

## **Easter Seals Charter School Flagler (ESCSF)**

### **I. EDUCATIONAL PLAN**

#### **Section 1: Mission, Guiding Principles and Purpose**

*A. Provide the mission statement for the proposed charter school.*

The mission of the Easter Seals Charter School Flagler (ESCSF or School) is to meet high standards of student achievement for Pre-K ESE children, in order to prepare children to enter kindergarten ready to learn and to reach their potential with special needs.

Pre-K ESE students will be provided a strong educational foundation emphasizing early literacy skills and other services defined in Individual Educational Plans (IEP) through the use of developmentally appropriate practices. ESCSF will prepare young children with disabilities to enter school 'ready to learn and ready to read' using a scientifically research based curriculum in an inclusive environment.

*B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.*

The school will utilize the guiding principles found in section 1002.33(2)(a) of meeting high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. Easter Seals will utilize the guiding principles that include providing:

- Parental and family choices that include an inclusive environment where children with or without disabilities learn together.
- In the classroom interventions to achieve optimum learning for children with special needs to master developmental objectives.
- A program that is based on the standards set aside by Florida Partnership of School Readiness that integrates all developmental domains of cognitive, social, emotional, physical and self-help.
- A scientific research-based literacy curriculum designed specifically for Pre-K children along with research and support opportunities for early literacy in collaboration with University of Central Florida (UCF).
- On site pediatric developmental therapy in speech, occupational therapy and physical therapy disciplines that integrate services of teachers, therapists, and behavior specialists with the objective of maximizing each student's achievement.
- Prescribed state of the art equipment and strategies for children with disabilities.
- Opportunities for children with disabilities to interact with their typically developing peers.

ESCSF will promote academic success by providing an excellent foundation for children with special needs to enter kindergarten ready to learn and reach their potential.

ESCSF will be accountable to a local Board of Directors with ten (10) years of experience managing a similar charter school in Volusia County. A comprehensive system to ensure financial accountability and responsibility has been in place, in the Easter Seals Charter School Volusia County and has demonstratable results, as indicated in ten successful school annual reviews, financial results and child outcomes.

ESCSF will provide parents sufficient information to understand their child's progress while attending the ESCSF. Parents will have the opportunity to tour ESCSF, they will attend IEP's, be invited to open houses, participate in parental involvement activities, attend parent teacher conferences and receive written report cards, quarterly, following Flagler's report card schedule.

*C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.*

The Charter school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b)F.S. The charter school will fulfill the following purposes: improve student learning and achievement, increasing learning opportunities for all students with a special emphasis on supporting Pre-K ESE students in an inclusive environment and encourage the use of innovative learning methods. The ESCSF will support Pre-K ESE students as well as their typically developing peers, through the use of innovative learning methods, early intervention and a strong focus in literacy and early reading skills. Learning outcomes of all students will be measured and tracked over time to ensure student achievement.

The innovative nature of this preschool includes the developmentally appropriate approach which recognizes that each child is an individual with unique goals and needs. The focus on supporting and nurturing each child's individual growth is necessary for this population. This differentiated approach allows each child to learn and grow in the areas that are appropriate for them. Innovative learning methods will include, but not be limited to the following: learning environments facilitating inclusion of children with all abilities'; state of the art facilities incorporating assistive technology devices within the classroom environment (for example I-pads and white boards): a literacy curriculum that addresses the literacy gap with intense, individualized instruction using cutting edge research, technology and best teaching practices; and the inclusion of play, storytelling and story drama will be emphasized.

The School will utilize the Growing Readers Early Literacy Curriculum which aligns with the "Reading Program Specifications" developed for Florida District Schools. The School will focus on the use of intentional, scaffold instruction to teach children the basic concepts of literacy, including phonemic awareness, print awareness, oral language and alphabet language. Emergent literacy will be supported through a print rich environment, a team effort that makes literacy part of the daily routine, the exploration of oral language sounds, and an array of accessible writing materials and reasons to write, the early introduction of letters and words as written symbols, and individual plans to support children's learning based on assessments of their literacy development.

*D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.*

The Charter school will fulfill the purposes of charter schools found in section 1002.33(2)(c), F.S. This charter school will provide rigorous competition within the public school district to stimulate continual improvement and support for the youngest learners as well as expand the capacity of the public school system to address the needs of young children with special needs in an inclusive environment.

In order to provide an inclusive environment Easter Seals will, within each classroom, enroll both typically developing students from the community and ESE Charter students. The typically developing children will be from the the community and funded by parental fees, ELC subsidy, and VPK School Readiness funds. Each classroom will have nine (9) ESE Charter Students funded by FEFP and nine (9) typically developing children funded by non-school programs (private pay, ELC, VPK).

## **Section 2: Target Population and Student Body**

*A. Describe the anticipated target population to be served.*

The ESCSF is designed to support the needs of students with disabilities in an environment with their typically developing peers. The target population includes children with special needs ages three to five years in two geographic areas of Flagler County. The target ratio is 1 student with special needs to 1 typically developing student. The school recognizes the benefits of a co-teach model which provides opportunities for interaction with typically developing peers.

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

For the term of this Charter, the School will operate at least 2 sites. At the site in Bunnell, the School will serve up to 9 students with special needs. Easter Seals currently works with children ages, 0-3 SMA at Behavioral Healthcare's Services, Inc. is Vince Carter Sanctuary Project WARM Program. Easter Seals has identified a need to expand to support Pre-K siblings of this 0-3 population. This site will support up to 18 students including up to 9 children with special needs (in the Pre K ESE ESCSF) along with up to 9 of their typically developing peers. At the second site, the School will serve up to 54 students with special needs the first year which includes 6 classrooms with the potential to support up to 54 children with special needs and 54 typically developing peers. Expansion of the program, will be discussed with the sponsor in the third year of the charter, based upon the capacity of the first two sites, and the needs of Flagler County. The number of students to be served at any site during the first year may be increased or decreased with the agreement of both the School and Flagler County Public Schools (Sponsor).

*C. Provide a description of how the student population projections were developed.*

The student population projections were developed based upon the needs of SMA Behavioral Healthcare Services Inc, Project WARM in Bunnell and the capacity of projected facilities for the Charter School. Easter Seals has identified a lack of PreK ESE classrooms east of I-95. It is our goal to address this gap in services for PreK ESE students.

### **Section 3: Educational Program Design**

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

The daily routine or schedule is made up of the following segments: Plan-Work- Recall- Play time, small group time, large group time, outside time, transition times, eating and resting. Plan-Work-Recall is the largest block of time and it integrates children's natural inclination for play and oral language. The focus is to build on and strengthen children's interests, capacity for initiative and problem solving skills through play and interactions. The Growing Readers program provides integration of literacy through small group and large group activities.

The Annual calendar will follow the calendar of Flagler County Public Schools with the same number of days and hours of instructional time. Student contact hours will be 9:00 am and 3:15 pm Monday -Friday, aligned with the Flagler Public School Calendar. Wrap around services for parents will include extended day for before and after school care.

- B. *Describe the proposed charter school's educational program.*

The ESCSF will adopt Houghton Mifflin as its core curriculum. Houghton Mifflin is research based and aligns with the expectations established by the Florida Early Learning and Development Standards for four year olds. In Houghton Mifflin, the environment is arranged in interest areas that include: sand and water, block, house, art, toy, book, writing, woodworking, music and movement, computer and outdoor.

The Growing Readers Early Literacy Curriculum will support students' literacy growth and development. The School will have a focus on early literacy with support from faculty members in Exceptional Education and Early Childhood Development and Education programs from UCF. The educational model will center around developmentally appropriate practices and play which will help lay a foundation of early literacy skills.

The School's educational model program will meet the needs of its exceptional student population by implementing a co-teach model which provides opportunities for interaction with typically developing peers. The school will employ an inclusive delivery model. Inclusive services will be delivered on the playground, classroom, or any other natural environment. Physical therapists, occupational therapists, and speech therapists will assist with classroom arrangement to facilitate the independence of students with disabilities with mobility issues or communication challenges. Therapists will provide hands on in-service training for teaching staff in the classroom, on the playground, and in other natural environments. Teachers will plan ample classroom time to allow Pre-K ESE students' opportunities to practices skills and develop knowledge required for independence. Therapists will make ongoing appropriate recommendations regarding accommodations, as well as adaptations of instructional materials and adaptive equipment for individual children.

Key elements designed to support Pre-K ESE students include:

- A target ratio of 1 student with disabilities to 1 non-disabled student
- Staffing: ratio ranging from 4-9 children to 1 adult and a class size maximum of 18 made up of 4-9 Charter students and 4-9 non-disabled students
- Small and large group opportunities
- Respectful and positive teacher/staff and student interactions
- A program based on the standards established Florida Early Learning and Development Standards that integrates all developmental domains of cognitive, social, emotional, physical, and self help, and is aligned and cross referenced with the three and four year olds Head Start standards, as well as the Next Generation Sunshine State Standards and Common Core Standards for five year olds.
- Growing Readers Early Literacy Curriculum, a research based literacy program teaching reading readiness and phonological awareness
- Literacy focus in classroom using play, drama
- Documentation and measurement of identified learning outcomes.
- Credentialed staff
- Classroom arrangement that promotes independence and learning
- Link to home by providing at least two opportunities a month for parents to participate in their child's classroom activities. Parents will also be offered a library of books, and tapes available for check out.
- Multi-disciplinary team meetings conducted quarterly with parent participation
- Parent education activities to build competencies and confidence
- Parent conferences, as needed
- Open house a minimum of one time per year

*C. Describe the research base for the educational program.*

Research on young children's development indicates that early identification and support for children with special needs is vital to their overall success in school. Early intervention can make a significant difference for children to ensure that their academic and educational goals are achieved. Early intervention can also minimize potential developmental delays for

children with varying exceptionalities. Philips and Meloy (2012) emphasize that children with special needs benefit from well-organized, structured and sequenced instruction as well as from intensive exposure to learning materials in inclusive environments at the Preschool level. They also emphasize the added benefit of full day programs.

