

Tallahassee Collegiate Academy  
Charter High School

Grades 9 through 12

Submitted to Tallahassee Community College

March 2023

*To Open August 2023*

## APPLICATION COVER SHEET

**NAME OF PROPOSED CHARTER SCHOOL:** Tallahassee Collegiate Academy

**NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Tallahassee Collegiate Academy, Inc.

**If a nonprofit organization, has it been incorporated with Florida's Secretary of State?**       

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

**NAME OF CONTACT PERSON:** Christy Noe

**TITLE/RELATIONSHIP TO NON-PROFIT:** Consultant

**MAILING ADDRESS:** 970 10<sup>th</sup> Street N., Naples, Florida 43012

**PRIMARY TELEPHONE:** 850-591-7265 **ALTERNATE TELEPHONE:**                     

**E-MAIL ADDRESS:** christynoe@outlook.com

**Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.**

Full Name	Current Job Title & Employer	Role with Proposed School
Karen B. Moore	Founder & CEO, The Moore Agency	Board President
Kim Kelling	Director of Community Engagement, WFSU	Board Member
Randy Pople	Chief Operating Officer, People Financial Consulting, Inc.	Board Member
David Clark	Co-founder & CEO, MyGovGuide; Managing Partner, Allegiant Strategies Group	Board Member
Sean Pittman	Managing Partner and CEO, Pittman Law Group, P.L.	Board Member
Kim Cavanah, Ph.D.	Collaborative Educational Network, Inc.	Consultant
Christy Noe, Ph.D.	Collaborative Educational Network, Inc.	Consultant
Amanda Eldridge	School Financial Services	Consultant
Desirae Kennemur	School Financial Services	Consultant

**Projected Date of School Opening (Month/Year):** August 2023

**Do any of the following describe your organization, or the school proposed in this application?**

       Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

       Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

       Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

       Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

       Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) If yes, include the

provider's portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: \_\_\_\_\_

\_\_\_\_\_ Seeks approval to replicate an existing school model. (See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)

\_\_\_\_\_ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. (Applicant must complete Addendum A1.)

**Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?**

\_\_\_\_\_ Yes ☒ No

If yes, complete the table below (add lines as necessary).

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

**Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future?**

\_\_\_\_\_ Yes ☒ No

If yes, complete the table below (add lines as necessary).

Proposed School Name	Authorizer	City, State	Opening Date

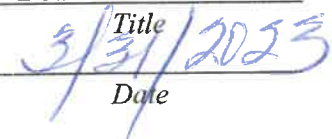
**Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?** \_\_\_\_\_ Yes ☒ No If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

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

  
\_\_\_\_\_  
Signature

Karen B. Moore  
\_\_\_\_\_  
Printed Name

Board President

  
\_\_\_\_\_  
Title  
Date

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## **EXECUTIVE SUMMARY**

Tallahassee Collegiate Academy (TCA) will be located on the campus of Tallahassee Community College, providing students with the ability for easy access to college courses and resources. Students who attend Tallahassee Collegiate Academy will be provided with academic pathways to success for graduation in their chosen STEM field of study with either a selected career or further post-secondary education goal. Barriers will be removed to ensure students meet their educational goals during their time with TCA, and multiple pathways will be provided to ensure student success. Through individualized planning and attention and the school's focus on dual enrollment and attainment of an associate degree or equivalent in transferable credits, TCA students will have the opportunity to graduate with both a high school diploma and an associate degree in selected fields and will be equipped to enter the workforce or continue their education in their area of study.

Tallahassee Community College has a strong reputation in Tallahassee and the surrounding area as an educational institution that consistently increases awareness of educational opportunities reflective of the needs of our students as well as local businesses and the surrounding community. Establishing a STEM charter high school on TCC's campus supports this strategic priority. By the very fact of its establishment, the Tallahassee Collegiate Academy will support the College's strategic priority to increase the college-going rate of students and the percentage of high school graduates who enroll in college. Further, many students will complete high school and will enter the workforce directly, having utilized this unique program to complete a degree and establish a job in a high-demand, high-wage field and enter the workforce upon graduation.

Providing a high school experience with access to free college coursework, defined college and career pathways that lead to high demand, high wage jobs and/or continued education has the potential to impact our community in ways that are bigger than we can currently define. While dual-enrollment currently is available, a student-centered dual-enrollment high school does not currently exist and student opportunities will abound.

## I. EDUCATIONAL PLAN

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

- A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.**

#### **Vision**

Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education.

#### **Mission**

Tallahassee Collegiate Academy will prepare a diverse population of students for high-demand, high wage positions through rigorous coursework leading to an associate degree in a science, technology, engineering, or mathematics (STEM) field concurrent with a high school diploma.

A place-based approach to learning will take advantage of the college and local community to create a STEM charter school to meet workforce demands within the surrounding community through authentic, meaningful and engaging personalized learning. Tallahassee Collegiate Academy (TCA) strives to meet the diverse needs of our local community through specialized programs and career pathways in areas such as:

- Cyber Security
- Computer Programming and Web Development
- Engineering Technology
- Dental Hygiene
- Nursing (RN) (limited access program)

Applied project and place-based learning opportunities will engage students in real-world problems and solutions, instilling in them a profound understanding of their roles and responsibilities as citizens and leaders in their communities, both local and global.

- B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.**

*In accordance with the law, charter schools shall be guided by the following principles:*

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 4-6, 7-15, 34-38*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 103-107*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 15-16, 35, 40, 44*

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

*In accordance with the law, charter schools shall be guided by the following principles:*

- *Improve student learning and academic achievement. PAGE(S) 7-16, 17-33, 34-45*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 24-28, 32-33*
- *Encourage the use of innovative learning methods. PAGE(S) 7-16*
- *Require the measurement of learning outcomes. PAGE(S) 34-45*

- D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note “N/A”. This section is optional.**

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

- *Create innovative measurement tools. PAGES(S) 22, 37-38, 41-42*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 4-6, 7-16*
- *Expand the capacity of the public school system. PAGE(S) N/A*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE(S) N/A*

### Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.<sup>1</sup> If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.**

Tallahassee Collegiate Academy (TCA) will employ an anti-discriminatory admissions policy for students in grades nine through 12 (approximately 15 through 18 years of age) who qualify to attend a public school in the county. Enrollment preferences are described in Section 14.

TCA will be located on the main campus of Tallahassee Community College (TCC) at 444 Appleyard Drive, Tallahassee, Florida. As a charter high school sponsored by a Florida College System institution, students within TCC's service area (i.e., Leon, Gadsden, and Wakulla counties) will be considered in-county for the purpose of controlled open enrollment pursuant to s. 1002.31, F.S. That said, we anticipate the majority of students will come from the surrounding area and our student population will be similar to that of the nine high schools in those counties: Chiles, Godby, Leon, Lincoln, Rickards, and SAIL high schools in Leon County; Gadsden County High School; and Wakulla High School. Demographic and student outcome data for the schools in the target area are provided in Addendum FF.

A total of 11,550 students were enrolled in the target area schools during the fall of the 2021-22 school year. Of those, 9,150 were in Leon County, 991 in Gadsden County, and 1,409 in Wakulla County. Review of the most recent publicly available student demographic and performance data revealed significant differences across the schools. For the purposes of this application, we are utilizing the average of the schools for planning purposes. Our projected student population is described below.

- Approximately 58 percent will be economically disadvantaged.
- Approximately two percent will be English language learners (ELLs) supported through the English for Speakers of Other Languages (ESOL) program.
- Approximately 10 percent will be students with disabilities (see Section 6.A. for an explanation of how this projection was derived).
- Approximately four percent will be gifted (see Section 6.A. for an explanation of how this projection was derived).
- Racial/ethnic distribution will be approximately:
  - ✓ 42 percent White
  - ✓ 40 percent Black
  - ✓ 11 percent Hispanic
  - ✓ 3 percent Asian
  - ✓ 4 percent multiracial

- B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.**

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<sup>1</sup> For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. *See* Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

The facility will be located on the main campus of TCC (444 Appleyard Drive, Tallahassee, Florida 32304) and will serve Leon, Gadsden, and Wakulla Counties.

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

**Table 2.1 Enrollment Projections – Years 1 through 5**

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>K-8</b>					
<b>9</b>	100	100	100	100	100
<b>10</b>	100	100	100	100	100
<b>11</b>		100	100	100	100
<b>12</b>			100	100	100
<b>Total</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>

- D. Provide a brief explanation of how the enrollment projections were developed.**

When determining enrollment projections for the school, we considered:

- The value of and anticipated demand for a high school choice option that provides a varied and robust high school program within a small and supportive educational community embedded within a college campus.
- The demand for career and technical educational opportunities for high school students geared toward workforce demands within the Tallahassee metropolitan area.
- The types of programming currently available from school districts within TCC’s service area.
- The minimum enrollment required to ensure financial viability while still providing services, strategies, and resources sufficient to meet the needs of student with varying interests, abilities, and needs.
- The size of successful state college-affiliated collegiate academies currently operating in other areas of the state.

- E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.**

The rationale for our growth plan is based on evidence of demand from within the community (based on requests for information posted through website), the need for reasonably sized cohorts of students, and the educational program the school will provide. Families and students often make their school choice decisions during the entry year for the school level (i.e., kindergarten for elementary school; grade six for middle school; grade nine for high school) and we understand that high school students often are reluctant to transfer to a new school during their junior or senior years. In addition, TCA’s foremost goal is to have our students earn an associate degree or equivalent in transferable credits by the time they graduate from high school. This requires them to be solidly on track for dual enrollment in college courses in accordance with

each student's specific program of study and individualized learning plan. To achieve this, dual enrollment may begin as early as grade nine, but no later than grade 11. Therefore, to ensure we provide timely and appropriate course progression and the supports, skills, and habits of study needed to successfully complete college coursework, enrollment in Year 1 will be limited to grades nine and 10. Grade 11 will be added in Year 2 and grade 12 in Year 3. Based on the level of interest expressed by families within the local area, we believe full projected enrollment by grade level (i.e., approximately 100 students per grade offered) will be attained beginning in the first year. Current projections are for the school to reach full enrollment of 400 students in Year 3. These projections are subject to change based on the specific educational program students pursue and the space available (i.e., high school courses taught within the dedicated charter school space vs. dual enrollment courses taught by TCC faculty).

### Section 3: Educational Program Design

#### A. Describe the proposed charter school's educational program.

Tallahassee Collegiate Academy's vision is to produce lifelong learners and contributors to society through continued education and STEM careers, and the educational program is designed with this in mind. Students will simultaneously earn a high school diploma and an AS degree in their selected field of study or the equivalent in transferable credits. The program blends Florida's course credit and assessment requirements for a standard high school diploma, the state's 36 credit-hour general education course requirement for an associate or baccalaureate degree from a public college or university, and the specialized course requirements for the degree pathway selected by the student upon enrollment (see Section 1.A.).

Each student will follow an individualized learning plan based on the student's program of study. It is imperative that students take ownership in planning for their future. Development of the individualized learning plans will be incorporated into the school's educational program and will include activities to help students build self-knowledge and explore their options as they create achievable educational and career goals. A variety of career planning tools will be used, including Xello.<sup>2</sup> Using the Xello platform, students will be able to:

- Build personalized profiles to display their interests, skills and abilities.
- Take career matching assessments to guide and motivate exploration.
- Explore their options by reviewing career profiles, labor market data and postsecondary training opportunities.
- Set both short and long-term goals and track their progress with academic course planning and managing the college application process.
- Prepare for the world of work by developing a professional resume, creating shareable portfolios, and applying for local work-based learning opportunities.
- Continually learn, reflect, and re-assess their plans with the support of built-in college and career readiness lessons.

#### Dual Enrollment – Associate Degree

TCA will enroll students in grades nine through 12 who desire to earn an associate degree or its equivalent in transferable credits concurrent with a high school diploma. High school courses will be offered in core content areas associated with standardized state assessments (e.g., English 1 and 2, Algebra 1, Geometry, Physical Science, Biology, World History, U.S. History, U.S. Government). Dual enrollment courses will be used to earn college credit as well as meet specific high school graduation requirements. Students are expected to enroll in their first college course as an elective as early as the second semester of grade nine, and no later than grade 10. College courses that can be used to meet graduation requirements are provided in Attachment C., *2022-2023 Dual Enrollment Course-High School Subject Area Equivalency List*. College courses are taught by TCC faculty who hold a master's degree or higher and are experts in their field.

In accordance with s. 1007.271(3), F.S., a student must have a 3.0 unweighted high school grade point average (GPA) and achieve a minimum score on a common placement test pursuant to Rule 6A-14.064, (F.A.C.), to enroll in a college course for credit. Dual enrollment students must

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<sup>2</sup> Beginning with the 2023-24 school year, Xello is Florida's official, K-12 career planning and work-based learning coordination provider and is fully funded by the state. <https://www.fldoe.org/academics/college-career-planning/>



maintain a 3.0 high school GPA and a TCC GPA of 2.0. unweighted high school GPA of 2.0 is required to enroll in career dual enrollment courses. Exceptions to the required grade point averages may be granted on an individual student basis if the charter school and the College agree and the terms of the agreement are contained within the charter contract to be negotiated by TCC and TCA upon approval of this application.

An important part of TCA's educational program will be to establish a strong foundation beginning in grade nine to ensure that students are prepared for the rigor and commitment required of college coursework. The core components described below are designed to prepare students for academic and employment success in the field of their choice.

### **P-TECH Model**

In 2011, IBM joined forces with the New York City Department of Education and The City University of New York to establish the first Pathways in Technology – Early College High School (P-TECH). The focus of the P-TECH model is to address the global skills gap and strengthen regional economies by building a workforce with the academic, technical and professional skills required for new-collar jobs while providing underserved youth with a direct pathway to college attainment and career readiness. The goal is for students to graduate with a no-cost, industry-recognized associate degree that will enable them to secure a competitive entry-level position in a growing STEM industry, or to continue and complete study in a four-year higher education institution.<sup>3</sup> TCA's educational program is based on several key tenets of the P-TECH model:

- **Public-Private Partnership** – Through public-private partnerships, TCA will develop and sustain healthy partnerships with and among the high school, the college, and employers in the local community.
- **Integrated Program** – TCA will offer an integrated scope and sequence of colleges courses mapped to industry skills and leading to a postsecondary degree.
- **Workplace Learning** – Our students will acquire and refine workplace skills across multiple environments, including mentoring, worksite visits, speakers, project days, and skills-based and paid internships as well as high school and college classrooms.
- **Cost Free** – As a public charter high school associated with TCC, through dual enrollment students will be able to attain an associate degree or equivalent in transferable credits at no cost.

The P-TECH model incorporates two very effective instructional strategies that are at the heart of TCA: project-based learning (PBL) and place-based education (PBE).

### ***Project-Based Learning***

TCA believes that authentic, hands-on engagement in the learning process – the core of project-based learning – is key to equipping students with the knowledge, skills, character, and attitudes needed to succeed. Project-based learning can take many forms. It may begin with the teacher assigning a topic to be investigated, the teacher may present a challenge or problem to solve rather than a topic to study, or the students themselves may generate the question or challenge

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<sup>3</sup> P-TECH Model Overview for Teachers. IBM Corporate Social Responsibility. IBM Corporation 2020.  
<https://ibm.ent.box.com/s/smiqquk1kk4kj6zboaizd1t3qwjc6u3>

based on their own concerns and observations. All versions of PBL fit within TCA's focus and will benefit from the resource-rich learning environment provided by the school's co-location and collaboration with Tallahassee Community College. Core components of PBL at Tallahassee Collegiate Academy will include the following:<sup>4</sup>

- **Standards – Content Knowledge and Skills.** PBL units demonstrate a range of content knowledge that is clearly focused on conceptual development. Although essentially student-driven, the teacher plays an important role by guiding the activities to ensure they address specific content and skill-based standards associated with a given course.
- **Authenticity and Relevance – Real-World Challenge, Need, Problem, or Concern.** PBL is authentic and relevant for students and addresses community-driven issues. At TCA, this will be reflected in the intersection of workplace skill development and the impact those skills can have on real world challenges that exist within the local area.
- **Inquiry.** PBL is fluid as well as structured. It contains major phases of the challenge, and helps the students organize their to-do lists without being overly prescriptive.
- **Student Voice and Choice.** PBL units include multiple opportunities for students to provide creative solutions to the challenge and allows students to contribute individually to the group according to their respective talents and skills.
- **Collaboration.** The design of PBL units intentionally supports group interactions through various strategies and allows students to engage in cooperative learning activities that promote productive interdependence, individual accountability, and positive interaction among the students.
- **Employability Skills.** PBL incorporates general employability skills (e.g., critical thinking; communication; collaboration; technology use; innovation; self-direction; persistence) that are assessed both formatively and summatively throughout the project.
- **Community Partners.** PBL units involve community partners who play an integral role throughout the PBL and provide feedback and/or contribute to the final evaluation.
- **Feedback and Revision.** Students receive frequent and timely feedback on their works-in-progress from teachers, mentors, and peers and are given time to use the feedback to revise and improve their end products.
- **Reflection.** Throughout the course of a PBL unit and afterwards there are deliberate times of reflection regarding learning and progress.

As an educational model, PBL is facilitated by the teacher, who carefully observes to ensure that students are meeting benchmarks and not veering off course in their investigations and inquiries. It encourages student learning that goes far beyond content standards and employability skills. As students navigate the process of planning and executing a project, they gain confidence, experience the excitement of discovery, and learn to accept or even expect there may be a need to re-calibrate mid-project.

### ***Place-Based Education***

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<sup>4</sup> Adapted from Magnify Learning, Core Components of PBL. <https://www.magnifylearningin.org/project-based-learning-core-components>

Place-based education plays a significant role in successful, meaningful PBL. It considers the physical surroundings and the larger community to be a part of the learning environment itself. It emphasizes learning through participation in service projects that address social, environmental, and economic needs within the local community. The following guiding principles of PBE are found on the Promise of Place website, a collaborative project of the *Center for Place Based Learning and Community Engagement* and the *Place-based Education and Evaluation Collaborative*.<sup>5</sup>

- Learning takes place in the local community and environment as well as in school.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning experiences contribute to the community's vitality and environmental quality and support the community's role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.
- Learning is interdisciplinary.
- Learning experiences are tailored to the local audience.
- Learning is grounded in and supports the development of a love for one's place.
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programs are integral to achieving other institutional goals.

Tallahassee Collegiate Academy will offer a range of educational and career pathways targeting regional workforce needs. Examples include:

- Cyber Security
- Computer Programming and Web Development
- Engineering Technology
- Dental Hygiene
- Nursing (RN) (limited access program)

### ***STEM Immersion Week***

STEM Immersion Week is a week in the spring during which all students participate in experiential learning activities outside of the regular classroom structure. During this week, students will discover, deepen, diversify, and dedicate their area of study in a STEM field.

- **Grade 9 – Discover:** Students learn about STEM fields and explore areas of interest to decide on their A.S. degree pathway. The TCA STEM Center camps provides an opportunity for freshmen to learn from guest speakers, instructors, and presenters from outside of the school.
- **Grade 10 – Deepen:** Sophomores deepen their knowledge about their selected STEM A.S. degree pathway through immersive experiences within the community and with our community partners.
- **Grade 11 – Diversify:** Students diversify their understanding of their selected STEM A.S. degree pathway and work with community partners to learn about related fields. Our

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<sup>5</sup> <https://promiseofplace.org/what-is-pbe/principles-of-place-based-education>

juniors are encouraged to diversify their opportunities through career planning and honing of their workplace skills.

- **Grade 12 – Dedicate:** Seniors dedicate themselves to their selected field of study and entertain potential job offers or continuing educational opportunities.

The following are just a few examples of the activities and experiences TCA students will encounter during STEM Immersion Week:

- Volunteer opportunities in STEM related fields.
- Externships in students' current STEM related field of study.
- STEM Center camps.
- Exploratory workshops with TCC professors.
- Travel to explore STEM fields of study and related career options.
- Personal discovery/restorative opportunities/1:1 mentoring.
- Guest speakers, guest instructors, and guest presenters.
- And so much more!

### **Social Emotional Development and Resilience**

Adolescence can be a turbulent time. Transitioning from a typical public school setting to a high school grounded in collaborative PBL and community-based career preparation activities and is located on a college campus can be challenging for some young people. With this in mind, TCA will focus on establishing and maintaining a school culture that fosters resilience within our students and a sense of community and personal well-being for both students and staff. Our goal is to create a culture of caring, compassion, and respect modeled daily by administrators, staff, and students.

By its very nature, TCA's educational program is student-driven and student-focused. The infusion of each student's learning and career goals into PBL units and the collaborative and cooperative nature of PBL itself provide endless opportunities for the "life skills education that builds confidence and supports mental health" envisioned in Florida's standards for resiliency education.<sup>6</sup> TCA extends these concepts beyond isolated instruction and targeted lessons to incorporate them into all aspects of the school experience. Specific qualities and skills that are infused throughout both PBL and PBE include the very characteristics the state seeks to develop within its students:

- Empathy, perseverance, grit, gratitude, and responsibility
- Critical thinking, problem solving and responsible decision-making
- Self-awareness and self-management
- Mentorship and citizenship
- Honesty

### **B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.**

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<sup>6</sup> Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting.  
<https://www.flrules.org/gateway/ruleno.asp?id=6A-1.094124>

TCA will provide a collegiate learning environment on the main campus of Tallahassee Community College. Students enrolled in dual enrollment courses will have access to campus resources available to all TCC students. The robust high school and college experience that will be offered is designed to promote autonomy while providing the necessary structure students need to successfully transition to a full college experience.

The facility designated for the charter school serves as the primary environment for freshman and sophomores and as “home base” for juniors and seniors. It will include office space for the charter school administrator, office staff, school counselor, and specialized instructional staff (e.g., exceptional student education teacher/specialist). There will be a dedicated learning lab space and a commons area for socializing and eating.

Class size for high school courses will be in accordance with ss. 1003.03 and 1002.33(16)(b)3., F.S. (i.e., the maximum number of students assigned to each core curricula course will not exceed a school average of 25.) Enrollment in dual enrollment courses will be based on existing TCC policies and the method of delivery will be determined by the College. In the event additional teachers are required to maintain the class size mandate for core courses (i.e., school average of 25 students or fewer per TCA class), the TCA governing board is committed to reviewing and revising the budget as needed to ensure sufficient staffing.

