	18	16	
	Year 1	Year 2	Year 3	Year 4	Year 5	Inflation adj.
FTE Revenue	\$ 507,269	\$ 1,007,404	\$ 1,698,776	\$ 2,287,518	\$ 2,624,671	2.5%
	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
Expenses						
M-DCPS Admin. Fee	\$ 25,363	\$ 50,370	\$ 84,939	\$ 114,376	\$ 131,234	5%
Teachers	\$ 141,000	\$ 337,225	\$ 592,553	\$ 759,208	\$ 985,705	\$ 47,000
ESE Teacher	\$ 52,000	\$ 53,300	\$ 109,265	\$ 167,995	\$ 229,593	\$ 52,000
ESE Teacher Assist	\$	\$ 25,625	\$ 26,266	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist.	\$ 25,000	\$ 76,875	\$ 131,328	\$ 134,611	\$ 165,572	\$ 25,000
Fringe Benefits	\$ 79,500	\$ 136,069	\$ 214,853	\$ 285,645	\$ 359,015	25%
Professional Develop.	\$ 6,000	\$ 14,000	\$ 24,000	\$ 30,000	\$ 38,000	\$ 2,000
Contract Serv. Counsel	\$ 8,000	\$ 15,500	\$ 25,500	\$ 33,500	\$ 37,500	\$ 100
Subst. Teachers	\$ 7,050	\$ 16,861	\$ 29,628	\$ 37,960	\$ 49,285	5%
Capital / Tech. Amort.	\$	\$ 41,085	\$ 99,495	\$ 150,645	\$ 172,095	33%
Books	\$ 2,000	\$ 9,500	\$ 19,500	\$ 33,500	\$ 37,500	\$ 100
Class & Office Supplies	\$ 8,000	\$ 16,000	\$ 28,000	\$ 36,000	\$ 46,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 8,000	\$ 15,500	\$ 25,500	\$ 33,500	\$ 37,500	\$ 100
Insurance (prop. & Liab.)	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 8,000	\$ 15,500	\$ 25,500	\$ 33,500	\$ 37,500	\$ 100
Total Expenses	\$ 514,913	\$ 975,535	\$ 1,596,154	\$ 2,099,819	\$ 2,585,261	
P&L	\$ (7,645)	\$ 31,869	\$ 102,622	\$ 187,699	\$ 39,410	\$ 353,956
Other Potential revenue						

PTSA	\$ 40,000	\$ 79,438	\$ 133,955	\$ 180,379	\$ 206,965	\$ 500
KBEF	\$ 20,000	\$ 39,719	\$ 66,977	\$ 90,190	\$ 103,482	\$ 250
Plan. & Prog. Design	\$ 25,000					
1st year impl. Grant	\$ 20,000					
2nd year impl. Grant		\$ 25,000				
Total Other Potential Rev.	\$ 105,000	\$ 144,156	\$ 200,932	\$ 270,569	\$ 310,447	\$ 1,031,104
P&L with other Potet. Rev.	\$ 97,355	\$ 176,025	\$ 303,554	\$ 458,268	\$ 349,857	\$ 1,385,060

* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

Capital equipment

Class equip. / technol.	\$ -	\$ 112,500	\$ 150,000	\$ 120,000	\$ 60,000	\$ 1,500
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000		
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000	
Total Capital equipment	\$ -	\$ 124,500	\$ 177,000	\$ 155,000	\$ 65,000	
Accumulated Deprec.	\$ -	\$ 124,500	\$ 301,500	\$ 456,500	\$ 521,500	

Budget assumptions:

Revenue: FTE calculations are based on minimum revenue with 10% ESE
 Capital outlay: No capital outlay funds have been included. The school will have access to capital funds after 3 years of operation.
 State Start up grants: Estimated at \$150 per student - No grants have been included.

Start up expenses:

Pre-opening operating

Start up coordinator 9 months	\$ 40,000	Jan. 2009 - Sept 2009
Principal - 2 months	\$ 19,317	
Teachers - 1 month	\$ 19,622	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	
Sub-Total operating	\$ 98,938	

Capital equipment

Class equip. / technol.	\$ 120,000	1500
Science labs	\$ 15,000	15000
Office equipment	\$ 20,000	
Books	\$ 18,000	80 9th grade - 3 years life expectancy
Sub-Total Cap. Equip.	\$ 173,000	

Total start up expenses \$ 271,938

Target Budget (60 students 1st year)

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Grade	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	45	70	100	100	100	
10	15	60	70	100	100	
11		15	60	70	100	
12			15	45	70	\$ / student
Total Students	60	145	245	315	370	\$ 6,341
Teachers	3	8	13	16	19	
Principal teaching	0.5	0.5	0.5	0.5	0	
Assist Teacher	1	3	5	5	6	
ESE Teachers	1	1	2	3	4	
ESE Assistants	0	1	1	3	3	
	5.5	13.5	21.5	27.5	32	
Students/Adult ratio	11	11	11	11	12	
Students / Cert. Teach	13	15	16	16	16	
	Year 1	Year 2	Year 3	Year 4	Year 5	Inflation adj.
FTE Revenue	\$ 380,452	\$ 942,410	\$ 1,632,157	\$ 2,150,950	\$ 2,589,676	2.5%
Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
M-DCPS Admin. Fee	\$ 19,023	\$ 47,121	\$ 81,608	\$ 107,547	\$ 129,484	5%
Teachers	\$ 141,000	\$ 385,400	\$ 641,932	\$ 809,822	\$ 985,705	\$ 47,000
ESE Teacher	\$ 52,000	\$ 53,300	\$ 109,265	\$ 167,995	\$ 229,593	\$ 52,000
ESE Teacher Assist	\$	\$ 25,625	\$ 26,266	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist	\$ 25,000	\$ 76,875	\$ 131,328	\$ 134,611	\$ 165,572	\$ 25,000
Fringe Benefits	\$ 79,500	\$ 148,113	\$ 227,198	\$ 298,299	\$ 359,015	25%
Professional Develop.	\$ 6,000	\$ 16,000	\$ 26,000	\$ 32,000	\$ 38,000	\$ 2,000
Contract Serv. Counsel	\$ 6,000	\$ 14,500	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Subst. Teachers	\$ 7,050	\$ 19,270	\$ 32,097	\$ 40,491	\$ 49,285	5%
Capital / Tech. Amort.	\$ -	\$ 46,035	\$ 104,445	\$ 150,645	\$ 179,520	33%
Books	\$ -	\$ 8,500	\$ 18,500	\$ 31,500	\$ 37,000	\$ 100
Class & Office Supplies	\$ 8,000	\$ 18,000	\$ 30,000	\$ 38,000	\$ 46,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 6,000	\$ 14,500	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Insurance (prop. & Liab.)	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 6,000	\$ 14,500	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Total Expenses	\$ 500,573	\$ 1,039,863	\$ 1,661,966	\$ 2,154,788	\$ 2,588,937	
P&L	\$ (120,121)	\$ (97,453)	\$ (29,809)	\$ (3,838)	\$ 739	\$ (250,482)

Other Potential revenue						
PTSA	\$ 30,000	\$ 74,313	\$ 128,702	\$ 169,610	\$ 204,205	\$ 500
KBEF	\$ 15,000	\$ 37,156	\$ 64,351	\$ 84,805	\$ 102,103	\$ 250
Plan. & Prog. Design	\$ 25,000					
1st year impl. Grant	\$ 20,000					
2nd year impl. Grant		\$ 25,000				
Total Other Potential. Rev.	\$ 90,000	\$ 136,469	\$ 193,052	\$ 254,415	\$ 306,308	\$ 980,245
P&L with other Potet. Rev.	\$ (30,121)	\$ 39,016	\$ 163,244	\$ 250,577	\$ 307,047	\$ 729,763

* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

Capital equipment

Class equip. / technol.	\$ -	\$ 127,500	\$ 150,000	\$ 105,000	\$ 82,500	\$ 1,500
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000		
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000	
Total Capital equipment	\$ -	\$ 139,500	\$ 177,000	\$ 140,000	\$ 87,500	
Accumulated - Deprec.	\$ -	\$ 139,500	\$ 316,500	\$ 456,500	\$ 544,000	

Budget assumptions:

Revenue: FTE calculations are based on minimum revenue with 10% ESE
 Capital outlay: No capital outlay funds have been included. The school will have access to capital funds after 3 years of operation.
 State Start up grants: Estimated at \$150 per student - No grants have been included.

Start up expenses:

Pre-opening operating

Start up coordinator 9 months	\$ 40,000	Jan. 2009 - Sept 2009
Principal - 2 months	\$ 19,317	
Teachers - 1 month	\$ 19,622	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	
Sub-Total operating	\$ 98,938	

Capital equipment

Class equip. / technol.	\$ 90,000	1500
Science labs	\$ 15,000	15000
Office Equipment	\$ 20,000	
Books	\$ 18,000	60 9th grade - 3 years life expectancy
Sub-Total Cap. Equip.	\$ 143,000	

Total start up expenses \$ 241,938

Revenue Estimate Worksheet for _____ Charter School
Based on the First Calculation of the FEFP 2008-09

School District: Miami-Dade

1. 2008-09 FEFP State and Local Funding
Base Student Allocation \$3,971.74

District Cost Differential: 1.0145

Program	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2008-09 Base Funding W FTE x BSA x DCD (e)
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.066	0.0000	\$ -
111 Basic K-3 with ESE Services		1.066	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	90.00	1.052	94.6900	\$ 381,497
113 Basic 9-12 with ESE Services	19.00	1.052	10.5200	\$ 42,389
254 ESE Level 4 (Grade Level PK-3)		3.570	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.570	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		4.970	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		4.970	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		4.970	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	0.00	4.970	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.119	0.0000	\$ -
ESOL (Grade Level 4-8)		1.119	0.0000	\$ -
ESOL (Grade Level 9-12)		1.119	0.0000	\$ -
300 Career Education (Grades 9-12)		1.077	0.0000	\$ -
Totals	100.00		105.2000	\$ 423,886

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	\$ 1,070	\$ -
	PK-3	252	\$ 3,455	\$ -
	PK-3	253	\$ 7,050	\$ -
	4-8	251	\$ 1,200	\$ -
	4-8	252	\$ 3,584	\$ -
	4-8	253	\$ 7,179	\$ -
10.00	9-12	251	\$ 854	\$ 8,540
	9-12	252	\$ 3,238	\$ -
	9-12	253	\$ 6,833	\$ -
Total FTE with ESE Services				Total from ESE Guarantee \$ 8,540

3. Supplemental Academic Instruction: District SAI Allocation \$ 128,754,917
Per Student \$ 377.11 \$ 37,711

4. Reading Allocation: Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.
Total Base Funding, ESE Guarantee, and SAI \$ 470,137

Weighted FTE aggregated from input in Section 1	DCD	Allocation factors	
PK-3	0.0000 X 1.0145 X	1160.46	= 0
4-8	0.0000 X 1.0145 X	923.33	= 0
9-12	105.2000 X 1.0145 X	925.56	= 98,781
Total	105.2000 *		Total Class Size Reduction Funds \$ 98,781

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	105.2000	by district's WFTE:	361,724.88		
					0.0291%
to obtain school's WFTE share.					
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	100.00	by district's UFTE:	341,424.53		
					0.0293%
to obtain school's UFTE share.					
6C. Divide school's High School Unweighted FTE (UFTE) total computed in (b) above:	100.00	by district's UFTE:	341,424.53		
					0.0293%
					to obtain school's UFTE share.
7. Other FEFP (WFTE share)		Refer to Note:			
Applicable to all Charter Schools:		(a)	17,966,004	x	0.0291%
Declining Enrollment	7,121,585				\$ 5,228
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	10,844,419				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	159,240,922	x	0.0291%
					\$ 46,339
9. Discretionary Millage Equalization Allocation .25 mills (UFTE share)		(b)	0	x	0.0293%
					\$ -
10. Discretionary Millage Compression Allocation .51 mills (UFTE share)		(b)	0	x	0.0293%
					\$ -
11. Discretionary Lottery (WFTE share)		(a)	13,915,011	x	0.0291%
					\$ 4,049
12. Instructional Materials Allocation (UFTE share)		(b)	32,106,623	x	0.0293%
Science Laboratory Materials (high school only)		(c)	494,603	x	0.0293%
Dual Enrollment Instructional Materials Allocation (See footnote h below)					\$ 145
13. Student Transportation		(e)			
14. Florida Teachers Lead Program Stipend		(f)			
15. Food Service Allocation		(g)			
16. Performance Pay Plan Funds to be distributed at a later date.					

NOTES:

- (a) District allocations multiplied by percentage from item 6A. Total \$ 634,086
 - (b) District allocations multiplied by percentage from item 6B.
 - (c) District allocations multiplied by percentage from item 6C.
 - (d) Proceeds of millage levy multiplied by percentage from item 6A. Average / student \$ 6,341
 - (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
 - (f) Teacher Lead Program Allocation per 1013.71, Florida Statutes
 - (g) Funding based on student eligibility and amount provided, if participating in the National School Lunch Program.
 - (h) As provided in the General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are eligible for credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(d), Florida Statutes. Administrative fees charged by the district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then times 5%.
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

CHARTER HIGH SCHOOL APPLICATION COMMITTEE

Name	6/13/08	6/16/08	6/17/08	6/19/08	6/20/08	6/23/08	6/26/08	6/30/08	7/1/08	7/2/08
1. Leo Brito	A	P	A	A	A	A	P	P	P	P
2. Gisele Franseschi	P	P	P	A	A	A	A	P	P	P
3. Kathy King	P	P	P	P	P	P	A	A	A	A
4. Michelle Manjarrez	P	P	P	P	P	R				
5. Maria Mayoral	P	P	P	P	P	P	P	P	P	P
6. Fedrico Padovan	A	A	A	A	A	A	A	A	P	P
7. Maria Ordonez	P	P	P	P	P	P	P	P	P	P
8. Beatriz Rocha	P	P	R							
Village Staff										
Jud Kurlancheek	P	P			P		P	P	P	P
Steve Helman									P	
Chad Friedman Gloria Velazquez, Weiss/Serota	P					P	P	P	P	P
Bil Fehr				P						
Anna de Verona			P	P	P	P	P	P	P	P
Lisa Mulhall, In Rem				P			P	P	P	P
Prakash Nair	P									
Chip Iglesias		P	P	P			P			

RESIDENTS ATTENDED MEETINGS	6/13 /08	6/16/ 08	6/18/ 08	6/19/ 08	6/20/ 08	6/23/ 08	6/26/ 08	6/30/ 08	7/1/ 08	7/2/ 08
1. Angel Martin	P	P	P	P	P	P	P	P	P	P
2. Charles Viscito	P									
3. Charfote Miller	P	P	P	P						
4. Herberto Del Rio		P								
5. Monica Steinmiller		P								
6. Beatriz Rocha				P	P	P				
7. Michelle Manjarrez						P				
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										

* Not a regular meeting and absences are not counted towards the three permitted in one year.

**“Key Biscayne
Charter High School”**

Submitted by:

**Village of Key Biscayne,
Florida**

9-12 CHARTER SCHOOL APPLICATION

(July 3, 2008 DRAFT)

The Village of Key Biscayne Charter High School Application

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DRAFT

APPLICATION COVER SHEET

Provide the name of the person that will serve as the **primary contact** for this Application. **One person** should serve as the contact for follow-up, interviews and notices regarding this Application.

NAME OF CHARTER SCHOOL: Village of Key Biscayne Charter High School

NAME OF NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:

_____ Village of Key Biscayne _____

Has the Corporation applied for non-profit status? Yes _____ No _____

NAME OF CONTACT PERSON: _____ Jud Kurlancheek _____

TITLE/RELATIONSHIP TO NONPROFIT: Director of Planning, Building and Zoning for the Village of Key Biscayne

MAILING ADDRESS: 88 W. McIntyre Street, Key Biscayne, FL 33149__

TELEPHONE (day): (305) 365-8908 **CELL PHONE (305)** ___(305) 608-7384 _____

EMAIL ADDRESS: _____ VKBB@aol.com _____

NAME OF MANAGEMENT COMPANY (if any): _____ N/A _____

NAME OF PARTNER ORGANIZATION (if any): _____ N/A _____

The proposed school will open in the fall of school year: _____ 2009 _____

Term of Charter Requested _____

School Year	Grade Levels	Total Student Enrollment
First Year	9 and 10	125
Second Year	9, 10 and 11	200
Third Year	10, 11 and 12	300
Fourth Year	9, 10, 11 and 12	350
Fifth Year	9, 10, 11 and 12	375

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Signature

Date

Printed Name

MIAMI-DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL SUMMARY INFORMATION

A. General Information

Name of charter school: Key Biscayne Charter High School
Name of founder(s): Village of Key Biscayne
Name of Non-Profit Corporation or other Legal Entity that will hold the Charter School (*must include Articles of Incorporation*): Village of Key Biscayne
Is this entity a 501(c)(3) Organization? Yes No

Address: 88 W. McIntyre Street

City, State, Zip Code: Key Biscayne, FL 33149

Telephone number: 305.365.8908 Fax number: 305.
E-mail address: VKBBPZ@aol.com Cell number: 305.608.7384

Name of contact person(s): Joe K...sheek

Title/Relationship to Corporation: Director of Planning, Building and Zoning for the Village of Key Biscayne

Address: 88 W. McIntyre Street,

City, State, Zip Code: Key Biscayne, FL 33149

Telephone number: 305.365.8908 Fax number:
Cell number: 305.608.7384

E-mail address: VKBBPZ@aol.com

Name of Management Company, if applicable: N/A

Best way to contact you: Email US Mail Telephone Cell Phone

-
- Have you/will you file an application to charter this proposed school with other entities? Yes No.
If yes, please list such entities.

Florida Schools of Excellence

- Please provide a brief description of the proposed school (to be distributed to the media, as necessary).

The Village of Key Biscayne seeks to operate a 9-12 Charter High School to serve the local community and allow Key Biscayne students the opportunity to attend school on the Island

B. Student Enrollment Breakdown by Year and Term

Term of Charter Being Requested:

4 years 5 years 10 years 15 years Other _____ years

Complete the student enrollment breakdown by year with the appropriate grades and enrollment, as it pertains to your school.

	SY	SY					
Year 1:	09	- 10	- Grade(s)	9 - 10	- up to	125	students
Year 2:	10	- 11	- Grade(s)	9 - 11	- up to	200	students
Year 2:	11	- 12	- Grade(s)	9 - 12	- up to	300	students
Year 3:	12	- 13	- Grade(s)	9 - 12	- up to	350	students
Year 4:	13	- 14	- Grade(s)	9 - 12	- up to	400	students
Year 5:	14	- 15	- Grade(s)	9 - 12	- up to	400	students
Year 6:	15	- 16	- Grade(s)	9 - 12	- up to	400	students
Year 7:	16	- 17	- Grade(s)	9 - 12	- up to	400	students
Year 8:	17	- 18	- Grade(s)	9 - 12	- up to	400	students
Year 9:	18	- 19	- Grade(s)	9 - 12	- up to	400	students
Year 10:	19	- 20	- Grade(s)	9 - 12	- up to	400	students

C. Proposed Facility

Describe the proposed facility. Will the school purchase (finance) or lease the proposed facility?

The school will be housed in underutilized Village facilities for the first few years. It will then seek a permanent location.

D. Proposed Location

Street address, City, State, Zip Code.

Village of Key Biscayne Village Hall
88 W. McIntyre Street, Key Biscayne, FL 33149

E. Proposed School's Legal Counsel

Name: Stephen J. Helfman Telephone Number: 305.854.0800
Firm: Weiss, Serota, Helfman, Pastoriza Cole & Boniske
Address: 2525 Ponce de Leon Blvd, Suite 200 E-mail:
Miami, FL 33134

F. Proposed School's Schedule

The Applicant has not yet determined some of this information, but it will closely mirror M-DCPS.

The instructional day at the school will begin _____ (time) each day.
The instructional day at the school will end at _____ (time) each day.
Minutes of instruction each day will be _____.
Number of instructional days per year will be 180 _____.
The school X will will not follow the M-DCPS school calendar.

The Village of Key Biscayne Charter High School Application

I. Educational Plan

1. Mission, Guiding Principles and Purpose

1. Mission, Guiding Principles and Purpose

- ◆ Provide the mission statement for the proposed charter school.

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

- ◆ Describe how the school will utilize the Guiding Principles found in s. 1002.33(2)(a).

In accordance with the law, charter schools shall be guided by the following principles: -Maintain high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. -Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. -Provide parents with sufficient information whether their child is reading at grade level and whether the child gains at least a year's worth learning for every year spent at the charter school.

- ◆ Describe how the school will meet the Prescribed Purposes for charter schools found in s. 1002.33(2)(b).

In accordance with the law, charter schools shall meet the following purposes: -Improve student learning and academic achievement. -Increase learning opportunities for all students, with a special emphasis on low-performing students

and reading. -Encourage the use of innovative learning methods. -Require the measurement of learning outcomes.

- ◆ Describe how the charter school will fulfill, where applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).

In accordance with the law, charter schools may fulfill the following optional purposes: -Create innovative measurement tools. -Promote rigorous competition within the public school district to stimulate continual improvement in all public schools. -Expand the capacity of the public school system. -Mitigate the education impact created by the development of new residential dwelling units. -Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Evaluation Criteria: Mission, Guiding Principles and Purpose

Reviewers will look for:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focus on improving student outcomes.

The Village of Key Biscayne Learning Environment

The Village of Key Biscayne is a dynamic community located on the small island of Key Biscayne, south of Miami Beach and east of Miami. Incorporated in 1991, the municipality is home to approximately 10,500

residents in 4,200 households. As the Village has grown, it has retained its small town charm and reputation as a wonderful place for families. Formerly transient apartments and condominiums once occupied by retirees and empty-nesters are now occupied by families who live in Key Biscayne year round. According to the 2000 census, there are roughly 3000 families out of which 32% have children under the age of 18 living with them. These children comprised approximately 25% of the Village residents.

Families are attracted to the Village because it is international in culture with a small town feel and design. The 7 acre Village Green sets the stage as the center of the Village with commercial and public uses in the immediate surroundings. The entire downtown area is community focused and pedestrian friendly. The outer edges of the Island are residential. Children can walk to the Village Center from any place on the Island and bicycles are a popular mode of transportation.

The Village children have historically been served by a Miami-Dade County public elementary school providing grades K-5th on the island. Eight years ago the residents led a campaign to the School Board of Miami-Dade County to expand the elementary school to include 6th, 7th and 8th grades. Community response to the local K-8 center has been strong—undercut only by the lack of a high school and the need to transfer to a private school during the middle school years in order to assure a high school slot. The Key Biscayne K-8 Center is a Blue Ribbon, “A” rated school with 1100 students. Approximately 100 middle school with 130 in each class.

The local population has grown to the point where the Village seeks to establish its own municipal charter high school to serve the 9th-12th grade residents of the Village. The current Miami-Dade County public school for Key Biscayne Charter High School students is located in Coral Gables—a 45-60 minute bus ride each way. Private high schools also are all located at a similar distance in Miami. The 90 to 120 minutes spent commuting each day are valuable hours for learning. These hours are much better spent in pursuit of a hobby, sport, experience or course of study of interest to the student. These are the hours where learning comes alive and takes place outside of the classroom. The time is too critical to waste.

The Village has researched the need and demand for a school and has determined that the time has come to create a local option for high school. The school will elevate the quality of life for its residents by providing

outstanding educational facilities for its children and a great opportunity for residents to work together as volunteers in support of the school.