*D. Explain how the educational program aligns with the school's mission.*

The mission of the ESCSF is to meet high standards of student achievement for Pre-K ESE children. Pre-K ESE students will be provided a strong educational foundation emphasizing early literacy skills and other services defined in Individual Educational Plans (IEP) and defined in the child's individual education goal plan (IEGP) through the use of developmentally appropriate practices. The educational program aligns with this mission as it focuses on individual children and how to support them through the use of IEP's. The second strong emphasis is early literacy which is emphasized in the specific program selected as well as the incorporation of literacy into play and classroom activities. The literacy program is based upon scientific research related to children's development in emergent literacy.

*E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.*

ESCSF will serve pre-kindergarten exceptional education students in an inclusive classroom setting alongside pre-kindergarten students. The background and support that is provided for students with special needs meets their needs and provides supports for educational gaps that may not be addressed in other preschool facilities. These strategies will help the target population achieve the Florida Partnership of School Readiness Standards in preparation of their future Kindergarten requirements. The Houghton Mifflin and Growing Readers literacy programs used are supported by scientific research and aligned with the Next Generation Sunshine State-Common Core Standards.

At Easter Seals Charter School Flagler:

- Each child has their own Individualized Education Plan (IEP) and Individualized Education Goal Plan (IEGP) outlining specific goals and objectives to meet his/her own needs
- Speech, Occupational and Physical Therapy is available on-site
- The adult-to-child ratio exceeds the state requirement allowing for more individualized attention for every child
- Breakfast, lunch and snack approved by the Food Program from the State of Florida
- Provides child-safe covered outdoor play areas

- State-of-the-art education facilities, an environment that is safe, secure, clean, and both child and parent friendly
- All other services required, for example behavioralists and mental health counselors, will be provided.

Easter Seal Society of Volusia and Flagler Counties, Inc. (Easter Seals) looks at the big picture when educating children with special needs and is dedicated to supporting families and children with special needs through many services such as education. Easter Seals goes beyond educational support and provides advocacy, therapy, recreation as well as support services for students so that many areas of support for children are accomplished.

*F. Provide evidence that the existing design has been effective and successful in raising student achievement.*

Easter Seals brings the foundation of operating a charter school using this model successfully for ten years in Volusia County. Easter Seals of Volusia and Flagler has a 63 year history in this area and has demonstrated ongoing support for children with special needs and their families. This background and success record demonstrates Easter Seals capacity to replicate their programs.

*G. Describe the applicant's capacity to replicate an existing school design.*

ESCSF will be a replication of the successful Easter Seals Charter School in Volusia County currently operating in Volusia County (ESCSV). The Easter Seals Charter School in Volusia County has demonstrated its success by achieving the goal of 60% of the students with disabilities transitioning from the Charter School to Kindergarten entering general education classrooms with minimum support. Statistics from the current charter, ESCSV show 92% of the children actually met this goal. In addition ESCSV had a goal that 90% of students will successfully complete 80% or more of their IEP goals and demonstrated that 92% of students met this goal. This evidence shows support that Easter Seals Charter School has been effective in supporting student achievement.



## Section 4: Curriculum Plan

- A. *Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.*

It is the School mission to meet high standards of student achievement by maximizing each student independence and by providing a strong educational foundation emphasizing early literacy skills and other services defined in Individual Educational Plans (IEP) or the Individual Education Goal Plan (IEGP). To meet this mission, the educational program will ensure that Pre-K ESE students learn in an inclusive environment where the classrooms provide low student-to-teacher ratios, with high quality staff ensuring individual attention to all students each day. Classroom instruction and interventions will be implemented to achieve optimum learning to master developmental objectives. The School's program is based on the standards set aside by the Florida Early Learning and Developmental Standards for four year olds and is aligned with the three and four year old Head Start Standards as well as the Next Generation Sunshine State Standards (Common Core in Language Arts and Mathematics) for five year olds. Each domain of the Florida Early Learning and Developmental Standards covers developmental progression, the five domains of the Standards for Four year olds are:

**Physical Development** refers to physical skills that use large body movements, normally involving the entire body. Teachers will provide opportunities for preschoolers to exercise large muscles every day. Areas will be created in classrooms to ensure active play even in inclement weather. These might include low climbers, tossing games, a balance beam, and any other equipment that will fit well in a classroom. Preschool children will be engaged in games that involve running and walking, such as open-ended chasing on the playground, tag, follow-the-leader, and giant steps. Climbing equipment will be provided on preschool and child care playgrounds. Safe playscapes with platforms children can jump off of will promote important motor skills. Toys for catching and throwing, such as soft, large balls, beanbags, and other objects, both in the classroom and on the playground will be provided. Teachers will create safe areas for rough play, such as soft mats and grassy hills. Rules for rough-and-tumble play, such as taking your shoes off when wrestling on the mat, can be instituted as needed. Careful monitoring will ensure that rough play does not lead to injury. Teachers will also interact with children and encourage and support their physical development while playing outside.

Teachers and caregivers will offer preschoolers a range of small motor experiences in the classroom. Fine motor development is promoted by art activities such as drawing, painting, sculpting, cutting, and making collages and materials such as blocks, puzzles, books, stringing beads, and felt boards.

The next area, **Approaches to Learning**, involves including each child's individual learning style and areas of interest into the classroom curriculum. The curriculum supports each learner by allowing for choice in learning centers and play time. This allows children to pursue their own interest and ideas, become involved and persist in their play, and problem

solve with materials and other children. Learning centers also support different children's learning styles because they are aligned with multiple intelligences such as activities that can be done individually (book center) and play areas that allow children to interact (kitchen) with others in the classroom. Also, other centers and learning areas such as the math centers, the art center, and the science center support children's curiosity and natural approaches to learning. Lastly, integrated instruction facilitates multiple approaches to learning different topics supporting children's engagement, interactions and problem solving. The use of the Plan-Work- Recall- Play strategy will help individual children to plan and review their activities each day.

The third domain addressed is **Social and Emotional Development** which focuses on the child's experience, expression, and management of emotions. It also includes the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intra and interpersonal processes. Teachers will actively teach social skills through careful planning of the lesson plan situated around routines and activities. The classrooms will be arranged to support peer interaction, and to foster strategies such as peer-mediated interventions, adult cueing and prompting. The use of reinforcement will be implemented. The use of dramatic play, puppets, and props will be used in the classroom. Children who do not display social skills will be supported by teachers through modeling and targeted instruction in order to help them be successful with their interactions with others in the classroom.

The next domain is **Language, Communication and Emergent Literacy** which focuses on a child's ability to use and understand written, verbal, and visual cues. Lesson plans will present vocabulary thematically which helps children make associations between words and scaffolds students' learning (McGee & Richgels, 2003). Teachers will provide in their lesson plans time for read-alouds that include explanations of targeted vocabulary that can support word learning (Brabham & Lynch-Brown, 2002; Coyne, Simmons, Kame'enui, & Stoolmiller, 2004), as can dramatic play organized around a carefully chosen theme (Barone & Xu, 2008; Tabors, 2008). The Curriculum follows strategies that foster social interaction: For group activities, teachers will pair English language learners with children who have strong English language skills, and make sure that all the children who speak the same home language (L1) are not grouped together (Barone & Xu, 2008). Classrooms will provide opportunities for self-directed activities so that ELLs can choose activities that match both their interests and their language abilities (Bunce & Watkins, 1995). Teachers will encourage child talk by providing prompts when children need help in expressing themselves (e.g., "Tell Bobby, 'May I have the red crayon now?"). Teachers will use open questions, or questions that can have multiple answers, to help ELLs expand their own utterances (e.g., "Why do you like this doll best?" instead of "What is this doll's name?"). Additionally, the Enhancing Early Literacy and Language through Drama and Movement program that will be implemented with the help of UCF will enhance student's early literacy skills.

The final domain is **Cognitive Development and General Knowledge** which refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory. Many areas related to cognitive development will be accomplished during play time in the classroom.

Teachers and caregivers will provide preschoolers with problem-solving activities in classrooms. Puzzles, simple scientific experiments, quantifying and counting games, blocks, and cooking are examples of learning experiences that enhance cognitive development.

Teachers will create dramatic play centers in classrooms. These will include realistic and nonrealistic props that allow children to play out real experiences in their lives. Typical home-related play materials such as dolls, toy dishes, and plastic tools are important. Props that relate to special events or topics in the curriculum can be provided. A toy store, post office, or hospital will allow children to expand their make-believe themes. As part of the theme in the curriculum teachers will be asking distancing questions—questions that encourage children to think about persons, objects, or events that are not immediately present. Examples are "What did you do yesterday?" "How is a cow different from a person? From a dog?" and "What are you going to do after child care today?" Concrete experiences that help children think about the long ago or far away are useful. For example, showing children tools used long ago and tools used in other cultures helps them begin to think in historic and global perspectives. In our classrooms you will see children actively engaged using their senses to explore and manipulate materials.

Related services and educationally relevant therapies, including speech/language therapy, occupational therapy, physical therapy, and other services, for example, behavioral services, that integrate services of teachers, therapists, and specialists will be available. The school will utilize Houghton Mifflin Preschool curriculum as its core curriculum. The instruction of students will include along with other activities, small group time, larger group time and time set aside for play and early literacy activities which strengthens the child's natural interests, capacity for initiative and problem solving skills.

*B. Describe the research base and foundation materials that were used or will be used to develop the curriculum.*

The Houghton Mifflin and Growing Readers Early Literacy Curriculum selected by ESCSF aligns with the "Reading Program Specifications" developed for Florida School Districts and is based in early literacy research. Both programs create a scientific research based core curriculum and are aligned with Flagler Public Schools. Additional research will be conducted related to early literacy on children's use of oral language in play and drama in collaboration with the University of Florida (UCF).