The learning environment will be primarily classroom-based, although online or blended learning courses may be used when appropriate or necessary. For example, a student may choose to take a particular high school course that is not available at TCA through Florida Virtual School (e.g., Health Opportunities through Physical Education (HOPE)) or to enroll in an online section of a dual enrollment course. The environment for college courses will be as determined by the college (i.e., online or in-person). Any student who has not completed at least one online course (high school-level or higher) prior to entering TCA will be required to take one to meet Florida’s graduation requirement.

### **Technology Infused Learning Environment**

Infusing technology into classroom instruction means more than teaching basic computer skills and software programs in isolation. Effective technology integration happens across the curriculum in ways that research shows deepen and enhance the learning process.

Digital tools are effective and useful in both individual and collaborative research and project-based activities. Learning through projects while equipped with technology tools will allow TCA students to be intellectually challenged while experiencing in a very real sense the tools available within a modern workplace. The school’s classrooms will provide teachers and students with resources that have proven effective for many years – high quality textbooks and lab setups and knowledgeable, inspired teachers with a passion for education – enhanced by resources such as smart boards, virtual labs, and online communities that can greatly expand the learning experience. The beauty of an enhanced classroom is that it cultivates a supportive learning environment between a teacher and his or her students while simultaneously encouraging those students to maximize their learning through digital and technological tools.

### **C. Describe the research base used to design the educational program.**

#### **Research Base and Support for Place-Based Education and Project-Based Learning**

Well-implemented project-based learning has been described as a way to “feed three birds with the same seed” through its ability to:

- Boost student engagement, academic achievement, and sense of personal efficacy as students become stewards of their local environment and community;
- Forge strong ties between local social and environmental organizations and their constituencies in the schools and community, which helps to improve quality of life and economic vitality; and
- Foster ecological integrity as students make tangible contributions to resolving local environmental issues and conserving local environmental quality as they engage in project-based learning within their own communities.<sup>7 8</sup>

Similarly, as an alternative to textbook-driven instruction project-based learning has been shown to yield benefits ranging from deeper learning of academic content to stronger motivation to learn. Studies comparing learning outcomes for students taught via PBL versus traditional instruction show that well-implemented PBL increases long-term retention of content, increased performance on high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.<sup>9,10</sup> TCA has established a goal of being an “A” school, and strongly believes PBL will support this goal by increasing student achievement and the self-confidence that encourages participation in acceleration options.

In a review of literature on the effectiveness of PBL across all grade levels, PBL was perceived positively by participants and described as fostering greater engagement with subject matter.<sup>11</sup> Students reported enjoying the active, hands-on approach, and improved perceptions of the subject matter. In studies on learners at risk of school failure in traditional classrooms, teachers reported the real-world focus of the projects allowed students who did not generally shine in academic discussions to share their knowledge about content that was familiar and accessible. Teachers also reported a reduced need for disciplinary actions during project-based study, citing increased student engagement as the chief reason.

Compared to traditional whole group methods, students engaged in small-group learning associated with PBL have been shown to achieve better, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments.<sup>12</sup> Thus, the “soft skills” needed for successful postsecondary employment and career are developed. Collaborative learning promotes time on task and has been shown to benefit students across grade levels, academic subjects, gender, ethnicity, and achievement levels.<sup>13,14</sup>

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<sup>7</sup> <https://promiseofplace.org/what-is-pbe/what-is-place-based-education>

<sup>8</sup> [https://www.nps.gov/civic/resources/peec2010\\_web.pdf](https://www.nps.gov/civic/resources/peec2010_web.pdf)

<sup>9</sup> Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *The Interdisciplinary Journal of Problem-Based Learning*, 3(1).

<sup>10</sup> Walker, A. & Leary, H. (2009). A problem-based learning meta-analysis: Differences across problem types, implementation types, disciplines, and assessment levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1).

<sup>11</sup> Holm, M. (2011). Project-Based Instruction: A review of literature on effectiveness in prekindergarten through 12<sup>th</sup> grade classrooms. *River Academic Journal*, (7)2.

<sup>12</sup> Johnson, D.W., Johnson, R.T., & Stanne, M.E. (2000). Cooperative learning methods: A meta-analysis (PDF). Minneapolis, MN: University of Minnesota Press.

<sup>13</sup> Slavin, R. (1996). Research on cooperative learning: What we know, and what we need to know (Abstract). *Contemporary Educational Psychology* 21, 43-69.

<sup>14</sup> Johnson, D.W., & Johnson, R.T., 2009. An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379.



### Research Base and Support for Dual Enrollment

There is an increasing body of research demonstrating the positive effects of college dual enrollment for high school students. In a recent study on dual enrollment in Florida by the Community College Research Center at Columbia University,<sup>15</sup> the authors found that taking dual enrollment courses is positively associated with better college outcomes, including both immediate college enrollment and degree completion, across the three racial/ethnic groups studied (White, Black, and Hispanic). Overall, compared to their peers who did not participate, students who participated in dual enrollment were 10 to 12 percent more likely to enroll in a university immediately after high school, 9 to 14 percent more likely to continue in college from fall to spring, and 13 to 15 percent more likely to obtain a bachelor's degree within six years.

Notably, this study also looked at the effect of instructional modality on student outcomes. While dual enrollment was correlated with better outcomes for each modality, students who took more than half their classes face-to-face had slightly stronger gains than those who primarily took online courses.

In a study examining who enrolls in community college dual enrollment courses and what happens to them after high school,<sup>16</sup> the authors tracked more than 200,000 high school students who first took a community college course in fall 2010 for six years, through summer 2016 (five years after high school). Key findings include the following:

- Nationally, 15 percent of community college students were dual enrolled high school students. Nearly two thirds of the dual enrolled students were from low- or middle-income families.
- Nearly half the dual enrollment students enrolled in a community college immediately after high school, and approximately 40 percent enrolled in a four-year college. By the age of 20, only 12 percent had not enrolled in any college.
- Of the former dual enrollment students who enrolled in a community college immediately upon high school graduation, 46 percent earned a college credential within five years.

The percentage ranged from a low of 28 percent in WV to a high of 64 percent in Florida.

The What Works Clearinghouse (U.S. Department of Education Institute of Education Sciences) provides analyses of education-related programs, policies, and interventions that show promise for improving student outcomes. In a review of dual enrollment programs, WWC identified five studies involving 77,249 high school students in the U.S.<sup>17</sup> Overall, there was a medium to large amount of evidence indicating dual enrollment programs have positive effects on attainment of a college degree, access to and enrollment in college, credit accumulation, high school completion, and general academic achievement in high school. There also was a small but promising amount of evidence supporting positive effects related to staying in high school, high school attendance, and college readiness. These important benefits are further enhanced by the financial benefits of obtaining an associate degree or transferable credits at no cost to the family while simultaneously

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<sup>15</sup> Liu, V. Y. T., Minaya, V., Zhang, Q., & Xu, D. (2020). High School Dual Enrollment in Florida: Effects on College Outcomes by Race/Ethnicity and Course Modality. Community College Research Center.

<sup>16</sup> Fink, J., Jenkins, D., & Yanaglura, T. (2017). What Happens to Students Who Take Community College Dual Enrollment Courses in High School? Community College Research Center.

<sup>17</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/671>

shortening the amount of time in postsecondary education required to attain the student's desired degree or career outcomes.

### **Research Base and Support for Social Emotional Development and Resilience**

Evidence confirms that supporting students' social, emotional, and cognitive development relates positively to traditional measures of school performance, including attendance, grades, test scores, graduation rate, success in college/careers, community engagement and citizenship, and overall well-being. In a meta-analysis of school-based social emotional learning interventions, Durlak, et al<sup>18</sup> noted that serving culturally diverse students with varied abilities and motivations for learning presents a significant challenge for schools. Students who lack key social emotional competencies become less connected to school as they progress from elementary to high school. This disengagement negatively affects academic performance, behavior, and health. In a survey of almost 150,000 middle and high school students, fewer than half (29% to 45%) reported having social competencies such as empathy, decision-making, and conflict resolution skills. Strikingly, only 29% indicated their school provided a caring or encouraging environment.<sup>19</sup>

More recently, researchers compared the performance of students in public high schools in Chicago. Applying a value-added model to data from both standardized tests and school climate surveys, they found that student outcomes (i.e., absenteeism; school-based arrest; high school graduation; college enrollment) were better for students attending high schools that were shown to value social-emotional traits compared to those focused solely on maximizing test scores.<sup>20</sup>

#### **D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: If approved, the Governing Board will formally adopt an annual calendar.)**

See Attachment B.

#### **E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.**

The target population for Tallahassee Collegiate Academy is students who are seeking to simultaneously earn a high school diploma and an AS degree in their selected field of study or the equivalent in transferable credits. Students will enter the program in grade nine with the expectation they will begin selected college elective courses within the first one to two years and must be prepared for full time college coursework by grade 11.

All high school courses will be standards-based and address the content specified in the applicable FLDOE course description. Dual enrollment courses taken to meet graduation requirements have all been validated for content sufficiency and determined by FLDOE to include the required standards.

In most cases, TCA will offer regular and honors sections of applicable courses to provide students not yet ready for a full schedule of advanced coursework an opportunity to strengthen

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<sup>18</sup> Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

<sup>19</sup> Benson, 2006; cited in Durlak et al., 2011

<sup>20</sup> Jackson, K.C., Porter, S.C. Easton, J.Q., Blanchard, A., & Kiguel, S. (2020). School effects on socio-emotional development, school-based arrests, and educational attainment. National Bureau of Economic Research, Cambridge, Massachusetts.



foundational skills. A range of academic support options will be available for all students, including tutoring by faculty and from tutoring labs operated by the College as well as specialized instruction and support from the intervention specialist and school counselor.

The school's administrative team will closely oversee the implementation of individual educational plans (IEPs) and Section 504 plans for students with disabilities, educational plan (Eps) for gifted students, and ELL plans for English language learners to ensure services are provided as required. Instructional materials for each subject are selected with careful consideration both for their alignment with the relevant standards and for their suitability in meeting the needs of the widest range of student abilities. Specific supports that will be available include but are not limited to the following:

- Formal and informal assessments conducted throughout the year will be used in conjunction with the annual state- and district-wide assessments to ensure students are making adequate progress toward the standards. Students who are struggling and/or below-level will be identified so that any problems can be effectively remediated.
- Instructional materials for each subject will be selected with careful consideration both for their alignment with the relevant standards and for their suitability in meeting the needs of the widest range of student abilities.
- A fully functioning MTSS leadership team and student-specific problem-solving teams will be implemented (see Section 5). The teams will conduct ongoing evaluation of core and supplemental curriculum and interventions as well as implement the PS/RtI process for individual students who are experiencing academic or behavioral challenges.
- An online student information system will be made available to enable the school's administration, teachers, students, and parents to share and access information quickly and efficiently. Functionality such as parent access to students' grades and regular posting of homework assignments will foster communication and family involvement and support.

While it is expected that this program will attract high performing students, it also is understood that many high performing students must work exceedingly hard to achieve academic success. Some may struggle with specific skill deficits or have difficulty with organizational strategies and study skills such that learning is compromised. Others may respond to the pressure to achieve with internalizing or externalizing behaviors that negatively impact their educational experience. TCA's focus on personal development and resilience as well as academics is designed to support students in all areas, with the understanding that social emotional health and well-being are necessary for students to truly excel.

### Section 4: Curriculum and Instructional Design

**A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards.**

**Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population.**

**Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including:**

- **how students who enter the school below grade level will be engaged in and benefit from the curriculum and**
- **the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.**

#### **Core Academic Curriculum**

Tallahassee Collegiate Academy provides a four-year curriculum that enables high school students to earn a high school diploma and an AS degree in their selected field of study or the equivalent in transferable credits. In general, students in grades nine and 10 will primarily enroll in high school courses, supplemented by elective dual enrollment college courses. No later than grade 11, dual enrollment courses will be used to earn college credit as well as meet specific high school graduation requirements.

The high school curriculum will include English language arts, mathematics, science, and social studies courses associated with standardized state assessments as well as selected electives (e.g., Intensive Reading; PE – HOPE taken through FLVS). When applicable based on demand, regular and honors courses will be offered. High school courses will be drawn from FLDOE’s course code directory and be based on the applicable state standards.<sup>21</sup> A preliminary list of proposed high school courses is provided in Table 4.1. Final decisions will be based on the academic records of incoming students.

**Table 4.1 TCA High School Courses – Potential Need Year 1 (Grades 9-10)**

<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>Other</b>
English 1	Algebra 1	Physical Science	World History	Personal Financial Literacy
English 1 H	Algebra 1 H	Physical Science H	World History H	Cybersecurity Essentials
English 2	Geometry	Biology	US History	Critical Thinking and Study Skills
English 2 H	Geometry H	Biology H	US History H	Health Science Foundations
English 3 H	Mathematics for College Algebra	Anatomy & Phys H	Economics	Artificial Intelligence (AI) in the World Digital Information Technology
Dual Enrollment courses	Algebra 2	Physics	Economics H	Career Research and Decision Making Spanish 1 / Spanish 2 Leadership Skills Development
	Algebra 2 H		US Government	Intensive Reading
			US Government H	Foundations Skills/Math HOPE - PE

#### ***English Language Arts***

<sup>21</sup> <https://www.cpalms.org/public/search/Course>

In high school, students move beyond analyzing and evaluating writing to focusing on particular techniques an author uses to add levels of meaning. Beginning with the Classical Period, students continue to be introduced to literature from historic time periods as they build a body of knowledge to refer to as they strive to interpret multiple layers of meaning. Fostering independent and informed thoughts, encouraging appreciation for literature, and allowing for creative self-expression through writing and discussion are critical elements of ELA classes. Instruction will emphasize fundamental functions of language. Effective use of speaking and listening skills and higher-order reading skills will prepare students in high school English courses for the Florida Assessment of Student Thinking (FAST) aligned to Florida's B.E.S.T. Standards as well as for success in college and career. The Sample Texts by Benchmark tool embedded within the ELA standards will be consulted when selecting curricular materials.

The B.E.S.T. standards for ELA include six basic expectations that extend beyond the English class. These expectations will be supported in all classes and school activities:

- Cite evidence to explain and justify reasoning.
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.

In conjunction with the school's focus project-based learning within the context of the local community, students will be exposed to numerous opportunities for authentic written and oral communication with audiences other than teachers and classroom peers. These experiences will strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support in lieu of subjective or unsubstantiated generalities. Students will learn the importance of relevant supporting detail for clarification of meaning. The B.E.S.T. standard's focus on rhetoric aligns directly with PBL's focus on using projects to positively impact the community and the role of both written and oral communication on that impact.

English language arts instruction will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and oral skills through continuous infusion in all subject areas and emphasis on critical and creative thinking. Students will engage daily in writing activities including, but not limited to, expository, persuasive and narrative formats. Struggling students will receive the additional time and support they need in order to be successful. Students who scored a Level 1 or 2 on the FSA ELA will be encouraged to enroll in an intensive reading course as an elective and may be placed in an English class that includes remediation of skills not acquired by the student.

### ***Mathematics***

Students will take four years of mathematics. To the extent applicable based on the academic history of each year's incoming class, TCA will offer Algebra 1 and 2 and Geometry courses for students in grades nine and 10. The remaining math courses will be taken through dual enrollment and will be determined based on each student's individualized learning plan. TCA's

math instruction will reflect the National Council of Teachers of Mathematics' (NCTM) teaching practices identified as critical for high quality mathematics education:<sup>22</sup>

- **Establish mathematics goals to focus learning.** Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- **Implement tasks that promote reasoning and problem solving.** Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- **Facilitate meaningful mathematical discourse.** Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- **Pose purposeful questions.** Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
- **Support productive struggle in learning mathematics.** Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Research in mathematics education has consistently found that understanding and skills are best developed when students are allowed to wrestle with new ideas, to create and defend solutions to problems, and to participate in a mathematical community of learners. Mathematics instruction at TCA will integrate skills development with problem solving. Our PBL approach will give students the opportunity to discover real-world application for mathematics within the community and across disciplines. We believe investigating new ideas and solving meaningful problems through collaborative interaction is the best mechanism for students to achieve high levels of mathematical understanding and performance.

### *Science*

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<sup>22</sup> (2014). Principles to actions: ensuring mathematical success for all. Reston, VA :NCTM, National Council of Teachers of Mathematics. [www.nctm.org/uploadedFiles/Standards\\_and\\_Positions/PtAExecutiveSummary.pdf](http://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf)

While three years of science are required for high school graduation, as a STEM-focused program TCA students will be encouraged to pursue four years of science coursework. Physical science and biology (both regular and honors) will be taught through the high school program. Additional science courses will be available through dual enrollment and will be based on each student's individualized learning plan.

Science instruction will include the specific safety protocols which all students must follow. All labs will be conducted in a safe environment with access to eyewash, goggles, and other health and safety measures as appropriate. Safe storage guidelines will be taught and adhered to, including appropriate disposal of chemicals.

The science curriculum will reflect an inquiry-based approach to learning the central themes of the respective branches of science through application of the scientific method. Science activities also will incorporate reading, writing, and speaking skills. While experiencing interdisciplinary connections, linkage to mathematical concepts will be a natural part of the learning process.

Classroom teaching strategies will emphasize active learning, both individually and in groups. Students will engage in problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world applications. Multiple methods of assessment will be an integral part of instruction, consistent with the content, goals, and instructional design of the course. Assessments will probe students' abilities to demonstrate depth, flexibility, and application of learning, as well as provide information on students' progress and learning needs.

### ***Social Studies***

A minimum of three credits will be required in accordance with graduation requirements – one credit each in World History and U.S. History and a half-credit each in U.S. Government and Economics. Students enrolled in U.S. Government will be required to participate in the Florida Civic Literacy Exam. A passing score on the exam will exempt a student from the civic literacy competency assessment requirement for matriculating to a Florida state college or university. Our social studies curriculum is based on state academic standards for social studies in the applicable courses, which include strands covering US history, geography, economics, civics and government (revised 2021), world history, humanities, psychology, sociology, financial literacy, and holocaust education (added 2021). As applicable to the specific course, topics of instruction will include the following in accordance with s. 1003.42, F.S.:<sup>23</sup>

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

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<sup>23</sup> [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1003/Sections/1003.42.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.42.html)

- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism and the prevention of anti-Semitism.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

### ***Sample Course of Study***

TCA is a small high school with a unique approach to individualizing each student's individualized learning plan based on their selected dual enrollment STEM area of study. Specific high school course offerings will be based on the academic history and postsecondary goals of the students who enroll. Many of the course requirement for high school graduation and all requirements for attainment of an associate degree or transferable college credit will be met through enrollment in college courses.

With no current students from which to gauge interest and need, a final list of high school courses that will be offered has not yet been developed. However, a tentative plan for the high school component of the curriculum is provided in Table 4.1. The final course offering plan for Year 1 will be completed by the principal prior to the school's opening and updated annually thereafter.

**Table 4.1 Sample Course List – Year 1**

<b>Subject</b>	<b>General</b>	<b>Honors/Advanced</b>
Core English	English 1 English 2	English 1 Honors English 2 Honors
Core Mathematics	Algebra 1 Geometry	Algebra 1 Honors Geometry Honors

Subject	General	Honors/Advanced
Core Science	Physical Science Biology	Physical Science Honors Biology Honors
Core Social Studies	U.S. History U.S. Government Economics	U.S. History Honors U.S. Government Honors Economics Honors
Other/Electives	Intensive Reading Foundational Skills in Math Health Options through Physical Education (HOPE) (available online through FLVS)	

### Primary Instructional Strategies

As described in Section 3, TCA’s educational program is rigorous, with the majority of instruction taking place in college courses. TCA teachers will participate in extensive professional development on Marzano’s *New Art and Science of Teaching* framework prior to the school’s opening and then ongoing.

The Marzano framework addresses the most alterable effect on student achievement – quality instruction. The goal is to ensure teachers implement instructional strategies designed for generalization. These are strategies that will, in turn, help students use mental processes that successively enhance the learning process itself. The foundation for the framework is based on three overarching categories:<sup>24</sup>

- Feedback – The all-important information loop teachers must establish to ensure students know what they should be learning about specific topics and their current level of performance with respect to those topics.
- Content – The sequencing and pacing of lessons such that students move smoothly from initial understanding to applying knowledge in new and creative ways.
- Context – Those strategies that ensure all students meet the following psychological needs: engagement, order, a sense of belonging, and high expectations.

The three overarching areas are further divided into 10 design areas (A through J in Table 4.2) and 43 specific elements that cover a myriad of different instructional strategies.

**Table 4.2 Marzano’s Framework for Instruction**

<b>I. Feedback</b>
<b>A. Providing and Communicating Clear Learning Goals</b>
1. Providing scales and rubrics
2. Tracking student progress
3. Celebrating success
<b>B. Using Assessments</b>
4. Using informal assessments of the whole class
5. Using formal assessments of individual students
<b>II. Content</b>

<sup>24</sup> Marzano, R. J. (2017). *The New Art and Science of Teaching*. Solution Tree Press.

<b><i>C. Conducting Direct Instruction Lessons</i></b>
6. Chunking content
7. Processing content
8. Recording and representing content
<b><i>D. Conducting Practicing and Deepening Lessons</i></b>
9. Using structured practice sessions
10. Examining similarities and differences
11. Examining errors in reasoning
<b><i>E. Conducting Knowledge Application Lessons</i></b>
12. Engaging students in cognitively complex tasks
13. Providing resources and guidance
14. Generating and defending claims
<b><i>F. Using Strategies that Appear in All Types of Lessons</i></b>
15. Previewing strategies
16. Highlighting critical information
17. Reviewing content
18. Revising knowledge
19. Reflecting on learning
20. Assigning purposeful homework
21. Elaborating on information
22. Organizing students to interact
<b>III. Context</b>
<b><i>G. Using Engagement Strategies</i></b>
23. Noticing and reacting when students are not engaged
24. Increasing response rates
25. Using physical movement
26. Maintaining a lively pace
27. Demonstrating intensity and enthusiasm
28. Presenting unusual information
29. Using friendly controversy
30. Using academic games
31. Providing opportunities students to talk about themselves
32. Motivating and inspiring students
<b><i>H. Implementing Rules and Procedures and Building Relationships</i></b>
33. Establishing rules and procedures
34. Organizing the physical layout of the classroom
35. Demonstrating with-it-ness
36. Acknowledging adherence to rules and procedures
37. Acknowledging lack of adherence to rules and procedures
<b><i>I. Building Relationships</i></b>
38. Using verbal and nonverbal behaviors that indicate affection for students
39. Understanding students' backgrounds and interests
40. Displaying objectivity and control
<b><i>J. Communicating High Expectations</i></b>
41. Demonstrating value and respect for reluctant learners



42. Asking in-depth questions of reluctant learners
43. Probing incorrect answers with reluctant learners

TCA teachers will be expected to support student engagement through hands-on cross-disciplinary learning activities. Designed to meet the needs of the learners anticipated to enroll at the school as well as providing a strong foundation for further education, training, and careers, classroom strategies will include such things as:

- Individualized learning plans that teach students the value of goal setting and prioritizing to achieve personal and group goals.
- Individual and collaborative group projects that require students to delve into content in an authentic and meaningful way, fostering critical thinking, creativity, collaboration, and problem solving.
- Blended learning and technology-based instruction that will serve as a direct instructional tool and as a means of presenting and communicating information and data in a dynamic fashion, with digital materials selected to support individualization and targeted skill development.
- Scaffolding to provide contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, and cooperative and hands-on learning, with support gradually removed as students become more proficient.
- Authentic assessment embedded within classroom activities and the use of student self-evaluation through rubrics will provide timely and relevant feedback to inform instructional and learning decisions.
- Cooperative learning and teamwork to help develop leadership and social skills.