The Village of Key Biscayne and its surroundings are an international environment for learning. Its residents are enthusiastic and its elected leaders provide visionary leadership to the community. Its size, location and ethnic diversity create a unique culture that is global in nature. According to the 2000 Census, the Village is a culturally diverse community with 15% Cuban, 7% Colombian, 3% Peruvian, 2% Venezuelan, 1% Brazilian and 1% Nicaraguan residents. Notwithstanding the official census results, a quick view of the middle school population reveals even more student diversity with representation of other nationalities. As of 2000, speakers of Spanish as a first language accounted for 60% of residents, while English made up 31%.

The Village is outstanding in its natural environment as well. A 1.2 square mile coastal barrier island, the Village is a natural laboratory for the study of science. The Atlantic Ocean borders the Village to the east and Biscayne Bay to the west. To the north of the Village lies the County's Crandon Park, and Cape Florida Bill Baggs State Recreation Area lies to the south, providing excellent opportunities for world class tennis, golf, sailing, rowing and scull. The University of Miami Rosenstiel School of Marine and Atmospheric Sciences is located on the edge of the Village and could provide a marine biology partnership opportunity for students in the future.

Provide the mission statement for the proposed charter school

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, and opening possibilities. The purpose of Key Biscayne Charter High School will be to "foster student learning and growth" in a community setting. Building character in our children enables them to reach their full potential: intellectually, physically, and morally. Our teaching will be directed to the whole child; making our school a caring community, conducive to teaching and learning.

Key Biscayne Charter High School (KBCHS) will provide students with a world-class learning opportunity by maintaining a caring learning environment,

involving parents and the community in school and after-school activities, utilizing innovative teaching techniques delivered by a superior faculty and offering a challenging curriculum that prepares children for lives of leadership in a rapidly changing world.

Mission Statement

Key Biscayne Charter High School will promote learning of leadership, academic growth, and ability to construct knowledge and individual responsibility promoting and developing reciprocal relations with the community.

Vision Statement

Key Biscayne Charter High School will form active community members, life-long learners with a clear sense of their role to contribute to the future society.

Belief Statements

- ◆ We believe everyone deserves to be educated within his or her community and to develop as a whole member of it.
- ◆ We believe educating high school students within their community strengthens their self-reliance and foundation of their families.
- ◆ We believe in schools that are center of their community, where students, staff, parents and community members are involved in their student's lifelong learning.
- ◆ We believe in providing a diverse curriculum that addresses student needs.
- ◆ We believe Key Biscayne's natural resources will provide High School students unique ways to develop their physical activity and sport talents.
- ◆ We believe that the students should be able to utilize the world class sports facilities located in their community in order to become proficient at a sport or activity.

- ◆ We believe that the Key Biscayne natural environment is a natural classroom that can bring real life lessons to the students.
- ◆ We believe the School and related resources can serve all members of the community.
- ◆ We believe in a school that supports mentoring initiatives that connect young people to caring adults.
- ◆ We believe Key Biscayne's community leaders and member's involvement in the High School will help students to deliver better future roles in society.
- ◆ We believe young people are better prepared for adult roles as parents and citizens when they get involved with their community.

Learning Environment

To prepare children to meet the needs of the 21st century the following learning environment characteristics will be developed and nurtured:

- ◆ There will be a learning climate built on trust and communication.
- ◆ The school will be a safe place, drug and violence free.
- ◆ Children, youth and adults are expected to learn at high standards and be contributing members of their community.
- ◆ Community involvement with the School will heighten community pride, and better rapport among students and residents.
- ◆ School resources will be available to the community promoting a complete sense of community to be cultivated.
- ◆ Students will treat with respect and develop a strong, positive identity for people of diverse backgrounds being committed to the welfare of

the whole community.

- ◆ The students' creativity and curiosity will be encouraged.
- ◆ Students will be involved in thinking skills that examine, relate and evaluate all aspects of a situation or problem.
- ◆ Students and staff will work in an environment that promotes high academic standards.
- ◆ Students will be encouraged to find opportunities to promote positive interaction in helping and teaching their peers.

Describe how the school will utilize the Guiding Principles found in s. 1002.33(2)(a).

(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.

The Village seeks to meet the high standards of student achievement in a local environment:

- The school will meet the high standards of student achievement while providing parents the flexibility to choose among diverse educational opportunities within the state's public school system. Parental involvement is essential to students' success.
- Key Biscayne Charter High School will provide a rigorous and relevant advanced curriculum that assures that state standards are met while going beyond to provide additional preparation for college readiness.
- Key Biscayne Charter High School as envisioned will offer a balanced and flexible curriculum that provides a firm foundation in the core disciplines (language arts, math, science, history and the arts). Students will be challenged in a positive and nurturing way.
- A key component in Key Biscayne Charter High School will be the incorporation of technology in the teaching and learning methods

offered. State-of-the-art computers will be provided in the classroom with recommended interactive educational software. By incorporating the effective use of technology into teaching methods, the student has the opportunity to learn to function using the materials available in the modern world, as well as to expand their exposure beyond the boundaries of the school and neighborhood.

- This approach will enhance critical thinking skills and allow teachers to help structure learning to the style and pace best suited to each individual student.
- Establishment of a local public high school will give parents and students the flexibility to select a quality school within 1 mile of their home.

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

The Village seeks to promote enhanced academic success and financial efficiency in its new charter high school:

- Accountability will be defined, in part, by the data from the State's Accountability Reports. With this information the school will measure its progress in meeting the needs of the student body.
- The school will develop a School Improvement Plan in coordination with our charter sponsor staff and will work to annual update and amend the plan. The plan will detail specific goals and strategies to achieve both enhanced academic success and financial efficiency.
- Student achievement will be monitored and evaluated as described in Section 5 of this application.

We want to provide each child with an opportunity to realize his or her full potential in a local, community school that is safe, orderly and small enough so that students feel recognized and cared for. We understand that in order to do that, our teachers must feel the same support and be given the same chance to maximize their own potential.

- The Village, as the charter applicant, will provide municipal resources to the school in a manner that exercises economies of scale and allows for the lowest possible cost for quality administrative services. This will allow for maximization of resources and the ability to focus on the students.
- Salaries will be set at a level that encourages the best possible

teachers to come to the school.

- An annual audit and regular board review of financial statements will also be employed to safeguard finances and promote financial efficiency.

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.

The Village seeks to provide a learning environment that works closely with parents and is measured at least annually:

- Student success will be measured by the Florida Comprehensive Assessment Test (FCAT), graduation from high school and subsequent pursuit of postsecondary education.
- Once the team of teachers has come together and developed the core curriculum and met basic requirements, the school will expand to use web-based technology for the posting of the syllabus, homework assignments, school field trips and parent/teacher communication to provide parents with full information on progress at school.
- Parents will receive progress reports and report cards on a regular basis. Parent conferences will be encouraged as needed. Other oral and written communication will be utilized as needed.

Describe how the school will meet the Prescribed Purposes for charter schools found in s. 1002.33(2)(b).

(b) Charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.

The educational approach of Key Biscayne Charter High School will be to enhance and improve learning and academic achievement through:

- Portfolio assessment
- Performance-based standards
- Collaborative efforts
- Innovative teaching / learning methods and measurement tools
- Project based learning

Blending new and traditional approaches to mastery of core disciplines
Using technology to tie it all together

The school's curriculum will be performance-based in correlating with the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum. A thematic approach will be used to integrate all subject core areas including mathematics, reading, language arts, writing, science, social studies, visual arts, music, drama, physical education, and technology. The school's educational philosophy, its core values and beliefs are grounded on the use of innovative learning methods intended to increase learning for all students. These values and beliefs have been aligned to specific instructional strategies that have proven to raise student learning and achievement.

KBCHS plans to offer a well-rounded, innovative, and rigorous educational program that holds the school and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida. The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as any other age-appropriate research-based assessments. Using data from the published FCAT Reports to measure its own progress in meeting the needs of its student population, the school will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs in its annual school improvement plan. Through this process, students not making adequate progress towards mastery of the Sunshine State Standards will be identified, and appropriate measures for remediation will be instituted.

Parents must be an integral part of the learning environment. This will be accomplished through open communications, conferences and individualized meetings as needed. Parental involvement with the school will be encouraged at all levels.

2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.

The progress of each student is critical. For students who do not make adequate progress towards mastery of the Sunshine State Standards, differentiated instruction methods and other appropriate measures will be instituted. Students not meeting standards will be monitored by their teacher and discussed in a team approach.

Students in need of remediation and/or students with special needs will have access to supervised study time and tutoring after school to accelerate their progress. The school will adopt the *Just Read, Florida! 9-12* Comprehensive Research Based Reading Plan, as established by the Florida Department of Education.

More extensive and intensive individualized student plans are discussed in Sections 6 and 7 of this application.

3. Encourage the use of innovative learning methods

KBCHS will prepare students for difficult college course work by focusing on students' intellectual and social development in tandem with mastery of the core subject areas. The School will offer a disciplined, balanced and enriched education of the highest quality in order to prepare the students for the rigor of college.

We plan to integrate a generous amount of character development into all subject areas, because we understand that good behavior, a solid character and honest willingness to work are cornerstones for success. We are also aware that these values and traits must be taught early and often if they are to take hold and stay with any student.

The School will explore innovative learning methods that teach 21st Century skills. Curriculum will include on-line learning, project based, real world experience and community service. Critical thinking skills will be emphasized in the 21st Century and will be a key component to our educational philosophy. This is further described in Section 3.

Instructors and students will have access to state-of-the-art multimedia classrooms, science and computer laboratories. To strengthen computer literacy, tutorial software will be available for in-class and after-school use. To supplement our education tracks, students will have access to a Career Resources Office through which they will have access to information about career pathways, industries, job markets and searches, mentoring, career development portfolios, Co-Operative Education, internships, service learning—all the elements of a highly effective Schools-to-Careers Program. Teachers and Staff will have training in and access to instructional materials to reinforce language arts skills: Structured Independent Reading, Reciprocal Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary

Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing and Cooperative Groups.

4. Require the measurement of learning outcomes.

Student achievement is the heart of our school. It must be monitored, tested and assessed on a regular basis to ensure the learning process for each student. Section 5 of this application details the method by which the school will meet or achieve state standards for measurement of learning.

The School Improvement Plan, drafted in partnership with M-DCPS staff, will help to ensure that data gained as a part of the evaluation is used to update, revise and improve the teaching methods each year. The school will also report progress on its goals, the learning outcomes of its students and other pertinent school wide data through the State issues Annual Accountability Report. Through this document the Charter High School will be required to document whether or not the school goals written in the School Improvement Plan have been met as well as providing other important information.

The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as, other age-appropriate assessments that may be recommended by the Sponsor. Subsequently, the school will utilize data from the State's published FCAT Reports to measure progress in meeting the needs of its student population. Using this aggregated data from those assessments, and any other pertinent data the School will annually develop measurable learning objectives over the major subject areas to target student learning and development needs and the School will publish those goals in their annual school improvement plan. Through this process students not making adequate progress towards mastery of the Sunshine State Standards will be identified, and appropriate measures for remediation will be instituted. By determining and communicating specific responsibilities to its stakeholders, such as, governing board members, faculty and staff, students, and parents, etc. the school improvement plan will serve as a viable vehicle of continuous school-wide academic and financial success.

Apart from the introspective reflection that the school community will undergo through the development of the school improvement plan, the School will also report progress on its' goals, the learning outcomes of its students, and other

pertinent school wide data through the State issued Annual Accountability Report. This report requires the School to document whether or not the school goals written in the School Improvement Plan have been met as well it requires other important data, such as, professionalism and credentials of faculty, salary information for staff, financial audit information, etc.

Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).

(c) Charter schools may fulfill the following purposes:

- 1. Create innovative measurement tools.**
- 2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.**
- 3. Expand the capacity of the public school system.**
- 4. Mitigate the educational impact created by the development of new residential dwelling units.**
- 5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.**

KBCHS will expand the capacity of the public school system by providing for a local educational choice to high school students on the island of Key Biscayne. Establishing a charter school will give students an edge over their current options by eliminating 90-120 minutes of commuting time each day. This additional time may be spent in educational programs, studying or participating in extracurricular activities.

The school will investigate all the possible educational offerings that could be offered to students--including honors and AP classes, specific educational strands, possible academies and pursuit of an International Baccalaureate and International Studies (IB) curriculum. Expansion into one or more of these areas, or others, will be a decision made by the Principal, students, parents and teachers as the school expands its operations.

The Hope Study-An Innovative Evaluation Tool

Background Research

One example of an innovative evaluation tool that is under consideration by the KBCHS is the HOPE Study:

Adolescence is a uniquely critical time in the development of young people. For example, a wide range of educational research has found declining levels of motivation, engagement and achievement in adolescence. Developmental and clinical psychologists have discovered that psychological disorders like depression and anxiety often emerge in adolescence. Research documents that experiences in adolescence can impact life trajectories. As a major component of the adolescent life experience, secondary schools can provide a strong platform for future success *or* can solidify negative attitudes and self-concepts for life.

The Hope Study was constructed to assess school environments using the developmental perspective. Schools can now be assessed as cultures that create a set of relationships, norms or behaviors, values and commitments that lead to the development of healthy and productive students. According to developmental psychology, school environments can achieve this objective by providing students basic psychological needs: autonomy (choice, self-management), belongingness (strong teacher and peer relationships) and a positive goal orientation (uniformly high expectations, recognition of effort). Engagement in these variables leads to higher engagement. Developmental theory states that students in these sorts of supportive environments should respond by engaging more directly in their learning and over time, gaining confidence in themselves as achievers.

In addition, we measure student behavioral and emotional engagement in learning and their psychological adjustment, or "hope". Hope is a construct that reflects a student's perception of him or herself as a success, a problem-solver, and an achiever. In a psychologically healthy environment, student perceptions of the learning environment (as measured by autonomy, belongingness, and goal orientation) should be higher, and students should respond with higher levels of engagement, and, over time, growth in hope.

By increasing student engagement and hope, schools can realize benefits in terms of student behavior, attendance, and academic achievement, and students gain an increased confidence in themselves as achievers that can

benefit them throughout their life span. For example, research shows that higher-hope students not only set more challenging school-related goals for themselves when compared to lower-hope students, but also tend to perceive that they will be more successful at attaining these goals even if they do not experience immediate success.

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2. Target Population and Student Body

2. Target Population and Student Body

- ◆ Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in s. 1002.33(10)(e).

- ◆ Provide the following for each year of proposed operation: the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

- ◆ Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

"The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchets down through 2011 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with their respective district officials regarding how best to design their plan for compliance with the Act.

Evaluation Criteria: Target Population and Student Body

Reviewers will look for:

- An understanding of the students the charter school intends to serve.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

Describe the anticipated target population to be served.

KBCHS is designed to serve up to 400 students in a community based facility. The facility will be housed in classrooms located in the heart of Key Biscayne and will provide all Key Biscayne Charter High School students a local option for secondary education. Currently students are required to leave the island and travel 45-60 minutes to the districted public high school. Inclement weather, traffic conditions and seasonal traffic often increase the daily commute time.

The Key Biscayne Elementary and Middle School currently serves 1100 children. Approximately 130 students are entering 8th grade and will be potential candidates for the new high school when it opens in 2009. A local Catholic school on the Island has approximately 30 students are entering 8th grade. These children will also be targeted as students for the new high school. In addition, Key Biscayne students that currently leave the Island for middle school will also be approached for attendance at KBCHS.

In order to be appealing to the incoming freshman class, the new school will have to provide the rigorous level of education they have come to expect in

their school. Approximately 20% of the middle school population is in the gifted program and will seek rigorous academics in their high school selection. Honors and AP classes will need to be offered—if not in the first year, then soon thereafter. Additionally, approximately 10% of the middle school students are ESE students and will require educational classes appropriate for their needs. A wide variety of courses will need to be planned in order to ensure that all students have exposure to many different courses of study.

Enrollment priority for KBCHS will be extended to the children of the residents of Key Biscayne. This area is naturally bounded by the Village's location on a coastal barrier island approximately 1.2 square miles in size. Because of the small size of the Village, all targeted students live within 1.25 miles of the center of the Village and are in accordance with Miami-Dade County Public Schools School Board's definition of the appropriate walking distance to a neighborhood school.

Second priority shall go to siblings of children currently enrolled in the school. Third priority will be to children of the Governing Board members and teachers at the school. The school will give top priority for its Advisory Board members and children of employees of the Village of Key Biscayne.

The school will not discriminate on the basis of race, religion or national or ethnic origin in the admission of students. The school will be non-sectarian in its programs, admissions, employment practices and operations. No fees or tuition will be charged except those fees normally charged by other public schools. The schools will meet all applicable state and local health, safety, and civil rights requirements. It will not violate the anti-discrimination applicable provision found in Florida Statutes.

Provide for each year of the charter you are seeking, the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class and the total number of students enrolled.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Years 6-
9	75	75	100	100	100	Up to 100
10	50	75	75	100	100	Up to 100
11	0	50	75	75	100	Up to 100
12	0	0	50	75	75	Up to 100
Total	125	200	300	350	375	Up to

* The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The school is developed with the class size requirements at the forefront. The school will open in 2009 in compliance with the 2010-2011 class size requirements by developing facilities and hiring teachers that meet or exceed the 1:25 student teacher ratio required in grades 9-12.

In our first year, the school will be in complete compliance with the Class Size Reduction Act.

Length of Charter Contract

The law states: "In order to facilitate access to long-term financial resources for charter schools, construction of charter schools that are operated by a municipality or other public entity, as provided by law are eligible for up to a 15-year contract, subject to approval by the district school board." Florida Statute Section 1002.33 (7)(a)2.

The initial term of the proposed charter school is for fifteen (15) years. The charter may be modified during its initial term or any renewal term. The 15 year contract will not be terminated by the Miami-Dade County Public Schools School Board during the term of the charter except for good cause according to law. The initial term would begin in August 2009.

It is respectfully requested that the contract (charter) be approved by the sponsor within sixty days in order for the proposed school to have enough time to:

- *Continue to develop the school operating program with community input;*
- *Plan and construct/renovate facilities;*
- *Initiate procurement activities;*
- *Write grants and seek start-up funding;*
- *Hire personnel and complete the planning process in order to open the proposed school for the beginning of the 2009-2010 Academic year.*

Students will attend the school the same number of days (at least 180 days) and have the same holidays and schedule as other public school students in Miami-Dade County Public Schools.

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3. Educational Program Design

3. Educational Program Design

◆ Describe the educational philosophy and/or approach of the proposed school, including a description of the instructional methods to be used. ◆ Describe the research base on the educational philosophy and/or approach. ◆ Describe how the educational philosophy and/or approach align with the school's mission. ◆ Explain why the educational philosophy and/or approach are appropriate for and likely to result in improved educational performance for the school's target population.

If the school intends to replicate an existing school design¹: ◆ Provide evidence that the existing design has been effective and successful in raising student achievement.

The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

◆ Describe the applicant's capacity to replicate an existing school design. *Capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.*

Evaluation Criteria: Educational Program Design

Reviewers will look for an educational program design:

- Is clear and coherent;
- Is based on effective, research-based educational practices and teaching methods, and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population, and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Describe the educational philosophy and/or approach of the proposed school, including a description of the instructional methods to be used.

The Key Biscayne Charter High School will be designed to prepare our students for fulfilling lives in the global economy of the 21st century--with strong emphasis on a college preparatory curriculum. We will prepare our students to be lifelong learners who are well prepared to assume positions of responsibility and leadership in their communities. There will be a great synergy between the unique Village culture and the teachings of the KBCHS.

The school's instructional program will reflect rigorous academic objectives

consistent with State of Florida standards. Additionally, technology will be utilized in the core curriculum areas of language arts, reading, science and mathematics. The academic and technological initiatives will be further enhanced by an enriched curriculum in art, music and physical education.

The core philosophy and underlying purpose of KBCHS is reflected in the following concepts: High expectations for students and teachers; Creative endeavors as an integral part of the growth and development of all students; Character development; Increasing self-esteem through mechanisms that ensure the improvement of the students' self-images as learners; Parental Involvement Obligation; Students who understand their learning styles, and plan and monitor their learning; Student and teacher's accountability and the concept that success breeds success. These concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special emphasis on low performing students.

Basic Requirements:

The school will begin operations with the core academic programs required to meet Florida State Sunshine Standards. Students will be required to meet the following course requirements over the four years of high school

Language Arts	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Foreign Language	2 credits
General Electives	5 credits
Required Electives	2 credits

It is anticipated that most students will earn 24-30 credits during grades 9-12.

Library/Media/Technology will be close at hand, available to every classroom. Computers will be available in every classroom. The school will utilize state-of-the-art educational software and accepted teaching methods for each subject. These materials will be reviewed on a three year cycle—but updated annually as needed.

Academic performance will be measured through informal and formal assessments. Baseline tests will be administered to identify the educational strengths and needs of incoming students. Students will demonstrate competence in core academic areas through traditional assessments, such as publishers' tests, and alternative assessments, such as portfolios that demonstrate authentic learning. Tests that require higher level thinking and/or problem solving skills will be included.

Each student will have a Progress Monitoring Plan at levels recommended by the State, the County Board and current accepted educational practices on which his/her progress will be based. This will serve as the baseline for the student's entry into our learning environment and as their road map to success.

The school will investigate a curriculum that contains more intensive courses such as Advanced Placement and Honors courses and seeks to implement these courses as soon as possible. Students may be eligible to receive college credits for scoring 3 or higher on Advanced Placement examinations. We anticipate a program which may allow students to choose to take concurrent courses-one course each semester, contingent upon having a minimum 3.0 unweighted GPA. Where appropriate, opportunities may be provided for accelerated high school graduation options, in accordance with state statutes.

Philosophy of the KBCHS:

Community School Philosophy:

Based on national trends in educational reform that favor smaller, neighborhood schools, and in response to the community's desire for a neighborhood high school in a safe and secure environment, The Village of Key Biscayne proposes to provide its residents with an education choice for their children in grades 9-12. The Village of Key Biscayne seeks to develop a charter school to serve up to 400 students in grades 9 to 12. By developing the high school within the community, the Village will not only serve the needs of its residents, but will help provide additional student stations within an overcrowded school system.

Education is the foundation of democracy. As such it must work for all young people. Yet far too often young people disengage from learning and do not reach their full, human potential. Community schools are places where partners come together to offer a range of support and opportunities for children, youth, families, and communities before, during, and after school. A community school underscores democracy by reengaging students and parents in both education and the local village.

Community schools foster a learning environment that extends far beyond the classroom walls. Students learn and use critical thinking skills in the context of their lives and communities. Community schools nurture this natural engagement. Because of the deep and purposeful connections between schools and communities, the curriculum is influenced and enhanced, removing the artificial separation between the classroom and the real world. Our vision for community schools is that they are places where *all* students engage in learning, achieve to the best of their ability, and become productive citizens and participants in our democracy.

Community schools also offer "place-based" learning. Place-based learning is rooted in what is local -- the unique history, environment, culture, economy, literature, and art of a particular place. The community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning. Together we have discovered that this local focus has the power to engage students academically, pairing real-world relevance with intellectual rigor, while promoting genuine citizenship and preparing people to respect and live well in any community they choose.