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

The school's reading curriculum will be based upon The Growing Readers Early Literacy Curriculum. The School will utilize the Growing Readers Early Literacy Curriculum approved by the Sponsor with aligns with the "Reading Program Specifications" developed for Florida School Districts. The School will use intentional, scaffold instruction to teach children the basic concepts of literacy, including phonemic awareness, print awareness, oral language and alphabet language. Emergent literacy will be supported through a print rich environment, a team effort that makes literacy part of the daily routine, the exploration of oral language sounds, and an array of accessible writing materials and reasons to write, the early introduction of letters and words as written symbols, and individual plans to support children's learning based on assessments of their literacy development. Literacy will further be enhanced by collaborative efforts between ESCSF and faculty members of the UCF. The specific program used is called, Enhancing Early Literacy and Language through Drama and Movement.

Easter Seals Charter School will support emergent literacy through:

- A print rich environment
- A team effort that makes literacy part of the daily routine
- Use of oral language, drama and movement
- The exploration of oral language sounds through phonemic awareness activities
- An array of accessible writing materials throughout classroom centers and reasons to write
- The use of play and dramatization with links to written words
- The early introduction of letters and words as written symbols
- Individual plans to support children's learning based on assessments of their literacy development
- The use of story time and literature selections integrated throughout the classroom and learning centers

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

Students who enter the school below grade level will be engaged in and benefit from the curriculum. The comprehensive model for educating young children with special needs will support all children who attend the School. The innovative nature of this preschool includes the developmentally appropriate approach which recognizes that each child is an individual with unique goals and needs. The focus on supporting and nurturing each child's individual growth is necessary for this population. This differentiated approach allows each child to learn and grow in the areas that are appropriate for them. Innovative learning methods will include , but not be limited to learning environments facilitating inclusion of children of all

abilities, state of the art facilities incorporating assistive technology devices (eg. I-pads and white boards) within the classroom environment; the literacy curriculum, Growing Readers Early Literacy Curriculum, is researched based to support young readers and addresses the literacy gap with intense, individualized instruction using cutting edge research, technology and best teaching practices; the inclusion of play, storytelling and story drama will be emphasized.

Additional methods such as the inclusion of play, storytelling and story drama will be emphasized, for example, the program that Dr. Hines and Dr. Eglehart (UCF) developed called The Adventures of Nellie the Dog: encouraging language development through an onscreen learning experience. This program integrates the use of technology, play and storytelling to encourage all children in the development of early literacy skills. Additionally, story drama will be a regular component of the classrooms offering a unique approach to narrative integrating play and storytelling for young children. Story drama also provides opportunities for children to explore concepts of print, early phonemic awareness and print structures.

The School will also utilize the Second Step: A Violence Prevention program or other curricular supplement approved by the Sponsor which is designed to promote character development.

*E. Describe how the effectiveness of the curriculum will be evaluated.*

The effectiveness of the curriculum will be evaluated by student progress and achievement of school goals. We have a goal of 60% of the students with disabilities transitioning from our Charter School to Kindergarten will enter general education classrooms with minimum support. A second goal includes that 90% of our students will successfully complete 80% or more of their IEP goals. Measurement of learning outcomes is an essential element in determining student achievement in ESCSF and this focus correlates with the Schools' mission.

## Section 5: Student Performance, Assessment and Evaluation

- A. *State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.*

The educational program's main objective to improve student achievement is to ensure that Pre-K ESE students learn in an inclusive environment where the classrooms provide low student-to-teacher ratios, with high quality staff ensuring individual attention to all students each day. Classroom instruction and interventions will be implemented to achieve optimum learning to master developmental objectives.

The Schools' program is based on the Florida Partnership of School Readiness Standards and will utilize that information for placement and promotion.

The goals for the school will be consistent with Flagler Public Schools for Early Childhood Special Education Program and include indicators, for instance, delineating the percent of students successfully completing their IEP goals and the percent of students who increase their level competency on the Growing Readers Early Learning Assessment.

- B. *Describe the school's student placement procedures and promotion standards.*

The Schools program is based on the Florida Partnership of School Readiness Standards and will gather information to develop Individualized Education Plans for each student. Baseline achievement data will be established, collected and used to identify the educational strengths, needs and progress of students attending the ESCSF. The School will measure and monitor student success in the following ways:

The eligibility of each child will be determined through Child Find and the Flagler Public School Pre-K ESE evaluation. An initial intake assessment will be done within 30 days using the Battelle Developmental Inventory and VPK assessment instruments (as appropriate) that can assist in planning and individualizing instruction. An initial parent survey, current Family Support Plan (FSP) or IEP along with the above mentioned Battelle Developmental Inventory will be used to update the student's goals and objectives. Measurement of goals and objectives throughout the year will be accomplished through the use of the curriculum assessment, the Child Observation Record (COR) and tracked by the classroom teacher through observations, anecdotal notes, as well as the School's quality monitoring program, which identifies quality indicators and compares actual results to targets quarterly.

- C. *If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

Not applicable as the school does not serve high school students.

*D. Describe how baseline achievement data will be established, collected, and used.*

The baseline achievement data will be established, collected and used to support individual children. The school will measure and monitor student success in the following ways:

- The eligibility of each child will be determined through Child Find and the Flagler Public School Pre-K ESE evaluation.
- An initial intake assessment will be done within 30 days using the Battelle Developmental Inventory of Early Development, a criterion referenced assessment instrument or the VPK Assessment that can assist in planning and individualizing instruction.
- An initial parent survey, current Family Support Plan (FSP) or IEP along with the above instruments will be used to update the student's individual learning goals and objectives.
- Measurement of the goals and objectives throughout the year will be accomplished through the use of the curriculum assessment, the Child Observation Record (COR), and tracked by the classroom teacher through observation, anecdotal notes, as well as the Schools' quality monitoring program.

*E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.*

The School will assess student performance and obtain data through the following methods:

- Within 30 days of enrollment each child will be assessed with the Battelle Developmental Inventory and/or VPK assessment and COR for the first time. The COR will be completed two additional times midyear and at year's end. The Battelle Developmental Inventory will be completed at the end of the year. Results will be compared to the initial evaluation to determine students performance growth and need.
- Parents will participate in their child's assessment by completing the COR parent report forms.
- Student performance in literacy will be measured by ongoing assessments that consist of Houghton Mifflin, Growing readers early literacy pretests, ongoing, and unit or final assessments.

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

Student learning goals and objectives are developed, measured and documented through the IEP process involving a Local Education Agency representative, the parent(s), the designated teacher, and other appropriate committee members. The children enrolled will make progress in achieving 80% of their established goals and objectives. Ongoing data will be analyzed and reviewed in order to track progress and adjust instruction as necessary for each child.

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

The School will use the IEP process to identify the educational strengths and needs of students and to ensure that educational goals and performance standards are being met. Measurement of goals and objectives throughout the year will be accomplished through the use of the identified curriculum based assessment, the Child Observation Record (COR) and tracked by the classroom teacher through observation, anecdotal notes, as well as the School's in-house quality monitoring program. At least once a year, IEP team members meetings will be unless additional meeting(s) are requested by an IEP member. These meetings will address the educational strengths and needs of the student and ensure that the strategies employed are meeting the performance standards. Identified needs will be incorporated in IEP development and modifications will be made as appropriate.



## Section 6: Exceptional Students

- A. *Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.*

The school will serve students with disabilities whose needs can be met in a regular classroom environment with the provision of supplementary supports and services and/or modifications and accommodations. The main objective of the educational program is to ensure that Pre-K ESE students learn in an inclusive environment where the classrooms provide low student-to-teacher ratios, with high quality staff ensuring individual attention to all students each day.

- B. *Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.*

The School will work to have an equal number of students with special needs and typically developing students in an inclusive setting. This will ensure that children with disabilities will have an equal opportunity of being selected for enrollment in the charter school. The typical classroom ratio will be 1 student with special needs to 1 typically developing student.

- C. *Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.*

Individual educational plans (IEP's), as required, and functional behavioral assessment/behavioral intervention plans as necessary or appropriate will be developed for each student by an interdisciplinary team in accordance with the Sponsor's Special Programs and Procedures for Exceptional students. In accordance with IDEA, a compliance monitor, staffing specialist will be responsible for overseeing the School's compliance with applicable laws, regulations, rules and policies regarding the development and/or revision of a students' IEP. Placement of a student in exceptional student education, dismissal of a student from exceptional student education, or changes to the program or services specified in the IEP will occur under the auspices of the district specialist.

- D. *Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.*

Students requiring speech, physical or occupational therapy, vision or hearing services, or other specialized services identified on the IEP will be provided such services in accordance with the applicable laws and rules governing education of students with disabilities.

The ESCSF will have proportionate access to evaluation services from school psychologists as well as technical assistance on ESE issues, including assistance from Flagler Public Schools' assistive, adaptive technology team and behavior specialists.

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

The School will use the IEP process to identify the educational strengths and needs of students and to ensure that educational goals and performance standards are being met. Measurement of goals and objectives throughout the year will be accomplished through the use of the identified curriculum-based assessment, the Child Observation Record (COR), and tracked by the classroom teacher through observation, anecdotal notes, as well as the School's quality monitoring program. Bi-annual multi-disciplinary team meetings will be conducted and include the parent/guardian, teacher, therapists, behavior specialists, and any other appropriate party. Additional meetings may be requested by a team member. These meetings will address the educational strengths and needs of the student and ensure that the strategies employed are meeting the performance standards. Identified needs will be incorporated in IEP development and modifications will be made as appropriate.

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

The ESCSF will support all preschool children enrolled to be engaged in and benefit from the curriculum. The Houghton Mifflin curriculum has a foundation in active learning and provides a supportive climate for all children with adaptations and modifications for individuals.

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

The school's projected population is based upon an inclusive model in which there will be approximately one to one ratio of children with special needs and their typically developing peers. This projected population is based upon the current and successful educational model currently being used in the Easter Seals Charter School in Volusia County.