### **Methods and Systems for Meeting the Needs of All Students**

As described throughout this application, TCA's educational program provides student-centered individualization throughout the curriculum. As part of our career and professional programming aligned to students' interests, abilities, and postsecondary aspirations, students will have options to personally tailor their coursework. Core and supplemental instructional materials will be selected with consideration of the extent to which they are adaptable for diverse learning needs. In-class and online supports, along with the problem-solving analysis used as part of the multi-tiered system of supports described below, provide numerous opportunities for student support and assistance.

### ***Differentiated Instruction***

Differentiated instruction has been described as the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning."<sup>25</sup> TCA's educational program is designed to support and foster differentiation. Cooperative and collaborative projects provide students who may sometimes feel "left out" with the chance to show their strengths and feel included in interactions with peers. Projects are effective for English language learners (ELLs) because reading and writing is purposeful and connected to personally meaningful

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<sup>25</sup> Tomlinson, C. A. (2004) Sharing responsibility for differentiating instruction. *Roper Review*, 26, 188.

experiences. For students with disabilities, teachers can use the same support strategies during a project as they would use in other instructional situations. Since a project involves working in small groups, it gives teachers more time and opportunities to meet individual student needs. Conversely, students who excel in a given area have the opportunity to expand their learning without bounds.

### ***Students Below Grade Level***

While there are no admission requirements for students seeking to enroll in TCA in grade nine, the requirements that must be met for a student to remain at the school and participate in the dual enrollment beginning in grade 10 will be clearly stated in all informational, application, and enrollment materials. As part of the enrollment process, these requirements will be described to, and must be acknowledged by, all students and parents. To participate in dual enrollment, a student must have an unweighted high school grade point average of 3.0 or above and a qualifying test score on Florida's Postsecondary Education Readiness Test (PERT), SAT, ACT, or other approved alternative assessment. To continue in dual enrollment courses, a student must maintain a 3.0 or higher GPA in high school courses, a TCC GPA of 2.0 or above, and a college course completion rate of at least 75 percent. Based on these requirements it is not anticipated that students consistently achieving below grade level will enroll in the school. However, there may be students who struggle in certain areas and who will require academic, organizational, social/emotional, physical or other types of accommodations or supports in order to access the educational program and be successful. In addition to strategies incorporated into core instruction and supplemental support available from classroom teachers and the intervention specialist, TCA students will be able to access tutoring labs offered by TCC and peer tutoring and instructional supports available from the school.

### ***Multi-tiered System of Supports (MTSS)***

A multi-tiered system of supports refers to the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students through integrated academic and behavioral supports. Our MTSS framework is focused on schoolwide performance and improvement and is designed to address the academic and behavioral needs of every student, regardless of whether he or she is struggling and in need of intensive remediation and support, or excelling, and in need of advanced learning opportunities.

An instructional leadership team (ILT) will be established to head up the MTSS process. include the principal and other administrators, lead teachers, school counselor(s), and other school-based staff with specialized areas of focus. This team will be responsible for monitoring school-wide goals and developing an action plan (for an issue that can be corrected in the short-term) or continuous improvement plan (for a more complex or resistant issue that cannot be resolved in a short amount of time) to correct educational deficiencies in pedagogy as well as student learning. In addition, a literacy leadership team (LLT) will be established to work closely with the ILT. The LLT will focus specifically on such things as TCA's reading plan, student ELA data, and any identified deficits and tiered literacy interventions being provided to students.

The focus and function of this team will differ somewhat from that of a traditional high school because the school itself only has direct control over high school courses, while college courses are under the purview of TCC. For example, if data revealed a concern related to students in dual enrollment classes, collaboration among TCA staff and TCC instructors or department staff might be needed to identify the root cause and propose a solution.

The ILT will meet at regularly scheduled intervals throughout the year (e.g., when results of standardized progress monitoring are available) to assess the effectiveness of instruction. Data will be analyzed at the school, grade-level, and classroom-level to identify potential concerns and exemplars. The results of these data reviews will inform curricular decisions as well as identify professional development, training, and supports needed by teachers. Instances of inadequate progress will be analyzed to determine first whether the curriculum and instructional materials are being implemented with fidelity. If not, the team will work with the teacher(s) to identify what needs to occur to resolve the problem. If so, revisions to the curriculum will be considered.

The components of TCA's multi-tiered framework are based on FLDOE's *Guiding Tools for Instructional Problem Solving (GTIPS), Third Edition*.<sup>26</sup> GTIPS identifies imperative questions to be considered for students at varying levels of support.

Florida's MTSS framework comprises three tiers. Tier 1 focuses on the implementation of the school's core curriculum and behavior management/ social skills curriculum and is aligned with the Florida Standards. A rule of thumb in determining if a school's core curriculum is effective is that approximately 80 percent or more of students are successful and achieve proficiency from core instruction alone. If this is not the case, implementation fidelity of the core curriculum will be assessed and consideration given to revising the instructional materials.

Tier 2 supports are more focused, targeted instruction/intervention provided to small groups of students in addition to and aligned with the core instruction provided in Tier 1. Tier 2 interventions are based on data revealing that some students or student groups need more than the core universal instruction. Both interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate.

Tier 3 interventions, provided in addition to the core instruction provided in Tier 1 and supplemental supports in Tier 2, are targeted, highly intensive, and tailored to individual student needs. In traditional school programs, students who receive these services may be several grade levels behind the one in which they are enrolled or exhibit significant behavioral challenges. Due to the statutory requirements for participation in dual enrollment, TCA does not anticipate having students in need of Tier 3 academic or behavioral interventions. Specifically, s. 1007.271(3), F.S., states:

*Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution.*

*Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.*

In the event of student-specific concerns, parents will be contacted by the student's teachers,

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<sup>26</sup> <https://www.livebinders.com/b/2785147>

school counselor, or principal and will be encouraged to participate in conferences or problem-solving meetings to help resolve the concerns.

### ***Problem Solving Team***

The roll of the instructional leadership team is to monitor and evaluate the school's performance at a group level. In contrast, problem solving teams (PSTs) will be established for individual students who do not make adequate progress. Core members of the PST will be determined prior to the opening of school, but each team will include the student's teacher or teachers for the subjects where the problem is occurring (e.g., math teacher for math deficits; multiple teachers for behavioral challenges). Parents will be encouraged to be closely involved with the PST, either through face-to-face meetings, online video meetings or phone calls. They will be invited to participate in decisions regarding interventions and will be provided copies of progress monitoring reports, including visual/graphical representations. Parents also will be provided information on ways to support their child's progress at home. The student's PST will engage in a four-step problem solving process to match instructional resources to educational needs as follows:

- **Step 1:** Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want the student to know and be able to do? How does this compare to what the student currently knows and is able to do?" The goal is to clearly identify and define the specific academic or behavioral need(s) to be remediated. For example, for students with challenges in literacy the team will identify any deficiencies and the desired level of performance in basic reading, fluency, vocabulary, comprehension, listening comprehension, oral expression, and/or written expression. For students with challenges in math, the team will identify any deficiencies and the desired level of performance in calculation and/or problem solving. Parallel steps are taken for students who exhibit attendance or social/emotional challenges.
- **Step 2:** Analyze the problem using data to determine why the issue is occurring. Generate hypotheses to explain why the student is not meeting performance goals. Ask, "Why is the desired goal not occurring? What are the barriers to the student doing and knowing what is expected?" Consider evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine whether or not the hypotheses are valid, then design or select interventions to directly address the root causes of the student's difficulties.
- **Step 3:** Develop and implement a progress monitoring plan (PMP) driven by the results of the team's problem analysis. Specify exactly what the intervention is; who is responsible for implementing it; when, where, and how often it will be implemented; the data that will be used to measure progress; who will measure it, and how often; and the decision rule for determining if the plan is effective. The plan should also include fidelity and support components to ensure the implementer has the skills and resources necessary to implement the intervention as intended and follows through in all aspects.
- **Step 4:** Measure the student's response to intervention (RtI) by using data gathered from progress monitoring at agreed upon intervals. Evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask,

“Is it working? If not, how will the progress monitoring intervention plan be adjusted to better support the student’s or group of students’ progress?” The team’s discussion centers on how to maintain or better enable learning for the student(s).

Questions to be considered by the PST when developing and implementing interventions include:

- Is the intervention plan(s) appropriately matched to this student?
- Did our problem-solving address the “whole student” by considering the potential interaction between academic and behavioral needs?
- If the student is demonstrating a positive response to the intervention(s), is the student also demonstrating improvements in related classroom assignments and assessments? If not, why not?
- If the student is not progressing, is fidelity of implementation a concern?
- Does the student’s RtI data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school’s general education resources?
- Does the student’s RtI data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If the team responds affirmatively to either of the last two questions, this is an indication that the student should be referred for an evaluation to determine if the student has a disability and needs exceptional education services (see Section 6).

In addition, in accordance with section 1008.25(4), F.S., each student who does not achieve a level 3 or above on the prior year’s statewide standardized assessment in ELA or mathematics or the Algebra 1 EOC will be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. The results of the diagnostic review will be used to develop and implement a progress monitoring plan (PMP). Depending on the nature and extent of a student’s need, the MTSS leadership team (for Tier 2 supplemental supports) or the PST in consultation with the parents (for Tier 3 intensive interventions) will be the entity responsible for developing the PMP. If a student already has an IEP as a student with a disability, that plan can be used in lieu of the PMP.

Variances in performance are not limited to academic areas; they may include social or emotional factors as well. PMP intervention plans will be developed in collaboration with the students and their parents and will take social/emotional factors into account.

**B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.**

**If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas**

**will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**

**Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.**

### **Curriculum Selection and Development**

The curriculum for TCA is not yet fully developed. While the principal is the instructional leader of the school and is ultimately responsible for the educational program and day-to-day operations, teachers are the content area experts for their respective disciplines. Therefore, as a regular practice, instructors for each content area will be engaged in the instructional materials selection process in collaboration with the school's administration. They will make recommendations to the principal regarding the specific materials to be used for each course they teach. The ultimate decision will be made by the principal.

When selecting instructional materials for all courses, decisions will be based on the extent to which they:

- Are aligned with the applicable state standards. Preference will be given to materials on the state-approved list, although this will not be a requirement.
- Are designed with flexibility in mind. Both content and processes should be customizable to align with the wide range of topics and activities that will arise from student-driven PBL.
- Address the unique needs of English language learners and students with disabilities.
- Incorporate the skills, knowledge, and expertise students must master to succeed in work and life.

TCA will utilize Canvas as its learning management system. Through a partnership with Florida Virtual School (FLVS), TCA has leveraged the ability to utilize FLVS's digital curriculum that will serve as the basis for high school courses. The unlocked version of the course will be imported into Canvas for teachers. This will provide a starting point for course development, allowing teachers to add and subtract content and to select strategies and methods of presentation that will be most engaging and effective for students. Students will not be learning online- we are implementing the curriculum and presentation of curriculum will be interactive and engaging. The rationale for choosing these materials as the foundation for instruction include:

- FLVS is Florida-based, and the curriculum and courses are updated whenever state standards or course requirements change. Unlike hard-copy textbooks, digital materials can be quickly amended or revised to better align to standards based on data collected during testing and throughout the year.
- As a small school, TCA will benefit from FLVS's dedicated curriculum development teams. The curriculum is evidence-based and time-tested, with outcome data indicating it is effective in preparing students in the applicable subject areas.
- There is a robust selection of electives that lend themselves to a STEM school. They offer a large number of elective courses that serve as "first look" courses for students seeking

to learn more about STEM pathway options. In addition to courses such as Cyber Security, Foundations of Programing, and Health Science Foundations, a new course on artificial intelligence was recently released.

Having access to this type of curriculum takes some of the guesswork out of planning, thus providing teachers with the ability to get creative and deepen their students learning. They will spend more time on connecting with their students, relationship building, and implementing creative hands-on instruction, and less time on the compliance of outlining curricula.

Milestones in the curriculum development process to be achieved once the application is approved are provided in Table 4.2.

**Table 4.2 Milestones – Curriculum Development**

	Action	Person(s) Responsible	Timeline
1	Determine specific courses and draft master schedule for Year 1, including remedial, general, and advanced options, as needed.	Principal	Spring 2023
2	Finalize decisions regarding instructional materials to be purchased, including core, supplemental, and intensive intervention materials, benchmark assessments, and progress monitoring tools, as applicable	Principal Teachers, if available	Spring/Summer 2023
3	Gather resources and recommendations to support newly hired teachers in horizontal and vertical planning and PBL process	Principal	Spring 2023
4	Develop curriculum map for Semester 1 (or whole year), to include interdisciplinary connections/suggested collaborations.	Principal Teachers	Summer 2023
5	Develop pacing guides for core and elective courses to be offered Year 1.	Principal Teachers	Summer 2023
6	Review/debrief on curriculum implemented during Q1, including analysis of student performance on baseline and interim/ benchmark assessments and status of PBL and mentorships; incorporate results of the review into development of Q2 curriculum map and revisions to pacing guides as needed	Principal Teachers	Oct./Nov.2023
7	Review/debrief on curriculum implemented during Q2, including status of PBL and mentorships; incorporate results of the review into development of Q3 and Q4 curriculum maps and pacing guides	Principal Teachers	Jan./Feb. 2024
8	Develop individual lesson plans	Teachers	Ongoing
9	Review/update the curriculum plan and pacing guides, including identifying specific topics or projects for potential interdisciplinary collaboration	Principal Lead Teachers	Annually, beginning Summer 2024

### Reading as a Primary Focus

As a high school, the focus of Tallahassee Collegiate Academy is reading to learn rather than learning to read. Additionally, as described above, participation requirements for dual enrollment are likely to limit the number of struggling readers who enroll. That said, the school understands that some students will not be strong readers. It also is understood that, by the end of their freshman year, students should be reading at the college level as evidenced by their PERT score or other approved alternative assessment in order to remain at TCA. Therefore, the school is committed to providing opportunities for reading instruction and skill-building for all students

through selected elective courses and supplemental intervention and support. TCA's reading program is based on the following principles:

- Leadership guides and supports instruction.
- Professional development is systematic and targeted, addressing individual teachers' needs as determined by analysis of student performance data.
- Data analysis drives instructional decision making.
- Measurable student achievement goals are established and clearly described.
- Appropriate evidence-based instructional materials and strategies are used to address identified student needs.

As a charter school sponsored by a state college institution, in order to receive funds through the state's Research-Based Reading Instruction Allocation the school must annually submit to FLDOE a comprehensive evidence-based reading plan (CERP) that is based on a root cause analysis and has been approved by the school's governing board. The school's reading curriculum and CERP for struggling students is provided as Attachment D.

As noted above, the school will implement a literacy leadership team (LLT) comprising the principal, assistant principal, reading endorsed teacher, English teacher(s), core content area teacher, reading/data coach, interventionist, and ESE teacher. It is anticipated that the TCC Dean of Humanities or designee may serve as an ad hoc member to provide a bridge from high school to college. Given the small size of the school, it is understood that some individuals will serve in multiple roles. The LLT will be led by the reading and data coach but will be held under the principal's direction.

**C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.**

Tallahassee Collegiate Academy will not adopt additional schoolwide standards. However, students will be required to select a field of study and pursue an associate degree, with the goal of earning an associate degree or equivalent in transferable credits concurrent with high school graduation. The instructional content of the degree will be based on the specific field of study.

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

The research base for the curriculum is woven throughout prompt 4.A.

**E. Describe proposed curriculum areas to be included other than the core academic areas.**

### **Physical Education (PE)**

Physical fitness is critical to a well-rounded and happy life. One credit of physical education is required for students pursuing a 24-credit standard diploma,<sup>27</sup> and it must include the integration of health. Health Opportunities through Physical Education (HOPE) will be offered through

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<sup>27</sup> Physical education is not required for students pursuing the 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option or the Career and Technical Education (CTE) Pathway option.



Florida Virtual School (FLVS) and will fulfill the graduation requirement. Students will learn about teamwork, healthy eating habits, dating/ relationships, and other topics related to health and fitness. It is recommended that students complete their PE requirement in grades nine or 10.

### **World Languages**

One of the minimum requirements for entry into a public university in Florida is two credits in a world language (sequential, in the same language or other equivalents). TCA students who wish to enroll in a world language can do so through dual-enrollment, and there may be an opportunity to offer Spanish at the high school level. Students can also access courses through FLVS in American Sign Language, Chinese, French, Hebrew, Latin, and Spanish. Courses taken through FLVS will be based on State-adopted and research-based texts, and will address all language standards, as adopted.

#### **F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.**

In addition to the educational program itself, the most significant structure TCA will implement to support students who are struggling academically or behaviorally or who may be at risk of leaving the program, or even dropping out of school entirely, are the MTSS framework described in prompt 4.A. above and the school environment itself. The TCA culture is that of a small, caring community that supports the development of authentic relationships between students and staff and ensures students have access on a regular and consistent basis to adult support and encouragement as well as tutoring, targeted interventions, and other applicable resources.

All students will be engaged in and benefit from our curriculum. The results of the most recent state assessments, teacher-made and curriculum-based tests, and benchmark/interim assessments will be analyzed to determine the level of mastery in reading, writing, mathematics, and science. This information, coupled with the students' own wishes and goals, will be used to determine the best educational program (e.g., course of study; appropriate course selections, tutoring).

The first step to intervening with at-risk students is identification. One of the responsibilities of the ILT will be the implementation of an early warning system (EWS) to identify at-risk students who are likely to experience adverse outcomes early enough to alter student trajectories.

Although s. 1001.42(18)(b), F.S., only requires schools to implement early warning systems through grade eight and, as a charter school, TCA is exempted from the Florida Statutes found in chapters 1000 through 1013 (with some exceptions), the school strongly believes an EWS is a critical component of any school program. At a minimum, the school's EWS will include the following triggers:

- Attendance below 90 percent, regardless of whether absence is excused or unexcused.
- One or more suspensions, whether in school or out of school.
- Failure to pass an English or mathematics course.
- Scoring a level 1 or level 2 on a required statewide standardized assessment or end-of-course examination.

In the event a student exhibits two or more early warning indicators (based on a review of relevant data by the ILT), the student and the parent will be invited to a conference with a team that includes at least two of the following, as appropriate: the school counselor, one or more of the student's teachers, the intervention specialist, and/or a school administrator. Together, the team will develop intervention strategies to address the concern. The student's progress will be

regularly monitored and data-based decisions will be made regarding the effectiveness of the intervention and whether modifications are indicated.

In addition, TCA is considering implementation of Student Success Chats or a similar system for students who receive a first semester grade of C, D, or F in a high school course. A Student Success Chat is a short meeting that includes the student, the teacher, and a school administrator or counselor. Prior to the meeting the teacher completes a simple form, briefly responding to two prompts: (1) *Why is this student not successful in my class?* and (2) *What have I done to help this student be successful?* Teachers will receive training in how to communicate clearly, accurately, and without censure or judgement as they complete the form.

During the meeting, after a brief introduction and explanation of the process, the administrator or counselor reads the teacher's written comments aloud, and the student has an opportunity to respond. Together, the three participants respond to the third prompt: *What can this student do to be successful?* The answer can be as simple as "attend tutoring sessions with [name of tutor or tutoring program] at least three times per week for the next three weeks." The chats encourage students to take ownership of their situations and help teachers move forward by communicating in a proactive and positive way, no matter how recalcitrant or challenging a student might have been in the past.

When possible, a modified version of this process may be used for students in college courses who are not on track to earn a C or above based on current grades and classroom performance.

## Section 5: Student Performance

### Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.**

### Baseline and Rationale for Annual Goals

Having no actual student data from which to establish a baseline, we reviewed school grades data from the high schools within the target area (i.e., the service area for Tallahassee Community College). In general, we anticipate that the demographics of the students who enroll in TCA will be reflective of the target area schools. Unlike a typical comprehensive high school, however, the dual-enrollment basis for TCA's educational program is expected to influence the academic profile of incoming students. For example, while there is not an achievement threshold requirement that students in grades nine or 10 must meet in order to enroll, dual enrollment in an elective course is encouraged in grade nine and strongly recommended in grade 10. All students *must* meet the dual enrollment eligibility criteria no later than grade 11, as course offerings at that level will comprise college courses leading to high school graduation and an A.S. degree (see Section 3.A). To ensure families make the best educational choice for their students, they will be fully informed of the dual enrollment requirements and rigor inherent to the program throughout the application and enrollment process.

It should be noted that a new statewide assessment system for English language arts and mathematics is being rolled out during the current school year (2022-23). This will result in new cut scores being set and new baselines established from which to measure learning gains. Therefore, school grades under Florida's school accountability system will not be assigned again until 2023-24.

When establishing proposed baselines we considered the average achievement, learning gains, graduation rates, and college and career acceleration rates of the target area schools (see Addendum FF) as well as the requirement for dual enrollment eligibility by grade 11. We also considered the three types of state goals established in the 2020-2025 Florida Education System Strategic Plan. Specifically, the state's goals include:

- Time Trend Goals – Growth/improvement follows the historical trend.
- Ambitious, yet Achievable Goals – Growth/improvement extends beyond the historical trend.
- Aspirational Goals – Growth/improvement extends significantly beyond the historical trends.