For additional reference:

<http://www.communityschools.org/index.php?option=content&task=view&id=6&Itemid=27> WhatCS

<http://www.nwac.org/scpd/sirs/10/t008.html>

Core Values at KBCHS:

A Character Education curriculum will be integrated into all subject areas. The following core values will be included:

Citizenship - *Understanding the role the individual plays in society.*

Cooperation - Working together towards goals in an interdependent world.
Fairness - Treating others impartially, maintaining an objective attitude toward those whose actions and ideas are different.
Honesty - Being sincere. Not cheating or lying.
Integrity - Standing up for your own beliefs. Resisting social pressure.
Kindness - Being helpful, compassionate and gentle toward all living things.
Pursuit of Excellence - Striving to do your best and not giving up.
Respect - Showing regard for others, being courteous and polite.
Responsibility - Thinking before you act and being responsible for those actions.
Positive Thinking - Teaching the value of a positive outlook and teaching positive language as reinforcement technique.

Critical thinking is a key component of KBCHS:

Critical thinking will be taught and encouraged at the High School. Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and socio-centrism.

A well-educating critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems

Global Awareness requires using 21st century skills to understand and

address global issues. It involves learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. It is based upon an understanding of other nations and cultures, including the use of non-English languages.

21st Century Interdisciplinary Themes:

Financial, Economic, Business and Entrepreneurial Literacy involves understanding the role of the economy in society and using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy is exercising the rights and obligations of citizenship at local, state, national and global levels and understanding the local and global implications of civic decisions.

Health Literacy is obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing. It includes understanding preventive physical and mental health measures and establishing and monitoring personal and family health goals.

Information, Media and Technology, Functional and Critical Thinking Skills:

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Information Literacy is accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand. It includes possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Media Literacy is understanding how media messages are constructed, for

what purposes and using which tools, characteristics and conventions. It is examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors. There must be a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

ICT (Information, Communications & Technology) Literacy is using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy. It includes using technology as a tool to research, organize, evaluate and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Learning and Innovation Skills:

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Creativity & Innovation requires demonstrating originality and inventiveness in work, developing, implementing and communicating new ideas to others and being open and responsive to new and diverse perspectives. The student must act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking & Problem Solving requires exercising sound reasoning in understanding and making complex choices and decisions. The student must understand the interconnections among systems and identify and ask significant questions that clarify various points of view and lead to better solutions. Framing, analyzing and synthesizing information is required in order to solve problems and answer questions.

Communication & Collaboration is articulating thoughts and ideas clearly and effectively through speaking and writing. It involves demonstrating ability to work effectively with diverse teams. The student must exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. There is shared responsibility for collaborative

work.

Life and Career Skills:

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility & Adaptability are necessary for adapting to varied roles and responsibilities and working effectively in a dynamic, ambiguous and changing priorities.

Initiative & Self-Direction is monitoring one's own understanding and learning needs and going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The student demonstrates initiative to advance skill levels towards a professional level. It involves setting, prioritizing and completing tasks without direct oversight and utilizing time efficiently and managing workload. There is a demonstrated commitment to learning as a lifelong process.

Social & Cross-Cultural Skills are used to work appropriately and productively with others. It is leveraging the collective intelligence of groups when appropriate to increase innovation and the quality of work. It involves bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

Productivity & Accountability involve setting and meeting high standards and goals for delivering quality work on time. It is demonstrating diligence and a positive work ethic (e.g., being punctual and reliable).

Leadership & Responsibility require using interpersonal and problem-solving skills to influence and guide others toward a goal. It is leveraging strengths of others to accomplish a common goal. The student must demonstrate integrity and ethical behavior by acting responsibly with the interests of the larger community in mind.

Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning and successful attainment of learning objectives:

Tutoring - Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective. Teachers, teacher assistants, and peers will provide tutoring at KBCHS. It will be offered during class time at the teachers' discretion, after school, and possibly on Saturdays. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.

Cooperative Learning - Students in small, self-instructing groups can support and increase each other's learning. In small groups, students learn teamwork, how to give and receive criticism, how to plan, monitor, and evaluate their individual performance and group activities. It is expected that teachers at KBCHS will use cooperative learning effectively, building in interdependence, independent accountability, and the social and academic skills necessary for success.

Graded Homework - Students learn more when they complete homework that is graded, commented upon, and discussed by their teachers. A homework policy that includes attention to both quantity and quality of homework will be established at the school. Administrators, teachers, parents, and students will periodically review the policy in order to ensure its effectiveness in promoting student achievement.

Describe the research base on the educational philosophy and/or approach

The Village of Key Biscayne Charter High School will implement an academic model which affords a research-based systemic educational process through a thoughtful, quality-oriented whole-school design infused with state-of-the-art teaching and learning systems. This process enables learners to be highly successful citizens in a complex information age and global economy.

The Village's philosophy is based upon the changing world of the 21st century and the nature of the information culture in which students live. Expertise from the local private sector will be an important aspect of the school. The community boasts great resources in private citizens who may impart specific knowledge to students to support or complement a specific subject.

The model outlines the school organization, curriculum, faculty development, student assessment and economic structure, or in essence, what is to be learned, how it should be learned, how it should be taught and how it is to be assessed.

There are eight key elements to the model:

1. A clear learning mission focused on student achievement.
2. A rigorous national standards-based thematic curriculum.
3. High standards of assessment and accountability.
4. A highly selective recruitment process resulting in a superior facility.
5. High quality ongoing professional development.
6. Partnership with parents and the community.
7. An economically viable and sustainable model.

The School will employ various research-based practices, in support of the educational mission, to deliver the quality curriculum including, but not limited to:

- **High expectations** - According to a report released by the National Center for Education Statistics, "The more rigorous the high school curriculum, the more likely students are to find success in college. Students with a rigorous high school curriculum were found more likely to enroll in four-year College institutions and ultimately attain a bachelor's degree. The report also finds that completion of a rigorous curriculum proves a more significant factor in overcoming than socioeconomic challenges, test scores, or a poor initial year in college. The study further describes a rigorous curriculum to include: "4 years of English, 3 years foreign language, 3 years social studies, 4 years mathematics (including pre-calculus or higher), 3 years science (including biology, chemistry, and physics), and one AP course." To that end, the curriculum of KBCHS will meet and in some cases exceed the requirements to be considered a rigorous program.
- **In-Field experts as teachers** — The US Department of Education in their work entitled Promoting educational excellence for all Americans, they indicate that a challenge exists in finding a well-prepared teacher. "A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught."

At KBCHS, the School is fully committed to hire qualified teachers and moreover researchers and practitioners to teach upper level courses, who have command of the material and know their subject matter.

There are elements of the educational practices and teaching methods at KBCHS that are rooted in Dr. TheodoreSizer's Coalition of Essential Schools and the nine principles presented therein his research. Some of these principles will be incorporated as part of the educational philosophy of the School specifically with respect to commitment to Academic Excellence and Character Development. Samplings of the manners in which Dr. Theodore Sizer's nine principles may be implemented include:

Principle 1: Less is more (Guided research, integrating curriculum, "uncovering" curriculum) Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Content areas covered into broad themes will include social studies, math, art/music, science, writing, reading, thinking, and speaking.

Principle 2: Intellectual Focus (Creative thinking, engaging minds, essential questions, alternative teaching strategies) Alternative Teaching Strategies: It will be the requirement of teachers at the School to "break the mold" by coming up with alternative teaching strategies

Principle 3: Universal goals, times, learning and mind styles, interdisciplinary approaches, inclusion) Learning and Mind Styles: It is the very foundation of the School that each student must be viewed as an individual with unique learning and mind styles. Teachers will be required to take a constructivist approach, i.e., they will look at how each student learns and thinks and then use this information to expand on the student's learning. Teachers at the School will not be providers of information, but providers of opportunities for students to gather their own information.

Principle 4: Creative Administration Plan (Changing status of present structures and schedules, differentiated roles for all, staff development)

The staff at the School will be recognized for his or her individual learning style. Teachers will be required to recognize and teach to the strengths of each student, as such, students will experience success in the learning process. Success breeds positive self-esteem.

Principle 5: Personalization (Learning styles, student self-esteem, common planning time, teams and houses, crossgrading)

Each student's learning environment will be personalized to meet his/her potential. Each class will be further broken down into small learning groups or teams. In that manner, each student will be an integral part of a learning team.

Principle 6: Staff (Participatory management, teachers developing curriculum, changing teacher practices) Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest standards as reflected in the Florida Sunshine State Standards. Curriculum development will reflect what and how best to present a core body of knowledge. When teachers participate in the curriculum development, their "buy-in" to the process increases dramatically.

Principle 7: Student as Worker (Cooperative learning, student involvement, commitment, and responsibility empowered student, teacher as coach)

Cooperative Learning: Especially in the multi-grade classroom setting, older students can take on a role as help to younger students. Younger students learn how to work together with a diverse group. Commitment and Responsibility: By signing the school's Code of Conduct, students acknowledge that they are making a commitment to and responsibility for their role as an active participant in the learning process.

Principle 8: Demonstrating Learning (Performance assessments, planning backwards, exhibitions, and portfolios)

Performance Assessments: An integral part of the methods used to identify educational strengths of students at KBCHS will involve performance assessments. Namely, facilitator observation, peer and self-evaluations, projects, presentations, and portfolios will be used as performance assessments.

Principle 9: Attitude (Parent involvement, collegueship, comradeship, trust and decency, and cooperation) Parent Involvement: Parents will be expected to play an integral role in the school.

In 1998 a tenth common principle was added: "the school should demonstrate ... inclusive policies (and) model democratic practices ... explicitly challenging all forms of inequity and discrimination" (Coalition of Essential Schools pamphlet, *The Ten Common Principles*, 1998).

Other research based strategies the School will utilize include: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, CRISS (Creating Independence through Student-owned Strategies, Reciprocal Teaching, Small learning communities, etc.)

Positive Youth Development:

Effective learning environments intentionally connect home, school, and community.

(verbatim from "Community-Based Learning: Engaging Students for Success and Citizenship)

Positive Youth Development theory has re-evaluated how adults view young people and the challenges they face. At its center is awareness of young people's strengths. Positive growth is most likely to occur in an environment that recognizes and builds on young peoples' abilities rather than simply working to prevent weaknesses. In Karen Pittman's words, "problem-free is not fully prepared." [K. J. Pittman and M. J. Fleming, "A New Vision: Promoting Youth Development" Washington DC: Center for Youth Development and Policy Research, September 1991). Written transcript of live testimony by Karen J. Pittman given before The House Select Committee on Children, Youth, and Families.] Also see K. Pittman, M. Irby, and T. Ferber, "Unfinished Business: Further Reflections on a Decade of Promoting Youth Development," *Youth Development: Issues and Challenges* (Philadelphia: Public/Private Ventures, 2000). [Retrieved from <http://www.ppv.org/indexfiles/pubsindex.html>]

Positive youth development refers to an ongoing process in which meaningful content, practice, and opportunities for active participation allow young people to build the skills, attitudes, knowledge, and experiences that equip them for life. It is also a deliberate approach for working with young people that can be implemented in various settings.

Its practices are grounded in the tenants of developmental theory beginning with the notion that young people develop at various rates along several dimensions—intellectually, socially, emotionally, and physically. [For a discussion on origins of the field of positive youth development, see R. Catalano et al., *Positive Youth Development in The United States: Research*

Findings on Evaluations of Positive Youth Development Programs (Washington, DC: US Department Of Health and Human Services and the National Institute for Child Health and Human Development, November 1998)]. It recognizes that supportive environments promote growth in all these areas. Following psychologist Abraham Maslow's well known hierarchy, it calls for learning environments that address young people's basic needs so they can successfully meet higher order challenges. [Abraham Maslow, *Motivation and Personality*, 2nd ed. (New York: Harper and Row, 1970)]. It acknowledges Urie Bronfenbrenner's understanding that young people experience the world in concentric, expanding circles of family, school, community, and the larger society. [Urie Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design* (Cambridge, MA: Harvard University Press, 1979)]. **Effective learning environments find ways to intentionally connect all of the systems that affect young people's lives—home, school, and community.**

<http://www.communityschools.org/CCSDocuments/CBLFinal.pdf>

Describe how the educational philosophy and/or approach aligns with the school's mission.

The educational philosophy (and ultimately the school curriculum) aligns with the Florida Sunshine State Standards and goes beyond to express the unique culture of the Village of Key Biscayne. It will promote learning for leadership, academic growth, ability to construct knowledge and individual responsibility. We will focus on the following:

- Developing academic excellence through national standards-based curriculum.
- Promoting maturity through self-respect, self-confidence and self-control within each student. These will be gained through group processes and cooperative learning, peaceful means of conflict resolution and respect for the rights of others.
- Accelerating intellectual growth through thinking and problem solving strategies, enabling students to master national standards and Florida Sunshine State standards in all disciplines; language arts, mathematics, science and social studies. This will be enhanced through workplace/character competencies, the use of technology as a learning tool, and the application of data analysis skills and research

methodology.

- Guiding towards independence by stressing the pursuit of excellence and the need to continually question and learn. We will promote the development of skills for accessing the information highway, study skills for life-long learning and tactics for the exploration of career options in a global economy.
- Providing balance and perspective by encouraging the development of academic and career skills; the exploration of the humanities and fine arts; the recognition of both achievement and individual differences; parent and community involvement in the school; a heightened awareness of community needs and goals; and an understanding of the importance of regional and global citizenship.
- Encouraging critical thinking and skills for the 21st Century.
- Teaching a philosophy that ties to the community and supports the local culture.

Explain why the educational philosophy and/or approach are appropriate for and likely to result in improved educational performance for the school's target population.

Students in Key Biscayne Charter High School live in a culturally rich community that is a part of the global community discussed in other classrooms. It is important that the educational philosophy for these students be in tandem with the lives that they lead at home and in their neighborhood. This makes a progressive, 21st century approach to the classroom an important key to success for the school and the individual student.

Place based learning leads to positive youth development and support of the local community. Without a local school for the high school students, there is no option but for them to travel to another location for school. Place-based learning is rooted in what is local -- the unique history, environment, culture, economy, literature, and art of a particular place. The community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning. Together we have discovered that this local focus has the power to engage students academically, pairing real-

world relevance with intellectual rigor, while promoting genuine citizenship and preparing people to respect and live well in any community they choose.

The teaching methods and approaches used at KBCHS will be tailored for each specific student. The School believes that through the implementation of quality teaching methods and techniques, students will perform at their maximum levels. Teachers and staff at KBCHS will continuously monitor student progress to ensure that each student's performance maintains a steady level of improvement as the year progresses.

Children of Key Biscayne choosing to attend the KBCHS will be able to significantly reduce the 60-90 minute commute students endure to attend school out of their community, providing them with additional instruction and or educational recreation time to improve their educational performance.

A comprehensive assessment program will be implemented to ensure that the program is working. Tests will be done by utilizing a variety of assessments. The measurement tools will be timely and relevant and will be used to identify improvement needs and to assess student understanding and mastery of content.

4. Curriculum Plan

4. Curriculum Plan

If the curriculum is already developed:

◆ Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.

For schools that intend to serve high school students, the proposed curriculum must describe the "areas of interest for majors" as required by Florida Statutes.

◆ Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information on reading requirements may be accessed at: www.justreadflorida.com/docs/reading_programs.pdf

◆ Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

◆ Describe how the effectiveness of the curriculum will be evaluated.

If the curriculum is to be developed:

◆ Describe the plan for development of the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.

◆ Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information on reading requirements may be accessed at: www.justreadflorida.com/docs/reading_programs.pdf

◆ Identify the research base and foundation materials that will be used to develop the school's curriculum.

◆ Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

◆ Describe how the effectiveness of the curriculum will be evaluated.

Evaluation Criteria - Curriculum Plan

Reviewers will look for a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled, and
- Will be appropriate for all students at all levels.

Describe the plan for development of the school's curriculum in the core academic areas, illustrating how

it will prepare students to achieve Sunshine State Standards.

The Village of Key Biscayne has contracted the services of Fielding Nair International and EdVisions to plan and design education facilities and to implement innovative teaching and learning models to complement existing State Standards and, whenever feasible, enhance learning opportunities for the students. The consulting engagement will take place in the August - December 2008 timeframe. Guidance from these consultants will assist the Village in determining the appropriate curriculum for the school.

The Key Biscayne Charter High School Campus will prepare all 12 students to attain their highest potential and achieve academic excellence in preparation for postsecondary education and therefore will ensure that all students meet and/or exceed the requirements for high school graduation, including mastery of all respective Sunshine State Standards. The school will provide an interdisciplinary curriculum, utilize technology, and focus on instruction in critical thinking, reading and writing in the content areas. The students will be expected to achieve high academic standards, develop leadership skills, and become responsible, productive citizens.

1. **Academic Achievement:** Students will be expected to demonstrate high academic achievement in critical thinking in the content areas of reading, writing, mathematics, social studies and science.
2. **Technology:** Following the guidelines of NCLB initiatives and state standards, technology will be used to support learning in the content areas. School-wide technology will be integrated into the curriculum to support different learning styles and to better meet the needs of all learners including those with disabilities through interactive instruction, reinforcement, immediate feedback and corrections and repetitive exercises. In addition, technology will be used as a vehicle for professional development through in-house training and workshops.
3. **Learning for the 21st Century:** Teaching critical thinking skills that will assist students in practical applications in the 21st Century.

The core curriculum will incorporate and be aligned with the Florida Sunshine State Standards, will have a college preparatory emphasis and will provide intensive core courses customized to specific student needs. As the school grows and matures, students performing at grade level and above will

have the opportunity to access the full range of academic courses. Students who wish to pursue an advanced academic program will be then able to attend Honors and Advanced Placement courses. All students will be encouraged to maximize their full potential by taking the most rigorous program in which they can be successful.

The recommended course of study for all students of the School will include:

- four years of language arts, mathematics, science, and social studies,
- three years of a foreign language,
- courses in performing/fine and practical arts,
- courses in life management skills, physical education and personal fitness,
- available elective courses.

In addition to course requirements, students will also earn a qualifying score on the FCAT (9th and 10th grades), demonstrate computer literacy, complete a community service project and earn an unweighted, cumulative grade point average of at least 2.0. Promotion from grade to grade will be in accordance with the requirements set forth in the Miami-Dade County Public Schools' *Student Progression Plan*. All students will have accessible to them the requirements necessary for eligibility to participate in the Florida's Bright Futures Scholarship Program and to earn a College-Ready Diploma. All students will be encouraged to participate in advanced courses as they become available at the school.

Until such time as the school can provide all of the AP courses requested by the students, another option may be the Florida Virtual School. The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. All students have the option of taking online courses from the Florida Virtual School. For information, visit www.flvs.net.

FLORIDA VIRTUAL SCHOOL – Any Time, Any Place, Any Path, Any Pace

Florida Virtual School (FLVS) is an established leader in developing and providing virtual K-12 education solutions to students nationwide. A nationally recognized e-Learning model, FLVS was founded in

1997 was the country's first state-wide Internet-based public high school. Today, FLVS serves middle and high school students with more than 90 courses. In 2000, the Florida Legislature established FLVS as an independent educational entity with a gubernatorial appointed board. FLVS is the only public school with funding tied directly to student performance. FLVS provides online solutions for grades 6 to 12, as well as for adults seeking GED alternatives both in FL and out-of-state through their Global Services Division.

The content of the core subject areas (English Language Arts, Mathematics, Science and Social Studies) will start with the basic requirements and grow to include many of the following:

Language Arts:

The School will adopt the *Just Read, Florida!* K-12 Comprehensive Research-Based Reading Plan, published by the Florida Department of Education. The purpose of the Language Arts program is to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. Instruction in language arts will continually emphasize fundamental functions of language; however, "Language is also the avenue by which one gains access to literature and thereby to the cultural treasury of civilization". The content will include, but not be limited to, study and interpretation of traditional and contemporary literature, application of the writing process, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills enabling success in school and beyond when entering the world of work.

Four years of High School English are required for graduation. Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendation.

Language Arts - Students will:

- Read a wide range of print and/or nonprint texts (fiction, nonfiction, classic and contemporary works) to build an understanding of the texts, themselves, and the cultures of the United States and the world; to acquire new information; to

respond to the needs and demands of society and the workplace; and for personal fulfillment.

- Read a wide range of literature from many periods and in many genres to build an understanding of the many dimensions of human experience.
- Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Such strategies will include drawing upon prior experience, interactions with other texts, word identification strategies, and understanding of textual features (e.g., sentence structure, content, graphics.)
- Adjust their use of spoken, written and visual language (e.g., style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.
- Apply knowledge of language structure, language conventions (e.g., spelling, punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Conduct research on issues and interests by generating ideas and questions and by posing problems. Students will gather, evaluate and synthesize data from a variety of sources to communicate their findings in ways that suit their purpose and audience.
- Use a variety of technological and informational resources (e.g., libraries, database, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Use spoken, written and visual language to accomplish their own personal purposes (e.g., persuasion, learning enjoyment).

The following is a list of courses that may be offered:

- Intensive Reading
- Intensive Reading Plus
- English I
- English I Honors
- English I Honors Gifted
- English I through ESOL
- English II
- English II Honors
- English II Honors Gifted
- English II through ESOL
- English III
- English III Honors
- English III Honors Gifted
- English III through ESOL
- English IV
- English IV Honors
- English IV Honors Gifted
- English IV through ESOL
- AP English Language and Composition
- AP English Literature and Composition
- Screenplay Writing
- Creative Writing I (0.5)
- Creative Writing II (0.5)

ESOL Electives:

- ESOL Intensive Language (L1)
- ESOL Intensive Language (L2)
- ESOL Intensive Language (L3)
- ESOL Intensive Language (1...4)

Mathematics:

The school will instruct students in various branches of mathematics, including: operations, numeration, whole numbers, fractions, decimals, percents, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, etc. in preparation for the Florida Comprehensive Assessment Test; however, will delve into a more advanced study and practical application of the concepts

and how these skills relate to the success of the world of mathematics beyond the classroom.

Students will be taught to understand mathematical reasoning and processes, the ability to apply mathematics and to evaluate the significance of the results, the ability to develop flexible strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition. It is the School's intention as part of the commitment to the international theme, to portray mathematics as a universal language wherein "mathematics promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought" thereby creating an appreciation for the international nature of mathematics.

The Mathematics curriculum will be aligned with the Sunshine State Standards for High School Mathematics and the courses will, at minimum, address the following five strands:

1. Number Sense, Concepts, and Operation
2. Measurement
3. Geometry and Spatial Science
4. Algebraic Thinking
5. Data Analysis and Probability

Four years of mathematics are required for graduation. Students will be placed in the appropriate Math course on the basis of scores on standardized tests, past performance in class, and teacher recommendation.

Mathematics - Students will:

- Number and Operation – Understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand the meaning and relationship of operations; and use computational tools and strategies fluently and estimate properly.
- Patterns, Functions, and Algebra – Understand various types of patterns and functional relationships; use symbolic forms to represent and analyze mathematical situations and structures; and use mathematical models and analyze change in both real and abstract contexts.