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

The staffing ratio will range from 4-9 children to 1 adult and group size caps of 18 students.

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

Not applicable to ESCSF.

## **Section 7: English Language Learners governance**

- A. *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.*

The ESCSF will provide instruction for ESOL qualified students as required by law. ESCSF will follow the Flagler support services policies and procedures for children at ELL level.

The School will use the IDEA Oral Language Proficiency Test Pre-IPT to establish the English listening and speaking proficiency of potential ELL students. The IPT-II instrument incorporates diverse measurement types, content and scoring procedures. Students who score non English speaking or Limited English speaking will be classified as an English Language Learner and receive support from qualified ESOL teachers and staff.

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

The School will ensure that the appropriate staff is available to support English Language Learners (ELL). At each specific facility, one certified teacher will have the ESOL endorsement with the knowledge and background to support ELL students. Additionally, one assistant teacher will be bilingual in order to facilitate ongoing communications with the student and families. If the number of ELL students exceeds the ratio for one ESOL endorsed teacher, additional teaching staff with the appropriate credentials will be added.

- C. *Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.*

English Language Learners who enter the school will be engaged in and benefit from the curriculum as it will support immersion into the English language. Early literacy skills including oral language and play based activities will provide opportunities for ELL students to have purpose and uses of the language which will be essential in establishing high quality education for them.

## **Section 8: School Climate and Discipline**

- A. *Describe the school's planned approach to classroom management and student discipline.*

The ESCSF will approach classroom management as opportunities for children to learn and grow. Social and emotional development will be addressed through the Second Step Program as described earlier. This program supports children's growing understanding of social development and interactions with others.

- B. *Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.*

The ESCSF will use the Flagler Public School students code of conduct and discipline policy.

## II. ORGANIZATIONAL PLAN

### Section 9: Governance

*A. Describe how the school will organize as or be operated by a non-profit organization*

Easter Seal Society of Volusia and Flagler Counties Inc.(Easter Seals) is submitting the charter school application.

Easter Seals, founded in 1950 by the Junior League is a 501c (3) non-profit, has as its mission: to maximize the independence of individuals with special needs by providing exceptional service in advocacy, therapy, education, recreation and support services. Over the last 63 years, Easter Seals has developed programs and services to meet the needs of individuals with disabilities and special needs.

Currently Easter Seals serves more than 7,000 clients annually. Programs include two Easter Seals Child Development Centers, the Daytona Center is accredited by National Accreditation Commission for Early Care and Education Programs (NAC), Pediatric Therapy, Easter Seals Autism Center of Excellence, Audiology, Equipment Loan Program, and contracted therapy including occupational and physical therapy for Volusia County Schools and Flagler Public Schools, and child care for Project WARM SMA Behavioral Health Care Services (SMA) located in Bunnell, Florida serving mothers in recovery from substance abuse. In addition, Easter Seals has been operating Easter Seals Charter School in Volusia County for Pre-K ESE students for ten (10) years and in June 2013 renewed the Charter Contract for five (5) more years with Volusia County Schools. Easter Seals operates 7 or 8 (depending on demand) Pre-K ESE classrooms, 3 in DeLand and 4 (or 5) in Daytona.

In 2001, Easter Seals expanded, by building a 15,000 square foot state-of-the-art facility in Daytona Beach housing 10 classrooms, a full service kitchen and offices. In addition the existing 10,000 square foot facility was renovated and updated.

Easter Seals is a local, trusted pediatric expert providing treatment, advocacy and support to families for more than 60 years.

*B. 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.*

**EASTER SEALS' STUDENTS, CLIENTS AND THEIR FAMILIES**  
*Volunteers, Donors, Partners-Collaborators, Contractors, Payors, Funders*

ESCSF  
Teachers  
Assistant

ESCSF  
Paraprofessionals

ESCSF  
Teachers

ESCSF  
Site Administrator

VP of Programs/  
Principal  
April Leopold

President/CEO  
Lynn Sinnott

**BOARD OF DIRECTORS**  
Tamara Gaines, Chairperson

**VOLUSIA FLAGLER COMMUNITY**

The ESCSF will be composed of teachers and paraprofessionals, and teacher assistants, and a site administrator. This staff will report to the Easter Seals Vice President Programs/Principal (Ms. April Leopold). Ms. Leopold reports to the President/CEO of Easter Seals (Ms. Lynn Sinnott). The ESCSF will be a department within Easter Seals. Ms. Sinnott reports to the Board of Directors made up of members from the Volusia and Flagler community. The Board of Directors has provided governance and oversight for the Easter Seals Charter School (Volusia) for ten (10) years.

Easter Seals organizational chart may be different than many organizational charts. It reflects Easter Seals' philosophy and values that at the top of the organizational chart are Easter Seals clients, students, families, funders, donors and other stakeholders. These individuals are served by Easter Seals staff, who are in turn supported by their supervisors, who are supported by the Executive Team, who are supported by the Easter Seals President/CEO. The President and CEO reports to the Board of Directors, who are accountable to the community. Our organizational chart reflects the reporting and accountability Easter Seals has implemented for its Board of Directors, leadership, and staff.

ESCSF will be considered a department of Easter Seals, and the Easter Seals Board of Directors serves as the ESCSF governing board (generally referred to in this application as Easter Seals Board of Directors). Board members are all background screened by DOE and they are all required to take the four (4) hour Charter School Governance Training and refresher courses.

Easter Seals leadership (employed staff) and Board of Directors are two separate entities and individuals may serve in only one capacity. Easter Seals bylaws prohibit members of the Board of Directors to be employed by Easter Seals and Easter Seals staff to serve on the Board of Directors. The board's responsibility is governance, including financial oversight, strategic planning, policy making, selection, review and supervision of the President/CEO, fundraising and oversight of program quality.

Leadership manages programs, personnel, implementation of policy, the budget and all day to day activities.

- C. *Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:*
- Adoption of annual budget
  - Continuing oversight over charter school operations

The Easter Seals Board of Directors functions under an approved set of bylaws and has specific roles and responsibilities that have been accepted and approved by the Board of Directors. The Board meets at least five times per year and functions using a committee structure. Easter Seals Board of Directors has several committees including the Executive Committee, Finance and Investment Committee, Program Committee, Executive Compensation and Review Committee, Governance Committee, Charter School Advisory Committee, Professional Advisory Committee and Development and Audit Committees. The Board of Directors is responsible for selecting the President and CEO who is responsible for the day-to-day management, strategic plan implementation, and fundraising activities, control of budget, and quality of programs of Easter Seals.

The annual budget is prepared by Easter Seals Chief Financial Officer and Executive Team and presented to the Easter Seals Board Finance and Investment Committee as well as the Charter School Advisory Committee for review. These committees provide recommendations to the Board of Directors for action. A Board Briefing: Budget Workshop is scheduled before the board meeting in which the budget will be approved by the full Board of Directors. This briefing allows the time necessary for the full board to understand the proposed budget, ask questions and become prepared to vote on the budget at the Board meeting.

ESCSF will have its own Easter Seals Charter School Flagler Advisory Committee, made up of Easter Seals Board members and key educational leaders (from local colleges and universities) as well as Flagler Community leaders and charter school parents. This committee will become intimately knowledgeable about the ESCSF school, reviewing financial results, enrollment figures, student outcomes, quality improvement reports (outcome reports), and learning, first hand, about the school success and challenges from the Principal. The committee will meet at least three (3) times per year and will play a key role in the oversight of ESCSF. This committee, as well as the Principal and Finance Committee will provide full reports at the Easter Seals Board meeting, ensuring a comprehensive ongoing oversight of the ESCSF operations by the Board of Directors.

Easter Seals board functions at a high level of expertise and success. Oversight is sophisticated and well thought out and continually reviewed to improve the process and results.

- D. Describe the proposed 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 frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.*



*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.*

Easter Seals functions under a comprehensive set of bylaws which are regularly reviewed and updated (copy attached). This document clearly defines the powers and duties of the Easter Seals Board of Directors. A role description for board members is based on the bylaws and defines 9 major responsibilities:

### **Board Member Responsibilities**

Members of Easter Seals Board of Directors play an important role within the organization. The future of Easter Seals is in large part ensured through the active participation of its board. Service as a board member holds certain expectations in terms of involvement, participation, support and commitment to Easter Seals' mission, vision and values. Prospective and incumbent board members should commit themselves to the following key values, which in effect make up a role description for Easter Seals board members:

#### **Customer-Focused**

Formulate organizational ends (Strategic Plan)

- a) Determine Easter Seals mission, vision and values and review them periodically.
  - Understand the mission, vision and values and support it
- b) Ensure effective organizational planning
  - Actively assist in strategic planning process – specifying key organizational goals
  - Assist in implementing the plan's goals
  - Ensure management's objectives and tactics are aligned with the goals, mission and visions

#### **Excellence**

Ensure high levels of executive performance.

- a) Select the chief executive
  - Define job description
  - Search to find most qualified individual
- b) Support the CEO and periodically review his/her performance and compensation
  - Provide moral and professional support
  - Conduct annual performance evaluation
  - Evaluate compensation using comparative data
  - Develop an active recruitment plan

#### **Stewardship**

Ensure the organizational financial health.

- a) Monitor and assess financial performance and outcomes
  - Evaluate budgets to assure alignment with goals and objectives

- Ensure financial controls are in place
- Provide adequate resources, participate in fund raising and development activities
- b) Be aware of industry financial trends
  
- Evaluate peer organizational benchmarks
- c) Craft a definition of organizational health
- Define explicit financial objectives, key indicators and standards

### **Philanthropy**

Create a culture of philanthropy with the board that flows throughout the organization

- a) Willingly assist in the development effort through personal influence with contacts, including individuals, corporations and foundations
- b) Contribute financially to the mission of the organization

### **Communication**

Ensure the quality of care.