The following process was applied when developing TCA's proposed goals for academic growth and improvement:

- **Baseline:** For each of the following measures, remove the lowest performing school's score and calculate the average of the remaining schools: ELA achievement; ELA learning gains; ELA lowest quartile learning gains; mathematics achievement; mathematics learning gains; mathematics lowest quartile learning gains; science achievement; social studies achievement; graduation rate; college and career acceleration.
- **Year 1:** Using the state's time trend goal for 2023-24 as the basis when it reflects growth over TCA projected baseline (i.e., ELA; mathematics), set the goal for each of the measures. When the state's "time trend" goal for 2023-24 is less than TCA's projected baseline, establish a goal reflecting an increase of four to five percent (i.e., science; social studies).
- **Year 2:** Using the state's "ambitious" 2023-24 goal (i.e., ELA; mathematics) or higher (i.e., science; social studies), set a rigorous target for growth for each measure.
- **Year 3 and Beyond:** Incrementally increase achievement (and learning gains, as applicable) across all measures listed above to move toward the state's "aspirational" goal of 90% for each measure.

### Academic Goals

TCA's proposed goals for academic growth and improvement are provided in Table 5.1. As explained above, they are based on conjectural baseline calculations. Once students enroll in TCA and their records are available, we will retroactively establish actual baselines based on our enrolled students' performance on prior year assessments. If the updated baseline levels are higher or significantly lower than anticipated, we will revise our near-term goals accordingly. In addition to the specific goals presented here, we intend to ensure each student makes at least one year's progress for each year of attendance.

**Table 5.1 Annual Goals: Percent Satisfactory/On Grade Level or Above and Percent Making Learning Gains**

Measure	Baseline	Annual Goals				
		2023-24	2024-25	2025-26	2026-27	2027-28
English Language Arts (Florida Assessment of Student Thinking; grades 9 and 10)						
Achievement $\geq$ Level 3	58	59	65	66	67	68
Learning Gains	53	60	65	66	67	68
Learning Gains Lowest Quartile	40	60	65	66	67	68
Mathematics (Algebra 1 and Geometry EOCs; enrolled students)						
Achievement $\geq$ Level 3	49	66	73	78	83	85
Learning Gains	48	68	78	78	83	85
Learning Gains Lowest Quartile	49	68	78	78	83	85
Science (Biology 1 EOC)						
Achievement $\geq$ Level 3	67	72	77	82	86	90
Social Studies (U.S. History EOC)						
Achievement $\geq$ Level 3	76	80	85	86	88	90

### Graduation Rate and College and Career Acceleration

Florida's school grades formula is not limited to assessment results. For high schools, graduation rate and college and career acceleration also contribute to the school's grade. Graduation rate, based on the federal definition at 34 §CFR 200.19, is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. College and career acceleration also is a cohort-based calculation using the graduates from the graduation rate calculation as the denominator. This component is based on the percentage of graduates from the graduation rate cohort who earned a passing score on an acceleration examination (qualifying AP, IB, or AICE), earned a passing grade in a dual enrollment course that qualified for college credit, earned 300 clock hours through career dual enrollment courses in the same approved program, or earned an industry certification.<sup>28</sup>

The graduation rate and college and career acceleration components are determined using prior year data, and only schools having grades 11 and 12 the prior year are eligible. Because TCA does not plan on enrolling seniors until Year 3, these two cohort-based calculations can be not applied until Year 4.

**Table 5.2 Annual Goals: Graduation Rate and College and Career Acceleration**

Measure	Baseline	Annual Goals				
		2023-24	2024-25	2025-26	2026-27	2027-28
Graduation Rate	97				100	100
College and Career Acceleration	59				100	100

### School Grades

Under Florida's accountability system, a high school's grade comprises up to ten components that address achievement, learning gains, graduation rate, and college and career acceleration. The points earned for each component are added together and divided by the total number of applicable components to determine the percentage of points earned. A grade of A requires 62% of points or greater, a B requires 54% to 61%, and a C requires 41% to 53%. The school grades proposed in Table 5.2 derive from the ambitious achievement and outcome goals stated above. While we intend to utilize all available resource as we strive for a grade of A in Year 1, it is understood that our grade may be suppressed somewhat because the highest-value components in the calculation (i.e., graduation rate; college and career acceleration rate) will not be included until Year 4.

**Table 5.2. Annual Goals: Percent of Points Earned and School Grade**

2022-23		2023-24		2024-25		2025-26		2026-27	
%	Grade	%	Grade	%	Grade	%	Grade	%	Grade
67	A	73	A	79	A	80	A	84	A

<sup>28</sup> [www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide22.pdf](http://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide22.pdf)

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

### **College and Career Readiness**

TCA's aspirational goals related to college and career readiness are aligned to its mission of providing every student the opportunity to attain an AS degree concurrent with high school graduation.

- 100 percent of students will be college ready as measured by the PERT or other state-approved assessment by grade 11.
- 100 percent of students will have an unweighted GPA of 3.0 or higher by the end of grade 10.
- 100 percent of students in grades 11 and 12 will maintain a college GPA of 2.5 or higher.
- 100 percent of students will achieve the goal(s) established in their individualized learning plan.

### **School Culture and Climate**

In addition to fostering academic achievement, TCA strives to create a school culture and climate that fosters a sense of community and personal well-being for both students and staff. Our hope is that TCA graduates are knowledgeable and responsible young adults, able to demonstrate leadership in their daily lives by knowing how to listen, express themselves, resolve conflicts, work in teams, value diversity and diverse opinions, and set goals. An annual school climate survey for parents, students, and school staff will be developed to tap characteristics and beliefs that reflect this vision and evaluate the extent to which the school provides a supportive learning environment in which students feel safe and share a sense of community. In addition, student data reports related to attendance, discipline, and dropout rates will be used to assess quantitative measures related to student engagement and interpersonal skills. Proposed performance goals and methods for assessing them include:

- Responses to student and parent survey items regarding the extent to which students know how to listen, express themselves, resolve conflicts, work in teams, value diversity and diverse opinions, and set goals will reveal an upward trend from Year 1 onward.
- Responses to student and parent survey items regarding satisfaction with the school's learning environment; physical and social environment; home-school relations; and community connections reveal an upward trend from Year 1 onward.
- Annual review of discipline data will reveal the rate of in- and out-of-school suspensions is less than the state rate for students in grades nine through 12 and less than or equal to the lowest of the three districts within TCC's service area.
- Annual review of attendance data will reveal average daily attendance is greater than or equal to the rate for students in grades nine through 12 enrolled in the highest performing of the three districts within TCC's service area.

- Annual review of attendance data will reveal the percent of TCA students absent 21 or more days is less than or equal to the rate for students in grades nine through 12 enrolled in the TCC service area school district with the lowest chronic absenteeism rate.

### **Placement and Progression**

#### **C. Describe the school's student grade level and course placement procedures.**

Grade level and course placement procedures will be implemented in accordance with the TCA pupil progression plan, which is currently under development. A student entering TCA in grade nine must meet the state's grade eight promotion standards, which require successful completion of the following core courses:

- Three middle grades or higher\* courses in English language arts.
- Three middle grades or higher\* courses in mathematics.
- Three middle grades or higher\* courses in science.
- Three middle grades or higher\* courses in social studies.
  - One of these social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.

*\*May include high school courses for high school credit. All high school credit courses taken in middle school will be included in the high school transcript and will be calculated into the student's high school GPA. These earned credits will be applied toward the total credits needed for graduation, college admissions, and/or the Florida Bright Futures Program requirements.*

Course placement decisions will be based on grade level, the requirements of the STEM field of study incorporated into the student's individualized learning plan, and careful review of the previous coursework. The following options are proposed:

- English – TCA English 1 or English 1 Honors and English 2 or English 2 Honors; TCC dual enrollment courses with AML, ENC, ENL and LIT prefixes that require ENC X101 as a prerequisite and are included in FLDOE's annual Dual Enrollment Course-High School Subject Area Equivalency List as counting toward high school graduation.
- Mathematics – TCA Algebra 1 or Algebra 1 Honors and Geometry or Geometry Honors; TCC dual enrollment courses with MAC, MAD, MAP, MAS, MAT, MGF, MTG, QMB, and STA prefixes and are included in FLDOE's annual Dual Enrollment Course-High School Subject Area Equivalency List as counting toward high school graduation and/or applicable to the student's selected STEM field.
- Science – TCA Physical Science or Physical Science Honors and Biology 1 or Biology 1 Honors; at least one additional lab science through TCC dual enrollment; courses applicable to the student's selected STEM field.
- Social Studies – TCA US History or US History Honors, US Government or US Government Honors, and Economics or Economics Honors.
- Electives – Electives to be offered will be determined annually based on the interests and needs of incoming students. An anticipated offering is Health Opportunities through Physical Education (HOPE), which may be provided through FLVS Flex.

**D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.**

As a charter school sponsored by a state college system institution, there is not a district pupil progression plan (PPP) to follow. TCA's PPP is currently being drafted and will be completed prior to the school's opening. The draft policies and standards for grade-to-grade promotion for student's pursuing a 24 credit standard diploma are as follows:

- Freshman (Grade 9): A student must have been assigned to the ninth grade by his/her middle school.
- Sophomore (Grade 10): A student must have earned five (5) credits and have at least a 3.0 high school GPA, and at least a 2.0 TCC GPA for dual enrollment courses attempted.
- Junior (Grade 11): A student must have earned a total of ten (10) credits and have at least a 3.0 high school GPA, and at least a 2.0 TCC GPA for dual enrollment courses attempted.
- Senior (Grade 12): A student must have earned a total of seventeen (17) credits and have at least a 3.0 high school GPA, and at least a 2.0 TCC GPA for dual enrollment courses attempted.

Exceptions to the required grade point averages may be granted on an individual student basis if the charter school and the College agree and the terms of the agreement are contained within the charter contract to be negotiated by TCC and TCA upon approval of this application.

**E. 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.**

The school counselor, with oversight by the principal, is primarily responsible for tracking and reviewing students' credit and grades to ensure they are on track for meeting the goals set out in their individualized learning plans. TCA will adhere to the state's graduation requirements and TCC's requirements for each student's chosen degree.

TCA will not impose any additional requirements for high school graduation, but it is understood that continued enrollment in the charter school requires the student to pursue a course of study leading to an associate degree and maintain eligibility for dual enrollment. The school's counselors, as well as TCC counseling staff, will support the student-centered process of planning for graduation as we strive to provide the best possible postsecondary outcomes for our students.

The proposed progress plan currently under development includes a grade forgiveness policy allowing for the replacement of a grade of D or F with a grade of C or higher that is subsequently earned in the same or comparable course, with the principal's approval. Except for year-long courses assessed by EOC and dual enrollment courses denoted in the Dual Enrollment Course-High School Subject Area Equivalency List, one-half credit is awarded for passing a semester in each course.



**F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.**

Students and parents will be provided with information regarding graduation requirements during information sessions prior to enrollment and at the student/parent orientation meeting prior to the start of the school year. The information will include requirements for a high school diploma and an associate degree as well as other TCA performance expectations. Specifically, in order to participate in dual enrollment, students must have a 3.0 unweighted high school GPA and meet the minimum required scores on the PERT. To continue in the program, the student must maintain the 3.0 high school GPA and a 2.0 or higher college GPA.

The school counselor and administrative team will carefully review each student's transcript upon enrollment to verify eligibility and develop the initial individualized learning plan. Because all TCA students will be pursuing a TCC degree concurrent with high school graduation, upon approval of this application we hope to work with TCC to enable TCA students, administrators, and staff to access Workday, the College's student records and data management system. All student information from the recruitment stage through admissions, advising, and registration to graduation and release of transcripts could be housed in Workday. Students will be able to see all appropriate records from application, history of courses and grades, their individualized plan for earning the desired credential, and degree audit.

Grades and credits earned will be reviewed each semester when the student meets with the counselor to develop a schedule for the upcoming semester. The TCA counselor will work collaboratively with TCC academic advisors to ensure that students are on track for their college degree as well as minimum requirements for high school graduation. Planning for graduation will begin as soon as the student enrolls in TCA, no matter the grade level.

In addition to information provided through the student advising process, the school counselor will conduct parent workshops to keep parents apprised of what is expected of their students and ways they can provide support at home.

**Assessment and Evaluation**

**G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.**

TCA will follow the state schedule for required assessments. The preliminary schedule for state assessments is provided as Attachment F. State mandated diagnostic, progress monitoring, and summative assessments for high school students will include:

- FAST PM1, PM2, PM3 ELA Reading (grades 9 and 10)
- BEST Writing (grades 9 and 10)
- BEST Algebra 1 EOC (enrolled students)
- BEST Geometry EOC (enrolled students)
- NGSSS Biology 1 EOC (enrolled students)
- NGSSS U.S. History EOC (enrolled students)

- Florida Civic Literacy Exam (enrolled students U.S. – Government)
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) (ELL students classified as “LY”<sup>29</sup>)

Other optional statewide assessments will include:

- PreACT or PSAT/NMSQT (TBD)
- Industry Certification Assessment (as applicable)

These state assessments are used to glean high level information on the effectiveness of the school’s curriculum, instruction, and overall educational program. In addition, TCA will utilize a range of formal and informal methods to evaluate and monitor student learning. Informal formative assessment includes planned classroom practice to elicit evidence of learning minute-by-minute, day-by-day in the classroom, as well as more structured assessments that occur while content is still being taught. This type of assessment informs teachers of what students know or do not know; helps students understand what they are ready to learn next; and enables teachers to adjust and individualize instruction accordingly. More structured curriculum-based formative assessments used to assess standards mastery include:

- Weekly/monthly/periodic teacher-generated quizzes and chapter tests
- Brief focus lessons or activities at the start of an instructional period
- Portfolios and presentations
- Self-assessment and teacher-completed rubrics

Rubrics are especially helpful in tapping hard-to-measure attributes such as creativity and reasoning to encourage deep thinking and meaningful discussions among those students, their parents, teachers, and the school counselor. The New Tech Network (NTN) offers for educational use a series of rubrics for different grade levels covering multiple components of learning.<sup>30</sup> Sample rubrics are provided in Attachment F. Examples include the following:

- Individual Collaboration: Focuses on behaviors under the control of individual group members including effort they put into group tasks, their manner of interacting with others in the group, and the quantity and quality of contributions they make to group discussions.
- Oral Communication: Divided into three sections, interpersonal communication focuses on listening and speaking skills exhibited by individual students in a wide variety of informal conversations; presentation focuses on the elements of a strong presentation; and delivery focuses on each individual’s aspects of a group presentation.
- Knowledge and Thinking: Rubrics for ELA research and argumentation, ELA textual analysis, mathematics, scientific research, scientific explanation, and social studies focus on the ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

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<sup>29</sup> The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students.

<sup>30</sup> [https://newtechnetwork.org/?s=rubric&cat=3&site\\_section=archive](https://newtechnetwork.org/?s=rubric&cat=3&site_section=archive)

Some, such as Oral Communication and Knowledge and Thinking, go beyond high school to indicate if a student is college ready or at college level.

### **Standards-Based Interim Assessments**

Quarterly assessments will be administered to monitor progress at the student and classroom level for high school Algebra and Geometry. Formative in nature, these assessments will be used to inform instruction. Semester examinations will be administered for all courses at the end of the first semester, and end-of-course examinations will be administered at the end of the school year. These assessments will primarily serve a summative purpose, as they will factor into students' semester and final grades. Once a principal is hired, a decision will be made whether to use school- or teacher-developed interim tests or a vendor solution.

### **Postsecondary Readiness Assessments**

Students must meet rigorous requirements to participate in the dual enrollment program, including minimum acceptable scores on Florida's Postsecondary Education Readiness Test (PERT). The PERT is used to determine accurate course placement based on the student's skills and abilities. It is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The assessment includes placement and diagnostic tests in mathematics, reading, and writing. TCA will administer the PERT multiple times during the school year to grade 10 students who have not met the required scores and other students if determined necessary or appropriate for monitoring progress.

The PSAT or PreACT is administered to grade 10 students statewide at no cost to families. In addition to providing an opportunity to qualify for a National Merit Scholarship, the PSAT serves as a practice test for the SAT and provides information that can be used to identify skills that need strengthening or remediation. It includes sections covering evidence-based reading—examine hypotheses, interpret data presented in multiple ways, and demonstrate command of evidence; writing and language—identify and fix grammatical errors, including subject-verb agreement, punctuation, and parallel construction; and mathematics—algebra, data analysis and problem solving, and advanced math. Families will be encouraged to participate in an information session conducted by the school counselor covering topics such as how to interpret the PSAT or PreACT report and how to access resources and tools to improve performance.

### **H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?**

It is incumbent on the school's leadership to make certain that all students, teachers, and staff have the resources necessary to achieve Tallahassee Collegiate Academy's vision and mission. To accomplish this, TCA will implement a multi-tiered system of supports that provides a framework for using student assessment and performance information to evaluate and inform instruction along with a coordinated program of professional development that supports implementation of that system. (See Section 4.)

Ongoing monitoring and analysis of school-wide, class, and student assessment data will be conducted by the school's MTSS leadership team, headed by the principal. Baseline testing at the start of the year identifies areas of strength and weakness; interim and end-of-year testing

measures progress. The principal will ensure that relevant data are collected and evaluated at various times throughout the year. Toward the end of each year, the administrative team will meet with teachers to discuss the effectiveness of instruction and make plans for any necessary modifications.

A systematic, rigorous analysis of the school's data will inform operations and functions, such as determining staff development needs, curriculum realignments, and the objectives stated in the annual improvement plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning-of-year, mid-year, and end-of year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students. Together, administrators and teachers will evaluate the curriculum, materials, resources, and other activities which comprise the educational program. They will assess items such as the following:

- Curriculum objectives measured through both authentic and structured local assessments.
- Effectiveness of instruction as measured by direct impact on student achievement and performance, such as grades and the results of the statewide assessments (e.g., FAST; EOCs).
- Trends in student learning results to identify potential gaps in curriculum.
- Student response to curriculum choices, for example topic selection for projects.
- Teacher input regarding availability, accessibility, and effectiveness of instructional materials and resources.

The school schedule will be designed so that teachers can meet on a regular basis to analyze student data and engage in collaborative planning. School counselors will work closely with students to ensure proper class placement to make certain they are able to achieve and demonstrate mastery of course standards.

**I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.**

Implementation of an effective MTSS requires strong building-level leadership. The principal will participate in professional learning and support specific to MTSS to ensure that he or she

- Thoroughly understands the four-step problem-solving process and uses the process to guide school-wide problem solving.
- Communicates and reinforces the expectation for data-based decision making, guiding staff to frame their decisions within the context of student or other relevant data.
- Implements and participates in regularly scheduled "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.
- Facilitates the development of instructional schedules based upon student needs.
- Ensures that instructional/intervention support is provided to all staff.

- Establishes a system of communicating student outcomes across the professional staff and with students and parents.

As part of the MTSS training, administrators and staff will participate in a data-driven decision making training where they learn to analyze, extrapolate, and disaggregate school data from a variety of sources and then use this data to create an effective action plan or continuous improvement plan to maximize student achievement.

**J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.**

The MTSS leadership team, guided by the principal, is responsible for tracking the school's progress toward meeting its established goals. Information gleaned through this process will support and form the foundation for the school's ongoing improvement process. While MTSS addresses individual, subgroup, classroom/grade level, and/or schoolwide improvement needs, a continuous improvement plan can be used to formalize the way goals are set, responsibilities are delegated, and performance is measured. An improvement plan will be developed in the event the school falls short of any of its goals. In general, the principal will be responsible for initiating a plan and overseeing its implementation. (See Section 4.A., MTSS). Given the very small size of the school, particularly the Precollegiate Program, it is likely that a continuous improvement plan based on the school's achievement goals would require some level of involvement by most faculty as well as the principal, counselor, intervention specialist, and curriculum specialist.

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

TCA believes strongly that parents play an integral role in their child's education. That said, it is the school's duty as a high school to ensure students accept and embrace the idea that they are ultimately responsible for their own success. To keep parents and students informed, student progress on high school courses will be formally reported at least quarterly through report cards, and parents will receive reports of any applicable statewide standardized assessments. Student performance in college courses will be provided through a TCC grade report at the end of the course. It is anticipated that the TCC grade report will be accessible online rather than through a hard copy mailing.

PERT and PSAT results will be shared with parents as soon as they are available. Students will be encouraged to regularly review their own data and to self-advocate if they are struggling or unsure of what is expected.

In addition to formal grades or standardized assessment results, parents will be invited to participate in and be kept informed of problem-solving activities conducted on behalf of their children by the MTSS leadership team or PST, as input from both parents and students is critical to the development and implementation of effective student support plans.

**L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.**

All communication and correspondence between the school, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act

(FERPA) and any additional provisions pursuant to section 1002.22, F.S. TCA will comply with all FERPA provisions and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. The school will adhere to the requirement under s.119.021(1)(b), F.S., which states that, insofar as practicable, all public records must be stored in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use. Student and employee records will be locked with only the essential staff having access to the files, and a system will be put into place to record who has accessed the student records, and, if they are checked out for review, a method to ensure they are returned within the day they are checked out.

## Section 6: Exceptional Students

### A. Provide the school's projected population of students with disabilities and describe how the projection was made.

We believe approximately 10 percent of enrollment will be ESE students with disabilities. While we anticipate that our student demographics will mirror that of the surrounding high schools in most respects, due to the nature of the educational program (i.e., high school focused on dual enrollment and attainment of an associate degree or equivalent in transferable credits) we do not anticipate enrolling students with disabilities who require intensive or very specialized instruction in the Access Points standards or students with significant social, emotional or behavioral challenges who require intensive and specialized behavioral and/or therapeutic interventions. For this reason, we are projecting a rate that is somewhat lower than the comparison schools (see Addendum FF).

The number of students with disabilities requiring accommodations or services under a Section 504 plan could not be determined based on available public reports. School-level data for gifted enrollment also was not available; however, based on district prevalence data we anticipate approximately two percent will be gifted. Projected enrollment of ESE students with disabilities and gifted students is provided in Table 6.1.

**Table 6.1 ESE Enrollment Projections – Years One through Five**

	Percentage	Y 1	Y 2	Y 3	Y 4	Y 5
<b>Total Enrollment</b>		<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>
Students with Disabilities	10	20	30	40	40	40
Gifted Students	2	4	6	8	8	8

### 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.

TCA will not discriminate on the basis of race, religion, ethnic origin, or disability. All students wishing to enroll will be required to follow the application procedures and timelines described in Section 14, including the lottery process applied in the event applications exceed capacity. The lottery will be conducted in such a way as to ensure there is no possibility of discrimination of students who may have disabilities, or of any other protected class.