- Geometry and Spatial Sense – Analyze characteristics and properties of two- and three-dimensional geometric objects; select and use different representational systems, including coordinate geometry and graph theory; recognize the usefulness of transformations and symmetry in analyzing mathematical situations; and use visualization and spatial reasoning to solve problems both within and outside of mathematics.
- Measurement – Understand attributes, units, and systems of measurement; and apply a variety techniques, tools, and formulas for determining measurements.
- Data Analysis, Statistics and Probability – Pose questions and collect, organize and represent data to answer those questions; interpret data using exploratory data analysis; develop and evaluate inferences, predictions, and arguments that are based on data; and understand and apply basic ideas of chance and probability.
- Problem Solving – Build new mathematical knowledge through working with problems, and develop a disposition to formulate, represent, justify, and generalize in situations within and outside mathematics; apply a wide variety of strategies to solve problems and adapt the strategies to new situations; and monitor and reflect on mathematical thinking while solving problems.
- Reasoning and Proof – recognize reasoning and proof as essential and powerful tools to mathematics; develop and evaluate mathematical arguments and proof; and select and use various types of reasoning and methods of proof as appropriate.
- Communication – organize and consolidate mathematical thinking to communicate with others; express mathematical ideas coherently and clearly to peers, teachers and others; extend mathematical knowledge by considering the thinking and strategies of others; and use the language of mathematics as a precise means of mathematical expression.

- Connections – recognize and use connections among different mathematical ideas; understand how mathematical ideas build on one another to produce a coherent whole; recognize, use and learn about mathematics in context outside of mathematics.
- Representations – create and use representations to organize, record and communicate mathematical ideas; and use representations to model and interpret physical, social and mathematical phenomena.

The following is a list of courses that may be offered at the School:

- Geometry Honors (9th Grade)
- Geometry Honors Gifted (9th Grade)
- Geometry B (9th grade)*
- Analysis of Functions (9th grade)
- Analysis of Functions Gifted (9th or 10th grade)
- Pre-Calculus (9th or 10th Grade)
- Geometry C ((10th or 11th grade)
- Linear Algebra, Geometry B, Propositional Calculus (11th and 12th Grade)*
- Calculus (11th Grade)
- Calculus AP (10th - 11th Grade)
- Calculus II AP (11th - 12th Grade)
- Calculus AB
- Calculus BC
- Honors Statistics
- AP Statistics
- Calculus HI AP (12th Grade)

Science:

The purpose of the Science program is to provide students with a broad knowledge of scientific concepts and provide a solid foundation for students to pursue postsecondary education. All science coursework is designed to promote the sense of inquiry through laboratory experiences and therein to further develop critical thinking skills. Instruction in these subject areas will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem-solving.

Students will be engage in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the School will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge.

Although only three years of science is required for graduation, students of the School will be encourage to pursue at least four years of science coursework. The Science curriculum will be aligned with the Sunshine State Standards for Science and the content standards of the National Science Education Standards. The Science courses will address, at maximum, the following eight strands: Nature of Matter, Energy, Force and Motion, Processes that Shape the Earth, Earth and Space, Processes of Life, How Living Things Interact with Their Environment, and the Nature of Science.

The courses offer conceptual development in the earth, life, and physical sciences and will cover a gamut of topics therein. Earth and Space sciences focus on the relationships between the environment, our solar system, the universe, along with the structure of our own planet and how these factors influence life on Earth. The life science courses deal with the living world, cells, relationships between plant and animal life, and the biotic and a-biotic factors that influence these relationships. Physical sciences approach the concepts of energy, force, machines and simple mechanics that is observable in the world around us.

Students will be required to complete a minimum of 3 years of high school science at the School, and upon completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. Physics and A.P. courses are suggested course options to all students in preparation to pursue post secondary education courses, especially when pursuing careers in the field of sciences.

Science - Students will:

- Experience the richness and excitement of knowing about and understanding the natural world.

- Use appropriate scientific processes and principles in making decisions.
- Engage intelligently in public discourse and debate about matters of scientific and technological concern.
- Increase economic productivity through the use of knowledge, understanding and skills of the scientifically literate persons in their careers.
- Develop abilities to do scientific inquiry and understandings about scientific inquiry.
- Physical Science – Develop an understanding of the structure of atoms; structure and properties of matter; chemical reactions; motions and forces; conservation of energy; and interactions of energy and matter.
- Life Science – Develop an understanding of the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior of organisms.
- Earth and Space Science – Develop an understanding of energy in the earth's system; geochemical cycles; origin and evolution of the earth's systems, and origin and evolution of the universe.
- Science and Technology – Develop abilities of technological design and understandings about science and technology.
- Science in Personal and Social Perspectives – Develop understandings of personal and community health; population growth; natural resources; environmental quality; natural and human-induced hazards; and science and technology in local, national and global challenges.
- History and Nature of Science – Develop understanding of science as a human endeavor, nature of scientific knowledge, and historical perspectives.

The following is a list of the courses that may be offered:

- Earth/Space Science (9th Grade)
- Biology
- Biology I Honors
- Biology I Honors Gifted
- Anatomy and Physiology
- Anatomy and Physiology Honors
- Chemistry
- Chemistry Honors (10th Grade)
- Chemistry Honors Gifted
- AP Biology (11th Grade)
- AP Chemistry (10th Grade)
- Physical Science
- Physics
- AP Physics (12th Grade)
- Physics Honors (12th Grade)
- Physics Honors Gifted (12th Grade)
- Environmental Science

Social Sciences:

The Social Studies curriculum consists of thematic units that have been designed to integrate the various subjects and address the following four key areas: (1) Time, Community, and Change (History); (2) People, Places, and Environment (Geography); (3) Government and the Citizen (Civics and Government); and (4) Economics.

Special effort will be made to address a variety of cultures and times and analyze their interaction in the modern world. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, identify potential bias in resources due to cultural influences, and argue empathetically. Students also will be taught to build upon factual knowledge through lessons that emphasize thinking and writing in an historical context, and will study the past with an eye toward enhancing their ability to appreciate and understand the present. Three years of social studies are required for graduation. Social Studies – Students will:

Culture – Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

Time, Continuity, and Change -Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic and political revolutions.

People, Places and Environments - Refine maps of locations, regions, and the world that demonstrate understanding of relative location, direction, size and shape.

Individual Development and Identity - Articulate personal connections to time, place, and social/cultural systems.

Individuals, Groups and Institutions - Apply concepts such as role, status and social class in describing the connections and interactions of individuals, groups and institutions in society.

Power, Authority, and Governance - Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

Production, Distribution, and Consumption - Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

Science, Technology, and Society - Identify and describe both current and historical examples of the, interaction and interdependence of science, technology, and society in a variety of cultural settings.

Global Connections - Explain how languages, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

Civic Ideals and Practices - Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government,

such as individual human dignity, liberty, justice, equality, and the rule of law.

The following is a list of courses that may be offered:

- World History
- World History Honors
- World History Honors Gifted
- AP World History
- AP World History Gifted
- Caribbean History (0.5)
- Latin American History (0.5)
- AP European History
- AP European Gifted
- Psychology I
- Multicultural Studies (0.5)
- American History
- American History Honors
- American History Honors Gifted
- AP American History
- AP American History Gifted
- AP Macroeconomics (0.5)
- AP US Government and Politics (0.5)
- AP Human Geography
- Economics
- Economics Honors
- Economics Honors, Gifted
- Philosophy

The content of the elective subject areas may include the following:

The Arts:

The School envisions an approach of global interpretation and understanding of the arts for its students. Analyzing the common traits and differences of artistic expression across cultures, discovering the cultural value of civilizations reflected in their works of arts, and understanding the relationship between ideas and arts across the globe.

As the school grows, both visual arts and performing arts will be elements of the curriculum. Students will be taught to identify particular creative abilities and to apply techniques appropriate to particular forms of expression, developing their own imagination and skills. Works of art that have proven to be of enduring worth will be used throughout the program of arts instruction.

The following is a list of courses that may be offered:

- Drama I, II and III
- Drawing and Painting I and II
- Art
- Art Appreciation/History
- Music Appreciation
- Creative Photography I and II
- Dance Techniques I and II

Language(s) Other Than English:

Reading, speaking, and writing a second language will be taught to all students of the School. Instruction will not only encompass enhancing students' functional ability with the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Three years of language other than English will be offered in support of the School's mission to develop a true bi-literate student.

The following is a list of courses that may be offered:

- Spanish for Spanish Speakers I and II
- AP Spanish Language
- AP Spanish Literature
- French I, II

Physical Education:

The School's physical education program will center on teaching students to cultivate a healthy and active lifestyle. Students will develop the motor skills necessary to participate successfully in a variety of physical activities, and will learn the benefits of a regular exercise regime. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities

outside of school, and will be structured to include opportunities for forms of self-reflection, communication, and teamwork. The physical and natural resources of the Island will be fully utilized allowing for world class tennis, golf, rowing, and scull. Basketball and soccer facilities are located in the center of the Village.

Consideration should also be given to the ability of students to compete on school teams. The smaller student environment gives each child a greater opportunity to join a team and gain a new experience. Competition for spots on sports teams at larger schools are difficult to achieve.

The following is a list of courses that may be offered:

- Personal Fitness
- Team Sports-including soccer, swimming, tennis and volleyball
- Health I-Life Management – (includes instruction of health promotion and disease prevention)
- Individual and Dual Sports II
- Dance Technique I
- Ethnic Dance

Technology:

The School will equip its classrooms with multi-media, high-speed computers and server hardware with high speed Internet access. In addition to standard courses listed below, students will have access to digital cameras, video and audio equipment, which enable students to produce professional level projects and multimedia presentation. Further, the Village has both a radio and television station that will allow for practical experience for the students.

Such integration of technology throughout the curriculum requires policies are in place to promote safe, ethical, and appropriate use of such technology in compliance with legal and professional standards. Therefore, a policy for the acceptable use of the Internet as a tool for learning will be included in the respective handbooks produced and agreed to by students and their parents that clearly dictate network etiquette guidelines for such use. Similarly, in the staff handbook, a similar use policy will be included as a reminder of professional standards regarding appropriate use of technology to which the staff must adhere.

The following is a list of technology courses that may be offered over time:

Computers:

- Introduction to Computers
- Computer Applications I, II
- Applied Computer Technology
- Business Software Applications I, II
- Web Design 1, 2, 3
- PC Support I, II, III
- Computer Programming-Basic I, II
- Computer Programming II, II, III

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Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.

The School will adopt the *Just Read, Florida! K-12 Comprehensive Research-Based Reading Plan*, as established by the Florida Department of Education. Reading will be a primary focus of the curriculum. The students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas, and each course will have reading and reading related skills integrated into the curriculum. Resources will be provided by the School to assure the successful completion of the required course work.

To assist in successfully meeting the goals of the Sunshine State Standards the following objectives from the *Florida Reading Program Specifications*, are practices that will be implemented at the school:

- 3.3.1 Students will be screened at the beginning of each school year to determine baseline reading development and to detect the presence of any difficulty.
- 3.3.2 Comprehensive diagnostic measures are used to investigate the nature of reading problem areas with detected reading difficulties.
- 3.3.3 Progress monitoring of skill acquisition is periodically administered throughout the school year to detect and steer reading progress.

For students who are reading below grade level, a diagnostic reading test will be administered, parents will be notified, and a progress monitoring plan (PMP) will be completed.

For optimal instruction students will be grouped in various ways to accommodate varying reading levels and learning styles. Whole-group instruction, small-group instruction, individual instruction, and independent reading will be the four methods teachers will utilize to address the various needs of the students.

Effective Reading Strategies

The teachers will use reading curriculum consistent with the Sunshine State

Standards, addressing specific objectives which support the development of the competencies. Additionally, the Reading Program Specifications document will be used as a framework in further developing an effective reading program.

Supporting strategies for attaining the benchmarks on the Florida Comprehensive Assessment Test at each grade level will be implemented based on the needs of the students. Below is a listing of strategies that may be utilized at different grade levels:

- Structured Independent Reading
- Reciprocal Teaching
- Questions and Discussions
- Read and Retell
- Learning to Write – Write to Learn
- Vocabulary Development
- CRISS (Creating Independence through Student-owned Strategies)
- Book Sharing
- Cooperative Groups
- Graphic Organizers
- Marginal Note-taking

To assist in efficiently using the time dedicated to making reading a primary focus of the curriculum, the following objectives from Florida's *Reading Program Specifications* will be implemented at the School:

- 3.2.1 Significant instructional time is dedicated to reading instruction.
- 3.2.2 Explicit systematic approach to instruction through skill scaffolding and monitoring of student learning gains.
- 3.2.3 Students actively engage in learning during instructional time.
- 3.2.4 Reading activities accessible beyond the school day.
- 3.2.5 Collaborative and coordinated efforts within the school and between the school and home.

Student literacy is a major initiative of the School, and reading instruction will be treated as a major priority of the school. The School is committed to implementation of the *Just Read, Florida!* initiative including the implementation of the K-12 Comprehensive Research-Based Reading Plan, as prescribed by the Florida Department of Education.

Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

The Charter High School will pursue a program that combines the Florida Department of Education's Sunshine State Standards and Key Biscayne Charter High School objectives of meeting both the specific and diverse needs of our student body. This means implementing a curriculum program that addresses the school wide goals while paying particular attention to individual students' needs. The reading curriculum will be guided by an alignment of Key Biscayne Charter High School Curriculum with Federal and State Policies. Specifically:

- There will be curriculum alignment with the Sunshine State Standards grade level expectations for 9-12 and the No Child Left Behind Act.
- Weekly benchmarks will be identified from the Sunshine State Standards and used as a guide for planning the curriculum program daily. Based on these benchmarks, appropriate instructional strategies will be selected to meet the diverse learning styles of students and state/federal standards.
- Classroom instruction will be guided by the latest in research theory and departmental planning and assessment. The school will obtain membership in several professional organizations including the International Reading Association, ASCD, and the National Staff Development Council.
- Student performance will be continuously assessed, and students not making adequate progress towards the Sunshine State Standards will be identified and appropriate measures for improvement will be instituted.
- Ongoing communication will occur between the school and the parents through progress reports, parent conferences, and other forms of written and oral communication.
- All students not meeting standards will be placed on a plan to memorialize those specific strategies to be implemented to remediate any learning deficiencies.

Student records from the prior year will be reviewed for baseline data on each student, including, but not limited to, standardized test scores, report card grades, attendance records, and behavior records. In the case of Exceptional Student Education (ESE), Individual Education Plans (IEPs)

will be secured. Also, individual LEP Student Plans will be obtained for English Language Learners (ELL). This data will be made available to the current teacher who will assess progress and provide appropriate services to ensure students have the ability to master the Sunshine State Standards.

Supplemental Material

Key Biscayne Charter High School will provide students at all grade levels with supplemental reading material that presents a mixed genre of reading assignments and activities that tie student learning to real world experiences. Texts will include non-fiction material, drama, puzzles, and debates. These materials will help students to set their own purposes for reading, gain insights as well as a deeper understanding and appreciation for the joys of reading. Teachers will guide students to relate material to personal experiences and academic knowledge in the various content areas.

Newspaper in Education

Classroom reading instruction will be enhanced by the use of newspapers in the classroom which provide students with hands on reading activities that directly relate to their environment and real world experiences.

Future reading programs for the school could include electives such as the following:

Independent Reading Program [Silent Sustained Reading]

Students will be provided the practice of reading independently for enjoyment. Students will read independently for fifteen minutes per day in one of the content areas. Teachers will monitor the progress of students through classroom discussion and reading logs.

Writing Club / School Newspaper

The objective of this club is to involve students in the writing process focusing on activities that are fun and exciting even while they are learning the rudiments of effective reading and writing. Students' assignments will be selected for publication in school newspaper. It is anticipated that the high interest activities that students participate in combined with the affirmation of having their work published will motivate them to improve their writing standards and their overall academic performance, including FCAT Writes and Reading.

The Reading Club

Students will participate in regular meetings held by teachers who focus on a monthly genre or theme. Teachers will engage students in critical literacy exercises aimed at improving their critical thinking skills. Students will read high interest books that span a variety of genres and themes. Ultimately, students' overall academic performance will be impacted by these innovative strategies that include all the reading benchmark skills.

Describe how the effectiveness of the curriculum will be evaluated.

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives (provided herein section 5) as well as the educational goals listed in the School's School Improvement Plan. As a result, educational activities will be integrated into the curriculum to support the goals of the School Improvement Plan and enhance the overall academic success and performance of the students.

Additionally, through the school's commitment to pursue and obtain high school accreditation from the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI)*, within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the Accreditation process, the School will: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process.

Within the school's first year, the School plans to invite two representatives from the Florida Committee to perform a readiness visit as a first step to apply to candidacy as a new applicant. It is anticipated that within three years of opening, the school will complete a SACS self-study, host a peer-review visiting team, and comply with all SACS standards.

Identify the research base and foundation materials that will be used to develop the school's curriculum.

The core curriculum will incorporate and be aligned with the Florida Sunshine State Standards. For reading, the school is following the prescribed statewide program *Just Read, Florida!*

As the school develops specific curriculum it will provide the research base and foundation materials that support the courses.

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5. Student Performance, Assessment and Evaluation

5. Student Performance, Assessment and Evaluation

◆ State the school's educational goals and objectives indicating how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained.

The school's educational goals and objectives must ensure that students receive a year's worth of learning for each year enrolled.

◆ Identify the school's promotion standards.

◆ If the school will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation in accordance with s. 1003.43.

◆ Identify the range of assessments that the school will use to measure and monitor student performance.

At a minimum, charter schools must participate in the statewide assessment program created under s. 1003.43.

◆ Describe how baseline achievement data will be collected and used.

◆ Describe how student assessment and performance data will be used to evaluate and inform instruction.

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

Evaluation Criteria: Student Performance, Assessment and Evaluation

Reviewers will look for:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

State the school's educational goals and objectives indicating how much academic improvement students are expected to show each year, how success will be evaluated and the specific results to be attained.

The Charter High School will pursue a program that emphasizes the Florida Department of Education's Sunshine State Standards. It will be a rigorous

academic curriculum that encourages independent thought and student growth. In light of the difficult course of study, the schools educational goals include:

- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards in Language Arts, at least **XX** percent of ninth grade students will make learning gains in reading as evidenced by Reading scores on the 2009 Florida Comprehensive Assessment Test.
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards in Mathematics, at least **XX** percent of ninth grade students will make learning gains in mathematics as evidenced by Mathematics scores on the math subtest of the 2009 Florida Comprehensive Assessment Test.
- Tenth grade students will demonstrate mastery of writing standards by meeting or exceeding the local district and/or State average, whichever is greater, of students scoring a 3.5 or above on the FCAT Writing Test.
- Eleventh grade students will demonstrate mastery of science standards by meeting or exceeding the local district and/or State average, whichever is greater, of students scoring a three or above on the FCAT science subtest.
- At least 50 percent of the lowest quartile of students will make learning gains in reading and mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FCAT achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level.
- At least 50% of students will meet and /or exceed requirements for graduation, upon completion of grade twelve.
- Given a school-wide emphasis on instruction for mastery of the Sunshine State Standards, at least **XX** percent of the lowest quartile of students will make learning gains in reading and mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FCAT achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level.
- Given a school-wide emphasis on instruction for mastery of the Sunshine State Standards, at least **XX** percent of students will meet

and/or exceed requirements for graduation, upon completion of grade twelve.

Identify the school's promotion standards.

Promotion from grade to grade will follow the requirements set forth in the Miami-Dade County Public Schools' *Student Progression Plan*.

- In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL or one credit in mathematics.
- To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 10 credits, which must include two credits in English/ESOL and two credits in mathematics.
- To be designated as a 12th grade student, a 11th grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL and three credits in mathematics.
- In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Sunshine State Standards through the Florida Comprehensive Test, including basic computer literacy skills, and complete a community service project.

If the school will serve secondary students, describe the method that will be used to determine if a student has satisfied the requirements for graduation in accordance with s. 1003.43.

Students must meet all the graduation requirements specified by the state of Florida in order to receive a diploma from the School. Those requirements include 24 credits, satisfactory performance on the FCAT, a cumulative unweighted grade point average of 2.0 or higher, demonstrated computer literacy, and completion of a community service requirement.

The grade and bonus point values shown in the chart below will be used to determine unweighted GPA's. At such time as the High School grows and matures, additional classes may be added that provided for weighted GPA's. These will be calculated in accordance with District standards.

	Grade Point	Bonus Points Honors	Bonus Points Advance Placement
A	4	1	2
B	3	1	2
C	2	1	1
D	1	0	0
F	0	0	0

Graduates from the School may be eligible to participate in Florida's Bright Futures Scholarship Program. A student who has met all requirements for graduation except passing the grade 10 FCAT, or earning the GPA required for graduation shall be awarded a certificate of completion. Exceptional students, who have been properly classified, may be eligible to receive a special diploma or a special certificate of completion.

Identify the range of assessment that the school will use to measure and monitor student performance.

At a minimum, charter schools must participate in the statewide assessment program created under s. 1003.43.

The school will participate in all required assessments as specified in 1003.43. In addition to the discussion of graduation requirements through completion of specific class credit requirements discussed above, the chart below identifies the specific instruments that will be used to assess student performance in the core subject areas. The results of the standardized tests, portfolios, and teacher-made tests will be used for diagnostic purposes.

Core Subject Areas	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Reading	Teacher-made tests FCAT (SSS &	FCAT* (SSS & NRT) Teacher-	Teacher-made tests FCAT SSS (When	Teacher-made tests FCAT SSS (When

	NRT)	made tests	Needed)	Needed)
	Teacher-made tests	Teacher-made tests	Teacher-made tests	Teacher-made tests
Writing	Portfolios	Portfolios	Portfolios	Portfolios
		FCAT Writing		
	Teacher-made tests	Teacher-made tests	Teacher-made tests	Teacher-made tests
Mathematics	FCAT (SSS & NRT)	FCAT* (SSS & NRT)	FCAT SSS (When Needed)	FCAT SSS (When Needed)
	Teacher-made tests	Teacher-made tests	Teacher-made tests	Teacher-made tests
Science	Portfolios	Portfolios	Portfolios	Portfolios
	Teacher-made tests	Teacher-made tests	Teacher-made tests	Teacher-made tests
Social Sciences	Portfolios	Portfolios	Portfolios	Portfolios

Additional assessments that will be administered as required by State Statute:

Florida Comprehensive Assessment Writing Field Test (FCAT): selected schools and grades only – the charter school will participate only if selected.

- Florida Competency Examination on Personal Fitness (FCEPT): grades 9-12.
- Florida Comprehensive Assessment Test, Graduation Test: all students in grade 10 and selected students in grades 11-12.
- Applicable Components of the FCAT and all assessments required under s. 1003.43

Assessments required/recommended for Post Secondary Education may include:

- Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT): grades 9, 10 & 11.
- College Placement Test (CPT): grades 10-12.
- National Assessment of Educational Progress (NAEP).
- PLAN: grade 10.
- Advanced Placement Examinations (AP): grades 9-12.
- College Board SAT I and SAT II.
- ACT Assessment

Description how baseline achievement data will be collected and used.

The baseline student academic achievement levels for the School will be established using multiple measures of student academic performance on the School and the Florida Assessment Programs for grades 9-12.

The specific assessments to be utilized will include the following:

1. Florida Comprehensive Test (FCAT) Sunshine State Standards Component (SSS) in Reading Comprehension.
2. FCAT Main Referenced Test (NRT) in Reading Comprehension.
3. FCAT-SSS in Mathematics.
4. FCAT-NRT in Mathematics.
5. FCAT-SSS in Science.
6. FCAT-SSS in Writing.
7. Portfolio Assessments (whenever applicable).

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students.

Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including indoor and outdoor suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), Individual Education Plans (IEP) will be secured and the Individual LEP Student Plans will be obtained for

English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

The extent to which educational goals and performance standards will be met will be gauged by the achievement of the specific measurable objectives identified in the charter school application for the first year of operation. Additionally, baseline data is reported in the School Improvement Plan through a needs assessment and specific learning objectives are written to address student's learning needs. In subsequent years, the results will be gauged against the objectives specified in the School Improvement Plan and this method of goal setting, data collection will be utilized as a living and continuous improvement tool.

Description how student assessment and performance will be used to evaluate and inform instruction.

In addition to the aforementioned baseline data analysis, data collected from teacher-made assessments will be used to guide instruction. Some published assessments will also be used as appropriate. Initial, medial, and final assessments will be based on the performance standards that students are expected to achieve. Those assessments will include, but not be limited to, students' demonstration of mastery, portfolios of student work, presentation of work, on-demand production of work, teacher observations, and teacher-made exams.

The educational strengths and needs of students will be determined on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test will be used to determine the level of mastery in reading, writing, and mathematics. Students are expected to make at least one year's gain in the core subject areas, as evidenced by the student's developmental scale score on the FCAT. Support services will be provided to assist students in reaching these expectations, and teachers and parents will work cooperatively to provide need-appropriate resources. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for the students (e.g., appropriate course selection, tutoring, referral for special services). Analysis on a school-wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan.

Students will be graded using an A through F scale, and every effort will be made to avoid grade inflation. Students who are struggling academically or socially or are below grade level must be quickly identified by their classroom teacher and referred to administration for academic review. Assessment of the students' strengths and weaknesses must be completed and an Individual Student Success Plan will be effectuated if necessary.

The standards based curriculum used at the School as well as comprehensive assessment program have built safeguards to ensure that students are performing according to the defined and age/grade appropriate Sunshine State Standards. These include timely assessments to gauge student levels of standards of mastery; performance tests and other such teacher observations and evaluate tools used in the respective classrooms.

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

The comprehensive assessment program will be used to inform students, parents, and teachers about where a student is succeeding and what needs strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives.

Furthermore, student performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Sunshine State Standards as evidenced in teacher made evaluations will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the school and the parents will be maintained through on-line reporting systems such, for example, Pinnacle-Excelsior grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize.

The establishment of a School Improvement Plan will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the School Improvement Plan to ensure input from all stakeholders, including teachers, students and parent representatives. The

attainment of specific learning objectives, with supporting documentation, will be detailed in the school's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

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6. Special Education Students

6. Exceptional Students

- ◆ Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.
- ◆ Identify the staffing plan for the school's special education program, including the number and qualifications of staff. ◆ Describe how the school's effectiveness in serving special education students will be evaluated.
- Gifted and Talented Students: ◆ Describe how the school will serve gifted and talented students.
- ◆ Describe the school's effectiveness in serving gifted and talented students will be evaluated.

Evaluation Criteria: Exceptional Students

Reviewers will look for:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- A commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of exceptional students.

Special Education

Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and providing a full range of services.

KBCHE will comply with all local, state and federal guidelines. The school will adhere to all rules and regulations as stipulated under the Miami-Dade County Public Schools. In addition, the school will comply with all applicable requirements of Part B of the Individuals with Disabilities Education Act (IDEA). Section 504 of the Rehabilitation Act of 1973 will be honored and services provided. The Key Biscayne Charter High School acknowledges a non-discriminatory policy regarding identification, evaluation, and services of all students. The school will provide all necessary information to ensure accuracy for federal funding.

Students who have been determined to have an IEP, EP, or 504 plan will be scheduled for an IEP, EP, or 504 meeting to review the document, determine a need for any changes and establish services for the student.

KBCHS staff will seek the guidance from the District's ESE Department and follow those established guidelines for determining the need for alternative assessment exemption from the State and District assessment (an individual student's determination is made by his/her IEP team). In addition, students who qualify for an alternative assessment instrument will be administered the alternative assessment in accordance with federal, state, and district policies.

Intervention/Assistance Team- Child Study Process

The KBCHS philosophy is that all students can learn, will learn and should perform to the best of their ability. The school believes it is its responsibility to provide the appropriate educational environment to ensure success. Identifying students that are at risk requires a keen eye and accurate documentation. It is our belief that a strong commitment to the academic success of all students is based on flexible, research-based curriculum and teaching through modalities. In order to attain this goal focusing on early intervention and identification of each student's learning style is of utmost importance.

Once the student is identified as an ES student, the school will create and implement a comprehensive plan to meet the student's individual needs. If already established, the school will follow and respect the student's plan. This plan will be continuously reviewed and monitored to check whether the goals are appropriate and being mastered. At a minimum, there will be one formal review of the plan each year.

- All ES students will be educated in the least restricted environment (LRE)
- The school will provide the necessary services to meet the needs of all students (i.e. speech/language therapy, physical/occupational therapy, guidance services, behavioral support)
- Academic support facilitator will meet with the regular education teacher to service the student depending on the IEP
- Teachers will provide academic support and adapted curriculum to meet the students needs

- All teachers will be certified in their specific area of instruction or endorsed and waivers will be provided when necessary

Identify the staffing plan for the school's special education program, including the number and qualifications of staff.

A Child Study Team (CST) with expertise in various areas of child development will be created to enhance the learning environment of all students. This support team will consist of, as appropriate, the Exceptional Student Education (ESE) specialist, Assistant Principal, School Psychologist, Guidance Counselor, ESE support staff, who will meet regularly to assist students who are exhibiting academic, emotional, and behavioral difficulties.

- The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students.
- The number of special education staff will be based on the number of ESE students identified on student enrollment.
- Continuous staff development will occur with trainings by the curriculum specialist
- Differentiated instructional strategies utilized by classroom teachers will be shared at meetings
- ESE workshops will be offered to teachers after school to further their education in the area of modality training
- Guest speakers in curriculum will be brought in to share methodology of learning
- County in-service workshops will be available for teachers to participate

Monthly CST meetings will be held where the classroom teachers will bring up students who are exhibiting difficulties. The teachers will be given notices of meetings that will be held during the school day to discuss their students. Parents may be invited whenever necessary to give further insight into student's needs and/or difficulties. All information will be confidential.

Similarly, all personnel who provide related services (e.g. psycho-social

counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Exceptional Student Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services.

Describe how the school's effectiveness in serving special education students will be evaluated

Teachers will bring with them data supporting their concerns and present the case to the committee. The teacher will be given immediate interventions that will include but not be limited to teaching strategies, behavioral interventions, and suggestions for success. In addition, one of the ESE support team members will be available to do observations in the classrooms to offer further insight into curriculum interventions. Ongoing monitoring and adjustments will be made in order to determine progress and or additional support.

- The Miami-Dade County Public Schools School Board problem solving process will be followed.
- If the student continues to demonstrate difficulties a referral will be generated for a full evaluation.
- Consent for an evaluation along with procedural safeguards will be given to parents and/or guardian.
- The folder will be assembled and submitted to the county for a case number and processing.
- Once evaluated, the committee will reconvene and determine eligibility and services.
- Evaluations will be held in a timely manner following the sixty day timeline.
- If the student does not qualify for services, a cohesive educational plan will be developed to meet the student's educational needs.
- If the student is identified in accordance with federal guidelines and is eligible for special services under IDEA, the school will then comply with all necessary requirements.

- An Individual Education Plan will be developed meeting the needs of the student with the proper personnel in attendance at the meeting in accordance with Miami-Dade County Public Schools procedures. Parent participation will be generated with at 10 day notice and an electronic IEP will be created if necessary.
- Extended School Year (ESY) will be addressed on an individual basis.
- The school will review, develop, and implement 504 plans as deemed necessary.

KBCHS believes that all students can succeed. The academic support model provides for the student with the ability to be included in the regular classroom activities. This enables the student to be educated with his/her typical peers. The academic support facilitator will service the students in the classroom whenever possible. However, services that are ancillary such as OT, PT, and speech/language will be provided in coordination with the Miami-Dade County Public Schools School Board.

- Academic pullout for speech/language services
- Collaboration and consultation services will be offered by the ESE teacher
- Weekly consultation logs with the classroom teacher will be kept
- Accurate documentation through the progress reports, test scores, alternative assessments will be kept
- Alternative reading series such as Great Leaps and Stevenson Reading will be utilized
- FCAT tutoring and SAT prep classes will be offered
- Behavioral plans will be created as needed
- 3 year re-evaluations will be completed and follow up meetings
- Transition IEP meetings will be held when the student is leaving middle school
- Matriculation meetings for middle school students will be held
- Parent workshops and in services to support learning styles for ESE students

Gifted and Talented Students: Describe how the school will serve gifted and talented students.

In accordance with State Board Rule 6A-6.03019, the school will implement the following procedures for meeting the needs of gifted students:

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. a need for a special program*
2. a majority of characteristics of gifted students according to a standard scale or checklist and
3. superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Underrepresented minority students will be identified as eligible for gifted programs upon demonstration of:

1. ESOL or free/reduced lunch eligibility
2. 98% percent or above on standardized test
3. 112 or above on standardized test

The following criteria will be used in identifying a student's need:

- high present levels of performance on test scores (98% or higher)
- referrals from teachers for gifted eligibility based on classroom performance, student's portfolio
- recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.
- recommendation from parents about student's academic areas of strength and individual interests.

Plan Development:

Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the CST to give permission for the testing.

Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational

needs.

Initial Educational Plan (EP) Team Participants: The EP team will, include the following participants:

- The student's parents*
- The student
- The schools' gifted coordinator
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs
- School psychologist
- Staffing Specialist

Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will include:

- A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
- A statement of goals, including benchmarks or short term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be

- measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services include specialized gifted courses (as detailed in the curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling.

A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for a duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following:

- An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction.
- Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.

Describe the school's effectiveness in serving gifted and talented students will be evaluated.

The goals for determining KBCHS's effectiveness in serving gifted and talented students are consistent with goals set for all students of the School (see section 5) and/or as specified in the child's Educational Plan (EP). The School will support the education of the gifted and talented students with a commitment to provide services necessary for full implementation of the child's ER

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP, will be considered when reviewing and revising the plan.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- ◆ The student's parents
- ◆ The student
- ◆ At least one teacher of the gifted program
- ◆ General Education teacher
- ◆ At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The determination of knowledge or special expertise of any individual shall be made by the party who invites the individual to be a member of the CST.

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7. English Language Learners

7. English Language Learners

- ◆ Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.
- ◆ Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

Evaluation Criteria: English Language Learners

Reviewers will look for:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
- A commitment to serving the full range of needs of English language learners.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learners.

Describe how the school's effectiveness in serving special education students will be evaluated.

The Key Biscayne Charter High School will comply with an ESOL program in accordance with the Florida Department of Education guidelines. For the English Speaker or Other Language (ESOL) and the Limited English Proficient (LEP) curriculum will focus on developing a successful bilingual educational process. The school will adhere to the Miami-Dade County Public Schools policies regarding LEP students. An ESOL coordinator will be available along with personnel certified in administering the IPT – Oral test. Bilingual teachers will be on staff to assist with testing and interpreting for parents. Key Biscayne Charter High School will identify, test, and place LEP students after registration information is gathered and reviewed.

- Home language survey will be completed by the parent at the time of registration in their respective language
- If parent checks yes to one of the three questions on the survey indicating a bilingual household, assessment will be completed within the twenty day time frame
 - After testing is completed by a certified assessor, and the student is determined to be eligible for ESOL services, a LEP meeting will be held.
 - Parent will be sent notification of the meeting date and the LEP committee consisting of but not limited to the teacher, the assessor,

the ESOL coordinator to review results

- An ESOL folder consisting of the proper documentation including the flow chart from Miami-Dade County Public Schools will be generated with parental signatures
- Services will be provided by the classroom teacher using ESOL strategies
- Monitoring of the student to ensure appropriate programming will occur
- Miami-Dade County Public Schools reclassification procedures on a yearly basis will be followed
- Miami-Dade County Public Schools exiting procedures will be followed
- After exiting, the students will be monitored for two years with appropriate documentation provided

Identify the staffing plan for the school's English language learner program including the number and qualifications of staff.

All teaching personnel will be required to become ESOL endorsed depending upon their instructional assignment.

- Out of field waivers will be reviewed on an individual basis with emphasis on each assignment
- Teachers will be in-serviced on ESOL strategies and be expected to incorporate these strategies in their lesson plans.

Bilingual personnel will be hired to be paraprofessionals and/or teachers who can also act as translators to parents and/or students

- Supplemental software for ESOL competencies will be provided
- Appropriate training will be offered to teachers to improve their skills
- All notices will be provided in home language to parents
- Differentiated curriculum will be used throughout the grade levels to assist the students

Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

Language Development

Key Biscayne Charter High School will establish a process to screen, assess, classify, and appropriately place potential LEP students in accordance to the Florida Department of Education ESOL agreement.

Educational plans will be developed to meet the individual student needs; instructional and language levels will be considered in the development of student goals. Growth will be monitored through periodic assessments.

LEP/ESOL Plan

Identification Procedures

- Registration forms will contain a Home Language Survey
- Home Language assistance in registration will be provided.
- Home Language survey will be completed by parent/guardian at the time of registration – copy placed in student cumulative folder. A Language Assessment is given to any student whose parent answers “yes” to one or more of the three language survey questions.
- Parents will be notified in advance of the meeting date and the LEP committee consisting of but not limited to the teacher, the assessor, and the ESOL coordinator.

Assessment Procedures

Administration of LAS Aural/Oral Test (or similar instrument):

- Initial assessment is made by trained, certified staff using the Language Assessment Scales (LAS) test within 20 school days of the Home Language Survey date. The test is administered at the school.
- Students scoring at LAS levels 1, 2 and 3 are placed in the ESOL program. LAS levels 4 or 5 have oral proficiency and must have reading/writing assessment.

Assessment test:

Students scoring 51% or above on the reading/writing assessment have met the minimum requirements and will not be placed in the ESOL Program.

Students scoring at or below 50% on the reading/writing assessment are placed in the ESOL Program.

Course Placement:

- Students who do not have documentation of educational records are age appropriately placed.
- The LEP committee will use assessment data as a guide to equitably place students into courses that will most effectively ensure the student's successful progression/promotion

Accommodations for LEP Students in the Administration of Statewide Assessments

- Test modifications are provided as directed by state laws
- Exemption of an ESOL student from statewide assessments is possible only upon LEP Committee recommendation on an individual basis for students in the ESOL program two years or longer.

LEP Student Plan

Each student will have LEP Plan kept in the vendor folder in his/her school's permanent record file. The plan will include:

- Part A: Student assessment data relative to program entry and exit
- Part B: ESOL Instructional Program Schedule, including summer school and any schedule changes
- Part C: Exit/Reclassification Monitoring
- Part D: Documentation of Grammatic Assessment

Required supporting documentation maintained with the Student LEP Plan:

- Home Language Survey
- Copy of the report of LAS test
- Copy of Parent Letter in Home Language (original to parent/guardian)
- Student Data Sheet
- Parent/Guardian Invitation to LEP Committee Meeting
- LEP Committee Outcome Forms
- Annual Review/End-of-Year Evaluation (only at the end of the 3rd year)
- Any other referrals or conference forms such as parent/guardian invitation to LEP Committee Meeting and Narrative of LEP Committee Meeting

Roles of LEP Committee

- To address the LEP or Non-LEP status of a student
- To invite parent/guardian participation in the student review
- LEP committee must recommend retention of student
- To provide interpreters for the parents/guardians, if needed
- To document committed recommendations on LEP Committee Outcome forms
- To use assessment data as a guide to equitably place into courses that will most effectively ensure the student's successful progression/promotion

Appropriate Program

Mechanism to Ensure Understandable Instruction

- The ESOL Program utilizes grade/course curricula using standard ESOL methodologies at a level appropriate to the student's level of English language proficiency.
- Instruction in all subject areas will utilize and document use of ESOL strategies to ensure that instruction is comprehensible at the appropriate level for the LEP student.
- Teachers will be certified in a specific field of instruction.
- Teachers and appropriate support personnel will complete state ESOL training for certification/endorsement requirements
- School Media Resources: Bilingual Dictionaries, Reading Materials in Native Languages, Cultural Resource Materials, and Language Instruction Software.
- Teachers will be trained in research-based methodologies – Reading in the Content area, Differentiated curriculum

The school will make sure that:

- Teachers receive periodically updated lists of LEP students and their classification
- Comprehensible instruction is provided for LEP students the use of ESOL strategies, and the use of supplementary materials to reinforce the 4 key language components listening, speaking, reading, and writing.
- ESOL strategies listed on the MATRIX are documented in the teacher's plan book.
- Lessons will be aligned with Sunshine State Standards and

documents as required by the state.

- Any LEP student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with an Progress Monitoring Plan to assist the student in meeting state and district expectations for proficiency.
- Eligibility to tutorial programs (after school reading, math, and writing) and camps.
- Eligibility to the extended reading block course
- A LEPSEF folder will be generated for each LEP student enrolled in the ESOL program.
- LEP students will be assessed both in language proficiency and academic achievement and participate in district and state assessments to comply with LUCAC and NCLB- Title III.
- A LEP committee will be formed and meet to resolve any issue that affects the instructional program of a LEP student, Parents will be invited to attend the LEP meeting.
- All efforts will be made to inform and orient parents to the school system through the use of materials translated into the three predominate languages: Haitian Creole; Portuguese, and Spanish.
- The English/Language Arts teachers will be ESOL endorsed or working towards the endorsement through college and university credits or through state-approved staff development and will adhere to the training timeline for completion of this requirement.
- Teachers will be certified in their specific field of instruction.

Equal Access to Categorical and Other Programs/Services

Key Biscayne Charter High School will not deny limited English proficient (LEP) students access to any curriculum being offered to non-LEP students. Additional software has been identified to support each student in his/her native language. The quality of supplemental curriculum will be equal to the curriculum of non-LEP students. This software is available to all students at each site.

•Key Biscayne Charter High School assures equal access to instructional, categorical and student services for LEP students to all programs for which they would otherwise qualify without reference to English language proficiency

Understandable Home/School Communication

Procedures to Provide Understandable Home/School Communication will include Reporting Progress of LEP Students in reading, writing, and

mathematics to parents/guardians.

Student PSLCS Collection

Key Biscayne Charter High School will maintain all necessary records and will participate in all state testing programs.

- Provision to Report LEP Students for Funding beyond the Three-Year Base Period.
- To ensure quality control over data collection and reporting for LEP students, PSLCS will monitor and track student data.
- All testing data will be disaggregated to include comparisons of LEP and non-LEP populations, by cohorts.

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8. School Climate and Discipline

8. School Climate and Discipline

- ◆ Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- ◆ Describe the school's philosophy regarding student behavior.
- ◆ Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

Evaluation Criteria: School Climate and Discipline

Reviewers will look for:

- A school calendar and schedule that supports the mission and program requirements, including minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The school's daily schedule will be determined at a later date, however the hours shall approximate those of Miami-Dade County Public Schools. The school calendar will be the same as that of the Miami-Dade County Public Schools and will contain a minimum of 180 instructional days per year.

Describe the school's philosophy regarding student behavior.

- ◆ All students and school staff have a right to schools that are safe, orderly and drug free.
- ◆ All students and school staff have a right to be treated with courtesy and respect.
- ◆ The school will have an environment conducive to learner engagement and pursuit and attainment of goals. Students will act in a manner that furthers this environment.
- ◆ All students and school staff have a right to learn and work in schools and classrooms that have high academic standards.

- ◆ All students and school staff have a right to be supported by parents, the community, public officials and business in their efforts to uphold high standards of conduct and achievement. (Shanker, 1995)
- ◆ Parents must be active in supporting the plan and encouraging appropriate student behavior.

Key Biscayne Charter High School - Student Community Service Guidelines

Key Biscayne Charter High School plans to require its students to complete 100 hours of community service between 9th and 12th grades to graduate with a High School diploma. (25 hours per year) with 75 hours of service by the end of the eleventh grade. 12th grade students will also complete a senior community service project in a class, with a senior activity group or through the guidance office.

Community service projects are planned, organized and voluntary efforts designed to address a problem or need in the community. To be meaningful, community service projects must address a real need or problem found within the school or community. The community service project students choose to do should also reflect their personal interests and skills. In addition, worthwhile community service projects require an on-going commitment on student's part.

Students will be required to do any of a variety of projects in order to meet the graduation requirement. They can spend time with senior citizens, tutor elementary or adults in a subject matter (i.e. technology), work in a homeless shelter or participate in a Community Service / Service Learning project in the community as planned by the school's faculty. Students may complete their project at school or in the community. Students may work as an individual and/or may work in a group. Below is a brief description of the types of projects that are acceptable.

School-site Service Projects:

School-site service is an excellent way of meeting the requirement for community service while also helping meet special needs in a school. If they choose to complete a school-site project, students should commit to

providing on-going support and assistance to the school. Additionally, if students work on a school-site project, the project must not be completed as part of a regular school course in which you are receiving credit (with the exception of the school courses in community service). The project may not be a performance or performances that are part of the specific curriculum the student is following. Students must be performances outside of the regular school performance schedule, or requirements set by your specific department.

Examples of School-Site Projects include:

- Student plans, coordinates, and monitors a school-wide letter writing campaign in support of an issue of local importance.
- Student tutors other students in reading or math for a semester.
- Student serves as a Community Service aide to an appropriate teacher or counselor and assists with the efforts to implement and monitor community service experiences.
- Student performs at another school or at a nursing home or similar facility.
- Student performs for school activity which is not part of the regular program.

NOTE: Competitions, honors, and recognition, will not constitute service.

Group Community Service Projects

Group community service projects provide excellent opportunities for students to complete their community service requirement while also helping meet the special needs of an individual neighborhood or community.

Examples of Group Community Projects include:

- Students develop an Adopt-A-Park program that includes organizing and monitoring regular work details, beautification and / or preservation.
- Students work regularly at a senior citizens' assisting with feeding and visitations.
- Club members volunteer to perform service for community organizations such as Beach Clean-ups, March of Dimes Walk, etc.

- Students participate as Mayor or Council members in the Key Biscayne Youth Council program, or support Youth Council programs approved by the Principal of the school.

Individual Community Service Projects:

Individual community service projects allow students to complete the service requirement while addressing a community need which interests you. When working on an individual project, students should be committed to providing on-going assistance to the community.

Examples of Individual Community Projects include:

- Student hosts story hours for younger children at a community library or at a nearby elementary school.
- Student reads to or records for the blind.
- Student serves as a volunteer at a museum or cultural center.
- Student choreographs, writes, or directs a piece that is performed for a school, service agency, or the like. The performance must address an area of need, educate, or inform orally around an issue.
- Student volunteers to paint for a community agency, i.e. Crandon Park Care Center Restoration Project or designs a poster for a community agency for which she/she does not get paid and does not receive an award.

Specific guidelines and procedures will be defined prior to the start of each school year.

Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

The Code of Student Conduct currently in force by the School Board of Miami-Dade County will serve as the primary model for the School. Prior to opening of the School, a comprehensive review of the Code will be conducted and refinements may be recommended. If any changes are made, all affected parties (parents and students) will be properly notified prior to the opening of school.

The Code of Student Conduct clearly establishes the rules and expectations

for student behavior and the consequences for the violation of such rules.

Violation of the rules will be designated by categories which will range from a Level I violation to Level III which could include consequences as serious as expulsion. Parents will be provided detailed information regard the Code of Student Conduct upon registration.

Such actions must be recommended and implemented in a fair and reasonable manner and substantial documentation must be provided in order to justify any punitive action. In such case that a student is expelled, he or she may not return to the school.