- a) Ensure necessary quality and risk management systems are in place
- b) Monitor and assess the quality of care provided
- c) Determine, monitor and strengthen the organizations programs and services

### **Integrity**

Actively participate in board governance.

- a) Ensure legal and ethical integrity and maintain accountability by adhering to bylaws, Articles of incorporation, legal standards and practicing the highest ethics.
- b) Recruit and orient new board members
- c) Articulate board membership needs – including experience, skills, demographic representation and address these during nominating process
- d) Evaluate the boards performance on a regular basis and recommend changes in board structure and operations
- e) Design and implement an ongoing program of board information and education based on board member input, needs, strengths and weaknesses
- f) Address, through nominating process, the election of board officers and provide succession planning and development opportunities for board leadership.

### **Abide by Easter Seals Duties of Obedience, Care, Loyalty, and Transparency**

#### a) Duty of Obedience

Obedience to the organization’s central purposes must guide all decisions. The board must also ensure that the organization functions within the law, both the “law of the land” and its own bylaws and other policies.

#### b) Duty of Care

Board members must exercise due care in all dealings with the organization and its interest. This includes careful oversight of financial matters and reading of minutes, attention to issues that are of concern to the organization and raising questions whenever there is something that seems unclear or questionable.

#### c) Duty of Loyalty

Conflicts of interest, including the appearance of conflicts of interest, must be avoided. This includes personal conflicts of interest or conflicts with other organizations with which a board member is connected.

d) Duty of Transparency

Ensure that the organization is appropriately transparent in its operations. This entails the filing of IRS form 990 and other appropriate informational and tax returns and making these public as required by law.

**Shared Purpose**

Enhance Easter Seals public standing.

- a) Garner support for Easter Seals from key community leaders, influencers and corporation
- b) Serve as an ambassador for Easter Seals by conversant in Easter Seals program services
- c) Enhance Easter Seals public image through support of comprehensive Public Relations strategies

**Respect**

Meet all board expectations.

- a) Attend board and committee meetings
- b) Honor the Ethical Code of Conduct
- c) Provide your expertise
- d) Create policy (don't manage)
- e) Participate in Special Events, Campaign Independence and other development activities
- f) Give to your capacity
- g) Fulfill your duty of Obedience, Care and Loyalty (see attached)
- h) Serve as an ambassador for Easter Seals
- i) Receive the satisfaction that you are ... *Creating solutions, changing lives.*

Easter Seals board has a comprehensive policy and procedure book which addresses many topics related to the board functions. (A copy of the table of contents is attached for review. Any particular policy and procedure will be provided if requested by Flagler Public Schools).

Easter Seals board members are nominated by the Governance Committee and elected by the Board of Directors. A more complete description of this process is in section F. below.

Board members can be removed (Section II of bylaws page 7 of 14) at any time by an affirmative vote of not less than 2/3 of the entire voting members of the Board of Directors. Officers may be removed (Section 3) by an affirmative vote by the majority of the entire board.

Board members are elected for three (3) year terms and may be reelected for one additional 3 year term (Section 1 page 4).

Easter Seals board members comply with Easter Seals Ethical Code of Conduct and our Conflict of Interest Statement. Annually they sign these documents to indicate their knowledge of and adherence to these key policies.

The Easter Seals board of directors meet and discuss charter school business three times per year. In addition, as mentioned previously the ESCSF Advisory Committee will meet an additional three times a year to receive reports and ensure continuing oversight and communication between board and leadership.

- E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)*

Easter Seals has had a Governing Board for 63 years.

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

The Governance Committee completes a comprehensive analysis of board member demographics and skills and uses these results to determine key attributes of possible board members, that are necessary for optimal board representation and functioning, eg. Geographic representation, and/or a particular skill (like marketing or financial) needed to enhance board expertise. Current board members are encouraged to suggest possible candidates that have these needed characteristics.

Potential board members attend a “Lunch with Lynn” (Easter Seals CEO Lynn Sinnott) to learn about Easter Seals and the expectations of a board member.

The Governance Committee nominates new board members and the full board votes. Normally new board members are installed on the board at the Easter Seals Annual Meeting. Newly installed members must complete a New Member Orientation by Easter Seals Board and Leadership. This is a two hour orientation.

In addition they must complete a level II background screen, and a four (4) hour Governance Training for Charter Schools.

Board members have many opportunities to continue their development. They are required to regularly refresh their Governance training; attend Board briefings on key topics; receive training during board and committee meetings and have access to the

Easter Seals Board member website which contains significant information about Easter Seals, board responsibilities, reports and governance documents. Easter Seals President/CEO regularly distributes articles and reports (via email) relevant to the Boards responsibilities and directed at development.

*G. 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 highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.*

| <u>Name/Background/Office</u>               | <u>Board Assignment</u>  |
|---|--|
| Robert Baldanza<br>Financial Planner        | Audit and Gift Planning Committee  |
| Jim Barocas<br>Financial Planner            | Finance & Investment and Charter School Advisory Committee                               |
| Jeff Blass<br>Commercial Banker             | <b>Chair-Elect</b> , Executive and Gift Planning Committee                               |
| Doug Booth<br>USTA                          | Program and Special Events Committee   |
| Linda Bradley<br>Daytona, UCF Campus        | Special Events (Walk With Me) and Charter School Advisory Committee                      |
| Lonnie Brown<br>Social Security             | Governance and Gift Planning Committee   |
| Austin Brownlee<br>Brown & Brown            | <b>Secretary</b> , Finance & Investment, and Special Events (Faces of Ability) Committee |
| Lauren Burkhalter<br>Financial Planner      | <b>Treasurer</b> , Executive and Finance & Investment Committee                          |
| Sheryl Cook<br>President, Tom Cook Jewelers | Audit and Gift Planning Committee  |
| Channing Coolidge<br>Attorney               | Program and Special Events Committee (Faces of Ability)                                  |
| Christine DeMichael<br>Marketing, NASCAR    | Special Events (Walk With Me) Committee  |

|   |  |
|---|--|
| Tamara Gaines<br>Attorney                                   | <b>Chairwoman</b> , Executive Committee (ex officio for all committees)          |
| Pete Gamble<br>ED, Project Hope                             | Finance & Investment and Charter School Advisory Committee                       |
| Robert Hennessey<br>Thompson Pump                           | Audit, Program, and Special Events (Walk With Me) Committee                      |
| Ed Paterniti<br>CPA   | Audit and Finance & Investment Committee   |
| Becky Rutland<br>parent                                     | <b>Vice Chairwoman</b> , and Program Committee                                   |
| Shelly Rossmeyer Pepe<br>President, Daytona Harley Davidson | Special Events (Walk With Me) Committee  |
| Joshua Pope<br>Attorney                                     | Governance Committee   |
| Steve Sevigny, MD<br>Parent and Physician                   | Special Events (Walk With Me) and Professional Advisory Committee)               |
| Constance Yuschok<br>Parent                                 | Program, Special Events (Faces of Ability) and Charter School Advisory Committee |

*H. Outline the methods to be used for resolving disputes between a parent and the school.*

Easter Seals has a formal Parent Dispute Process/Grievance procedure (attached). Initially Easter Seals encourages parents with a concern or dispute with the ESCSF to discuss their concern with the teacher, if it can't be resolved the Principal will address the concern. If a less formal approach does not resolve the issue a parent may enter the formal Parent Dispute Process/Grievance procedure, which engages a sub-committee of the Board of Directors to help resolve the issues and defines timelines for resolution.

Easter Seals has found that good communication addressing problems and concerns early can mitigate the development of disputes (with all groups, parents, employees, and other stakeholders).

*I. Name of the partner organization.*

Easter Seals is not filing this application with any partner. UCF will provide expertise through collaboration with Easter Seals leadership and via Dr. Rebecca Hines and/or Dr. Diedra Englehart who will be appointed to the ESCSF Advisory Committee.

## Section 10: Management

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

Easter Seals board and leadership will ensure compliance with operations in accordance with Florida Laws, Department of Education Regulations, and the Terms of the Charter. The board of directors will have the responsibility for all activities of the corporation including the management of the School and oversight of School operations. The board of directors is committed to the mission of the ESCSF and is aware of its responsibility to effectively manage public funds. The Principal of the ESCSF, shall oversee the daily functions of ESCSF. The Principal reports to the President who reports to the Board of Directors.

The qualifications of the principal will be a Master's degree in education, special education or related field with a demonstrated history of leadership in working with young children. An individual with a strong background and experience in the field may be considered with a bachelor's degree in education or a related field. Ms. April Leopold will be the Principal of ESCSF, her resume and job description is attached.

Ms. Lynn Sinnott is the President and CEO of Easter Seals. She has held this position for 20 ½ years. Her resume and job description is attached. Mr. Duke Landorf, CPA is the V.P. of Finance and CFO for Easter Seals, his resume and job description is attached. The job descriptions for ESCSF teachers, paraprofessionals, and assistants are attached. Teachers employed by the Easter Seals Charter School- Flagler will be properly certified as required by Chapter 1012, Florida Statute, and shall also meet the qualification standards required under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). Criteria for hiring teachers include:

- Teachers hold a valid teaching certificate from the state of Florida and must meet the same requirements as teachers in Flagler County public schools
- Paraprofessionals support the lead teacher and have a minimum associate degree in an early childhood education field
- Teacher's assistants will preferably hold a minimum of a CDA credential (Teacher, Paraprofessional and Assistant Teacher job descriptions attached).

- B. *Outline the criteria and process that will be used to select the school's leader.*

The school's leaders are in place and currently employed by Easter Seals, resumes and job descriptions are attached. At the Project WARM/SMA site the lead teacher will also function as the site administrator. Because the site is part of a larger program (Project WARM) at Steward Marchman Act, all necessary support personnel (for example maintenance and IT) are on site, greatly reducing the complexity of the site administrator responsibilities.