In addition, the school's marketing materials will include an explanation that TCA is a tuition free public charter school; its enrollment policies are nondiscriminatory and nonsectarian; and services and supports are available to address the needs of students with disabilities and English language learners. Orientation meetings will be held for prospective parents and students to establish clear expectations and understanding of the statutory requirements associated with dual enrollment as well as the supports available to students.

### C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

TCA anticipates working closely with the College to ensure the school's ESE program fully complies with all procedural as well as substantive requirements. When a student with an IEP

enrolls in TCA, the school's lead ESE teacher will carefully review the IEP and inform the TCC ESE Contact of the student's enrollment.

In the event there are services on the IEP that are not currently or readily available at the school, we will convene an IEP team meeting. Educational programs differ across schools in a variety of ways. Because of those differences, for some students a receiving school's IEP team may determine that the IEP from the sending school can be amended to provide different but equally effective services and supports to meet the student's needs resulting from the disability. The IEP team will determine the special education and related services; supplemental aids and services; supports for school personnel; and least restrictive, most appropriate placement that will allow the student to progress in the general curriculum and attain the annual goals on the IEP.

If the IEP team determines that the nature or intensity of the student's needs are such that they cannot adequately be met at TCA, the team, including the TCC ESE Contact, will assist the parent in contacting the student's district of residence to determine an appropriate placement within the full continuum of services available within the home district.

**D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.**

In accordance with our MTSS framework (see Section 4), if a student enrolled in the school exhibits academic, social, or behavioral challenges, the school will implement a problem-solving process through which the student is provided targeted academic and/or behavioral instruction and interventions, including systematic progress monitoring measures and fidelity checks to ensure staff have the resources necessary to implement the instruction or interventions as designed. Throughout this process, the student's problem-solving team (PST) will convene on a regular basis to document and analyze the student's progress, the interventions attempted, and the results of those interventions. As part of its regular data review and analysis process, the PST will explicitly consider the following questions:

- Does the student's RtI data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school's general education resources?
- Does the student's RtI data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If at any time the team determines one of these conditions exists, a referral for an exceptional student education (ESE) evaluation will be initiated. In addition, if at any time a parent requests an evaluation for their child, the school will schedule a meeting with the parent to discuss the areas of concern and respond to the parent's request without delay. If the parent requests an evaluation prior to the implementation of general education intervention, or if the student demonstrates severe cognitive, physical, or sensory impairments or presents a danger to self or others, intensive individualized interventions and supports will be implemented concurrent with the evaluation.

We anticipate that initial evaluations for ESE placement are covered under the administrative services fee as described in the Florida Standard Charter Contract.<sup>31</sup> Under a more traditional district sponsorship, this would mean district ESE staff conduct initial evaluations. In contrast,

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<sup>31</sup> <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference/>



with a state college institution as the sponsor, it is anticipated that TCC and TCA will work collaboratively to identify an outside consultant or entity (e.g., Florida State University's Multidisciplinary Evaluation and Consulting Center) to conduct the necessary evaluation procedures. Common practice under the standard charter contract template is for the sponsor to fund initial evaluations but to require the charter school to fund any reevaluation procedures deemed necessary by the IEP team. A more specific understanding of the respective responsibilities of the sponsor and the school regarding evaluation of students referred for potential ESE eligibility will be established through the contract negotiation process.

Once the evaluation is complete, a team of professionals and the parent will convene to determine if the student meets ESE eligibility requirements under State Board of Education rules and to determine the student's educational needs. The team will include the LEA representative or designee, evaluator(s) in accordance with TCC's Exceptional Student Education ESE Policies and Procedures (ESE P&P)<sup>32</sup>, at least one of the student's teachers, an ESE teacher from TCA, and a TCA administrator or designee.

**E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.**

In accordance with IDEA, students with disabilities enrolled in TCA will be provided FAPE in the least restrictive environment. ESE services will be provided by appropriately credentialed and certified individuals. We anticipate that the school will directly employ the necessary ESE teacher(s), and contract with outside agencies for qualified individuals to provide related services, including but not limited to speech therapy, language therapy, occupational therapy, physical therapy, and counseling. If caseloads warrant, the school will hire full- or part-time related service providers in lieu of contracted staff.

The school's inclusion model will provide direct and indirect ESE services utilizing the following service delivery models:

- Support Facilitation – Also known as inclusion teaching or in class one-on-one, the ESE teacher will work with individual or small groups of students on an individualized basis within a traditional classroom to provide direct ESE support and specialized instruction. The small group of students may include struggling nondisabled peers on occasion.
- Collaboration – The ESE teacher and general education teacher will meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives and positive behavioral interventions designed to ensure the student is successful in the general classroom. In collaboration, the ESE teacher/service provider actively collaborates with the general education teacher to implement and monitor instruction and intervention.

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<sup>32</sup> It is our understanding that universities and state college institutions that sponsor charter schools will develop ESE P&Ps. If instead the individual charter schools are required to complete an ESE P&P and obtain approval from FLDOE, this will be completed by TCA in accordance with instruction from the Department.

- Consultation – The ESE teacher will meet face-to-face on a regular basis with the general education teacher to advise the general education teacher about effective academic and behavioral strategies to use with the student and to provide technical assistance.
- Pullout Therapy – Services such as occupational therapy, speech therapy, and counseling are most often provided one-on-one or in small group settings with other ESE students.
- Pullout ESE – The ESE teacher will work with individual or small groups of ESE students outside of the general education classroom. Students will only be removed from the general education when the nature or intensity of the specially designed instruction precludes implementation within the regular classroom.
- Dual-Certification – The school's hiring process will include a concerted effort to hire teachers who hold ESE certification in addition to certification in the subject areas and grade levels to which they are assigned.

The most critical supports provided to students with disabilities are the instructional strategies used to teach the student (i.e., specially designed instruction, or SDI) and the supplemental aids and services and accommodations the student provided to enable the student to access the educational program. The type or approach to SDI will be based on each student's level of need, learning style, and the content or skill being addressed. IEP teams will use resources such as the *IEP and Lesson Plan Development Handbook*<sup>33</sup> to identify appropriate SDI, classroom accommodations, and supplemental aids and services to meet their students' needs. The following are examples of supports that will be implemented:

- Supports to address environmental needs (e.g., preferential seating; planned seating in the classroom, at lunch, during assemblies, and in other locations)
- Presentation of subject matter (e.g., clarification of key concepts; graphic organizers, alternate presentation of content; planning guides; scaffolded instruction; mnemonics)
- Direct or explicit instruction in content, skills, and strategies (e.g., instruction in the use of graphic organizers, comprehension strategies, writing process, mechanics and usage, math computation and reasoning strategies)
- Pacing of instruction (e.g., extended processing or response time; complex information divided into chunks or sections)
- Assignment adaptations (e.g., shortened assignments; instructions broken down into steps)
- Self-management and/or follow-through (e.g., calendars, study skills; behavioral intervention plan; use of rubrics or scoring guides)
- Ongoing assessment and use of testing accommodations (e.g., frequent comprehension checks; alternate formats to demonstrate mastery; extended time)
- Speech/language therapy, occupational therapy, physical therapy, and counseling
- Social interaction support (e.g., cooperative learning groups; social skills instruction; peer buddies; positive behavior intervention plan or behavior contract)

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<sup>33</sup> Appendix C. Individualized Education Program (IEP) and Lesson Plan Development Handbook. Developed by the Kentucky Special Education Cooperatives and adapted by the New York State Education Department. (2014). Accessed 2/17/23. <https://www.p12.nysed.gov/specialed/commoncore/guidance-commoncore-template.htm>

- Systematic progress monitoring to assess the effectiveness of the specially designed instruction
- Training/professional development for school staff regarding identification and implementation of effective and appropriate strategies based on student-specific needs

As described in Sections 3 and 4, the educational program, curricula, and instructional materials will offer supplemental and support materials for students who are behind grade level; these materials and strategies are proven effective with students with disabilities and English language learners as well.

Our inclusive classrooms will support general education and ESE teachers working together to educate all students in the regular education environment. If a student's needs cannot be met in the regular classroom, even with appropriate supplemental aids and services, the IEP team may determine that pullout for some amount of time is necessary (e.g., very intensive, specialized academic instruction; specially designed instruction in social skills). However, we anticipate that the majority of special education and related services, supplemental aids and services, and accommodations are most effectively and appropriately provided within the general education setting.

As part of the school's MTSS and professional development plan, teachers and administrators will continuously seek more effective and efficient instructional strategies and will be looking to capitalize on resources and trainings available through the district as well as internally. Applying universal design for learning principles to the school's unique educational vision and implementing inclusive scheduling techniques (see *Flexible Scheduling for In-Class Supports: A Blueprint for Change*<sup>34</sup>) will enable us to maximize educational opportunities for all our students.

**F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

As described in prompt C above, all placement decisions are made by the IEP team and are based on the student's individual needs. Given that TCA's educational program is designed for students to dual-enroll in college courses to attain a standard diploma based on the general state standards (i.e., not the Access Points – alternate academic achievement standards) and an associate degree or equivalent in transferable college credits, we believe instruction within the general education classroom with ESE supports (see Item E) is the most appropriate environment. To this end we strongly support push-in inclusive services to the extent possible.

We believe that a large majority of students with disabilities being instructed in the general standards are best served through inclusive placements. As described, we will have pullout services available for students who require intensive and targeted academic or behavioral supports for a designated period of time, but we believe the vast majority of students will be able to be supported within the general classrooms for 80 percent or more of the school week.

**G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a**

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<sup>34</sup> Florida Inclusion Network. Accessed 2/17/2023.  
<http://handouts.pbworks.com/w/file/109771021/FlexibleSchedulingforInclusivePractices.pdf>

**separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

As described in prompts C and F above, all placement decisions are made by the IEP team and are based on each student's individual needs. Students who require separate class placement in order to receive a free appropriate public education (FAPE) generally have significant cognitive, medical, social/emotional, or behavioral challenges that require intensive and specialized behavioral and/or therapeutic interventions. TCA's educational programs relies heavily on dual-enrollment college courses taught on the TCC campus. As a state college, TCC does not offer courses accessible only by students with disabilities. After careful consideration of all of the student's needs and the resources currently or potentially available at the school, if the IEP team determines that the student has needs that cannot adequately be met through the type and amount of supports TCA can provide, the team, including the TCC ESE Contact, will assist the parent in contacting the student's district of residence to determine an appropriate placement within the full continuum of services available within the home district.

**H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).**

All classroom teachers and ESE service providers will have access to their students' IEPs and Section 504 plans; be informed of and understand their roles in implementing them; be provided the resources and supports they need to implement them; and be held accountable by the school's administration for their implementation, which will include documenting the provision of accommodations, services, and other supports stated in the plans.

We understand the scheduling challenges faced by inclusive programs seeking to provide all of the academic and behavioral supports students with disabilities need within the general education setting, and the importance of ensuring fidelity to the schedules once established. The principal or designee will work with the ESE teacher(s) and school counselor to ensure reasonable and effective schedules are developed. A system will be implemented for school employees and contracted staff to log services as they are provided in accordance with the students' IEPs and Section 504 plans. The principal or designee will oversee this process.

Reports of progress towards annual goals will be provided to parents in accordance with students' IEPs (e.g., quarterly in conjunction with report cards). In addition, students with disabilities will continue to receive tiered interventions in accordance with identified needs and be subject to the same progress monitoring procedures as all other students as described in Section 6. In circumstances when there is a lack of expected progress toward IEP annual goals, the IEP team will reconvene to review the IEP and determine whether any amendments to the IEP are necessary. Similarly, when a student with a 504 plan experiences a lack of expected progress the 504 team will reconvene to determine if the designated supports are still appropriate and, if not, what additional action is needed.

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

The projected ESE staffing plan is based on ratio goals of 1:40 for students with disabilities, with the majority of dual enrolled students being served through consultation (either teacher-to-

teacher or teacher-to-student). As shown in Table 6.2 below, we anticipate having 1 ESE teacher who also will serve as the ESE coordinator. We will adjust the staffing plan in the future if the number of students with disabilities and the nature of their educational needs require it.

Historically, gifted high school students often prefer to have their needs met through enrollment in rigorous or advanced courses in lieu of receiving direct gifted services, so our proposal assumes consultation will be the primary service delivery model. With eight gifted students projected, we anticipate having the gifted responsibilities fulfilled by an existing staff member or TCA instructor who holds gifted endorsement. This individual will consult with the students and their teachers, as appropriate to meet the students' needs. Gifted endorsement will be a consideration during the hiring process and teachers will be encouraged to obtain credentials in this area.

**Table 6.2 ESE Staffing – Years One through Five**

	<b>Teacher: Student Ratio</b>	<b>Y 1</b>	<b>Y 2</b>	<b>Y 3</b>	<b>Y 4</b>	<b>Y 5</b>
Projected SWDs		20	30	40	40	40
ESE Teachers – Disabilities	1:40	1	1	1	1	1
Projected Gifted Students		4	6	8	8	8
Gifted Teachers	1:40	*	*	*	*	*

*\*Responsibilities fulfilled by existing staff member with gifted endorsement unless/until caseload requires a dedicated position*

We are cognizant that the staffing plan may need to change as we learn more about the specific students who enroll. For example, if the students require more direct or specialized services, the teacher-to-student ratio will need to be reduced, requiring additional ESE staff. The principal will work with the ESE teacher and school counselor to determine the appropriate caseloads based on the current student needs, and then work with the governing board to ensure the budget properly reflects the staffing level necessary to meet the needs of the ESE students.

We anticipate using contracted services for speech, language, and other related services such as occupational therapy, physical therapy, and counseling, unless student caseloads warrant the hiring of applicable service providers. All ESE teachers will hold ESE certification required for their positions. All other ESE service providers will meet the required licensure or certification requirements pertaining to their area of service.

The ESE teacher will be designated as the ESE coordinator. This individual will have demonstrated experience in teaching students with disabilities, preferably at the secondary level, and will receive targeted professional development and training related to ESE compliance. The principal and ESE coordinator will work with any contracted ESE service providers to ensure required services are being provided to the students.

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

At the most basic level, the school's effectiveness in serving ESE students will be measured by the students' progress toward meeting their annual goals, which will be reported to parents at least quarterly. Annual goals on the IEP serve somewhat as benchmarks toward the overarching goal, which is for all students to learn and grow through their educational experiences and achieve to their highest potential. Given the overarching goal, perhaps a more telling evaluation is the students' performance on the same formative and summative assessments that are

administered to all students. Both students with disabilities and gifted students will be assessed on an ongoing basis along with their general education peers. The MTSS leadership team will disaggregate student data by subgroups as part of its routine monitoring of core and supplemental instruction: race/ethnicity; English language proficiency; disability under IDEA and Section 504; giftedness; and socio-economic status.

In addition to evaluating ESE program effectiveness in terms of student outcomes on the statewide assessments, staff will disaggregate data to identify deficiencies and/or focus areas:

- Baseline and interim assessments
- Progress monitoring information
- Chapter or unit curriculum-based assessments
- Course grades
- Student work products, and formative assessments of project-based learning
- Attendance data
- Discipline data

We will engage in annual compliance reviews, either independently or in collaboration with the TCC ESE Contact or their designee. Other measures to assess the quality of the program will include feedback from students, parents, and staff on the School Climate Survey and results from the FLDOE survey for parents or guardians of students with disabilities. Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of ESE teachers and general education teachers in professional development opportunities provided by the state and the district ESE department that focus on writing high quality IEPs, the use of research based instructional strategies for special education students and implementing accommodations in the general education classroom.

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

TCA will provide educational services to students eligible for gifted services as defined in the TCC ESE P&P. While child find for gifted students is most often conducted in the elementary years, schools should always be aware of students whose giftedness may have been overlooked in the past (including students who may both have a disability and be gifted) and be prepared to refer them for evaluation. The collaborative evaluation process is the same as for students with disabilities described earlier. If a student is determined to be eligible for gifted services, an educational plan (EP) will be developed. In addition to the LEA representative or designee, the EP team will include the parent, at least one of the student's general education teachers, and a TCA gifted credentialed teacher. An EP team meeting to develop and/or revise a student's EP will be held at least once during grades 9-12. In addition, an EP team will convene when requested by the parent. .

The *Resource Guide for the Education of Gifted Students in Florida (2019)* explains that effective programming for gifted learners combines three elements: acceleration, in which instruction is matched to the competence level of students; enrichment, in which opportunities for investigation of supplementary materials are given; and individualization, in which instruction is matched specifically to the learner's achievement, abilities, and interests.<sup>35</sup> Similarly, Goal 4 of *Florida's Frameworks for K-12 Gifted Learners* states that "by graduation,

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<sup>35</sup> [www.fl DOE.org/core/fileparse.php/5660/urlt/RGEGSF.pdf](http://www.fl DOE.org/core/fileparse.php/5660/urlt/RGEGSF.pdf)

the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.<sup>36</sup>

While TCA will scaffold support and instruction for all students to engage meaningfully and collaboratively in problem solving, gifted learners will receive accelerated supports dependent upon their individual needs as prescribed in their EPs. The *Resource Guide* also states that general education programs such as college dual enrollment may meet a gifted student's current academic needs. In addition to dual enrollment, the service delivery models we propose are consultation and advanced content classes to include gifted and non-gifted students. Hiring preference will be given to teachers who hold gifted endorsement. In conjunction with our student-centered educational program and rigorous course offerings, we believe teachers skilled in adapting and differentiating instruction will effectively meet the needs of our gifted students.

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<sup>36</sup> <http://www.fldoe.org/core/fileparse.php/7567/urlt/k12giftedlearners.pdf>

## Section 7: English Language Learners

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.**

It is our understanding that, pursuant to Rule 6A-6.0905, F.A.C., school districts are required to submit a district ELL plan to FLDOE for review and approval prior to implementation of the English for Speakers of Other Languages (ESOL) program, and that charter schools generally implement the same or similar procedures for identification and placement. As a recently approved state college institution charter authorizer, TCC does not have a district ELL plan and it is unclear whether the college will be required to develop one, if TCA will be required to develop one in its place as a charter school under TCC's sponsorship, or if FLDOE will implement another solution for non-district charter school authorizers. In the event TCC is required to develop a plan, TCA will follow that plan. If not, TCA is prepared to adhere to all requirements imposed by FLDOE or TCC in this regard. In the interim, the processes and procedures described below are based on the requirements of state and federal law, including Florida's State Board of Education Rules for English language learner (ELL) students.<sup>37</sup>

### Identification and Placement

The school registration process is the same for all students and includes collection of information regarding home language and national origin. As part of the registration packet, parents complete a home language survey with the following questions:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

The school registrar is responsible for ensuring the parent has fully completed the registration process, including completion of the home language survey. The school registrar will forward any home language survey with at least one affirmative response to the principal or designee (e.g., school ELL coordinator/teacher) for assessment and code the student as a potential ELL student in the student information system. The WIDA Online Screener will be administered as soon as possible, but no later than 20 days after enrollment. If required by the sponsor's procedures, TCC also will be notified of the student's enrollment. If for any reason the screener is not administered within 20 days, TCA will send a letter to the parent stating the reason for the delay.

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<sup>37</sup> Rules [6A-1.09951](#), Requirements for the Florida Seal of Biliteracy Program; [6A-6.0902](#), Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners; [6A-4.02451](#), Florida Teacher Standards for ESOL Endorsement; [6A-1.09432](#), Assessment of Limited English Proficient Students; [6A-6.0903](#), Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program; [6-6.09031](#), Post Reclassification of English Language Learners (ELLs); [6A-6.0904](#), Equal Access to Appropriate Instruction for English Language Learners; [6A-0905](#), Requirements for the District English Language Learners Plan; [6A-6.0906](#), Monitoring of Programs for English Language Learners; [6A-6.0907](#), Inservice Requirements for Personnel of Limited English Proficient Students; [6A-6.0908](#), Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL); [6A-6.0909](#), Exemptions Provided to English Language Learners; and, [6A-6.09091](#), FAC, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners, F.A.C.



Screened students who score below proficient on the Listening and Speaking domains are eligible for services under the English for Speakers of Other Languages (ESOL) program. Students who score proficient in these domains will be administered the Reading and Writing domains. This will occur as soon as possible but in no case longer than 30 days after enrollment.

In addition, any student determined to be not eligible or who has been determined eligible based on a single reading or writing assessment may be referred to the ELL committee for review and may be determined eligible for support through the ELL program. The committee's decision will be based on at least two of the following: extent and nature of prior educational and social experiences and student interview; written recommendation and observation by current and previous instructional and support services staff; level of mastery of basic competencies or skill in English and/or the home language measured through criterion referenced tests; grades from the current or previous years; or test results other than the entry assessments.

At the time of registration, the parent and the student will meet with the school counselor. During this entrance interview the counselor will explain the curriculum and graduation requirements and begin the program planning process, which includes the process for awarding credit to students transferring from other countries. The school ELL coordinator, counselor, and principal or designee will review available records, including prior academic records from another country or school system; interviews with the student and parents regarding former schooling and achievement; subject area testing; age/grade appropriateness; social/emotional and discipline history and records; and any other criteria deemed appropriate. A student with no available student records will be placed according to chronological age/grade placement. Diagnostic/placement tests and interviews may be used to ensure appropriate course scheduling.

Documentation of approved completed courses is required for high school credits to be awarded. As described in Section 3, TCA students are expected to enroll in their first college course as an elective as early as the second semester of grade nine, and no later than grade 10. Therefore, as with all students at TCA, English learners with high school credits must demonstrate eligibility for dual enrollment courses, while students without prior high school credits must demonstrate eligibility within the timeline for enrolling in a college course as proposed in the student's individualized learning plan (see Section 4).

School counselors and/or administrators review transcripts and award credit for courses completed in another country when the course is similar in scope and sequence but may have a different course name. Students who have documentation of completed courses taken in another country or another language will receive credit as they would for the same courses taken in the U.S. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language. For example, a Spanish speaking student who took Spanish language arts in a Spanish speaking school would be awarded ELA credit. Similarly, if the student took an English class, it would have been taught as a foreign language and would be credited as such. Student progress will be monitored to ensure accurate placement decisions were made.

### **ELL Student Plan**

The school's designated ELL coordinator will be responsible for developing an ELL Student Plan for each ELL and for updating the plan at the beginning of the school year and/or whenever services change. The ELL Student Plan will reflect the student's current services and language proficiency levels and will include:

- ELL instructional model
- Student schedule and proposed course of study
- Classroom instructional supports and assessment accommodations
- Statewide standardized assessment accommodations
- WIDA Screener or WIDA ACCESS scores
- Any other statewide assessment data
- Course grades
- Information on other programs, retentions, interventions, or referrals (if applicable)
- Input from school counselor, ESOL school designee, classroom teachers, and ELL committee members

When an ELL committee is convened, parents are invited. The student's ELL plan and all supporting documentation is maintained in the student's cumulative file.