The School agrees to maintain a safe learning environment at all times. The School shall be guided by Florida state law and the School Board's policies in the development of the School's disciplinary policies. Nothing herein shall prohibit Key Biscayne Charter High School from adopting more strict disciplinary rules to the extent permitted by law. School students may be expelled by the School Board upon recommendation by the School. Any of the following behaviors are grounds for disciplinary action which may lead to possible expulsion of the student:

- Use, possession or sale of controlled substances, as defined in Chapter 896, Florida Statutes or use, possession or sale of electronic pagers, alcohol, or counterfeit drugs that would be prohibited if genuine, by any student while on school property or in attendance at a school function or sponsored event.

Possession of a firearm, knife, other weapon, or an item which may be used as a weapon or to harm another (such as explosives, flammables, acids and other chemicals and poison) by any student while the student is on school property or in attendance at a school function or sponsored event. This policy shall apply equally with regard to any facsimile of a firearm, knife, other weapon, or an item which may be used as a weapon or to harm another.

- Violence against any school personnel or other student.
- Sexual harassment.

- Vandalism (defacing, misuse of property) or Theft.
- The attempt to do or participation in a conspiracy to do anything covered in subparagraphs a-e above.
- The School may expand this list in the development of its disciplinary policy. Further, the School shall apply the School Board of Miami-Dade County policy regarding pagers in implementation of its disciplinary policy at the School.

The School agrees to comply with the federal Gun-Free School Act of 1994, and the state's Zero Tolerance regulations, and any other applicable state and/or federal law pertaining to the health, safety and welfare of students.

The Key Biscayne Charter High School will adopt the plans of the Miami-Dade County Public Schools as follows:

- School Safety Plan
- Code of Student Conduct
- Guide to Proactive Discipline

Charter School Dress Code

A higher standard of dress often encourages greater respect for the individual student and often results in a higher standard of behavior. Dress code guidelines indicate the appropriate school dress for normal school days. The School will develop the particulars of the dress code together with parents and students and reserves the right to interpret these guidelines and/or make changes during the course of the first year. Students are expected to follow these guidelines. A school uniform shall be worn by every student in attendance. The color will be determined by the charter applicants. A special fund will be set up to accommodate those parents who have financial difficulties with acquiring these uniforms.

Possible Standards May Include:

Hair: Hair must be neat and clean with no "unnatural" colors. No hats, bandanas or headbands may be worn.

Shoes: Students must wear shoes at all times. No heavy military type

boots or shoes with metal tips may be worn.

Blouse/shirts/sweaters: All blouses and shirts must be tucked in. Girls may wear blouses with modest necklines or collared knit shirts. No see-through blouses are allowed.

Slacks/shorts: All uniform slacks/shorts must be worn with a belt and be in good repair.

In general: Boys may not wear earrings or body piercing. Girls may not wear body piercing other than earrings. At no time are students to wear anything offensive, immodest, or deemed inappropriate by the faculty.

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The Village of Key Biscayne Charter High School Application

II. Organizational Plan

9. Governance

9. Governance

- ◆ Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation).
- ◆ Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.
- ◆ Provide a description of the responsibilities and obligations of the governing board as a whole, individual members, and officers of the board.
- ◆ Describe the policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and meeting schedule.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

- ◆ Explain how the founding group for the school intends to transition to a governing board. ◆ Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development. ◆ List each of the proposed members of the school's governing board, including any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that illuminates the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds. ◆ Explain how the community will be involved in the governance of the school.

If the school is to be the application in conjunction with a college, university, museum, educational

institution, another nonprofit organization or any other partner, provide the following information: ◆ Name of the partner organization. ◆ Name of the contact person at the partner organization and that person's full contact

information. ◆ A description of the nature and purpose of the school's partnership with the organization. ◆ A description of how the partner organization will be involved in the governance of the school.

Evaluation Criteria: Governance

Reviewers will look for:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.

- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for meaningful involvement of parents and the community in the governance of the school.

Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)

Founding Board

The Founding Board for the Key Biscayne Charter High School is the Village of Key Biscayne Village Council. The school will be a municipally-constructed and fiscally-managed charter school providing a full, public, tuition-free education.

Key Biscayne is governed by a council-manager form of government, combining the political leadership of its elected officials with the executive experience of its Village Manager. The Village Manager is appointed by the seven members of the Village Council and serves as the chief administrative officer of the Village. The Manager is responsible to the Council for the administration of all Village affairs.

Utilizing the provisions of state enabling municipally organized charter schools, the Village Council will function as the Key Biscayne Charter High School Founding Board. In their capacity as Village Council, the council members are duly appointed representatives of the residents of Key Biscayne and thus have been entrusted to represent the will of the citizens. At present the Commission members are as follows:

- Mayor Robert L. Vernon,
- Vice Mayor Jorge E. Mendia
- Councilmember Michael Davey
- Councilmember Enrique Garcia
- Councilmember Stephen Liedman
- Councilmember Thomas Thornton
- Councilmember Patricia Woodsman-Weinman

As the charter applicant and recipient, the Village Council will have ultimate

authority for the Key Biscayne Charter High School. As a municipal entity, it is exploring the most appropriate method for governing the many aspects of the High School. It may keep all authority, delegate some authority or delegate most of the authority for the school's operation. All of these possible governing scenarios are under consideration by the Village. In the event that the Village Council determines that it will delegate authority, the Village Council may establish a Governing Board to assist with the governance and management of the school. The Governing Board would have certain authorities for decision-making as delegated by the Council and would make recommendations to the Council regarding other aspects of the school. This Governing Board would operate within all legal requirements for a public body in the same manner as all other Village Boards.

In the event that the Village Council does not delegate authority to a Governing Board, it will assume the Governing Board role for the school.

School Advisory Committees:

Parent Advisory Board:

The High School will form a parent advisory board pursuant to Section 1002.32(8) for the purposes of developing and implementing the school improvement plan. The group will be defined at a later date, but the group will be reflective of the population served by the school. The establishment of this Advisory Board, whose role is to give input to the Principal and Village Council on development (if established), will firmly ground the school by giving a voice to parents and students, the primary stakeholders.

Community Advisory Board:

Drawing from the unique culture and community of Key Biscayne, the school plans to establish a Community Advisory Board to provide direct input and guidance to the Village Council or Governing Board (if established). The Community Advisory Board will include persons in the community with outstanding skills and experiences that can greatly assist the formation and operation of the school. The details regarding this group and their governance have not yet been established, but it will serve solely in an advisory capacity.

Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the

proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.

The reporting structure of the school has not yet been defined by the Village Council. One structure that is under close examination is the use of a Governing Board to assist with some or all of the school governance—as will be determined by the Council prior to contracting.

If established, the role of the Governing Board could be to serve as the governing body and conduct regularly scheduled public meetings regarding all aspects related to the operations of the School.

The School's on site administration may consist of the principal and secretarial staff. The principal, with the support of the teachers, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all school-based decisions, establish and implement procedures for the day-to-day operations of the school.

Provide a description of the responsibilities and obligations of the governing board as a whole, individual members and officers of the board.

As a municipal entity, the Village is fully advised of the requirements regarding governance in the sunshine and full financial disclosure and reporting. As such, the Village understands that creation of a Governing Board will need to follow Florida statutes and guidelines. If established, the Governing Board could be structured as follows:

Responsibilities of the Officers and Members of the Board:

Chair:

The Chair is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Chair shall preside at all meetings of the Board. The Chair has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may

prescribe from time to time.

Vice Chair:

The Vice Chair(s), in the absence or disability of the Chair, shall perform all duties of the Chair and shall have such powers and perform such other duties as the Board may prescribe from time to time.

Secretary:

The Secretary shall:

- Maintain minutes of all meetings of the Board and its committees;
- Keep a copy of the corporation's Articles of Incorporation and Bylaws and the seal of the corporation;
- Give notice of all meetings of the Board;
- Distribute the minutes of meetings of the Board to all its members promptly after the meetings; keep the seal of the corporation in safe custody;
- Maintain all reports, statements and other documents required by law, except to the extent the statute to be kept on file by the Treasurer; and,
- Perform such other powers and perform such other duties as may be prescribed from time to time by the Board as well as all other duties detailed therein in the Bylaws of the Applicant.

Describe the policies and procedures by which the governing board will operate, including board powers and rules, board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.

If established, a "Key Biscayne Charter High School Governing Board" will be comprised of a diversity of members that assist in the operation of the school. A key component would be a variety of backgrounds and skills that lends itself to the complete operation of the school. The Governing Board could contain:

1. An educator
2. An attorney
3. A CPA or person with a financial background
4. A person experienced in fundraising

5. A person skilled in marketing/PR/recruitment
6. One student who is president of student council (nonvoting)
7. Two parents selected by Key Biscayne Educational Foundation, Inc.

The Village Council may delegate one or more of the following authorities to the Governing Board:

1. Appoint a suitable Principal; fix his/her compensation and remove that person from office at the pleasure of the board
2. Establish regulations for the governing, management and operations of such charter school as may be deemed necessary for its preservation, proper operation and to maintain its usefulness and efficiency.
3. Power as may be necessary to carry out the spirit and intent of the law in establishing, promoting and maintaining a municipal charter high school within the Village of Key Biscayne.
4. Oversee operational policies, academic accountability, and financial accountability.
5. Annually adopt and maintain an operating budget.
6. Exercise continuing oversight over charter school operations.
7. Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
8. Ensure that the charter school has retained the services of a certified public accountant to the annual financial audit and who shall submit the report to the governing body,
9. Review and approve the audit report, including audit findings and recommendations.
10. Monitor a financial recovery plan in order to ensure compliance.
11. Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - School achievement performance data,
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt,
 - Documentation of the facilities in current use and any planned facilities for use by the charter school for instructions of students, administrative functions, or investment purposes,
 - Descriptive information about the charter school's personnel,

including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

The Governing Board would, at least quarterly, transmit reports to the Village Council of the condition of the school, including full financial reporting, such reports as may be deemed appropriate concerning student registration, attendance, and achievements and such additional statistics, information and suggestions as the board may deem of general interest or as the Village Council.

Board Member Selection and Removal Procedures and Term Limits

Selection:

Board members would be appointed by the Village Council at a public meeting of the Council and thereafter the Governing Board would hold its first meeting. Notice of the Board's intentions to elect a Chair and Vice-Chair shall be included in the agenda for that meeting and publicly announced.

Removal Procedure:

Any Board member may be removed without cause by the affirmative vote of a majority of the Village Council. Newly created Board positions resulting from an increase in the number of members comprising the board and all vacancies occurring on the board for any reason shall be filled by the Village Council upon recommendation of the Governing Board. A member appointed to fill a newly created board position or vacancy will serve until the end of that term. Newly appointed members will agree to support the founding organization's vision in order to maintain continuity between the founder and the subsequent board members.

Term Limits:

A Board member would be appointed for a term of no more than two (2) years. Terms would start on July 1st and expire on June 30th and would have staggered expiration dates.

Meeting schedule selection:

The Governing Board will vote upon and post their meeting schedule starting with the 2009-2010 school year and will be annual after that. It will

follow the Florida Statutes, relating to public records, and public meetings.

Explain how the founding group for the school intends to transition to a governing board.

The Founding Board of the Key Biscayne Charter High School is the Village Council. Upon learning that the charter application has been approved by the Charter Sponsor, the Village will begin contract negotiations with the Sponsor. During this time period, if the Village intends to utilize the services of a Governing Board, the Village will publicly approve the final structure and authority of the Governing Board. It will also begin recruiting the initial Governing Board members from the community. Governing Board members would then be required to follow all state and local guidelines required for service on a public school board. This will include, but not be limited to, completing the sponsor Governing Board Disclosure Form (requiring personal information, relationship information, ethical information, criminal background information and a disclosure verification) and other such requirements.

Once the Governing Board initial members have been identified, the Village Council will appoint all the members and pass a resolution authorizing the Governing Board to begin work on matters related to the Key Biscayne Charter High School.

Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Plans for Board Member Recruitment:

If a Governing Board is established, the Governing Board members shall then actively recruit new members who may be recommended to the Village Council for seats on the Governing Board as seats become available. These new members must commit to forward the mission of the School and to complete the duties as defined to them. All Board members will agree to oversee the operational policies and ensure academic accountability and financial accountability of the School. Each member will also participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Names of potential new Governing Board members will be recommended by the Governing Board to the Village Council for placement on the Governing Board.

Orientation Process and Ongoing Professional Development:

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by the Florida Association of Charter Schools or another approved vendor. Further, the High School will develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Administrators and governing board members will be trained and updated as needed by an approved vendor in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that illuminates the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

No proposed names of school governing board members can be determined at this time.

Explain how parents and the community will be involved in the governance of the school.

Active parental/guardian participation will be encouraged at the school. Parent/guardian participation is a key to the success of the overall program and will be solicited for the development of school goals and objectives.

The establishment of the Parent Advisory Board, whose membership is entirely

comprised of parents, evidences the School's commitment to include parents in decision-making matters.

Parents, through their representation on the Parent Advisory Board, will provide input in a wide array of school related issues including school operating hours, academic programming, conduct and dress policy, co-curricular and extra-curricular activity, and the school calendar.

Annual surveys soliciting parent feedback will further guide decision makers in policy related decisions resulting in a school environment that celebrates the synergies that occur when parents, administrators and policy makers work collaboratively to maximize student achievement.

In addition:

- Parent Advisory Board meetings will be reasonably noticed and will be open to the Public giving parents opportunity for input.
- Parent/teacher conferences will be held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Parents will be encouraged to establish an organization of their choice similar to a Parent Teacher Association affording parents a forum for open discussion and support regarding school issues, and;
- Enrollment is a parent/student cooperative choice, wherein parents/guardians contractually agree to be responsible for their children abiding by the rules and regulations applicable to attendance, classroom participation, and behavior and uniform policy. Failure to abide by that contract may result in a loss of re-enrollment opportunity or dismissal according to policy of the Florida Department of Education General Counsel.

Parents must sign a "contract" agreeing to volunteer a minimum of twenty (20) hours per year. When two or more children from the same family are enrolled, parents shall be required to volunteer a total of thirty (30) hours per year.

The procedure for scheduling parent volunteer time will be flexible and designed to work around their employment. Those parents who fail to perform their volunteer hours would be contacted to ascertain what, if any, barriers might preclude their commitment. It is highly unlikely that such barriers would occur given that this policy would be explained to parents prior to enrolling their child(ren) and that our ability to develop highly flexible volunteer schedules would meet any foreseeable scheduling conflict. In any case, arrangements will be made to assist the parents with satisfying their volunteer obligation.

10. Management

10. Management

- ◆ Describe the management structure of the school. Include job descriptions for each administrative position and teacher that identify key roles, responsibilities and accountability.
- ◆ Outline the criteria and process that will be used to select the school's leader and the process by which the school leader will be evaluated.
- ◆ Provide a staffing plan for each year of the charter term.
- ◆ Explain the school's plan for recruitment, selection, development and evaluation of staff.

Evaluation Criteria: Management

Reviewers will look for:

- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

Describe the management structure of the school. Include job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability.

The school will employ a principal and administrative support staff (as needed) to be responsible for curriculum development, working with the teaching staff, addressing student-related issues and overseeing the parental involvement in the school. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, course offerings) are in accordance with the mission and vision of the school. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operation of the school. The staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers and parents of the school.

Principal:

In addition to demonstrating all of the Florida's Principal competencies, the principal's duties could include, but not be limited to, the following:

- Administer, control and supervise the instructional program of the school operations and school personnel
- Facilitate frequent communication with the parents of the school.

- Encourage teachers and pupils to perform to the best of their ability
- Interpret and communicate the educational program of the school to the community
- Coordinate and adopt school curricular programs and policies to address student learning needs
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the maintenance staff and report to the Governing Board on the conditions and needs of the school
- Keep accurate account of all monies paid and record the purpose for which it was paid
- Report directly to Governing Board
- Compile, disaggregate and prepare all student achievement outcomes for dissemination
- Implement and promote the school vision and mission
- Coordinate, supervise and conduct evaluations of all staff
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff
- Supervise and coordinate the budget process
- Develop, implement and evaluate the school improvement plan
- Supervise all students and staff
- Supervise and coordinate school-wide programs, curricula and course options
- Supervise and coordinate student registration, scheduling, and construction of the master schedule
- Oversee the grade reporting system and school website
- Monitor substitute teachers and the class coverage process
- Supervise school activities and special events and initiate fundraising activities
- Establish business partnerships and positive relationships with community leaders
- Maintain a master schedule of all school activities and events, including extracurricular trips
- Coordinate and schedule the use of facilities for all events
- Implement and enforce attendance and tardy policies and procedures for all students
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.

Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.

The school principal will be responsible for all aspects of the school operations within the scope of operating policy and budgetary approval by the Village Council. The school's faculty and staff will report directly to the principal, who reports to the Village Council (or the Governing Board, if established). The principal will be evaluated using an evaluation tool that will incorporate the Florida Principal Competencies. These standards center around Commitment to Vision and Mission, Proactive Orientation, Managing Interaction, Tactical Adaptability, Concept Formation, Conceptual Flexibility, Organizational Ability and Sensitivity, Delegation, Self-Preservation, Written Communication, Achievement and Developmental Orientation, Management Control and Budget Oversight and Development, Information Search and Analysis, and Interpersonal Sensitivity. Other data included in the evaluation will be parent participation, FCAT and AYP reports, Professionalism and Attendance statistics, and parent, student and staff climate surveys.

Provide a staffing plan for each year of the charter term.

The attached budget for the school outlines the anticipated staffing levels for the KBCHS for the next five years.

Explain the school's plan for recruitment, selection, development and evaluation of staff.

Recruitment of staff:

The School will ensure that the faculty members are highly-qualified and match the learning needs of its students. The school will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website;
- Coordinate efforts with postsecondary educational institutions to serve as host school for interns whenever possible, and

- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection of staff will be driven by the following qualifications:

Administration

- Educational background of a Master's Degree or higher
- Extensive administrative and teaching experience in a 9-12 grade setting
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive recommendations from previous administrative position
- Letters of recommendation
- Excellent communication skills

Faculty/Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer/school
- Personal characteristics, knowledge, and belief in the educational design of the school
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/letters of Recommendation

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks and drug-screening.

Development of Staff:

Staff will participate in school-initiated and other relevant and necessary workshops for professional development as coordinated by the administrative staff. Development will take place through the following methods:

- In-house workshops
- Monthly staff meetings
- Bi-weekly (or more frequent) team meetings
- Use of Professional Development Plans for each teacher to address personal targeted professional growth.
- Mentoring

11. Education Service Providers

11. Education Service Providers

If the school intends to enter into a contract with an Education Service Provider²: ♦ Describe the services to be provided by the ESP. ♦ Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provision, and terms of property ownership (real, intellectual and personal). ♦ Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection. ♦ Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship. ♦ Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP. ♦ Provide a summary of the school's history, including its educational philosophy and background and experience of senior management. ♦ Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Evaluation Criteria: Education Service Providers

Reviewers will look for:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation that the proposed relationship with the ESP will further the school's mission and program.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's board and ESP.

The Village continues to evaluate the services of an Education Service Provider for a portion or all of its education service needs. It will continue to investigate all options and will provide further information regarding this question if it determines that an Education Service Provider is the appropriate option for the Village.

12. Employment

12. Employment

- ◆ Explain the school's compensation plan, including whether staff will be publicly or privately employed.
- ◆ Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

Evaluation Criteria: Human Resources and Employment

Reviewers will look for:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards.

Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The Village is researching the best method of employing the principal and staff. When a decision is made, further information will be provided to the Charter Sponsor.

The School plans to pay salaries commensurate to that offered by the local school district. Full-time employees will be entitled to Health Insurance, including dental and vision plan. In addition, the school may offer some employees the opportunity to participate in a 401(K) Plan and life insurance plan. Ten-month employees may earn 10 sick/personal days per twelve-month period. Employees may qualify for paid sick leave after 90 days of employment.

The school may also employ or contract with skilled and carefully selected non-certified personnel, to assist instructional staff members, as educational professionals in the same manner as defined by the State Board of Education rules for charter school governing boards. In the signed employment contract between staff members and the school, teachers will be notified as to whether they are covered by the contract between United Teachers of Dade and The School Board of Miami-Dade County Florida.

Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

It is the intent of our school to obtain the services of the finest teachers available. To accomplish this, we will disseminate materials in order to ensure that properly credentialed individuals apply. Each applicant will be screened by a team of professionals trained to identify individuals suited to the philosophy of this institution. Extensive background reviews will be done to verify past experiences and ensure the safety of our children.

The teachers employed by (or teaching at) the school will be certified as required by Florida Statutes. The school may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist instructional staff members as teacher aides in the same manner as defined in Florida Statutes.

The school will not employ or contract with an individual to provide instructional services if the individuals' certificate or licenser as an educator is suspended or revoked by this or any other state as per Florida Statutes.

The school reserves the right to mandate whatever testing of employees is deemed necessary to protect the students.

The school will not violate the anti-discrimination provisions of The Florida Education Equity Act.

The school expressly reserves the right to discharge employees after an internal due process hearing. The school will include in the employment contract a thorough, consistent, and even-handed termination provision that includes an appropriate due process procedure.

Teacher biographies will be provided in a summary booklet and made available to all parents.

The School will communicate Personnel Policies and Procedures through the dissemination of a Staff Handbook. The policies and procedures detailed therein will be reviewed by the School's administration during the Opening of School Procedures Meeting at the commencement of each school year so that all employees can acknowledge receipt of said procedures. Upon signing off, employees commit to abide by and be held to the specific procedures listed therein. The staff handbook will include: hiring, hours expected to be on campus, terminations, sick days, vacations, continuing education, expectations for working with co-workers, administration and

parents.

The School agrees to fingerprint all employees as required and all employees will agree to background checks. The school also agrees to drug-test all employees, and will work through the Sponsor to utilize a sponsor-approved process for same. The school also reserves the right to mandate other testing of employees to protect the students. All employees must satisfactorily pass these tests, without violating the rights of the employees.

Teachers:

The instructional staff's duties and responsibilities include, but are not limited to the following:

Demonstrate Proficiency:

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores and portfolios
- Maintain student portfolios.

Demonstrate Initiative:

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities and clubs
- Provide supplemental instruction.

Participate in Continued Professional Development:

- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

Serve as Role Models for Students:

- Maintain and promote a safe learning environment
- Administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

Advise Parents:

- Document parent phone calls, conversations and conferences
- Work as partners to create behavior modification plans
- Create Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, updated computer services and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events

Demonstrate Awareness of Each Student's Educational Needs

- Continually assess students' development through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs

Participate Actively in School Operations.

- Attend parent/teacher meetings and conferences
- Plan and participate in special events

Work Cooperatively and Productively with Co-Workers:

- Take initiative to implement projects, programs, and /or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among c-workers, students and parents
- Be flexible – always have a back-up plan

Follow Guidelines Regarding Safety and Education

- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation

- Complete, Distribute and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports and county test records
- Maintain up-to-date lesson plans within the guidelines of the School's curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms and fire extinguishers at all times
- Participate in monthly fire drills
- Keep dangerous objects and toxic substances out of reach of students at all times
- Follow appropriate medication guidelines for all students

Serve as Role Models for Students

- Promote problem solving skills and conflict resolution
- Promote and enforce rules
- Maintain a pleasant and respectful demeanor toward students and parents

13. Parent and Community Support and Partnerships

13. Parent and Community Support and Partnerships

◆ Describe how the school will involve parents in its operations. ◆ Describe any community partnerships. ◆ Outline the methods that will be used for resolving disputes between parents and the school.