The second site will have a site administrator ( job description attached) who will serve as the office support staff. This individual will answer phones, serve as the school registrar (for both sites), and provide support to the classroom teachers.

C. *Provide a staffing plan for each year of the charter term aligned with the school’s projected enrollment as detailed on the cover page of this application.*

For the term of this charter, the School will operate two (2) sites. At the site in Bunnell (Project WARM at SMA’s Vince Carter Sanctuary), the school will serve up to nine (9) students in the first year, and continue with this number in the years following based upon the needs of the site. At the second Flagler location, the School will serve up to fifty four (54) students in the first year and thereafter. The number of students to be served at any site during the first year may be increased or decreased with the agreement of both the School and Sponsor. During the third year of implementation, the ESCSF will discuss the possibility of expansion to a third site.

| Year | Teachers   | Associate Teachers/Teacher Assistants   | Other Support Personnel  |
|------|--|---|--|
| 1-5  | <p>1 certified teacher for each classroom</p> <ul style="list-style-type: none"> <li>• 1 teacher at the SMA site<br/>(1 funded by FEFP)</li> </ul> <p>6 teachers (at the second Flagler location) (6 funded by FEFP)</p> | <p>1 paraprofessional for each classroom.</p> <ul style="list-style-type: none"> <li>• 1 Paraprofessional for SMA site<br/>(.5 funded by FEFP, .5 funded by typical program)</li> <li>• .5 Teacher Assistant for SMA site<br/>(.25 FTE funded by FEFP and .25 FTE funded by typical program)</li> <li>• 6 para-professionals (at the second Flagler location)<br/>(.5 in each classroom funded by FEFP and .5 funded by typical program)</li> </ul> | <p>Other Personnel (funded by FEFP) will be determined by the needs and IEP information from students but will potentially include:</p> <ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Physical therapy</li> <li>• Speech therapy</li> <li>• Behavioral Specialists</li> <li>• Etc.</li> </ul> |



|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• 3 teacher assistants (at the second Flagler location)<br/>(.5 FTE in each classroom<br/>.25 FTE/classroom funded by FEFP, .25 FTE/classroom funded by the typical program)</li> </ul> |  |
|--|--|--|--|

Each site will have a designated Site Administrator who will be responsible for the operations of the site: answering phone, managing repairs, completing and filing required paperwork.

*D. Explain the school's plan for recruitment, selection, and development.*

The School's plan for recruitment, selection and development for the principal, teachers and staff will include the recruitment of highly qualified personnel that have the background, education and experience to support students in the ESCSF. Recruitment will take place at Flagler County Job Fairs as well as through the local community advertisements.

Candidates will be interviewed, references checked and the best candidate will be selected and offered the position.

All Charter School teachers have opportunities for staff development and continuing education. Professional development opportunities for teachers will provide strategies to support young children with special needs. Initial professional development will address inclusive classrooms, differentiated instruction, play based curriculum development and response to multi-tiered intervention and innovations in early literacy. These professional development opportunities will be scheduled at regular intervals for teachers in the form of workshops and work study groups. Other outside professional development opportunities will be identified based upon the needs of the school.

**Section 11: Education Service Providers**

The ESCSF will not contract with an Education Service Provider (ESP).

## Section 12: Human Resources and Employment

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

ESCSF will employ teachers and staff, they will be privately employed by Easter Seals. The Schools compensation plan includes salary (or hourly pay), paid time off and benefits. Based on educational level, experience and market conditions, a salary or hourly rate will be defined. Paid time off is based on an employee classification system that takes into consideration position and length of employment with Easter Seals. Benefits include (for full time staff defined as individuals working 30 or more hours/week) health insurance, life insurance, long and short term disability insurance; in addition employees have access to dental and eye insurance at their expense.

- B. *Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.*

All Charter School teachers have opportunities for staff development and continuing education and will be expected to participate in ESCSF professional development opportunities. Professional development opportunities for teachers will provide strategies to support young children with special needs. Initial professional development will address inclusive classrooms, differentiated instruction, play based curriculum development and response to intervention and innovations in early literacy. These professional development opportunities will be scheduled at regular intervals for teachers in the form of workshops and work study groups. Other outside professional development opportunities will be identified based upon the needs of the school and staff.

Easter Seals has a wonderful track record of employee retention. Almost 60% of our staff have been employed five or more years at Easter Seals. Easter Seals has many 10, 15, 20, 30 year employees and one therapist has been with Easter Seals for 36 years. The President has been with Easter Seals over twenty years.

Easter Seals has a comprehensive employee handbook which clearly delineates Easter Seals personnel policies (a copy of the Table of Contents is attached; any particular policy is available upon request). This handbook is approved by the Board of Directors.

### **Section 13: Student Recruitment and Enrollment**

- A. *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.*

ESCSF will be a replication of Easter Seals Charter School Volusia which is located in an adjoining county. Easter Seals will be able to expand its reach for young children with special needs through the addition of the ESCSF School. The community awareness plan includes outreach to children who are involved with Easter Seals in Flagler County. Students may already receive services through Easter Seals and the School will further support these children. Easter Seal's website creates an informational avenue to share with any families in the Volusia and Flagler county areas. An informational Open House for potential students and families will be scheduled early in the spring prior to the School's opening. A newspaper advertisement in Flagler county can also potentially be used to help spread the word about the new charter school and the services it will provide for local students. Easter Seals will work closely with ChildFind and Flagler Public Schools Staffing Specialists as they will play a key role in determining enrollment.

- B. *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.*

The School will achieve a racial/ethnic balance reflective of the community it serves through the use of advertisement in the local communities, and through targeted recruitment of students that may not otherwise be aware of the programs. Easter Seals has a policy of non-discrimination available for review.

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

The ESCSF placement procedures will be determined through collaboration with the Flagler Public School ESE department. If a student applies after the enrollment capacities have been reached, they will be placed on a waiting list and enrolled as openings occur. This policy is consistent with Flagler Public School policies. The School shall be open to all eligible students unless the number of applications exceeds the capacity of a program. In such case, all applicants shall have an equal chance of being admitted through a random selection process. (Section 1002.33(10), Florida Statutes).

- D. *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.*

No student or family contracts will be used for initial or continued enrollment at the ESCSF.

*E. Explain any other efforts to encourage parental and community involvement, if applicable.*

Parent involvement is a critical component of our educational program currently used at the ESCS Volusia and will also be essential with the ESCSF. Parent communication and participation are encouraged throughout the school year. The School administration will always be available and staff members are accessible during non-instructional hours. ESCSF goal is that parents will:

- Engage in regular, on going communication with their child's teacher
- Frequently participate in their child's classroom activities
- Meet their child's teacher on a regular basis to discuss progress
- Check out materials to be used at home to support learning

### III. BUSINESS PLAN

#### Section 14: Facilities

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

The proposed facilities will include two locations: one site in Bunnell. Easter Seals currently works with children at the Project WARM: SMA Vince Carter Sanctuary and plans to expand to support Pre-K students. This location is already in use, the address is 301 Justice Lane, Bunnell, Florida.

The second site will be in Flagler. Easter Seals is working with a commercial realtor. No facilities for this site have been identified, at this point, but several possibilities exist and will be further evaluated. Location selection will be based on several criteria including: 1) number of potential typically developing children; 2) the appropriateness of the facilities; 3) rental cost; and 4) number of potential ESE children.

*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.*

Currently the Project WARM/SMA Vince Carter Sanctuary site is licensed for child care and complies with all the necessary rules and regulations, standards and laws. The second site will comply with applicable laws, regulations, and policies and be ready prior to the School's opening.

*B. Describe how the facility will meet the school's capacity needs for students to be served.*

The facilities at Project WARM identified above meet the School's capacity needs for students to be served. The second site will be identified in sufficient time to complete all necessary renovations so that the site will be ready for occupancy in late summer with an August 1<sup>st</sup> deadline and will meet necessary classroom space, storage space, meeting and playground space.

*C. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.*

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

Project WARM site is available, equipped and ready to go. Establishing that classroom will require only the purchase of the curriculums. This will cost approximately \$5,000.

The Palm Coast location will require a lease negotiation and possible renovation. Any renovations will be incorporated into the lease so no capital expenditure by Easter Seals is

necessary. The lease is budgeted for 4500 sq. ft. at \$12.80/sq. foot. The cost for equipment furnishings and curriculums are estimated at \$120,000. These costs will be funded through Easter Seals. ESCS Volusia was established the same way.

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

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

If Easter Seals is unable to obtain appropriate facilities for the Palm Coast site, the second site will delay opening until January 2015 (or August 2015). Easter Seals anticipates no reason the Project WARM site would be delayed, as it is ready and available now.

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

The Project WARM site is 650 sq. ft. with restroom facilities, hand washing sink, and playground. Storage and office space is integrated into the Project WARM childcare space which serves children newborn to three (3) years old. The second site requires six (6) classrooms with restrooms and sinks in the classrooms, approximately 650 square feet each, office and storage space 300 square feet each, and playground space (35 sq. ft/child on the playground). Easter Seals is flexible about the exact layout.

*F. 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.*

The costs of the facility has been budgeted \$57,600 annually. This is based on current leasing costs information from Flagler County and 4500 sq. ft. The equipment (including computers), furnishings and supplies are estimated (based on past experience and Lake Shore Materials model) of \$14,000 per classroom and \$5,000 per classroom for the curriculum. These same assumptions are incorporated into the proposed budget, see building lease assumptions for more detail. See Section 17 for details of budget assumptions.

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

Easter Seals strategy to find an adequate location for the second site is to work with a local realtor and find acceptable locations (current – November 2013); negotiate the best lease agreement, December 2013, complete renovations, if necessary, January – May, 2014, take possession July 1, 2014. Easter Seals will set up the classrooms in July and be ready for an open house before school starts.

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

The Project WARM site is ready; the back-up facilities plan for the second site is to delay opening if a site cannot be ready in time of the August 2015 school year opening.