### **Access**

All students, including ELLs, will be provided full and equitable access to all services and programs implemented by the school, including compensatory, dropout prevention, enrichment, and other supportive services. All courses available to TCA students will be available to ELL students. ELL students will receive the necessary accommodations for classroom instruction and statewide assessments (as allowable under Rule 6A-6.09091, F.A.C., and applicable assessment administration manuals). Testing accommodations include flexible setting; flexible scheduling; assistance in the heritage language (as allowable); and use of an approved dictionary and/or glossary. The accommodations will be documented in the ELL Student Plan.

### **Communication with Parents**

All written and oral communication with parents will be in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible. TCA will utilize school-developed ESOL forms, unless TCC develops sponsor-recommended or required forms. Parents will be encouraged to access information on both the TCA and TCC websites utilizing the Google Translate.

### **B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.**

TCA will implement Mainstream/Inclusion – English and Mainstream/Inclusion – Core/Basic Subject Area models. Students classified as ELLs will be placed in grade level classes with fluent English speakers. English is the language of instruction, and strategies designed to meet the needs of ELLs are implemented by ESOL endorsed teachers. The principal and school staff will receive ongoing training and professional development regarding related instructional practices. Classroom attributes found to be associated with positive outcomes for ELLs that are embedded throughout TCA's educational program include: explicit skill instruction with ample opportunities for practice; hands-on activities (e.g., projects) focused on real-world issues and applications; group activities that foster oral communication and social skills development; and a generally student-directed and student-driven educational environment; and systematic informal as well as formal student assessment and monitoring.

### **Educational Practices**

As described throughout this application, TCA's educational program provides student-centered individualization throughout the curriculum that serves to ensure academic success and equitable access for all students, including English language learners. Instructional materials under consideration include supplemental materials and strategies to assist and supports ELLs. TCA teachers will be expected to incorporate instructional models that support ELLs, including:

- Providing opportunities for authentic English communication, such as encouraging conversations, questioning, brainstorming, and other opportunities to send and receive oral messages.
- Using technology effectively to engage ELL's motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs.
- Presenting ELLs with challenging curricular content that involves authentic reading and writing experiences linked to their cultures while providing textual choices as well as meaningful content.
- Setting high expectations and focusing on achievement rather than language proficiency; placement in challenging classes with quality instruction enables students to learn more.
- Encouraging teachers to recognize and appreciate socio-cultural factors by demonstrating awareness of students' backgrounds and their prior literacy experiences.
- Training teachers to understand the challenges many ELLs experience when learning a second language (e.g., understanding implicit cultural knowledge and norms; learning to code switch; dealing with political, cultural, and social dimensions of language status issues; negotiating disparities between home/community and school literacy practices).

Florida has adopted the WIDA English language development (ELD) standards that outline the progression of English language development and exemplify how to teach academic language within the context of content area instruction. Course descriptions accessed through CPALMS include the applicable ELD standards along with implementation guidance. TCA teachers may refer to the standards when developing lesson plans and include instruction and strategies to meet the needs of their special student populations, including ELLs. The principal will use this information to inform "walk-throughs" to ensure ELLs are receiving the type and quality of instruction they require to support their linguistic needs. Specifically, the principal will be looking for evidence of such things as: bilingual dictionaries in use by students and teachers; extended time and flexible setting to meet ELLs needs; active engagement of ELLs in classroom activities and lesson; documentation of specific consideration of ELLs in teachers' lesson plans; integration of the ELD standards in lesson plans; and, overall, teacher awareness of the ELL levels and unique needs within their classrooms.

### **Strategies**

Teachers will be trained in strategies that support ELLs, students with disabilities, and other struggling students. Scaffolding techniques will include bridging, contextualization, schema-building, text re-presentation, and metacognitive development. Effective instruction for ELL students requires teachers to continuously assess students, adjust the scaffolding to match their strengths and needs, and pay attention to their language development and cultural backgrounds. Examples of other types of strategies that will support our ELLs include:

- Providing a climate of warmth and caring which nurtures a sense of comfort.

- Seating the student close to the front of the room.
- Establishing a daily routine in the classroom and preparing the students for any changes.
- Using multiple senses (seeing, hearing, touching) to present information to students.
- Providing clear guidelines for written work and homework assignments.
- Providing alternative instruction when class lessons are especially difficult or confusing for the student.
- Utilizing oral techniques, such as cueing, modeling elicitation, and chunking.
- Utilizing graphic organizers such as webbing and semantic maps.
- Using listening devices such as tape recorders and language masters to build vocabulary and listening comprehension.
- Matching instructional and reading materials to both language needs and student interests.
- Using illustrations or graphics that support and extend meaning.
- Using flash cards and pictures to build vocabulary.
- Using manipulatives to help students visualize the math concepts.
- Teaching math concepts and computation procedures through games and kinesthetic activities.

**C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.**

The school's ELL coordinator/specialist will monitor the progress of ELL students throughout the year by reviewing report card grades, attendance and disciplinary reports, and formative and summative assessment results as well as through regular communication with the students' teachers.

**Annual English Language Proficiency (ELP) Summative Assessment**

ACCESS for ELLs is the language proficiency assessment system Florida to measure English language proficiency of ELLs. As described in Section 5, student performance on the ACCESS for ELLs and the general statewide standardized assessments and EOCs are used to assess progress and measure success at the most "formal" or standardized level. In addition, less formal formative and summative assessment of ELLs will occur throughout the year through curriculum based tests, benchmark and interim assessments, class assignments and tests, informal observations, and other routine assessment activities. TCA's administrators and teachers will monitor the progress of all students throughout the year. Monitoring and evaluation are applied at the school, classroom, and individual levels, and ELLs are one of the sub-groups whose progress will be closely scrutinized by the MTSS team.

**Exiting and Post Re-Classification Reviews**

In accordance with Rule 6A-6.0903, F.A.C., an ELL is determined English language proficient and exited from the ELL program upon obtaining scores of "Proficient" at the applicable grade level on each subtest of the ACCESS for ELLs and for students in grade nine, a passing score on the grade level statewide ELA assessments and for students in grades 10-12, a passing score on the grade 10 statewide ELA assessment.

Upon receipt of the applicable proficient and/or passing scores, a student will be exited from the ESOL program no later than the last school day of the school year. If the scores are received after the end of the school year, the student will be exited within two weeks after the beginning

of the next school year. The last day of the school year in which the FSA in ELA examination was administered will be reported as the exit date.

Notwithstanding a student's statewide English Language Proficiency Assessment scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL served through the ESOL program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

1. The student will be assessed on at least one FLDOE-approved assessment instrument, no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four domains (i.e., listening; speaking; reading; and writing). An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.
2. The ELL Committee will review the student's academic record holistically and consider the assessment results from the assessment administered above. They will apply the following criteria to determine whether the student is English language proficient:
  - a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
  - b. Written recommendation and observation by current and previous instructional and supportive services staff;
  - c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
  - d. Grades from the current or previous years; and,
  - e. Test results from tests other than the assessment according to paragraph (2)(a) of this rule.
3. If a majority of the ELL Committee determines the student is English language proficient, the student will be exited from ESOL. If a majority of the ELL Committee determines the student is not proficient, the student will remain enrolled in the program. For a student with a disability, the Committee will consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient also will be considered.

For students with disabilities being considered for exit, their ELL committee will include required IEP team participants.

In accordance with Rule 6A-6.09031, F.A.C., post-reclassification reviews of former ELLs will be conducted to ensure parity of participation once they have been classified as English proficient. These reviews will take place at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of either under-performance on appropriate tests or failing grades shall result in the convening of an ELL Committee, after notice to the student's parents of the opportunity to participate. The ELL Committee will assess the student's need for additional appropriate services, such as ESOL. Special consideration shall be given to any decline in grades and decline in test performance and to parent preference

**D. Describe the staffing plan for the school’s English Language Learner program, including the number of and proposed qualifications of staff.**

Our staffing projections based on districtwide ELL data are provided in Table 7.1.

**Table 7.1 ELL Staffing Plan – Years One through Five**

	Percentage	Y 1	Y 2	Y 3	Y 4	Y 5
<b>Total Enrollment</b>		<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>
English Language Learners	2	4	6	8	8	8
ELL Coordinator/Specialist		*	*	*	*	*

*\* Responsibilities fulfilled by existing staff member who holds ESOL endorsement.*

We will actively recruit teachers, paraprofessionals and parent volunteers who speak the home languages of any ELL students and will give priority to teacher applicants who hold Florida ESOL endorsement. A teacher of English or Intensive Reading who is assigned an ELL student will be required to hold or obtain ESOL endorsement. Teachers of other subjects who are assigned an ELL student are required to have earned 60 inservice points in ESOL.

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

**A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**

The culture of Tallahassee Collegiate Academy (TCA) is designed to support the two major components of the school. First, the atmosphere of the school will reflect academic rigor in an independent learning environment. Students must exhibit a level of maturity and commitment to their studies not always seen in students of this age. Second, as described throughout this application, successful transition from high school to college or the workforce requires more than content knowledge in relevant subject areas. TCA will create a culture of caring, compassion, and respect modeled daily by administrators, staff, and students. Focus on social emotional development and resilience will provide students with the skills and understanding they need to successfully navigate new and challenging academic, social, and emotional terrain.

TCA will be housed in dedicated space on the main campus of Tallahassee Community College. Charter school staff will strive to create a small school community that operates independent of, yet is enriched by, TCC. The supportive environment encourages communication and relationship building among students and staff.

As described throughout this application, the educational program provides a hands-on, collaborative academic environment that encourages and supports intellectual development. Student accomplishments of all kinds will be celebrated both formally through awards, competitions, and project showcases and informally via affirmation from teachers and peers. Academic and social development also are supported through supplemental activities such as clubs, organizations, and social activities (see Section 9 for examples). Students participating in dual enrollment courses will have the opportunity to participate in activities sponsored by College organizations as well as high school activities available only to TCA students.

TCA students will be expected to follow classroom and school expectations and to be advocates for positive behavior and behavioral change. Rethinking a school discipline plan to move from “response to disciplinary infraction” to “development of self-discipline,” TCA students will learn to take responsibility for their own actions and hold themselves and their peers accountable.

TCA administrators and staff are committed to:

- Holding all students to high expectations.
- Allowing for deliberate practice toward improving behavior.
- Allowing for self-reflection activities, thus increasing the likelihood of desired behavior.
- Involving students in social, emotional, and behavioral goal development linked to long term goal setting.
- Creating opportunities for student-directed problem solving.

**B. State whether the applicant intends to use the local school district’s code of conduct policy. If the applicant does not intend to use the local school district’s code of conduct policy, describe in detail the school’s approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:**

- *Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;*
- *List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;*
- *Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;*
- *Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;*
- *Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and*
- *Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.*

### **Code of Student Conduct**

As a charter school sponsored by a state college system institution, TCA is not associated with a local school district. TCA will develop its own code of conduct aligned with the requirements under s. 1006.07(2), F.S.<sup>38</sup> These requirements include specific topics and policies that must be incorporated in the code and how the code will be disseminated to teachers, school personnel, students, and parents. A rough draft of the TCA code of conduct is included as Attachment G.

In addition to the TCA code of conduct, a dual enrolled student involved in an infraction or misconduct while in a college course or a campus area not designated for the sole use of the charter high school will also be held to the TCC Student Code of Conduct.<sup>39</sup> A copy of TCC's code is included in Attachment G.

### **Discipline and Students with Disabilities**

TCA understands that specific protections with regard to discipline apply to students with disabilities that do not apply to nondisabled students. We will adhere to the disciplinary procedures mandated by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, (Section 504) State Board of Education Rules, and the TCC Exceptional Student Education Policies and Procedures (P&P) document. The protections apply to students with disabilities who have individual educational plans (IEPs) or Section 504 plans, and also apply to students not yet determined eligible but for whom the school is deemed to have knowledge that the student may have a disability.

While TCA is fully aware of the protections afforded to students within the K-12 realm under IDEA, Section 504, and state requirements, protections for dual enrollment students attending college courses on the college campus are somewhat more limited. Students enrolled in the postsecondary sector are not afforded the same disciplinary protections as those within a typical high school building as it relates to manifestation determinations and removal of students for

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<sup>38</sup> [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1006/Sections/1006.07.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.07.html)

<sup>39</sup> <https://www.tcc.fl.edu/student-life/student-services/office-of-student-conduct/>



egregious behavioral offenses. While TCA intends to implement a well-rounded program that supports the needs of students behaviorally and does not intend to remove students with disabilities unnecessarily from our programming, we are also bound to implement TCC's policies and procedures related to the conduct of students while attending courses on campus.

### **Section 9: Supplemental Programming**

**A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.**

At this time, Tallahassee Collegiate Academy (TCA) has not identified the specific extra-and co-curricular activities that will be provided. Once the school opens, students and teachers will be surveyed to identify interests and potential resources and offer activities aligned with those interests. Students will be encouraged to design and organize clubs or activities in collaboration with staff members willing and interested in sponsoring a club. Staff will help them develop the programs so that they are sustainable for the next cohort of students to take over if desired.

Clubs and organizations developed and offered by the charter school will be open only to TCA students. The programs will be funded through fees collected by the extracurricular activity and/or fundraising efforts as well as operating funds once there is a budget surplus. The school will take into consideration the needs of families who may require financial assistance; no student will be excluded due to the inability to pay associated fees. TCA does not anticipate offering competitive sports teams. However, in accordance with s. 1006.15(3)(d), F. S., a charter school student can participate in interscholastic and interscholastic extracurricular student activities at the student's zoned school or at a school the student could attend through district attendance area policies if the charter school does not offer the activity.

In addition, dual enrollment students may participate in clubs or activities available to TCA students. Examples may include but are not limited to career-related options such as the Cyber Club or activities offered through the Dr. Lei Wang STEM Center; hobbies and interests such as the Music, Chess, or Astronomy Clubs; or service opportunities such as TCC Student Contributors, Environmen-Talons, or Student Government.

## II. ORGANIZATIONAL PLAN

### Section 10: Governance

**A. Describe the school’s existing or planned legal status, including non-profit status and federal tax-exempt status**

Tallahassee Collegiate Academy (TCA) operates under the guidelines of the Florida Department of State as a not-for-profit organization registered as Tallahassee Collegiate Academy, Inc.

**B. Provide the following documents, if available, as attachments:**

- *The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H*
- *501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I*
- *Governing board bylaws – Attachment J*
- *Governing board code of ethics and conflict of interest policy – Attachment K*

The articles of incorporation, governing board by-laws, and governing board code of ethics and conflict of interest policies are provided as Attachments H, J, and K. Given that the 1023 Application for the 501(c)(3) federal tax exempt status must include copies of the charter application and charter contract, the 1023 application will be filed upon the school’s approval.

**C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and**

Tallahassee Collegiate Academy (TCA) (or the Corporation) is governed by a Governing Board (Board or Board of Directors) which, in addition to holding the overall legal, financial, and fiduciary responsibility for the school, will provide external accountability, internal oversight, and leadership. The Board will ensure that the standards and goals outlined in the charter are met and that TCA operates in compliance with all State and federal laws. Board members will receive no salary or other compensation, other than reimbursement of expenses as approved by the Board. The Board will hire and oversee the principal who will hold responsibility for day-to-day management and operations of TCA. General duties and responsibilities include:

- Setting TCA vision, strategies and strategic goals; ensuring alignment to the Sponsor’s educational priorities and performance measures; remaining accountable to the Sponsor for any performance measures in the charter contract
- Remaining knowledgeable about the foundations of TCA and associated documentation, including the application; contract and any amendments; budgets, bylaws, and relevant laws
- Hiring, supporting and evaluating (and dismissing if necessary) the principal annually; annually determining capacity of the school and holding school leadership accountable for achievement of the school’s mission and goals
- Approval of all policies and procedures used at the school (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
- Financial review and fiduciary oversight
- Annual adoption and maintenance of an operating budget
- Adherence to Florida Government in the Sunshine laws
- Setting the salary schedule
- Approval of personnel recommendations from the principal

- Review of student discipline procedures and related appeals
- Negotiation and execution of all contracts
- Compliance with Florida statutes and State Board of Education rules, FLDOE policies and procedures, and the terms of the charter contract
- Submitting required reports to the district
- Establishing annual and long-term goals for the school and evaluating progress
- Continuing oversight over charter school operations
- Developing strategic goals for the board

In accordance with section 1002.33(9)(j), F.S., the Board also is responsible for:

- Retaining the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan in the event such a plan should become necessary
- Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance
- Participating in governance training approved by FLDOE, which must include Government in the Sunshine, conflicts of interest, ethics, and financial responsibility

Pursuant to s. 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Leon County and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school website.

### **Committee Structure**

The Board of Directors will establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committees may be made up of Board members and non-Board members. Committee member terms shall be established upon appointment and shall be one year or less. Committee member terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in the Bylaws. Committees will include Marketing/Student Recruitment, Nominating, Finance, Academic, and Building and Grounds. Additional committees may be added as the need arises. The permitted activities and scope of each committee shall be established by the Board at the inception of each committee and may be amended periodically by the Board in response to need. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. A chair for each committee will be appointed by the Board unless otherwise stipulated in the bylaws.

### **Interaction with Principal/Advisory Bodies**

The principal, hired by and reporting directly to the Board, is responsible for all aspects of daily school operations, including implementing policies adopted by the Board and ensuring the school is successful and performance goals are met. The principal identifies qualified candidates and makes hiring recommendations to the Board that holds final decision-making authority of

hiring determinations. When an assistant principal is hired, some positions may report directly to that person. However, the principal will remain the primary authority. The principal is responsible for evaluating teachers as required; however, under the supervision of the principal, direct reports to the assistant principal may be evaluated by that person when hired. Decisions regarding this process remain within the principal's purview. The principal is evaluated annually by the Board, holding school leadership accountable for achievement of the school's mission and goals.

The principal is not a member of the Board, but attends all meetings, reports to the Board at regular intervals about school operations and presents recommendations on subjects under consideration prior to action taken, if requested. The Board will use summaries of data and information presented by the principal to assist in evaluating progress toward meeting academic, operational, and financial goals. Information presented by the principal may relate to the following: student growth and achievement, attendance, behavior, parent and/or staff satisfaction, school safety, culture and climate, as well as primary and secondary financial metrics, such as cash on hand, enrollment variance, expenses or revenues, and variation from planned budget or fund balance. The principal also serves as the liaison between the school and the district.

Consistent with state charter school rules and policies, a School Advisory Council (SAC) will advise the Governing Board on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues identified by the Board. SAC membership will reflect an equitable balance between school employees, parents, and community members. If possible, at least one community member will represent the business community. The role of the SAC is strictly advisory.

**D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.**

Tallahassee Collegiate Academy Governing Board (Board) will meet monthly. Board meetings will be held to hear reports from the principal, and committees. As needed, the Board will consider and adopt policies and consider requests and concerns from parents, students, teachers, and other stakeholders. Regular board meetings will be held at the school facility. A quorum is required before the Board can take any action, and actions taken by the Board require a majority vote of members who are present. Workshop and special meetings may be called by any member and convened at any time between regularly scheduled Board meetings. Board meetings and workshops will be open to the public and comply with open public meetings requirements under section 286.011, F.S., unless confidentiality is specifically allowed by law.

A proposed agenda and notice for all Board meetings will be posted at the school and on its website prior to the meeting. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public will be permitted to make public comment at each meeting as required by law. Individuals with an issue for Board consideration may ask to be included in the meeting agenda by submitting a written and signed request to the Board Chair by noon on the date of the scheduled meeting. The Governing Board will vote on and post their meeting schedule for the school year, and also post minutes of meetings on the school website in accordance with s. 1002.33(9)(p), F.S., relating to charter school meetings. In consultation with the school's attorney, the Board will also develop and adopt a policy regarding maintenance and

provision of public records to guide the Board and staff as to compliance with Chapter 119, Florida's Public Records Act.

**E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.**

The TCA governing board currently consists of five members with a mixture of corporate, communications, financial, legal, and government relations. The bylaws allow for expansion of the board to seven members. These members bring an extensive array of skills and years of successful experience as corporate leaders in diverse fields. Specific skills and areas of expertise of the current board members are provided in the attached Board Member Information forms. The Board will regularly review the collective strengths and expertise of its members, with a focus on garnering expertise in the following areas: accounting; auditing; community service; curriculum development; education and teaching; fundraising; entrepreneurship; human resources; legal issues; management; marketing; public relations; real estate; and strategic planning.

**F. Describe how board members have been and will be selected including term limits and selection of officers.**

TCA recruits Board members who are qualified, in terms of training, education, and experience, and who have garnered credibility and respect of the community. Board members will be recruited as a seat becomes available. Board membership shall be limited to two consecutive three-year terms. Previous board members shall be re-eligible for membership after a lapse of one year. After the Charter Contract is approved, the existing Board will establish Board Classes with staggered terms so that no more than approximately 1/3 of the Board shall be up for election in any year. Each year, at a duly noticed meeting, the Board will choose officers from among its members to include a President, Vice President, Treasurer, and Secretary.

**G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.**

We have and will continue to identify highly qualified individuals who are committed to the mission and vision of TCA to serve as Governing Board members. Members have the experience to establish a policy consistent with the school's mission and ensure that programs and operations are faithful to the terms of the Charter, including compliance with statutory regulations. The Governing Board contributes to the school's success through its initial leadership and ongoing operational oversight as it governs all aspects of the school, including student academic performances and school sustainability.

Board members will take very seriously their fiduciary responsibility to oversee the school's expenditure of public and private funds. This responsibility includes oversight of procurement practices; monitoring business and financial policies; and providing guidelines for sound financial management practices. The principal will work with the back-office services provider and Treasurer through the finance committee to develop and submit to the Board for approval a balanced annual budget prepared in accordance with the timelines set forth by the Sponsor. The Board will regularly review the budget in comparison to the actual spending and enrollment at key times each year, adjusting it as necessary throughout the year to provide clear direction to the principal regarding spending.

The Board will perform ongoing assessments of operations and programs to determine whether the school has met its stated goals and will also routinely assess its own performance. Through strategic planning, Board members will participate in the development of short- and long-term goals for the school.

The Board will present an annual progress report to the Sponsor. This report will include: (1) school progress toward achieving the goals outlined in the Charter; (2) information required in the Annual Accountability Report, pursuant to s. 1002.33(9)(1), F.S.; and (3) financial records, including revenues and expenditures. The Board will seek input from, and communicate decisions to, the community and will be fully accountable to the Sponsor and the community.