Evaluation Criteria: Community Support and Partnerships

Reviewers will look for:

• Meaningful partnerships with parents and the community that further the school's mission and programs.

Describe how the school will involve parents in its operations.

Volunteerism:

Parents are an integral part of the school and partners in the child's education. Our school believes that the work and values of the school should be extended into the home. An active parent organization will be developed and monthly meetings will be held.

Parents of the children have a wide variety of skills that will be heartily tapped by the school. Each parent will be required to volunteer 20 hours per school year for one child and 30 hours per child for two or more children. Parental support will be critical as the school starts up operations in the first 5 years. A wide variety of volunteer opportunities will be available: school leadership, fundraising, marketing, coaching, mentoring and administrative assistance.

The school counselor will facilitate parental involvement and assist parents in locating and utilizing resources in the community. Parents and staff must work together to nurture every child's potential.

Every effort will be made to:

- ◆ Require parents to serve as a school volunteers;
- ◆ Promote and strengthen parental responsibility and involvement;
- ◆ Encourage parents to serve on Advisory Councils;
- ◆ Offer workshops for parents and encourage parents to learn about

character; education and technology along with their children.

A series of meetings have already been conducted to seek input from a variety of stakeholders which include parents, teachers and interested community leaders. Over 670 families have registered as supporters of the school. These families all have interest in sending students to the school at some point in the future.

Educational Processes:

Through the Parent Advisory Board, Key Biscayne Educational Foundation, Inc. and other such committees and organizations, parental representation and decision making in the educational processes of the school can occur. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communication, faculty and staff will also encourage parental involvement through such endeavors as follow:

- * Parental Service Contracts- parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.
- * Community Advisory Board – This board will consist of parents, students, local business, and community members will be able to address and vote on pertinent school matters on a monthly basis.
- * Regular Parent Teacher Conferences – Hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
- * Open houses, Career Fair, Family Day – Events help yearly to recruit new students, maintain communication and involvement between the school and the surrounding community.
- * School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication with the community.
- * PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- * Parents and Community Members – serve as voting members of the Governing Board.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be topics to

be addressed. Parent/Teacher Conferences, and the electronic gradebook, will also encourage parents to be fully involved in the School's operations as well as will promote parental partnerships in the educational process.

Describe any community partnerships.

An extensive range of community support has been sought through a public involvement process that has already begun and has included parents, students, members of the media and representatives from the Miami-Dade County Public Schools.

The Key Biscayne Education Foundation, Inc. has been established to help with fundraising and public marketing efforts for the school. The Foundation is already active in raising money and awareness of the progress of the Key Biscayne Charter High School.

Through the efforts of the Village of Key Biscayne, involvement with local business leaders has been secured. Partnerships with retirement communities designed to establish intergenerational programs have also been initiated.

This type of involvement will increase as more local leaders gain awareness of Key Biscayne Charter High School.

Partnerships and business arrangements

We plan on developing long-term relationships with a wide range of community partners including:

- **Business leaders** in the community, including CEOs, CFO's, Diplomats, doctors, lawyers, members of academia, village councilpersons, and concerned parents.
- **Neighborhood partnerships** with the **businesses, sports facilities, universities and research centers** located in or near the School. The school will look to form partnerships that will foster the educational needs of the students.

- **The School Board of Miami-Dade County Public Schools** will approve the charter school application.
- **Educational and Cultural Institutions.**
- **Social Service Agencies** will provide opportunities for intergenerational learning, and other local not-for-profit groups and businesses.
- **The Village and its local employers** will help introduce children to the work world, including parks and recreation, executive and hospitality internships and other opportunities.

Outline the methods that will be used for resolving disputes between parents and the school.

Parents in dispute may address their concerns in the following manner:

1. Make appointment to clarify concern with the student's teacher;
2. Make appointment to clarify concern with the school administration;
3. Contact the Principal;
4. Seek mediation with the charter school Sponsor.

Parents will be informed, in oral and written communication, of the steps that should be taken if a conflict should arise. Written communication will be provided to each parent that delineates the steps, and provides phone numbers for each contact person.

14. Student Recruitment and Enrollment

14. Student Recruitment and Enrollment

- ◆ Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.
- ◆ Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.
- ◆ Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.
- ◆ Explain any student and/or family contracts that will be used as a prerequisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:

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

Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The Key Biscayne Elementary and Middle School currently serves 1100 children. Approximately 130 students are entering the 8th grade and will be potential candidates for the new high school when it opens in 2009. A local Catholic school on the Island has approximately 30 students entering 8th grade. These children will be recruited as students for the new high school. A series of meetings have already been conducted to seek input from a variety of stakeholders which include parents, teachers and interested community leaders. Over 670 families have registered as supporters of the school. These families all have interest in sending students to the school at some point in the future.

Recruitment of new students will be an ongoing process. An extensive marketing strategy to attract students representative of the surrounding community-including students from "hard to reach" families will be implemented. These efforts will include:

- Direct mailing to parents/guardians;
- Presentations to the local middle school and private school;
- Community focus groups;
- Program tours and open house for prospective students;
- Parents/guardians and community members;
- Media coverage;
- Posting and distributing of flyers in facilities, (such as religious institutions, libraries, grocery stores, and Laundromats,) service providers, and community centers.

Outreach

It is our belief that through the recruiting and marketing plan described above; we will be successful in attracting families reflective of the neighborhood. Informational meetings will be conducted in facilities to include evening and weekend presentations.

A summary of the concept document with contact information will be distributed to parents at the local elementary and middle school and at major gathering points. The information will include plans to visit the school and ask for input. If the school determines that there is a need to explain the school to parents who do not speak English the school will conduct informational meetings in the languages needed.

We will seek to meet and disseminate information to the Key Biscayne community with the inclusion of the Key Biscayne Charter High School student population reflecting the diversity of the Village of Key Biscayne. First priority for attendance will be for the children of the Village to help ensure that the school maintains its community feel. The School's admissions procedures are not designed to influence any racial or ethnic balances, but instead offer a local, alternative educational opportunity to Village residents. The School will abide by antidiscrimination provisions of Section 1002.33(17)(a), Florida Statutes, which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

In addition, the School will adhere to a policy of nondiscrimination in employment and educational/activities and will strive to provide equal opportunity for all as required by the following statutory and administrative rules and regulations:

- Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin;
- Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender;
- Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old;
- The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment;
- Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled;
- American Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications;
- The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons;
- The Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee; Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status;
- Miami-Dade County Public Schools Rules and Regulations.

Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Diversity Objectives

Our school will aggressively seek to achieve a racial/ethnic balance that approximates the demographic profile of the Village of Key Biscayne.

This worthwhile objective will be achieved through an extensive public information campaign that provides widespread notification throughout all segments of the community a reasonable balance should be achieved.

It is important to note that as stated in another section of this application the school will recruit qualified minority teachers and other non-instructional staff.

Recruiting Timeline

2009:

February – May 1 2009: Approval of contract

May to June 2009: Marketing/Recruiting
Selection and Hiring of staff

Initial student registration period

May 31, 2009:

Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.

June 15 to August 1, 2009:
applicants exceeds

Second Registration Period Begins. If number of capacity, lottery will be conducted.

Preferences and Lottery:

The Key Biscayne Charter High School will be open to all eligible students in the Village of Key Biscayne as set forth in Section 2 of this application.

The school will have an open admissions procedure utilizing a first come, first served policy unless there are more qualified candidates than seats available in the school. In the event there will be a random selection lottery with a waiting list for applicants exceeding capacity. Applications will be date/time stamped as they are received, and a list will be maintained by grade level in the order received. Preference will be given to a sibling of a student already enrolled and to a son or daughter of an employee of the school.

Applications will be accepted each year beginning March 1 for a period of 60 days, unless space remains. Should space still be available after this date, applications will continue to be accepted. Parents will be notified of acceptance by May 15 and must agree to attend by May 30. As seats become available, the next student on the list will be notified. Students may withdraw from the school at any time.

In order to ensure greater parental commitment as part of the admission process parents will be required to sign a legal and binding instrument that indicates acceptance of our student conduct code and commits them to a series of volunteer activities.

Students may withdraw from the school at any time and enroll in another public school as determined by school board policy.

Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

The home-school partnership is solidified through a Student/Parent contract, entered into as a requisite for initial and continued enrollment at the School. Through this contract the parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring

their success. For example, the parent contract could dictate:

- Students of the school are Miami-Dade Public School students, attending a Miami-Dade County Public School
- Parents will complete 20 hours of service as an investment in the child's education
- Students will abide by the School's Student Code of Excellence and *the Miami-Dade County Public School's Code of Student Conduct* and acknowledges subsequent receipt of same at time of registration.
- Students will abide by the School's attendance policy which speaks to the possible withholding of credit due to absences, excusing absences.
- Students will abide by the school's tardy policy and authority for signing students out from school, and respective consequences e.g. detention, etc.
- Students will abide by the School's electronic devices policy including a list of those and providing a waiver of responsibility for confiscation of such items.
- Students will abide by the school's uniform policy and acknowledgement of parent/student handbook receipt at the time of registration.
- Students will abide by the minimum Grade Point Average (GPA) of 2.0 to: graduate from high school in the State of Florida; participate in sports and activities and the subsequent development of and responsibility to aspects of a Progress Monitoring Plan (PMP) if GPA is not maintained.

Breach of parent contract may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically matriculate to the next grade level without reapplying for open enrollment.

The Village of Key Biscayne Charter High School Application

III. Business Plan

15. Facilities

15. Facilities

If the site is secured: ♦ Describe the proposed facility, including location, size and layout of space. ♦ Describe the actions that will be taken to ensure the facility is in compliance with applicable

laws, regulations and policies and is ready for the school's opening. ♦ Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance and identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

The financial plan for the proposed school should align with the facilities-related costs described.

♦ Describe the back-up facilities plan.

If the site is not secured: ♦ Explain the school's facility needs, including desired location, size, and layout of space. ♦ Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

The financial plan for the proposed school should align with the facilities-related costs described.

♦ Explain the strategy or strategies that will be employed to secure an adequate facility. ♦

Describe the back-up facilities plan.

Evaluation Criteria: Facilities

Reviewers will look for:

- A realistic plan for securing a facility that is appropriate and adequate for the school's mission and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.

If the site is not secured:

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

The Village of Key Biscayne has engaged the services of Fielding Nair International (FNI) to plan and design the school facilities. With consultations in 26 countries on 5 continents, dozens of important publications, and numerous industry awards for excellence, FNI is the global leader for innovative school architecture. Underlying all the architectural design, planning and educational change management work, FNI has a strong belief in diversity, high performance, technology infusion, global

connections and personalization.

Initially the KBCHS will be housed in existing and underutilized Village facilities within our Village Hall, Community Center and Council Chambers facilities. The Village of Key Biscayne will secure the necessary local governmental approvals for charter school purposes.

By allocating the school within existing facilities in our Village facilities, it provides the opportunity for joint use and programming and achieves a significant level of efficiencies and economies of scale. The primary location of classrooms is likely to be in the Village Hall, Community Center and Council Chambers. Extracurricular activities, classrooms and electives may be held in the Community Center. An example of joint use programming may include, but is not limited to, gymnasium, multipurpose rooms, swimming pool, recreational equipment and recreational programs. The adjacent Village Green also provides 7 acres of green space for Physical Education and recreational programs.

Facilities will include the appropriate number of classrooms to accommodate the needs of the projected student enrollment per year, and will at least meet class size requirements as established by the applicable governing agency.

Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. The financial plan for the proposed school should align with the facilities-related costs described.

Costs associated with utilizing the existing physical facilities for the first years of operation are already incorporated in the Village of Key Biscayne Community Center, Building Zoning & Planning, Village Manager and Parks & Recreation components of the yearly budget.

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

Fielding Nair International will conduct a number of workshops in the August – December 2008 timeframe to identify and plan for the design of existing facilities and recommendations for permanent facilities. We

anticipate existing facilities will require no or minimum modifications, becoming available at least 30 days prior to the start of 2009 – 2010 school year.

In addition to existing facilities, the Village of Key Biscayne will continue the planning and design process for the permanent facilities based upon the advice of professional consultants.

Describe the back-up facilities plan.

Existing facilities were constructed in 2004 and 2005 and conform to local zoning codes. In the unlikely event that issuance of the Certificate of Use is for any reason delayed and not available within 90 days prior to start of school year, the Village of Key Biscayne plans to locate and finance short-term facilities options suitable for school use until such time as the planned initial facilities are able to open.

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16. Transportation and Food Service

16. Transportation and Food Service ♦ Describe the school's plan for transportation, including any plans for contracting services. ♦ Describe the school's plan for food services, including any plans for contracting services.

Evaluation Criteria: Transportation and Food Service

Reviewers will look for:

- A transportation plan that will serve all eligible students.
- A food service plan that will serve all eligible students.

Describe the school's plan for transportation, including any plans for contracting services.

Due to the nature of the school and its scale, KBCHS will not provide transportation to students as the distance from any household within the Village of Key Biscayne will be less than 1 mile from the school. KBCHS will not provide transportation for students that may be eligible to attend school from other communities as the community is beyond a reasonable distance--estimated at 4 miles from the school.

KBCHS will contract private carriers to provide specialized transportation for a student with disabilities, based on his or her particular need and as is specified in the student's IEP.

Describe the school's plan for food services, including any plans for contracting services.

KBCHS will not provide food service for students. Students will be expected to provide their own meals. Students from households with incomes of less than or equal to the income criteria may be eligible for either free or reduced priced meals. The School will provide the National School Lunch and School Breakfast Programs and will provide free and reduced priced meals for children meeting this criteria.

KBCHS will meet all criteria regarding facilities utilized by the students and teachers for eating their lunch or other meals. This includes appropriate sinks for handwashing and other state and local requirements.

17. Budget

17. Budget

- ◆ Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.
- ◆ Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balance.
- ◆ Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.
The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.
- ◆ Explain the school's spending priorities.
- ◆ Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operations) and each year of the requested charter term.
- ◆ Describe the school's fundraising plan. Report on the status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Evaluation Criteria: Budget

Reviewers will look for:

- Budgetary projections which are consistent in all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.

Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

Refer to Exhibit XXXX (budget and worksheet)

Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balance.

Start up coordinator 9 months	\$40,000
Principal - 2 months	\$19,317
Teachers - 1 month	\$28,670
Recruitment / Advertisement	\$15,000
Office supplies	\$5,000
Sub-Total	\$107,987

In addition, we anticipate the following investments will need to be made prior to equip facilities prior to the start of school:

Capital equipment:

Class equip. / technol.	\$150,000
Science labs	\$15,000
Office Equipment	\$20,000
Books	\$5,000
Sub-total	\$215,000

An estimated total of \$322,987 is included in the Village's 2009 Budget to be utilized as "Start-up funds."

Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget is based.

The budget narrative provides should provide sufficient information to fully understand how budgetary figures were determined.

Revenue projections are based on the "Charter School Estimate Worksheet" and information obtained at the Charter School Workshop for new charter school applicants conducted at M-DCPS in mid-June, 2008. The revenue forecast is conservative and does not include grants. Revenue does not include other potential sources of revenue, such as those provided by local Foundations or PTSA fundraising drives.

Costs have been calculated based on current market conditions for salaries of staff and operating costs.

Explain the school's spending priorities.

The school's spending priorities will be on providing the best educational environment possible for the students, including safety and adequate teachers' certification and qualified personnel.

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

Refer to Exhibit XXXX- Budget and worksheet

Describe the school's fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

KBCHS will conduct fundraising activities to generate additional funds. These activities will include School Fair, Book Fairs, School Pictures, etc. In addition, the Key Biscayne Education Foundation, a nonprofit organization established by parents and community leaders for the purpose of enhancing public education opportunities for the community of Key Biscayne, will conduct fundraising activities.

KBCHS will also apply for grants from national, state and local foundations and other sources of grants. The school will actively seek funds through outside private sources such as private foundations that support education. The school will also establish collaborative efforts with local businesses and developers to provide a more comprehensive array of services to our students at no additional cost to the taxpayers.

18. Financial Management and Oversight

18. Financial Management and Oversight

- ◆ Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.
- ◆ Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.
- ◆ Describe the method by which accounting records will be maintained.
- ◆ Describe how the school will store student and financial records.
- ◆ Describe the insurance coverage the school will obtain, including appropriate health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A fiscal management system that is appropriate, follows generally accepted accounting principles and properly safeguards assets.
- Evidence of proper insurance coverage.

Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Village of Key Biscayne has not yet determined if the KBCHS will share the financial services team of the Village or establish its own finance department. In either case, the financial aspects of the school will be in accord with all state and local requirements. Key Biscayne Charter High School will utilize accepted state codification of accounts pursuant to the Financial and Program Control Accounting and Reporting for Florida Schools for all transactions pertaining to its operations.

The school will make available quarterly financials which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

Annually audited financial reports which will include a complete set of financial statements and notes prepared in accordance with generally accepted accounting principles, will be forwarded to the School Board for inclusion in the financial statements. Such statements will be formatted by revenue source and expenditures and will be detailed by function and object.

Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.

The Key Biscayne Charter High School plans to utilize the Chart of Accounts A-401 (Red Book) accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The Village's finance staff may oversee the financial management of the school and prepare all required financial reports for the district.

The Key Biscayne Charter High School will provide quarterly financials which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

Additionally, annually audited financial reports as of June 30 of each year, which will include a complete set of financial statements and notes prepared in accordance with generally accepted accounting principles will be forwarded to the Charter Sponsor for review. Such statements will be formatted by revenue source and expenditures and detailed by function and object each year.

The Key Biscayne Charter High School will obtain the State of Florida's- Auditor General's District School Board and Charter School Audit Report Review Guidelines. The School will follow these guidelines. Key Biscayne Charter High School financial management and internal accounting processes will be set up in accordance with Department of Education and Miami-Dade County Public Schools procedures. The Key Biscayne Charter High School may use the Village of Key Biscayne's finance staff which is familiar with the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book) to manage financial matters of the school. Should the District change to a new accounting and reporting system, or a change directed by Florida DOE, the Key Biscayne Charter High School will adopt these new standards. A school bookkeeper may oversee the day to day accounting needs.

Annual Financial Plan

The Key Biscayne Charter High School will develop an annual financial plan for operation of the school. The plan will be yearly in nature and collectively to

cover all years of the operating charter.

Fiscal Accountability

The Key Biscayne Charter High School will be financially viable. An annual audited statement conducted by an independent auditing firm to be reported under *Government Auditing Standards* will be submitted. Should the audit report reveals a deficit, the auditors will notify the School's Board, the School District, and the Department of Education.

Control Measure To Safeguard Finances Internal Control Procedures

The Key Biscayne Charter High School will also maintain a number of internal financial controls and bookkeeping practices. Key Biscayne Charter High School will establish a financial system that provides fiscal control and accounting procedure that are in accordance with generally accepted accounting principles (GAAP). Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. A detailed description of specific internal controls and accounting procedures is presented below.

Annual Line Item Budget:

The Key Biscayne Charter High School will annually submit a detailed school budget to the Village Council for review and approval. The proposed budget will include a line item breakdown by appropriate cost categories. Modifications to the budget will be submitted to the Village Council when required due to funding changes or expected changes in the program.

Monthly Statement of Revenue and Expenditures

A Monthly Revenue and Expenditures Report will be maintained. The monthly report will include the following:

- Detailed by Object Class Budget
- Expenditures for the month
- Expenditures for the Year
- Encumbrances
- Remaining budget balance

Oversight

Detailed financial statements will be prepared on a monthly basis for analysis by the Principal. These financial statements will be reviewed by the Village Council (or the Governing Board, if established) at monthly meetings. Policies

and reporting procedures established by the District and State will be followed.

Cash Management

Funds will be deposited in a financial institution with FDIC coverage. Interest earned on funds will be used as program income.

Bank Reconciliation

The School will review and approve all bank reconciliation's. Bank reconciliation procedures will include:

- Accounting for check numbers used
- Comparing all checks with the statement
- Checking signatures and endorsements
- Investigating checks outstanding for more than 90 days
- Tracing and reviewing bank transfers
- Itemizing outstanding checks

Cash Receipts

All Key Biscayne Charter High School program cash receipts are received, opened, logged in and stamped "For Deposit Only". The original receipt is duplicated and a daily cash receipt form and bank deposit slip is prepared. The daily cash receipt form with attached deposit receipt and any document supplied with the remittance will be maintained in the cash receipt log.

Cash Disbursements

The Key Biscayne Charter High School will have two types of cash disbursements:

1. Accounts Payable Disbursements The Village of Key Biscayne Finance Department may handle all accounts payable transactions. Accounts payable disbursements will be made weekly basis. Invoices for purchased goods or services
2. Per Cash Disbursements Will be made as needed and when funds permit.

Personnel and Payroll

The Village of Key Biscayne Human Resources Department may handle or assist with all human resource and payroll services including payroll administration, human resources management, compliance reporting, and employee benefits

administration. The school's principal will retain hiring, firing, supervision, evaluation, and promotion.

Accounting System and Financial Reporting

As stated earlier, Key Biscayne Charter High School will maintain an accrual accounting system in accordance with generally accepted accounting principles (GAAP). The financial records will contain accurate information pertaining to grant awards and authorizations, obligations, unobligated balances, assets, liabilities, expenditures and income. This system will permit the tracing of all transactions to source documents in order to establish that funds have not been used in violation of District policies.

Financial Statements

The School will prepare financial statements on a monthly basis for submission to the Village Council (or Governing Board if established) for review. An annual independent financial audit will be conducted in accordance with generally accepted government auditing standards (GAGAS).

Full Accounting Of Expected Assets and Liabilities

Assets and liability projections will be developed to be used as points of comparison with information reported in the School's annual report.

Inventory and Property Management

All tangible personal property with a value of \$1,000 or greater will be inventoried and labeled. The principal will be responsible for maintaining property records and physical control over property. All sales and disposal of property will be in accordance with Florida Statute 273 and the Property Rules and regulations issued by the Auditor General.

Purchasing

Key Biscayne Charter High School will follow Village of Key Biscayne policy in the procurement of supplies, equipment, construction, training, and other services. Key Biscayne Charter High School will establish a monetary threshold for small purchase procedures.

Describe the financial controls, including an annual audit and regular board review of financial statements,

which will be employed to safeguard finances and projected enrollment trends.

The Key Biscayne Charter High School may utilize the same certified public accountants that the Village of Key Biscayne uses.

Annual audited financial statements will be prepared in accordance with GAAP and be in compliance with GASB 34. The report will include a management discussion and analysis section.

Describe the method by which accounting records will be maintained.

The Village of Key Biscayne Finance Department will acquire expertise with the "Financial and Program Cost Accounting and Reporting for Florida Schools" system as well as "not-for-profit" accounting procedures in order to assist the School.

The Key Biscayne Charter High School may utilize the same certified public accountants as the Key Biscayne Charter High School.

The School will develop a written internal audit procedure and establish controls to ensure that financial resources are properly managed.

The School will utilize accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The Village of Key Biscayne Finance Department may create or assist with all required financial reports that will be submitted to the School District.

The School will make available quarterly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

Additionally, annually audited financial reports as of June 30 of each year, which will include a complete set of financial statements and notes prepared in accordance with generally accepted accounting principles will be forwarded to the School Board for their review. Such statements will be formatted by revenue source and expenditures and detailed by function.

Describe how the school will store student and financial records.