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

Easter Seals will comply with Florida's constitutional class size requirements by limiting our class sizes to 9 ESE Charter Students (and 9 typical developing students).

### **Section 15: Transportation Services**

- A. *Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.<sup>1</sup>*

Students at Project WARM will not require transportation as the families live on site and mothers can walk to the classroom. Parents for the students at the second location, will be the primary source of transportation for students as allowed by Section 1002.33(20) (c). ESCSF will negotiate a travel reimbursement stipend with the student's parent.

### **Section 16: Food Services**

- A. *Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.*

ESCSF will contract with SMA or another local provider for breakfast and lunch; Easter Seals contracts with Florida's Child Care Food Program which will meet the needs of both ESCSF students and the typical developing students. Because of our target students (3 and 4 year olds) the Florida's Child Care Food Program works better for Easter Seals than the School Lunch Program.

### **Section 17: Budget**

- A. *Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.*

See Schedule A

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<sup>1</sup> The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.*

See Schedule B-1, and B-2

- C. 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.*

#### General Forecast Assumptions:

Easter Seals Flagler Charter School (the School) is a division of Easter Seals Society of Volusia and Flagler Counties, Inc. (Easter Seals). Easter Seals is a Florida not-for-profit corporation that provides services to children and adults with disabilities or other special needs and their families. Easter Seals offers a broad range of services including the following: physical, occupational, speech and language therapies; specialized infant therapy including Autism services; pre-school including day care, VPK and a Volusia County Pre-K ESE charter school; camping and recreation; and family and community education. Easter Seals has successfully operated a Volusia County Pre-K ESE charter school since September 2005. The average Easter Seals Volusia County charter school FTE for the year ended June 30, 2013 was 57 Pre-K ESE students and had an operating budget of approximately \$720,000.

The School's forecasted financial statements do not include any revenues or the direct and allocated expenses associated with the School's typically developing students. These revenues and expenses are not considered part of the School and will be accounted for separately in Easter Seals Child Development Center (CDC) operations. Typically developing students are generally funded by private pay, VPK and the Early Learning Coalition of Flagler & Volusia. All expenses associated with the School, except for certified teachers and other expenses directly attributed to the School (including facilities) are generally allocated 50% to the School and 50% to the CDC operations based on the forecasted enrollment (63 ESE Pre-K Charter School students and 63 typical developing Pre-K students). School certified Pre-K teachers and related employment expenses and benefits are allocated 100% to the School.

The following is a summary of the more significant forecasting accounting policies used in the preparation of the forecasted financial statements.

- (a) Basis of accounting- The forecasted financial statements uses the accrual basis of accounting, which recognizes revenues when earned and expenses as incurred. Capital expenditures are reported in the forecasted Operating Income Statements and recorded as Capital Assets on the Balance sheet offset in Net Assets by a Reserve for Invested in Capital Assets.



- (b) Basis of presentation- The forecasted financial statements utilizes the standard state codification of accounts as contained in the “Financial and Program Cost Accounting and Reporting for Florida Schools” and conforms to Governmental Accounting Standards.
- (c) Income taxes- The School is assumed to be exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The forecasted financial statements assume that the School will not have any unrelated business income during the forecasted periods.
- (d) Capital assets- Capital expenditures in excess of \$1,000 for property and equipment having a useful life of more than one year are capitalized. Depreciation is calculated using the straight –line method over the initial five (5) year charter application.
- (e) The preparation of the forecasted financial statements is based on management’s estimates and assumptions. Accordingly, forecasted results could differ significantly from future actual results depending on the realization of the forecasted estimates and assumptions used in the preparation of the forecasted financial statements.

#### Revenue Assumptions:

FEFP revenues are forecasted using the FEFP Revenue Estimate Worksheet for Flagler County for the 2013-2014 year. FTE’s are based on seven (7) classrooms with nine (9) Pre-K ESE FTE’s per classroom for a total of 63 FTE’s for each of the five years forecasted. Matrix levels are forecasted to be as follows for each of the five years forecasted: 251- 6 FTE’s; 252- 24 FTE’s; and 253- 33 FTE’s. The matrix levels are based on historical experience in Easter Seals Volusia County Pre-K Charter School including the expected professional therapy services for the matrix levels of the ESE students.

FEFP revenues are forecasted to grow at .5% annually during the forecasted periods.

The School is assumed to be eligible for Charter School Capital Outlay funding pursuant to Section 1013.62 of the Florida Statutes beginning in the fourth year of operation. Capital Outlay funding for the years ending June 30, 2018 and 2019 are forecasted to be \$800 per month (\$9,600 annually).

State pass through transportation funds are forecasted based upon the same FTE assumptions used for FEFP revenues and are reported net of the 5% Sponsor administrative fees. Net transportation reimbursements are forecasted to be approximately 40% of the Schools forecasted pupil transportation costs during the initial forecast period. Net transportation reimbursements are forecasted to grow at .5% annually during the forecasted periods.

The School will participate in the Florida Child Care Food Program. School lunch reimbursements are assumed to be approximately 80% of food costs during the forecasted periods.

To fund the initial working capital and start-up costs of the School, it is assumed that Easter Seals will provide an initial operating working capital transfer of \$155,000. Easter Seals also maintains fully collateralize with lines of credit authorizations up to \$500,000 to cover its short term working capital requirements. No borrowings are assumed for the School during the forecasted periods.

## Significant Operating Expense Assumptions:

### Salaries and Benefits-

- (a) Classroom instruction salaries- The initial year ending June 30, 2015 is forecasted at \$281,939 consisting of Seven (7) Certified Pre-K teachers at \$189,539 (22 bi-weekly pay periods); seven (7) part time teacher Para Professionals at \$61,600 (3.5 FTE's); and three and one half (3.5) part time floating teacher assistants at \$30,800 (1.75 FTE's). As explained above under General Forecast Assumptions, 100% of the Certified Pre-K teachers are allocated to the School and 50% of the Para Professionals and teacher assistants are allocated to the School.
- (b) School administration salaries- The initial year ending June 30, 2015 is forecasted at \$38,000 consisting of 1.5 FTE's including the School Principal (.5 FTE) and two (2) part time site coordinators (1 FTE) for the second School site. The Project Warm Program Director will function as the School site coordinator with no expense allocations to the School.
- (c) Fiscal services salaries- The initial year ending June 30, 2015 is forecasted at \$10,000 and consists of allocated direct costs from Easter Seals finance and accounting department.
- (d) Payroll taxes- Payroll taxes are forecasted at 8% of salaries during the forecasted periods.
- (e) Retirement- Easter Seals offers a 401K plan to eligible full time employees and matches employee contributions up to 3% of salaries. Retirement expenses are forecasted at 1% of salaries during the forecasted periods.
- (f) Health insurance- All full time School employees (employees working a minimum of 30 hours per week) will be eligible to participate in Easter Seals employer paid health and benefit plans consisting of medical insurance, short and long term disability plans and life insurance. Employer paid health and benefit plans are forecasted at 12% of salaries during the forecasted periods.
- (g) Salaries are forecasted to increase approximately 1.5% annually during the forecasted periods.

### Classroom Professional Services-

- (a) Classroom professional services for physical, occupational and speech and language therapies are based on the forecasted matrix levels of the Pre-K ESE students. The initial year is forecasted at \$70,000 and is forecasted to increase approximately 2% annually during the forecasted periods. The above professional services will be provided by Easter Seals in school therapists.
- (b) Other professional services, for example, behavioral and mental health counseling, is forecasted to be \$5,000 for the initial forecast period and is forecasted to increase approximately 2% annually during the forecasted periods. Other professional services will be contracted with the Sponsor or another acceptable provider.

#### Administration Fees-

- (a) Administration fees represent an estimated allocation of Easter Seals non-direct administrative overhead costs that are allocated to all Easter Seals programs. The School's administration fee is forecasted to be 5% of total revenues during the forecasted periods.

#### Audit Services-

- (a) The School's independent auditors for the years ending June 30, 2014 and 2015 will be Olivari & Associates CPA's as Easter Seals current auditing firm selected by the Board of Directors.
- (b) The initial audit fee for the School is forecasted to be approximately the same fee Easter Seals pays for its Volusia County charter school audit of \$7,000 and is forecasted to increase approximately 2% annually during the forecasted periods. The audit will be performed in accordance with governmental auditing standards and the requirements of the Florida Auditor General.

#### Food Services-

- (a) Meals will consist of a breakfast, lunch and afternoon snack based on the nutritional requirements of the Florida Child Care Food Program. The initial year is forecasted to be \$53,566 based on 179 classroom days for 63 ESE students at \$4.75 per day per ESE student.
- (b) It is currently anticipated that meals will be catered by a third party provider and it is forecasted that food costs will increase approximately 2% annually during the forecasted periods.

#### Transportation Services-

- (a) Pupil transportation services are forecasted to be provided through agreements with parents during the forecasted periods. No transportation services will be provided to any typically developing students.
- (b) Parent stipends are forecasted based on an average round trip per student of 8 miles generally at the current per-mile reimbursement rate specified in Chapter 112 of the Florida Statutes. Parents will be reimbursed only for the actual days of attendance. An absenteeism rate of approximately 2.7% is used to estimate transportation service costs during the forecasted periods.
- (c) Pupil transportation service costs are forecasted to increase 2% annually during the forecasted periods.

#### Building Lease-

- (a) Building lease expense is forecasted based on the lease of space that will provide 6 classrooms and designated office and storage space. Each classroom will require approximately 650 sq. ft. of space including restroom facilities. Office and storage will require approximately another 600 sq. ft. of space. In total approximately 4500 sq. ft. of space will be leased. The forecasted lease rate excluding utilities is

- forecasted to be \$12.80 per sq. ft. during the initial lease term. Annual building lease expense is forecasted to increase approximately 2% annually during the forecasted periods. The remaining additional classroom lease requirement is currently occupied by another Easter Seal Program in Bunnell, Florida and this classroom space will be covered by Easter Seals in-kind services, without any direct costs to the School.
- (b) Utilities for the initial year of the forecast including water and sewage, garbage and electricity are forecasted to be \$1,000, \$1,000 and \$7,000 respectively and are forecasted to increase approximately 2% annually during the forecasted periods.