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

Name	Current or Prospective Member	Role on Board	Submission Requirements
Karen B. Moore	Current	President/Founder	<u>x Information Sheet</u> <u>x Resume/Bio</u>
Kim Kelling	Current	Member	<u>x Information Sheet</u> <u>x Resume/Bio</u>
Randy Pople	Current	Member	<u>x Information Sheet</u> <u>x Resume/Bio</u>
David Clark	Current	Member	<u>x Information Sheet</u> <u>x Resume/Bio</u>
Sean Pittman	Current	Member	<u>x Information Sheet</u> <u>x Resume/Bio</u>

**I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.**

TCA board members have been recruited from a pool of local business, and community leaders who seek to establish a highly successful public charter high school in their community. The Board is working with members of the school community and other stakeholders to recruit interested and qualified applicants to fill remaining positions. Vacancies will also be posted to the school website. The process will ensure that the Board includes a diverse group of individuals who bring diverse perspectives and similar passion to TCA.

Current board members will meet with potential members to share TCA's vision. Potential members will complete an application and interview with the Board. Board members will examine applicants' qualifications, experience, skills, motivation, demeanor, and availability. Once an applicant's references have been verified, the individual will be recommended for appointment (if there is a vacancy) or for nomination during the next election period (if no vacancy). Applicants will have the opportunity to speak at the next scheduled Board meeting and will receive written notification of the Board's decision. Once selected, members will undergo fingerprinting and background screening (within 30 days). All new members will participate in orientation to familiarize them with the mission, climate, and academic progress of the school. Orientation will include review of Florida charter school statutes, the Board procedures and

duties, articles of incorporation, by-laws, code of ethics, conflict of interest policies, annual budget, staff and student handbooks, and the most recent financial statements.

In accordance with FLDOE requirements, any new board members will participate in FLDOE-approved governance training in areas that include governance in the Sunshine Laws, conflicts of interest, ethics, and financial responsibility. The training will be completed within three months three months of a new board member joining the board. In addition, board members will be required to complete a two-hour refresher course every three years, to be provided by an FLDOE-approved trainer. It is also our intent that one or more Board member(s) will attend the annual state charter conference. Additional professional development to increase the capacity of the board may include, but are not limited to: financial oversight, accountability, regulatory compliance, open meetings law, public records, effective Board communication, assessment, data-driven decision making, and strategic planning. In addition to these topics, a needs assessment will be part of the annual Board evaluation, through which the Board will identify additional training topics. Board members may also participate in seminars that are held to focus on a topic of special interest.

**J. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.**

TCA operates under a Code of Ethics and Conflict of Interest Policy that maintains the highest integrity and commitment to serving the students, school, and community, and expects all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida. The Board has adopted a comprehensive Conflict of Interest and Anti-Nepotism Policy (see Attachment K) that describes the Board’s ethical standards and procedures for identifying and addressing conflicts of interest. All instructional personnel and school administrators will be required to complete training on the standards.

**K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school’s governing board and leadership.**

In accordance with 1001.452(1)(a), F.S., TCA will have a School Advisory Council (SAC). They will assist in the preparation and evaluation of the school’s improvement plan and advise the Board on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues identified by the Board. The SAC will be composed of the principal and an “appropriately balanced” number of teachers, support staff, students, parents, and members of the community. The SAC will report directly to the board.

**L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.**

TCA places high value on parental involvement and will strive to foster an open exchange of ideas and collaboration. Through regular communication with parents, we hope to create positive



relationships built on mutual respect and a desire for student success. When disputes arise, we will seek an expeditious, amicable resolution for both parties.

TCA will develop a manual designed for students and families and include contact information for each staff member and the representative appointed by the Board in accordance with section 1002.33(9)(p)2., F.S. (Board Liaison). Parents are encouraged to address their concerns in the following manner:

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The principal or AP may be present at any meeting between parties should either party request it.
2. If the teacher or other staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may meet with the AP to address the concern.
3. If the AP is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may meet with the principal to address the concern.
4. If the principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board Liaison, who will bring the concern to the Board. Issues brought to the Board are resolved by allowing ample time for investigation and full understanding of the issues by all Board members. However, emergency issues, or issues of great importance to the school's operation, may be resolved more expeditiously at the discretion of the Board.
5. The Board will discuss the facts in one or more meetings held in compliance with s. 286.011, F.S., and make a decision in response to the parent's dispute. The decision of the Board will be final.

**If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization, or any other partner, provide the following information:**

- M. Name of the partner organization.**
- N. Name of the contact person at the partner organization and that person's full contact information.**
- O. A description of the nature and purpose of the school's partnership with the organization.**
- P. An explanation of how the partner organization will be involved in the governance of the school.**

Prompts M. through P. are not applicable.

### Section 11: Management and Staffing

- A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in**
- **The pre-operational year;**
  - **The first year of school operations;**
  - **At the end of the charter term; and**
  - **When the school reaches full capacity, if in a year beyond the first charter term.**

Organizational charts are provided in Attachment M.

- B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.**

**--OR--**

**If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?**

#### **Criteria, Process, and Timeline**

A principal has not yet been identified. The principal, selected by and accountable to the TCA Board, will implement the school's mission and vision, maintain high academic standards in curriculum, educational practices, and student performance, and manage school facilities and finances, while creating a stable and nurturing school environment. The principal will also provide strong organizational and instructional leadership to assure high student outcomes. The principal will at a minimum hold a master's degree and be able to take charge of academic programs and successfully implement them. He/she will be experienced in leading an organization and be a self-starter. The principal will be a competent and dedicated teacher with established classroom experience. The principal will understand and be willing to fulfill all duties and responsibilities as outlined in the proposed job description. Charter school experience is not required but highly preferred. See Attachment O for principal qualifications and more detail about criteria.

In addition to personal and professional outreach by board members, TCA will recruit applicants through a process that may include such things as posting vacancies on the TCA website, TCC's website, and sites such as Indeed or LinkedIn; the National Charter School Resource Center; the Florida Charter School Alliance; and/or the Florida Public Charter School Consortium. Recruitment for the principal will begin in April prior to school opening.

The principal must be approved by the Board. A fully assembled Board will review applications and resumes to determine which candidates will be interviewed, with a goal of interviewing at least three highly promising applicants. If a high number of applicants are interested, phone interviews will be conducted to solicit additional information before identifying candidates for face-to-face interviews. Board members will use a rubric to evaluate each applicant in designated areas believed essential to the school's success. The Board will comply with Florida's Sunshine Law during the selection process. After discussion, the Board will vote to determine the final candidate; a simple majority is needed. If no candidate is acceptable, the process will begin again. The candidate must pass the required background checks and screenings prior to being appointed principal.

Student success, as demonstrated through high student achievement both within the classroom and on state assessments, will be one of the principal's top priorities. The principal will monitor student performance within the school and will keep abreast of educational trends throughout the nation, to continuously offer students the best chance for success both in the classroom and as a student in society.

At least annually, the principal will be evaluated by the Board in accordance with the substantive requirements for performance evaluations for school administrators under s. 1012.34, F.S. Currently TCA is considering the Florida Consortium of Public Charter School's Instructional Leadership Performance Appraisal System that is specifically designed for the charter school setting. If determined applicable and appropriate, TCA also may integrate components of TCC's own evaluation system into its administrative and/or instructional evaluation systems to support a seamless experience between TCA and TCC for both students and staff. A final decision regarding the specific evaluation tool will be made by the Board closer to the school's opening.

**C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.**

The governing board is ultimately responsible for the school. The Board will provide direct oversight of the principal. The principal will oversee all day-to-day operations and staff. An office manager, who will report directly to the principal, will perform all the financial and bookkeeping aspects of running the school, including working with the back office service provider, purchasing and contract management. In addition, a "back office" accounting firm will assist with the proper handling and posting of the accounts payable and financial reporting of the school's funds. TCA will select its own employees. Employment practices will be nonsectarian and will adhere to the anti-discrimination provisions of the Florida Educational Equity Act. The teacher is the most critical link between the instructional program and the students. State certified (or certifiable) teachers will be hired by and report directly to the principal. Individuals employed by the Board will have completed an extensive review to ensure they meet the standards of the school both in delivery of instruction and establishment of a transformative educational experience. Teachers will be expected to fulfill the role of instructional leader at all times. The principal will supervise the teachers and conduct annual evaluations for all staff.

**D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other**

sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

**Table 11.1 Projected Staffing Plan**

Position	Y1	Y2	Y3	Y4	Y5
Enrollment (Sections)	200	300	400	400	400
Principal	1	1	1	1	1
Assistant Principal – Curriculum	1	1	1	1	1
School Counselor	1	1.5	1.5	1.5	1.5
Testing Coordinator	0	.5	.5	.5	.5
Office Manager/Administrative Assistant	1	1	1	1	1
Registrar	.5	1	1	1	1
Front Desk Clerk	.5	1	1	1	1
Teachers – High School^	7	7	7	7	7
ESE Teacher/Specialist	1	1	1	1	1
Paraprofessional	0	1	1	1	1
Project Manager	0	0	1	1	1
Gifted Teacher	*	*	*	*	*
ELL Coordinator/Specialist	*	*	*	*	*
Food Service Support	*	*	*	*	*
School Safety Officer	**	**	1	1	1
Instructional Technology Specialist	**	**	**	**	**
Custodian	**	**	**	**	**
<b>Total Employees</b>	<b>13</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>18</b>

<sup>^</sup> TCA includes high school teachers only. TCC is responsible for instructors for all dual enrollment college courses.

\* Responsibilities fulfilled by existing staff member (e.g., principal or teacher with appropriate endorsement and training)

\*\*Based on discussions with TCC, to be provided by the College at no cost to TCA; final conditions will be established during the contract negotiation process.

Attachment Q includes the job descriptions for teachers and other educational support individuals as well as an outline of roles and responsibilities for all staff.

**E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.**

Employment practices will be nonsectarian and will adhere to the anti-discrimination provisions of the Florida Educational Equity Act and other applicable state and federal laws.

**Recruitment**

TCA will utilize education publications, job fairs, and state and national job boards to recruit the highest performing faculty, administration and staff. We will post job opportunities on the school's website, on Indeed, on LinkedIn, and/or other electronic recruiting platforms. The principal will also work with Tallahassee Community College on recruiting teachers and will also reach out to Florida State University to post positions and recruit candidates. Nearby teacher preparation programs may also assist in identifying potential candidates. We will recruit minority teachers and work to achieve a balance in staff that reflects our anticipated student population. The principal will be responsible for the recruitment process. We believe

that providing competitive salaries and participating in the Florida Retirement System (FRS) will assist the school in recruiting and retaining staff.

### **Selection**

We will select employees who embrace the school's mission and are passionate about education. Interested applicants will apply directly to the principal. The strongest candidates will be contacted, and a telephone interview conducted. Applicants passing this initial screening will be invited for a face-to-face interview with the interview team. Following a more focused and comprehensive interview process by the hiring committee (e.g., school administrators, teachers, counselors, lead staff) and submission of a work sample (e.g., lesson plan, statement of educational philosophy), a "best fit" candidate will be identified. The selected applicant will be required to undergo a background check and fingerprinting with the district as required by s. 1002.33 (12) (g), F.S. prior to employment. When determined acceptable, a provisional offer of employment will be extended, pending final approval by the Board. The principal will submit the selected candidates to the Board for approval. Upon final approval from the principal and Board, the offer of employment is confirmed. If the employee accepts the offer, a start date and employee contract will be issued.

We will not employ any individual whose professional certificate or license is suspended or revoked by this or any other state. TCA agrees to fingerprint all employees as required by s. 1012.32, F.S.; all employees must submit to background checks and drug- screening. TCA will adhere to the antidiscrimination provisions of s. 1000.05, F.S. and federal and state laws in hiring and employment practices. We will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, age, or sexual orientation. TCA teachers will meet or exceed expectations for certification, as required by Chapter 1012 and Florida Statutes; teachers will be certified in the field in which they will be teaching. EACS will comply with all teacher/paraprofessional certification requirements of the Federal Every Student Succeeds Act (ESSA). Instructional staff from other states will have their teaching credentials evaluated by FLDOE to determine certification eligibility. Parents and the community will be informed of the qualifications of teachers, in accordance with ESSA guidelines and Florida Statutes. Staff retention will focus on providing a nurturing and challenging environment and offering competitive salaries and benefits comparable to surrounding School districts. Staff members will also contribute to the planning and operation of the School, under the direction of the principal.

### **Development**

In setting high expectations for both students and teachers, TCA is committed to maintaining the highest level of instruction by implementing a comprehensive professional development plan that is discussed in Section 13.

Teachers play an important role in the lives of our students. In addition to facilitating learning, teachers are key agents of socialization, helping students reach their highest potential and develop into kind, compassionate and responsible citizens. Research from Penn State University and The Robert Wood Johnson Foundation found that teaching is one of the most stressful occupations in the U.S.<sup>40</sup> Teacher stress impacts teacher health and well-being, work attitudes (e.g., job satisfaction), and turnover. High stress levels are causing teachers to leave their

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<sup>40</sup> Teacher Stress and Health. Effects on Teachers, Students, and Schools. The Pennsylvania State University & the Robert Wood Johnson Foundation, September 2016.

profession, which causes instability among staff, students, and the community. The research identified four main sources of teacher stress:

- **School Organization – Leadership, Climate, and Culture:** A supportive school culture, strong principal leadership and a collaborative collegial environment are associated with higher job satisfaction. Unsatisfactory relationships increase teacher stress, lower job satisfaction, and lower commitment to students.
- **Job Demands:** Increased use of high-stakes testing at the state and district levels may be exacerbating the problem by limiting teachers’ control over the content and pace of their work, managing students with behavior problems and working with difficult parents are other demanding interpersonal challenges that produce chronic stress.
- **Work Resources – Support Autonomy and Decision Making:** When school leaders create opportunities or decision making and collaboration among teachers, they feel empowered and have higher satisfaction. Retaining high quality teachers means ensuring they have a voice in school-level decisions.
- **Teachers’ Personal Resources and Social-Emotional Competence (SEC):** When high job demands and stress are combined with low social-emotional competence and classroom management skills, poor teacher performance and attrition increase. Teachers’ own SEC and well-being are key factors influencing student and classroom outcomes. Yet few teachers have training addressing their own SEC. Teachers with high SEC report more positive affect, greater principal support, higher job satisfaction, and a sense of personal accomplishment.

TCA seeks to develop our teachers and administrators in the same manner in which we strive to achieve student development from the “inside out.” By believing that the mindfulness of the adults on campus matters and helping faculty and staff set and achieve personal and professional goals, we view our faculty and staff as a team working together composed of individuals who each have their own needs as it relates to teaching and learning, professional growth, and personal growth. In order to support teachers to be at their best to support students to reach their highest potential, we believe that staff and administrators must operate from a growth mindset as it relates to pedagogy and their own emotional intelligence. As a result, we anticipate building the capacity of our team to better support student growth and mitigate staff turnover.

## Section 12: Human Resources and Employment

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.**

Each employee will be offered an annual, at-will contract for employment. The contract will specify salary, position, title, and job duties. At-will employees may terminate their employment at any time, with or without cause or advance notice; similarly, TCA may terminate employees' contracts at any time, with or without cause or advance notice. Procedures for discipline and dismissal of employees will be developed in accordance with principles of due process and in compliance with all applicable laws and regulations.

TCA employees will have access to the same benefits as the college's employees. TCA will strive to hire the most qualified high school teachers. Due to the projected enrollment initially, teachers may have additional, non-instructional duties. As such, TCA expects that instructors hired to teach in the Academy will not be part of the negotiating group of the college's faculty union. College faculty who teach TCA students in dual enrollment classes may have continuing contract status or be at-will with an annual contract or may serve part-time as adjunct faculty.

- B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.**

In accordance with s. 1012.34, F.S., the performance of instructional personnel and administrators will be evaluated at least annually. The principal will be evaluated by the board or a board designee. Teachers will be evaluated by the principal.

At this time TCA is considering the evaluation systems developed by the Florida Consortium of Public Charter Schools (FCPCS) and approved by FLDOE. Aligned with the statutory requirement for public school personnel evaluation procedures and criteria, FCPCS offers evaluation systems for school-based administrators, teachers, and other instructional personnel that are specifically designed for the charter school setting. To the extent applicable and appropriate, TCA also may integrate components of TCC's own evaluation system into its administrative and/or instructional evaluation systems to support a seamless experience between TCA and TCC for both students and staff. A final decision regarding the specific evaluation tool will be made by the Board closer to the school's opening.

The evaluation systems meet all state requirements and are designed to:

- Support effective instruction and student learning growth.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators.

- Include a mechanism to examine performance data from multiple sources.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows: highly effective; effective; needs improvement, or for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory.
- Provide training to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

The results of the evaluation and informal evaluations will be analyzed to identify schoolwide as well as individual areas of strength and need of improvement. These data will inform schoolwide and individual professional development plans.

**C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?**

All TCA employee salary information will be included in the school's salary schedule upon approval of the school, and employees will be paid in accordance with the salary schedule. The projected salaries from Y1 to Y5 are as follows:

- Principal – Y1 \$73,500 to Y5 \$104,014
- AP for Curriculum – Y1 \$56,250 to Y5 \$79,602
- School Counselor – Y1 \$41,250 to Y5 58,374
- ESE Teacher/Specialist – Y1 \$37,500 to Y5 \$53,068
- High School Teachers – Y1 \$50,000 to Y5 \$53,068

A 1.5% yearly increase for all salaries is budgeted. The benefit package provided to all full-time employees includes Florida retirement contributions (14.91% of gross salary) and major medical insurance at a cost of \$1,300 per employee per month. Other benefits include paid annual and sick leave, paid holidays, tuition waivers, educational opportunities, and a wellness program. Supplemental life, dental, vision, and disability insurance are available at group rates.

Efforts to retain highly effective TCA staff members include the school's focus on school culture and building the capacity of its instructional team which provides a solid foundation for achieving life goals and overall success and is applicable for both students and staff members.

**D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

Staff will be recruited and hired utilizing the procedures described in Section 11. Applicants must submit 3 business references, including the most recent direct supervisor. In addition, all employees must be fingerprinted and cleared by the Sponsor per ss. 1012.32 and 1012.56, F.S., before the hiring process can be completed. Some of the most common circumstances for employment termination include the following:

- Resignation – Voluntary employment termination initiated by an employee.
- Discharge – Involuntary employment termination initiated by the organization.
- Layoff – Involuntary employment termination initiated by the organization for non-disciplinary reasons.



- Retirement – Voluntary employment termination initiated by employee.

An exit interview will be conducted by the school's administration. The exit interview allows for discussion of employee benefits, conversion privileges, repayment of any outstanding debt, and return of school property. It also allows the opportunity to voice opinions or concerns, questions, or provide suggestions, or recommendations.

**E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

TCA is in the process of developing personnel policies which will be adopted by the governing board by May of 2023. A draft table of contents outlining the information to be included in provided as Attachment R.

**F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.**

As stated above, the Board will hold direct responsibility for supervision of the principal and will use the FCPCS evaluation instrument to conduct annual evaluation(s) along with reviewing accomplishment of the principal's goals and the level of student achievement (schoolwide and for each subgroup). At least quarterly, the principal will provide the Board with documentation on the status of goal accomplishment and the level of student achievement. The President of the board in conjunction with the academic committee members will identify any areas of needs improvement or unsatisfactory leadership for corrective action. After an opportunity for improvement, if satisfactory performance is not reached, the principal will be terminated by the governing board. In the case of principal termination or any other reason for turnover, an acting principal will be named by the board until the board hires a new principal using the properly established process described in this application.

TCA will use progressive discipline when dealing with job-related behavior that does not meet expected and communicated performance standards. Progressive discipline will assist the employee in understanding that a performance problem or opportunity for improvement exists, and in identifying resources (e.g., coaching; professional learning opportunities) the employee can access. It is based on a foundation of good leadership and fair supervision. Progressive discipline allows for most concerns to be corrected early, benefiting employees and the school. It is in TCA's best interest to ensure all employees are treated fairly and disciplinary actions are prompt, uniform, and impartial. The purpose of disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory performance in the future. Actions may include verbal warning, written warning, suspension with or without pay, or termination of employment. The action depends on the severity of the problem and the number of occurrences. With respect to most concerns, the following will apply: a first offense may call for a verbal warning; a second offense may be followed by a written warning; a third may lead to a suspension; and yet another offense may lead to termination of employment.

In the case of unsatisfactory performance by a teacher or other staff member that is not corrected, the principal will be responsible for following documentation and termination procedures. Regarding teacher turnover, the principal will proactively conduct marketing activities for attracting high quality teachers. The principal will cultivate relationships with colleges and

universities that offer teacher education programs and participate in job fairs to the maximum extent possible. TCA will maintain instructional staff recruitment and employment information on its web page throughout each school year. If a teacher leaves during the school year, the school will immediately seek to recruit a highly qualified replacement. In addition, the school will establish a pipeline of approved teacher applicants to expedite the hiring process to address unexpected turnover. By coordinating recruiting efforts with postsecondary teacher preparation programs, TCA will strive to build a pipeline of interested candidates to fulfill any vacancies.

As part of the TCA recruitment and hiring process, the school will be determining whether an individual is a good fit for the educational program itself and asking interested candidates to share evidence of why they believe they are a good fit for the school. Ensuring alignment of staff hired with the educational program may assist in retaining staff overall. In the event a staff member seeks a new opportunity outside of TCA or it is determined through performance measures or by the individual that they are not a good fit for the school, teacher leaders and administration will be prepared to shift their roles to fill in any instructional gaps or other service delivery measures. This is one reason why it is important for teachers to be encouraged and motivated to uphold a depth of teaching credentials or dual certification to aide in the development of the school's overall capacity. Learning how to fulfill multiple roles within the school environment and a sense of shared responsibility and collaboration amongst staff will be an adult expectation through the school. This will assist in preventing a siloed effect when the time comes to adjust and ensure students instructional and service needs continue to be met during a staff member's transition. The administrator will work with identified staff who are interested in becoming instructional leaders to ensure there is a depth in capacity and transfer of knowledge to support a smooth transition in a time of leadership absence or vacancy. The governing board will address the leader succession plan on annual basis.