Following Florida Statute Chapter 119, all student and financial records will be protected in a fireproof and waterproof safe/cabinet, vaults or rooms fitted with noncombustible materials and in such arrangements as to be easily accessible for convenient use. In addition, back up copies of all records will be stored on servers, and on special backup tapes. Required student records will be prepared in a manner consistent with Florida law. Retention periods and disposition of records shall be as specified in the local School Board Records Management Manual.

The Key Biscayne Charter High School will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Educational Act (IDEA) in the establishment, maintenance, correction, and disposition of student records.

The Principal is to establish procedures for such compliance, including informing parents, students, and the public of the contents thereof. The Principal will implement procedures as required by law and will establish procedures for dealing with violations.

The right to inspect and review student records and the release of, or access to, such records, other information, or instructional materials will be consistent with federal and state law.

Discussion of format and frequency of financial reporting to sponsor (balance sheet, income statement, bank reconciliation, etc.)

Key Biscayne Charter High School will have complete monthly reconciliation of all bank accounts and this reconciliation will be available to the District for their review.

On or before October 31, January 31, and April 30 of each fiscal year Key Biscayne Charter High School will provide the District all applicable financial statements including a balance sheet and a statement of revenues, expenditure,

and changes in fund balances. These reports will be prepared in accordance with the generally accepted accounting principles using governmental accounting as stated in the "Red Book."

Un-audited year-end financial statements will be submitted to the School District every year. These financial statements will be prepared in accordance with the "Red Book."

Key Biscayne Charter High School will submit to the District and pay for an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit shall be conducted by an independent certified public accountant and will be delivered to the District within 180 days following the end of the district's fiscal year.

Financial management and internal accounting procedures will be carried out by the School by a person who is familiar with school financial procedures and who understands compliance as it relates to the State Financial and Cost Accounting Manual for Florida Schools.

Financial statements will be submitted quarterly and audited financial statements will be completed each year.

In addition to the financial reporting requirements, the School Board of Miami-Dade County's internal auditors or external auditors may request review and inspection of books and records. Also, any inquiries related to accounting information obtained from quarterly reports and year-end audits will be addressed by the school's administration.

Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

The School will comply with all requirements specified by the School Board of Miami-Dade County or applicable state statutes regarding insurance and liability coverage. These include:

- Errors and Omissions Insurance
- Officers and Directors of Liability Insurance

- Fidelity Bonds
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employees Liability Insurance
- Property Insurance

Where applicable, the School Board of Miami-Dade County will be named as an additional insured. The School will carry the necessary worker's compensation insurance and unemployment compensation insurance.

Key Biscayne Charter High School shall, at its sole expense, maintain throughout the entire term of this Charter and any renewals thereof the coverage listed below. The insurance companies writing coverage must maintain a rating of "A" or better and a financial size category of "VI" or better according to M. Best Company.

General Liability insurance in the amount of one million dollars (\$1,000,000), per occurrence, combined single limit covering bodily injury, property damage, personal injury, premises operations, products, completed operations, consultants, and independent contractors, insured vs. insured, and contractual liability.

Liabilities Coverage: Except as otherwise provided, the Commercial General Liability Insurance provided by the School shall cover the School for those sources of liability (including but not by way of limitation, coverage for operations, Products, Completed Operations, independent contractors, and liability actually assumed) which would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage Form (ISO Form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.

The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence/Two Million Dollars (\$2,000,000) annual aggregate.

Deductible/Retention: Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of One Thousand Dollars (\$1,000) per occurrence.

Property insurance for special perils (all risks) with limits of no less than one hundred percent (100%) replacement value of the facility and all contents therein which are owned by the Sponsor and coverage for business income in no less than the amount of the annual rent, if any, paid to the Sponsor.

Automobile insurance covering owned, non-owned and hired vehicles with limits of one million dollars (\$1,000,000) per occurrence per combined single limit and comprehensive and collision coverage with a deductible of not more than one thousand dollars (\$1,000). The coverage will extend to employees, agents and volunteers of Key Biscayne Charter High School who utilize personal vehicles within the course and scope of their employment of services.

Liabilities Covered: The School's insurance shall cover the School for those sources of liability which would be covered by Section II of the latest occurrence edition of the standard Business Auto Policy (ISO Form CA 00 01), including coverage for liability contractually assumed, as filed for use in the State of Florida by the Insurance Services Office. Coverage shall be included on all owned, non-owned and hired automobiles, buses and other vehicles used in connection with this Charter School Agreement.

Minimum Limits: Minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence, and, if subject to an annual aggregate, Three Million Dollars (\$3,000,000) annual aggregate.

School Errors and Omissions Liability insurance having limits of one million dollars (\$1,000,000) per occurrence, including an employment practices endorsement, coverage for student liability, corporal punishment, and sexual misconduct.

Fidelity/Dishonesty Liability coverage with limits of five hundred thousand dollars (\$500,000), insuring the Sponsor as against dishonest acts of employees or volunteers of Key Biscayne Charter High School resulting in loss to the Sponsor.

Workers compensation coverage for the employees as required by Florida law. (One million dollars per occurrence with a two million dollar annual aggregate.)

Minimum Limits: Subject to the restrictions found in the standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any coverage customarily insured under Part One of the Standard Workers' Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part Two of the Standard Workers' Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence/Two Million Dollars (\$2,000,000) annual aggregate.

Coverage Limits: The insurance coverage under the School Leader's Errors & Omissions Liability Insurance shall be subject to a maximum deductible not to exceed Twenty-Five Thousand Dollars (\$25,000) per claim. A minimum limits to be maintained by Key Biscayne Charter High School (inclusive of any amounts provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per claim/annual aggregate.

In no way shall the School Leader's Errors and Omissions impair the Sponsor's claims to indemnifications with respect to a claim for which Key Biscayne Charter High School is insured or for which Key Biscayne Charter High School should have been insured under Commercial General Liability Insurance, Automobile Liability Insurance or Employer's Liability Insurance.

Nothing contained in this Article is intended to serve as a waiver of sovereign immunity by Key Biscayne Charter High School or Sponsor to which sovereign immunity may be applicable. Nothing contained in this Article shall be construed as consent by Key Biscayne Charter High School or Sponsor to be sued by third parties arising out of any contract.

To the extent immunity is waived pursuant to s768.28 F., the Sponsor and Charter School each agree to indemnify the other, and defend with competent counsel selected by the Sponsor with Key Biscayne Charter High School's reasonable approval or Key Biscayne Charter High School with the Sponsor's reasonable approval, and each agrees to hold the other party, its members, officers, employees and agents harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, and costs, arising out of, connected with or resulting from:

- The acts of negligence of their own acts or of the acts of their own employees or other agents when acting in the scope of the agent's employment and any damages resulting from said negligence;
- Their own material breach of charter school law; and/or
- Any failure by the other party to pay its suppliers, employees or subcontractors.

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19. Action Plan

- ◆ Present a timetable for the school's start-up.

Evaluation Criteria: Action Plan

Reviewers will look for an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Present a timetable for the school's start-up.

PROPOSED TIMETABLE FOR CHARTER SCHOOL

PROPOSED DATE

PROPOSED ACTION

August 1, 2008:	Submission of charter school application proposal to School Board
August 15 – December 2008	Facilities Planning and design of existing facilities within Civic Center / Community Center. Initiate planning process for permanent facilities
August 7 – September 8, 2008	Application review and evaluation; interviews with governing boards, and other pertinent individuals, as per the application; and discussion of results of District review of applications
November 2008 / February 2009	Contract negotiations
2009:	
February – May 2009:	Approval of contract
May to June 2009:	Marketing/Recruiting Selection and Hiring of staff Initial student registration period
May 31, 2009:	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.

June 15 to
August 1, 2009:

Second Registration Period Begins. If number of applicants exceeds capacity, lottery will be conducted.

April to
August 2009:
facilities.

Staff planning, purchasing of materials and text books, preparation of

Before August 1, 2009:
testing performed.

Teacher hiring process, fingerprinting, background checks and drug

August 2008

Classes start.

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IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for the Village of Key Biscayne Charter High School is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of s. 1000.05.
- Will adhere to all applicable provisions of state and Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VIII of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under s. 1003.43.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes and s. 218.011, Florida Statutes, which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety with regard to building and on school property.
- Will provide for an annual financial audit in accordance with s. 218.39.

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

Signature: _____

Date: _____

Printed Name: _____

Key Biscayen Charter High School - Budget(s) Summary

125 students budget		Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
Students		125	200	300	350	375	
Revenue		\$ 792,608	\$ 1,299,876	\$ 1,998,560	\$ 2,389,944	\$ 2,624,671	\$ 9,105,659
Total Expenses		\$ 735,880	\$ 1,143,411	\$ 1,703,902	\$ 2,165,888	\$ 2,562,986	\$ 8,312,069
P&L		\$ 56,727	\$ 156,465	\$ 294,657	\$ 224,056	\$ 61,685	\$ 793,590
Other Pot. revenue							
	PTSA / Parents	\$ 62,500	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	500
	Foundation	\$ 31,250	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	250
	Grants	\$ 40,000	\$ -	\$ -	\$ -	\$ -	
Total Other Revenue		\$ 133,750	\$ 153,750	\$ 236,391	\$ 282,684	\$ 310,447	\$ 1,117,022
P&L with other Potential Rev.		\$ 190,477	\$ 310,215	\$ 531,048	\$ 506,740	\$ 372,132	\$ 1,910,612
Start-up Costs		\$ 351,638					

100 students budget		Year 1	Year 2	Year 3	Year 4	Year 5	6 Years
Students		100	170	245	315	370	
Revenue		\$ 634,086	\$ 1,104,895	\$ 1,632,157	\$ 2,150,950	\$ 2,589,676	\$ 8,111,764
Total Expenses		\$ 705,454	\$ 1,186,223	\$ 1,726,058	\$ 2,114,797	\$ 2,541,541	\$ 8,274,074
P&L		\$ (71,368)	\$ (81,329)	\$ (93,901)	\$ 36,153	\$ 48,134	\$ (162,311)
Other Pot. revenue							
	PTSA / Parents	\$ 50,000	\$ 87,125	\$ 128,702	\$ 169,610	\$ 204,205	
	Foundation	\$ 25,000	\$ 43,563	\$ 64,351	\$ 84,805	\$ 102,103	
	Grants	\$ 45,000	\$ 25,000	\$ -	\$ -	\$ -	
Total Other Revenue		\$ 120,000	\$ 155,688	\$ 193,052	\$ 254,415	\$ 306,308	\$ 1,029,463
P&L with other Potential Rev.		\$ 48,632	\$ 74,359	\$ 99,151	\$ 290,569	\$ 354,442	\$ 867,153
Start-up Cost		\$ 322,987					

Target Budget (125 students 1st year)

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Grade	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	75	75	100	100	100	
10	50	75	75	100	100	
11		50	75	75	100	
12			50	75	75	
Total	125	200	300	350	375	\$ / student
						\$ 6,341
Teachers	5	8	13	16	19	
Principal teaching	0.5	0.5	1	1	1	
Assist Teacher	2	3	4	5	6	
ESE Teachers	1.5	2	2	3	4	
ESE Assistants	0	1	2	3	3	
	9	14.5	22	28	33	
Students/Adult ratio	14	14	14	13	11	
Students / Cert. Teach	18	19	19	18	16	
	Year 1	Year 2	Year 3	Year 4	Year 5	Inflation adj.
FTE Revenue	\$ 792,608	\$ 1,299,876	\$ 1,998,560	\$ 2,389,944	\$ 2,624,671	2.5%
Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
M-DCPS Admin. Fee	\$ 39,630	\$ 64,994	\$ 99,928	\$ 119,497	\$ 131,234	5%
Teachers	\$ 235,000	\$ 385,400	\$ 641,932	\$ 809,822	\$ 985,705	\$ 47,000
ESE Teacher	\$ 78,000	\$ 106,600	\$ 109,265	\$ 167,995	\$ 229,593	\$ 52,000
ESE Teacher Assist	\$ -	\$ 25,625	\$ 52,531	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist.	\$ 50,000	\$ 76,875	\$ 105,063	\$ 134,611	\$ 165,572	\$ 25,000
Fringe Benefits	\$ 109,500	\$ 161,438	\$ 233,764	\$ 298,299	\$ 359,015	25%
Professional Develp.	\$ 10,000	\$ 16,000	\$ 26,000	\$ 32,000	\$ 38,000	\$ 2,000
Contract Serv. Counsel	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Subst. Teachers	\$ 11,750	\$ 19,270	\$ 32,097	\$ 40,491	\$ 49,285	5%
Capital / Tech. Amort.	\$ -	\$ 41,085	\$ 99,495	\$ 135,795	\$ 149,820	33%
Books	\$ 6,500	\$ 14,000	\$ 24,000	\$ 35,000	\$ 37,500	\$ 100
Class & Office Supplies	\$ 13,000	\$ 20,000	\$ 30,000	\$ 38,000	\$ 46,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Insurance (prop. & Liab	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Total Expenses	\$ 735,880	\$ 1,143,411	\$ 1,703,902	\$ 2,165,888	\$ 2,562,986	
P&L	\$ 56,727	\$ 156,465	\$ 294,657	\$ 224,056	\$ 61,685	\$ 793,590

Other Potential revenue						
PTSA	\$ 62,500	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	\$ 500
KBEF	\$ 31,250	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	\$ 250
Plan. & Prog. Design	\$ 25,000					
1st year impl. Grant	\$ 20,000					
2nd year impl. Grant		\$ 25,000				
Total Other Potential. Rev.	\$ 138,750	\$ 178,750	\$ 236,391	\$ 282,684	\$ 310,447	\$ 1,147,022
P&L with other Potet. Rev.	\$ 195,477	\$ 335,215	\$ 531,048	\$ 506,740	\$ 372,132	\$ 1,940,612

* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

Capital equipment

Class equip. / technol.	\$ -	\$ 112,500	\$ 150,000	\$ 75,000	\$ 37,500	\$ 1,500
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000		
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000	
Total Capital equipment	\$ -	\$ 124,500	\$ 177,000	\$ 110,000	\$ 42,500	
Accumulated - Deprec.	\$ -	\$ 124,500	\$ 301,500	\$ 411,500	\$ 454,000	

Budget assumptions:

Revenue: FTE calculations are based on minimum revenue with 10% ESE
 Capital outlay. No capital outlay funds have been included. The school will have access to capital funds after 3 years of operation.
 State Start up grants Estimated at \$150 per student - No grants have been included.

Start up expenses:

Pre-opening operating

Start up coordinator 9 months	\$ 40,000	Jan. 2009 - Sept 2009
Principal - 2 months	\$ 19,317	
Teachers - 1 month	\$ 31,822	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	
Sub-Total operating	\$ 111,138	

Capital equipment

Class equip. / technol.	\$ 187,500	1500
Science labs	\$ 15,000	15000
Office Equipment	\$ 20,000	
Books	\$ 18,000	125 9th grade - 3 years life expectancy
Sub-Total Cap. Equip.	\$ 240,500	

Total start up expenses \$ 351,638

Target Budget (100 students 1st year)

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	Rev / student
Grade	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	70	70	75	100	100	
10	30	70	70	75	100	
11		30	70	70	100	
12			30	70	70	
Total Students	100	170	245	315	370	\$ / student
						\$ 6,341
Teachers	5	10	14	16	19	
Principal teaching	0.5	0.55	0.5	0.5	0	
Assist Teacher	2	3.5	5	5	6	
ESE Teachers	1	1	2	3	4	
ESE Assistants	1	1	2	3	3	
	9.5	16.05	23.5	27.5	32	
Students/Adult ratio	11	11	10	11	12	
Students / Cert. Teach	15	15	15	16	16	
	Year 1	Year 2	Year 3	Year 4	Year 5	Inflation adj.
FTE Revenue	\$ 634,086	\$ 1,104,895	\$ 1,632,157	\$ 2,150,950	\$ 2,589,676	2.5%
Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
M-DCPS Admin. Fee	\$ 31,704	\$ 55,245	\$ 81,608	\$ 107,547	\$ 129,484	5%
Teachers	\$ 235,000	\$ 481,750	\$ 691,311	\$ 809,822	\$ 985,705	\$ 47,000
ESE Teacher	\$ 47,000	\$ 48,175	\$ 98,759	\$ 151,842	\$ 207,517	\$ 47,000
ESE Teacher Assist	\$ 25,000	\$ 25,625	\$ 52,531	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist.	\$ 50,000	\$ 89,688	\$ 131,328	\$ 134,611	\$ 165,572	\$ 25,000
Fringe Benefits	\$ 108,000	\$ 170,919	\$ 243,482	\$ 294,260	\$ 353,496	25%
Professional Develop.	\$ 10,000	\$ 20,000	\$ 28,000	\$ 32,000	\$ 38,000	\$ 2,000
Contract Serv. Counsel	\$ 10,000	\$ 17,000	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Subst. Teachers	\$ 11,750	\$ 24,088	\$ 34,566	\$ 40,491	\$ 49,285	5%
Capital / Tech. Amort.	\$ -	\$ 38,610	\$ 84,645	\$ 130,845	\$ 159,720	33%
Books	\$ -	\$ 7,000	\$ 14,500	\$ 31,500	\$ 37,000	\$ 100
Class & Office Supplies	\$ 12,000	\$ 22,000	\$ 32,000	\$ 38,000	\$ 46,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 10,000	\$ 17,000	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Insurance (prop. & Lia)	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 10,000	\$ 17,000	\$ 24,500	\$ 31,500	\$ 37,000	\$ 100
Total Expenses	\$ 705,454	\$ 1,186,223	\$ 1,726,058	\$ 2,114,797	\$ 2,541,541	

P&L	\$ (71,368)	\$ (81,329)	\$ (93,901)	\$ 36,153	\$ 48,134	\$ (162,311)
Other Potential revenue						
Parents / PTSA	\$ 50,000	\$ 87,125	\$ 128,702	\$ 169,610	\$ 204,205	\$ 500
KBEF	\$ 25,000	\$ 43,563	\$ 64,351	\$ 84,805	\$ 102,103	\$ 250
Plan. & Prog. Design Grant	\$ 25,000					
1st year impl. Grant	\$ 20,000					
2nd year impl. Grant		\$ 25,000				
Total Other Potential. Rev.	\$ 120,000	\$ 155,688	\$ 193,052	\$ 254,415	\$ 306,308	
P&L with other Pot. Rev.	\$ 48,632	\$ 74,359	\$ 99,151	\$ 290,569	\$ 354,442	\$ 867,153

* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

Capital equipment

Class equip. / technol.	\$ -	\$ 105,000	\$ 112,500	\$ 105,000	\$ 82,500	\$ 1,500
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000		
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000	
Total Capital equipment	\$ -	\$ 117,000	\$ 139,500	\$ 140,000	\$ 87,500	
Accumulated - Deprec.	\$ -	\$ 117,000	\$ 256,500	\$ 396,500	\$ 484,000	

Budget assumptions:

Revenue: FTE calculations are based on minimum revenue with 10% ESE
 Capital outlay: No capital outlay funds have been included. The school will have access to capital funds after 3 years of operation.
 State Start up grants: Estimated at \$150 per student - No grants have been included.

Start up expenses:

Pre-opening operating

Start up coordinator 9 months	\$ 40,000	Jan. 2009 - Sept 2009
Principal - 2 months	\$ 19,317	
Teachers - 1 month	\$ 28,670	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	
Sub-Total operating	\$ 107,987	

Capital equipment

Class equip. / technol.	\$ 150,000	1500
Science labs	\$ 15,000	15000
Office Equipment	\$ 20,000	
Books	\$ 30,000	300 9th grade - 3 years life expectancy
Sub-Total Cap. Equip.	\$ 215,000	

Total start up expenses \$ 322,987

Revenue Estimate Worksheet for _____ Charter School

Based on the First Calculation of the FEFP 2008-09

School District: Miami-Dade

1. 2008-09 FEFP State and Local Funding

Base Student Allocation		\$3,971.74	District Cost Differential: 1.0145	
Program	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2008-09 Base Funding WFTE x BSA x DCD (e)
(a)	(b)			
101 Basic K-3		1.066	0.0000	\$ -
111 Basic K-3 with ESE Services		1.066	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	90.00	1.052	94.6800	\$ 381,497
113 Basic 9-12 with ESE Services	10.00	1.052	10.5200	\$ 42,389
254 ESE Level 4 (Grade Level PK-3)		3.570	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.570	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.570	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		4.970	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		4.970	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	0.00	4.970	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.119	0.0000	\$ -
ESOL (Grade Level 4-8)		1.119	0.0000	\$ -
ESOL (Grade Level 9-12)		1.119	0.0000	\$ -
300 Career Education (Grades 9-12)		1.077	0.0000	\$ -
Totals	100.00		105.2000	\$ 423,886

ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.		PK-3	251	\$ 1,070	\$ -
Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	252	\$ 3,455	\$ -
		PK-3	253	\$ 7,050	\$ -
		4-8	251	\$ 1,200	\$ -
		4-8	252	\$ 3,584	\$ -
		4-8	253	\$ 7,179	\$ -
	10.00	9-12	251	\$ 854	\$ 8,540
		9-12	252	\$ 3,238	\$ -
		9-12	253	\$ 6,833	\$ -
Total FTE with ESE Services	10.00			Total from ESE Guarantee	\$ 8,540

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student	
divided by district FTE (with eligible services)	\$ 128,754,917	\$ 377.11	341,424.53
			\$ 37,711

4. **Reading Allocation:**
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 470,137

5. Class size Reduction Funds:	Weighted FTE aggregated from Input in Section 1	DCD	Allocation factors	
	PK - 3	0.0000	X 1.0145 X	1160.46 = 0
	4-8	0.0000	X 1.0145 X	923.33 = 0
	9-12	105.2000	X 1.0145 X	925.56 = 98,781
	Total	105.2000		Total Class Size Reduction Funds \$ 98,781

(*Total 111 should equal total in Section 1, column (d))

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	105.2000	by district's WFTE:	361,724.88		
to obtain school's WFTE share.				0.0291%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	100.00	by district's UFTE:	341,424.53		
to obtain school's UFTE share.				0.0293%	
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	100.00	by district's UFTE:	341,424.53		
to obtain school's UFTE share.				0.0293%	
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	17,966,004	x	0.0291%
Applicable to all Charter Schools:					\$
Declining Enrollment	7,121,585				5,228
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	10,844,419				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	159,240,922	x	0.0291%
9. Discretionary Millage Equalization Allocation					\$
.25 mills (UFTE share)		(b)	0	x	0.0293%
10. Discretionary Millage Compression Allocation					\$
.51 mills (UFTE share)		(b)	0	x	0.0293%
11. Discretionary Lottery (WFTE share)		(a)	13,915,011	x	0.0291%
12. Instructional Materials Allocation (UFTE share)		(b)	32,106,623	x	0.0293%
Science Laboratory Materials (high school only)		(c)	494,603	x	0.0293%
Dual Enrollment Instructional Materials Allocation (See footnote h below)					\$
13. Student Transportation		(e)			
14. Florida Teachers Lead Program Stipend		(f)			
15. Food Service Allocation		(g)			
16. Performance Pay Plan					
					Funds to be distributed at a later date.

NOTES:

(a) District allocations multiplied by percentage from Item 6A.					Total	\$	634,086
(b) District allocations multiplied by percentage from Item 6B.							
(c) District allocations multiplied by percentage from Item 6C.					Average / student	\$	6,341

- (d) Proceeds of millage levy multiplied by percentage from Item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOK Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then times 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.