#### Capital Expenditures for Classroom Supplies and Equipment-

- (a) Using a classroom designer tool provided by Lakeshore Learning Materials, six (6) classrooms will need to be furnished with Furniture, Fixtures and Equipment totaling \$47,000 consisting of all the items needed for a typical Pre-K ESE charter school classroom (including outdoor play equipment) at approximately \$7,833 per classroom. The remaining additional classroom identified in Building Lease (b) above is already set up for a typical Pre-K ESE charter school classroom and as a result no initial costs are required.
- (b) Using the same classroom designer tool noted above, six (6) classrooms will need to be furnished with the initial classroom supplies (listed as Classroom Setup on the forecasted balance sheets) totaling \$31,000 consisting of all the initial non-consumable supplies required for a typical Pre-K ESE charter school classroom at approximately \$5,167 per classroom. The remaining additional classroom identified in Building Lease (b) above is already set up for a typical Pre-K ESE charter school classroom and as a result no initial costs are required.
- (c) The initial curriculum expenditures are forecasted to be approximately \$5,000 per classroom for Houghton Mifflin, or another curriculum approved by the Sponsor. The total cost of the initial purchase of the School's curriculum is forecasted to be \$35,000.
- (d) Classroom Computer and Software Equipment are forecasted to be approximately \$1,000 per classroom for a total initial setup cost of \$7,000.

#### Other Operating Expenses-

- (a) All other operating expense have been estimated based on management's experience and to provide for all reasonable and necessary operating expenses to effectively operate the School . Operating expenses are forecasted to increase approximately 2% annually during the forecasted periods. As explained above under General Forecast Assumptions, all expenses of the School are generally allocated 50% to the School and 50% to Easter Seals CDC operations unless the expense is directly attributed to the School.

*D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.*

The governing body of the School will be the Board of Directors of Easter Seals which is comprised of voluntary members. The Principal of the School will oversee the daily functions and will report directly to the President of Easter Seals who in turn reports directly to the Board of Directors. The Board of Directors will engage the School's independent auditors and will have final budgetary approval for the School and will monitor the School's budget, including addressing revenue shortfalls due to lower than expected enrollment. The Board of Directors' Finance Committee will review the monthly School financial statements and address all financial and compliance issues with Easter Seals financial management team on a monthly basis. See Section 9, C, for a more detailed review of Governance.

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

Easter Seals has a comprehensive insurance program which includes employee benefits, workers compensation insurance, property insurance, general liability insurance, directors' and officers' insurance and crime insurance.

Employee benefits- Employee benefits include Aetna medical plans for employees and dependents; METLIFE plans for life insurance and both short term and long term disability insurance; optional dental and vision insurance; and a 401K plan. These benefits are available to all full time employees of Easter Seals including employees of the School. All employees working a minimum of 30 hours per week are eligible to participate in Easter Seals employer paid health and benefit plans.

Workers' compensation insurance- All employees are covered by statutory workers' compensation insurance at per accident limits of \$1,000,000.

Property insurance- All School property and equipment will be covered, subject to conventional deductibles, with an approximate policy limit of \$4,000,000 for all Easter Seals property and equipment.

General liability including professional liability- The School will be covered by liability limits of \$1,000,000 each occurrence and \$3,000,000 in the aggregate. In addition, the School will be covered by an additional umbrella policy with limits of \$1,000,000 each occurrence and in the aggregate. Automobile liability insurance is provided at per person bodily injury limits of \$1,000,000.

Directors' and officers' liability insurance- The School's directors' and officers' will be covered by liability limits of \$1,000,000 each occurrence and \$3,000,000 in the aggregate.

Crime insurance- The School will be covered for employee dishonesty and theft, subject to conventional deductibles, with a policy limit up to \$500,000.

Flagler County Schools will be listed as a named insured on all liability policies with respect to the operations of the School.

- F. Describe the school's fundraising plan, if applicable. 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.*

Easter Seals does not plan to use fundraising as a source for start-up or operating revenue.

### **Section 18: Financial Management and Oversight**

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

The Corporation has a Board of Directors made up of community members who serve voluntarily and without remuneration for three (3) year terms. The members of the Board of Directors constitute the governing board of the School, and shall manage its activities and affairs. The makeup of the Board of Directors shall be in accordance with the by-laws of the Corporation. This highly successful and proven board will ensure compliance with operations in accordance with Florida Laws, Department of Education Regulations, and the Terms of the Charter. The governing board of directors will have the responsibility for all activities of the corporation including the management of the School and oversight of school operations. The governing board is committed to the mission of the ESCSF and is aware of its responsibility to effectively manage public funds. The board of directors is the policy making body with the responsibility of the operations and oversight of the School including academic direction, curriculum and budgetary functions within the school.

The duties of the Board of Directors will include the following as well as any additional duties specified in Florida Statutes related to governing boards:

Oversee the operational policies of the School, academic accountability and financial accountability. Adopt and maintain an operating budget annually. Exercise ongoing accountability and oversight of charter school operations. Report ESCSF's progress annually to the Sponsor and complete the annual accountability report for the charter school. Ensure that the charter school has contracted with a certified public accountant for the annual financial and compliance audit. Review and approve the audit report including recommendations. Monitor financial recovery plan as needed to ensure compliance if applicable. Report progress annually to the Sponsor including student achievement performance data, the financial status of the School and documentation of the use of facilities and any additional facilities plans.

- B. *Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.*

The ESCSF board will provide financial oversight of the charter through the review of financial reports on a monthly basis by the Finance and Investment Committee. A full report of the Schools' financial status will be provided to the full board of directors as well. See the Governance Section (#9) for a complete description of this process. The board will also monitor the annual budget, ensure an annual audit from an independent and approved CPA; approve reimbursable expenses to the administration, follow the procurement process to approve expenditures above the \$2,000 amount and communicate financial status and require dual signatures for checks over a set amount, as established by the board.

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

The accounting records of ESCSF will be maintained as a separate fund (or funds) on Easter Seals current management information system, which utilized Great Plains software. The School shall utilize the standard state certification of accounts as contained in the "Financial and Program Cost Accounting and Reporting for Florida Schools", as a means of codifying all transactions pertaining to the School's operations for the purpose of submitting monthly and year-end reports to the sponsor.

- D. *Describe how the school will store student and financial records.*

The School will store student and financial records at Easter Seals. Easter Seals has a record file room and an ongoing contract with File Tech. Easter Seals has a comprehensive Records Storage Policy and Procedure to ensure appropriate timeframes for storage, and access to records stored in a secured facility off-site (File Tech).

- E. *Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officer's liability coverage.*

Easter Seals has a comprehensive insurance program which includes general liability, directors' and officers' insurance, professional liability, and workers compensation.

## **Section 19: Action Plan**

- A. *Present a projected timetable for the school's start-up, including but not limited to the following key activities:*
- i. *Identifying and securing facility*
  - ii. *Recruiting and hiring staff*
  - iii. *Staff training:* Easter Seals has a strong background in supporting children and families in Volusia and Flagler counties. All incoming staff will receive and initial orientation regarding Easter Seals and the programs available through the organization. In the field of education, new research and information becomes available that can make a difference in for children, therefore, ESCSF is committed to maintaining the high quality personnel

through professional development. Professional development for the principal and staff will be ongoing and focused to provide strategies to support young children with special needs. Initial professional development will address inclusive classrooms, differentiated instruction, play based curriculum development and response to intervention and innovations in early literacy. The school principal will additionally participate in professional development programs identified for school leaders including the annual Florida State Charter School Conference. Professional development opportunities will also be made available to the principal based upon the results of the annual evaluation and professional goals.

- iv. *Governing Board training*
- v. *Policy Adoption by Board (if necessary)*
- vi. *Lottery:* Charter schools shall be open to all students who submit timely applications, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. (Section 1002.33(10), Florida Statutes).
- vii. *Student enrollment*  
See page 49



| Section 19: Action Plan               |      |     |      |     |     |     |      |     |       |     |      |      |     |
|---------------------------------------|------|-----|------|-----|-----|-----|------|-----|-------|-----|------|------|-----|
|                                       | 2013 |     |      |     |     |     | 2014 |     |       |     |      |      |     |
|                                       | July | Aug | Sept | Oct | Nov | Dec | Jan  | Mar | April | May | June | July | Aug |
| Submit Charter Application            | X    |     |      |     |     |     |      |     |       |     |      |      |     |
| Site location (2nd site/Palm Coast    |      | X   | X    | X   |     |     |      |     |       |     |      |      |     |
| Lease Negotiation                     |      |     |      |     |     | X   |      |     |       |     |      |      |     |
| Renovation if required                |      |     |      |     |     |     | X    | X   | X     | X   |      |      |     |
| Possession of 2nd site                |      |     |      |     |     |     |      |     |       |     |      | X    |     |
| School/Set up classroom               |      |     |      |     |     |     |      |     |       |     |      |      | X   |
| Opening                               |      |     |      |     |     |     |      |     |       |     |      |      |     |
| Staff Recruitment and hiring          |      |     |      |     |     |     |      | X   | X     | X   | X    |      |     |
| Staff Training                        |      |     |      |     |     |     |      |     |       |     | X    | X    |     |
| Governance Board Training (completed) |      |     |      |     |     |     |      |     |       |     |      |      |     |
| Governance policies ( completed)      |      |     |      |     |     |     |      |     |       |     |      |      |     |
| Student Enrollment                    |      |     |      |     |     |     | X    | X   | X     | X   | X    | X    | X   |
| Lottery, if necessary                 |      |     |      |     |     |     |      |     |       |     |      |      | X   |