### **Section 13: Professional Development**

**A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:**

- 1. Identify the person or position responsible for overseeing professional development activities.*
- 2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.*
- 3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?*
- 4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

#### **Person Responsible**

The principal will be responsible for overseeing and guiding professional learning activities. The principal will work directly with Tallahassee Community College for a multitude of professional development activities. TCA and the College will establish a professional learning community (PLC) and will work collaboratively for students. The principal or designee will be responsible for ensuring appropriate certification and endorsement of all staff, including oversight of hours needed to retain or acquire additional areas.

#### **Core Components**

The quality of the individual teacher determines the success of the school overall, and Marzano's Art and Science of Teaching will be used with fidelity for classroom coaching and observations. To ensure TCA's professional development plan is sufficiently comprehensive and effectively prepares staff to implement the educational program with fidelity, it will focus on individual teachers and administrators as well as the school as a whole.

#### **Needs Assessment and Plan Development**

A needs assessment will be conducted at the end of each school year and opportunities for PD will be identified. Multiple data sources (e.g., certification status/needs; disaggregated student achievement and learning gains; behavioral data; grade level or content area team goals; school goals; and current or proposed school initiatives) will be analyzed to identify topics for which staff training may be warranted. The principal, with the support of selected staff, will analyze the data, establish goals and targets, and develop a plan for schoolwide PD for the coming year. Individual staff members will develop individualized professional development plans (IPDP). The principal or administrative designee will meet with each teacher to review the IPDP and identify any changes that may be needed. Each teacher's IPDP will be part of the employee evaluation process and will include the in-service points or college credit required to retain or renew certification.

Similarly, the principal and the AP will review schoolwide and classroom data and create their own individual leadership development plans (ILDLP) designed to improve student outcomes and teacher effectiveness as well as administrator practices.

### ***Format and Providers***

The schoolwide PDP will include professional learning opportunities in a variety of formats. Depending upon the content, target audience, logistics, and other factors, trainings and instruction may be provided in person, face-to-face through remote learning, in large or small groups, or individually through online learning or coaching. Topic selection for all trainings will be intentional, supporting the vision and mission of the school. Effective and efficient adult learning strategies will be chosen based on the content and audience.

TCA will primarily use school-based in-house providers as well as PD opportunities provided by TCC through an agreement with the College. Staff development and professional learning at TCA will be unique in this collaborative relationship. This relationship will support the school programmatically and systemically by encouraging high school teachers to understand and, when appropriate, utilize methods and approaches similar to those used in the college courses, thus preparing students for their next steps. Teachers will gain a clearer understanding of the impact TCA, and each individual teacher, can have on student success beyond high school to college and career.

One goal of this collaborative agreement is to foster a collegial relationship between the TCA principal and the TCC provost, the Director of Teaching and Learning and professionals in the Office of Academic Affairs, and deans in all academic disciplines. When a problem of practice arises, the principal will work collaboratively at the school level to provide support, by including the assistant principal, and lead teachers in coaching that may be required. However, should a problem of practice arise and the principal has exhausted all building efforts, he/she will reach out to the college for support.

We will implement a train-the-trainer model whenever possible to optimize staff capacity while providing cost-effective professional learning opportunities. As we go through the process of recruitment and hiring, we will identify teachers with documented expertise in particular components of the school's educational program (e.g., PBL/PBE; social emotional development and resilience); with support, these individuals may become teacher leaders in those particular areas.

In addition to in-house PD, Instructional Empowerment<sup>41</sup> and the Marzano Evaluation Center will provide intensive training on the Marzano model.

### ***Evaluation***

The evaluation process will seek to identify what the teachers learned through the PD, whether they applied what they learned in their classrooms, and whether there were improvements in student outcomes that could be tied to the PD. Surveys administered after each professional learning event will solicit participant input (e.g., whether content was helpful and informative; quality of presentation; anticipated value and usefulness) and reflections on the experience. Evaluation of actual effects will occur through analysis of student outcome data (e.g., academic

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<sup>41</sup> <https://www.instructionalempowerment.com/school-improvement-strategies/professional-development/>

achievement; attendance; disciplinary referrals; student portfolios) and observations of changes in teacher practices. Results will be used to inform future professional development.

### **Content and Topics**

Teachers will be employed all summer prior to the opening of the school. During that time, they will be trained on Marzano instructional strategies, high impact teaching strategies, PBL, school safety and security, and general school operations. They will become acclimated to the college experience and learn about the dual enrollment degree programs. These topics are critical to ensuring our teachers are prepared to implement the school's innovative program beginning day one in a safe and secure environment. As needed, they will be revisited throughout the year and in subsequent years as new staff are hired.

In addition, the topics listed below will be addressed through professional learning communities (PLCs) and regularly scheduled PD sessions throughout the school year.

- Data-driven decision making
- MTSS/RtI
- Universal designs for learning (UDL)
- Formative assessment
- Implementing student success chats as part of the early warning system (EWS)
- ESE procedures and compliance; strategies and accommodations for students with disabilities; developing quality IEPs (ESE Specialist)
- Meeting the needs of English language learners (ELL)
- Positive behavioral interventions and supports and classroom management.

All charter school teachers will participate in TCC's two-year-long New Faculty Academy. During the first year the academy focuses on teaching and learning while providing support for new faculty. During the second year the program focuses on practitioner research and how to further develop the craft and art of teaching.

The following are examples of additional TCC PD opportunities we anticipate TCA staff will access:

- Ideation Station – Workshops designed to provide a collaborative time to discuss all things teaching and learning. Each of the workshops are themed, so charter school teachers will be able to be included in many and will participate and collaborate to ensure the college and charter school are working together effectively.
- Reflecting Our Way Forward – Workshops led by TCC faculty to review reflective prompts, data, and strategies for success.
- TCC Online – Varied topics, including all things related to Canvas, the learning management system used by the College and that TCA also will use, and other instructional technology.
- School Safety and Security – The School Safety Officer will provide all required safety training in collaboration with the TCC Police Department and the TCC Department of Emergency Management.
- Learning Walks – A structure observation tool for brief classroom visits that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. Both TCA

teachers and TCC instructors will participate in learning walks related to their own and crossover disciplines.

In addition to traditional PD sessions, TCA staff will have ongoing educational opportunities through TCC. The college offers degrees that include reading and English for Speakers of Other Languages (ESOL) endorsement. Should teachers need that additional training, we anticipate entering in to a collaborative agreement with TCC to make it accessible. Other options throughout the state include the University of Florida Lastinger Center, which offers free reading endorsement courses to teachers throughout the state.

In addition to the training topics described here, administrative support staff will receive training in all processes and procedures necessary to ensure smooth operation of the school (e.g., registration process, data entry). Administrators will be encouraged to participate in the annual Florida Charter School Conference. Non-instructional staff will be afforded opportunities for professional development related to their role or a role that they wish to have in the future and will be encouraged to participate in training through TCC's Center for Professional Enrichment.

Particularly in the early years as the school is growing and additional staff positions are added annually, we anticipate most PD will be common across all staff members as the foundational knowledge and skills required to implement the educational program are solidified within the faculty. In future years, PD activities will be split between common topics required of everyone and individualized topics based on identified areas of need or interests.

#### **Professional Development Requirements and Schedule**

There are 45 minutes built into the schedule at the end of every day for teachers to have professional development and common planning/meeting time. Weekly faculty meetings will include PD – both required trainings and trainings associated with our needs assessments and problems of practice.

### **Section 14: Student Recruitment and Enrollment**

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.**

The Board recognizes the importance of ensuring marketing and recruiting efforts extend to all families who may be interested in participating in the educational choice provided by Tallahassee Collegiate Academy. To support the school's vision and mission, outreach efforts will be made throughout the community to inform families of with potential students and community members about the innovative and unique programming that will be offered at the school. Recruitment materials will cite the school's vision and mission, provide a description of the educational program, including supports for struggling students, and explicitly state the school's commitment to serving all students, including students with disabilities and English language learners. The recruitment strategy is broken into three phases.

#### **Phase I: Identification**

While our service area will extend beyond Leon County to include Gadsden and Wakulla counties, we anticipate that the majority of the school's population will come from the school's surrounding area (i.e., the Appleyard campus of Tallahassee Community College). Addendum FF provides demographic information about students currently attending high schools within the service area. Using this information as a starting point, the Board will conduct a thorough analysis to determine target recruitment areas that will support the school's goal of enrolling a student population reflective of the diversity of the target area.

#### **Phase II: Awareness**

TCA has developed a robust plan for increasing awareness in the community. Working closely with the College, we will conduct a targeted marketing campaign to educate the community about charter schools and the opportunities and benefits available at TCA. Publications and media will reflect the local community, including use of multiple languages, as needed. These efforts will include, but not be limited to:

- Development of a school website and social media account(s) (e.g. Facebook, Instagram, and Twitter)
- Distribution throughout the community of brochures and flyers about the school and its innovative educational program
- Periodic press releases documenting progress (e.g., approval/awarding of a charter contract; facility opening)

#### **Phase III: Recruitment**

Rigorous student recruitment activities will continue until TCA is fully enrolled and beyond. Our marketing strategy will include, but not be limited to:

- Town hall meetings (informational sessions) at locations throughout the community held at different times of the day and week to accommodate families' work schedules.

- Push-in efforts to middle schools in the area where flyers are distributed that describe programs offered by TCA.
- TCA staff will attend community events providing relevant information and serving as ambassadors for the school.
- Radio interviews with TCA administration.
- Once the facility is ready, open houses held at the school.
- Media outreach, including targeted direct mail, newspaper and cable TV ads, and press releases.
- Continued distribution throughout the local area of brochures and flyers describing TCA and programs offered.
- Attendance by board members and staff at community events.

**B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.**

TCA is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act (section 1000.05(2)(a)) and other state and federal nondiscrimination laws. The school will not discriminate on the basis of race, national origin, gender, gender identity, sexual orientation, marital status, age, ethnicity, or disability. Strategies to address “hard to reach” populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English (e.g., Spanish), if applicable to accommodate community needs.
- Availability of bilingual staff or volunteers to answer questions.
- Posting of information in public areas frequented by a cross section of the community, such as health clinics; civic or cultural groups; centers of worship and other faith-based organizations; libraries; and local businesses, shopping centers, and community agencies.
- Advertising in local magazines and newspapers, including free community publications.
- Distribution of information to local businesses’ human resource departments.
- Advertising information sessions in a variety of locations and languages.

**B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.**

Pursuant to section 1022.33(10)(b), TCA shall enroll an eligible student who submits an application prior to the posted deadline, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process (i.e., lottery).

As a collegiate dual enrollment charter school operating under the sponsorship of Tallahassee Community College, students applying for grades 11 or 12 will be required to meet the academic standards under s. 1007.271(3), F.S., and Rule 6A-10.0315, F.A.C., for dual enrollment. These include a 3.0 unweighted high school GPA and a demonstrated level of achievement of college-



level communication and computation skills as provided under s. 1008.30(1) or (2)).<sup>42</sup> For continued dual enrollment the student must maintain a 3.0 unweighted high school GPA and a college GPA of 2.0.

While there is not a GPA or college readiness score requirement for entry into grades nine or 10, parents and students will be fully informed of the criteria that apply based on TCA's mission as a dual enrollment educational program.

In accordance with s. 1002.33(10)(d), F.S., TCA will give enrollment preference to the following populations:<sup>43</sup>

- Currently enrolled students;
- Students who are siblings of a student enrolled in the charter school;
- Students who are the children of an employee of the charter school;
- Students who are the children of an active duty member of any branch of the United States Armed Forces; and,
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2).

Applications will be made available through an online student registration system, either a vendor solution such as Lotterease or a system developed by TCA. Information collected through the system will mirror the draft form provided as Attachment S. Assistance will be provided to ensure the online system is not a barrier to completing the online application.

The application period will be established by the Board and posted on the school's website. Applications will be reviewed to verify eligibility. All eligible applicants will be accepted unless the number of applicants exceeds the capacity of the grade level or program. If that occurs, a lottery will be held such that all eligible applicants have an equal opportunity for selection. At the end of this application period, families will be notified of acceptance and asked to confirm their student's seat and submit an enrollment packet by a specified date. Students from outside TCC's service area will be accepted if there are seats available after all eligible within-service-area residents are enrolled. If there are seats remaining at the end of the initial application period, a second enrollment window will be set, and the same process will be followed (i.e., eligible students accepted at the end of the enrollment period; lottery conducted if required).

All accepted applicants will be provided with written registration requirements that include a detailed list of the documentation required for enrollment in accordance with the TCA Student Progression Plan. For students enrolling in one or more dual enrollment courses during their first semester, the enrollment packet will include documentation that the student meets the statutory eligibility criteria for dual enrollment.

At each phase of the admission process, appropriate correspondence will be generated and communicated to each applicant. Table 13.1 provides a tentative timetable for application, acceptance, and enrollment.

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<sup>42</sup> Options include: Florida Postsecondary Education Readiness Test scores of at least: Reading – 106; Writing – 103; Mathematics – 114; Next-Generation ACCUPLACER scores of at least: Quantitative Reasoning, Algebra, and Statistics (QAS) – 261; Reading – 256; Writing – 253; SAT scores of at least: Reading Test – 24; Writing and Language Test – 25; Math Test – 24; ACT scores of at least: Reading – 19; English – 17; Mathematics – 19

<sup>43</sup> If available, the school may apply for a federally funded Charter School Program (CSP) Grant administered by the Florida Department of Education. If awarded, for the period of the grant the school will limit enrollment preferences to those allowable under the applicable federal guidelines.

- C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.**

**Table 13.1 Sample Recruitment and Enrollment Schedule**

<b>Activity</b>	<b>Timeline</b>
<b>Year 1</b>	
Applications Submitted	March 30, 2023
Notification of Acceptance (Lottery if Required)	April 5, 2023
Registration	April -May 2023
Second Acceptance Window (Lottery if Required)	April 6, 2023
<b>Year 2 and Beyond</b>	
Applications Submitted	January
Recommit Letters (current students)	December
Notification of Acceptance (Lottery if Required)	March
Registration	April
Second Acceptance Window (Lottery if Required)	April

### Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Tallahassee Collegiate Academy believes that engaging families in the life of the school at the secondary level is crucial in successfully supporting student achievement. Research shows that no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

To facilitate regular communication and to build active family-school partnerships, staff will promote ongoing communication with families. This communication will respect the maturing students' need for autonomy while also remembering the importance of continued interaction with their family members regarding school matters, future planning, and focus on learning and homework completion.

Families will have the opportunity to tour the school and meet the teachers during orientation and at open houses held throughout the school year. The use of an electronic student information system will support ongoing parent involvement, providing students and families with easy access to attendance records, grades, classroom assignments, calendars and a messaging system while working to ensure the success of all students. We will use Focus as a parent portal to communicate with parents about their child. Our goal is to implement a system allows the school to send and receive alerts, messages, and notifications via email or text message and provides a centralized location for parents to access information related to their students' academics, attendance, behavior and discipline, and other records.

More formal opportunities (e.g., parent-teacher conferences) will be scheduled at least two times per year, ensuring clear and direct communication about each child's progress and experience, particularly as it related to future planning and long-term success. Additional conferences may be held upon request.

We will strive to offer a wide range of options for parent involvement. The Board will appoint a representative to facilitate parental involvement. The following are examples of parental support opportunities:

- Assisting with after school clubs and activities
- Attending students' performances, sporting events or ceremonies
- Volunteering in the classroom or to support service learning opportunities
- Hosting student visits at their places of employment or presenting about their professions
- Chaperoning at school functions or field trips
- Joining and participating in academic endeavors/competitions or performances that support the curriculum

- Leading school beautification projects
- Helping with fundraisers

Additional opportunities, such as parent workshops hosted by school personnel to support emerging needs (e.g., discipline, college planning or course selection) and activities that support the school culture as well as promote social engagement, will be designed and offered throughout the year. Families will be notified well in advance via email and/or paper notification of additional opportunities as they arise.

Pursuant to s. 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Leon County and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be posted prominently on the school website.

At the beginning of the school year, parents will be provided with a School Handbook that will outline steps for resolving disputes and provide contact information for staff members and the governing board representative described above.

- B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.**

The College will serve as an important resource available to Tallahassee Collegiate Academy. As appropriate, community relationships and support available to TCC also will be available to TCA. In addition, the school will solicit, establish, and maintain community, business, and educational partnerships to support the school's place-based and project-based program and will continually assess student interests and needs to inform the process of identifying potential community resources.

Once the school is operational, TCA will survey parents to determine what community resources may be needed or meaningful to our families. Once identified and established, information will be available on the school's website, informational materials made available during school events, and other methods as appropriate.

- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).**

N/A

- D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.**

The governing board will appoint a member or designee to serve in the capacity of a parent involvement representative to facilitate parental involvement, provide access to information,

assist in answering questions, address parental concerns, resolve disputes, and ensure parents have sufficient information to be meaningful partners in their child's education. The individual must reside in the service delivery area. The designee's name and contact information will be prominently displayed on the school's website, along with clear steps and a process for bringing concerns forward in a proactive manner that promotes resolution. The governing board will adopt procedures in accordance with sections 1002.20 and 1014.04, F.S. to ensure proper notification to parents if there is a change in their child's services or monitoring related to the student's mental, emotional, physical health, or well-being, and/or the school's ability to provide a safe and supportive learning environment for the student. The school will establish a clear and transparent process for promoting parents' access to their child's educational records that is supported by relevant information on the school's website.

### III. BUSINESS PLAN

#### Section 16: Facilities

##### **If the site is acquired:**

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

Tallahassee Collegiate Academy (TCA) will be provided space to co-locate on the Tallahassee Community College campus. TCA will be located in the current “AC” building. The building comprises three stories and has a total of 42,000 square feet.

TCA will have a celebrated entrance with push-button and video access. There will also be Safe School Officer visibility in the front of the building, including a private locking office space.

There is a front office which includes space for a receptionist/bookkeeper/registrar and assistant principal. The first floor will also have a principal’s office and administrative conference room. There are 1,224 square feet of student services/guidance space in the administrative spaces as well as student and private faculty restrooms. There are two 1,000 square foot multipurpose classrooms which will serve as holding spaces in the morning, before school, after school, and an indoor space if it is raining and lunch needs to be inside.

Also on the first floor, the TCC STEM Center occupies 2,807 square feet including the STEM Center lab, offices, study rooms, testing/workshop rooms and conference space. Due to the nature of the charter school program, all dual enrolled charter school students will have full use of the STEM Center. Therefore, TCC found it beneficial to co-locate it sponsored charter school in this space. For security purposes, there is an exterior entrance and exit into the STEM Center used by college students who visit the Center. There is a separate internal door connecting the STEM Center to the charter school. This internal door will be locked on both sides and a key card access system will be installed on both sides.

The second floor has five core classrooms providing over 1,000 SF each, totaling 6,231 SF of classroom space, fully equipped with updated furniture and equipment. The size of the classrooms allows for collaborative working spaces and will easily hold the 25 students per class and allows space for project-based learning. There is also a learning lab that is 3,500 SF that will serve as a multi-purpose space for teacher and student collaboration, extra project-based learning space, guest speaker presentation space, tutoring space, and much more. We envision teachers will utilize this space even during the day by signing up to use the space for projects and other activities that require more space than their classroom allows. There are private faculty restrooms accessed by a key fob, additional student restrooms, and a faculty breakroom. There is also testing materials storage space with key fob locking access that can be audited.

The third floor will have six classrooms totaling 6,498 SF. There is a corridor of private faculty offices and a training lab equipped with computers and projection equipment.

##### **B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school’s opening.**

TCC has already worked with FLDOE and the Office of Safe Schools and they have completed a Safe School Walkthrough and have provided suggestions to the team on how to prepare for opening. The building complies with all Florida statutes and building codes for a K-12 facility. The building currently has a fire sprinkler system. Cameras and an intercom system are currently

being installed by the College to ensure that the building has the look, feel, and capabilities of a K-12 school.

**C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.**

The facility aligns with the proposed educational program as its location lends itself to seamless dual enrollment of TCA students into Tallahassee Community College. The room structure and building layout lends itself easily to both the traditional and non-traditional classroom setting that Tallahassee Collegiate Academy will require. Access to the STEM center and extensive available classroom space are ideal for the providing the flexibility required as students engage in collaborative PBL activities as well as independent study.

**D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.**

It is understood through discussions with TCC staff overseeing the College's charter sponsorship initiative that the facility described above will be provided to TCA for the minimal cost of (e.g., \$1 per year during Y1 and Y2, increasing to \$50,000 during Y3, Y3, and Y5). A formal MOU has not yet been executed, but it is anticipated that the lease amount will gradually increase to a reasonable amount up to fair market value as the school becomes established. Based on discussions with TCC, final decisions will be made during the contract negotiation process.

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

There is not a back-up facility plan as the college has a building that they have provided for the school.

**If the site is not yet acquired:** Not applicable. A site has been acquired.

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

**G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.**

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

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

### Section 17: Transportation Service

**Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s.**

**1002.33(20)(c) F.S.**

Tallahassee Collegiate Academy intends to serve students in grades nine through 12. Approximately half of the students will be participating in dual enrollment classes fulltime. As full-time dual enrollment students, they will be designing their own schedules and thus may have some flexibility. They also will be of driving age, so the need for transportation is expected to be lower than it would be for a traditional high school.

TCA has been in communication with StarMetro, the public transportation provider for the Tallahassee area, regarding its Student Transportation for Academics and Responsibilities (STAR) program. Through this program, students in Leon County who are enrolled in traditional public school, charter school, private school, or a home education program can apply for a STAR Card that provides fare-free transportation throughout StarMetro's fixed route coverage area.

In addition to providing all families with information about the STAR card, to better our understanding of their transportation needs, TCA students will be surveyed upon enrollment to determine their interest in and dependence upon school transportation services. If demand warrants it and it is financially feasible, TCA may seek an outside vendor to provide contracted or other transportation support services for students who require it to access the school's program. In addition to traditional bus stops, arrangements may include a centralized hub model that would enable parents to transport their student to and from a centralized location, generally located in a public place with easy access. TCA will comply with requirements under ss. 1006.21 through 1006.27, F.S., and Chapter 6A-3, F.A.C. regarding school transportation. School staff will collaborate with the selected transportation provider to ensure full compliance with all requirements outlined in these statutes and rules, including but not limited to school bus safety, maintenance, and driver qualifications and training.

TCA understands that if a student with a disability has an individual educational plan (IEP) that indicates the need for transportation as a related service, additional requirements apply. The school will comply with the requirements of the student's IEP and any applicable rules and regulations.

Currently, the budget assumes that 15 percent of students will take advantage of busing services based on the most recent publicly available ridership rate for Leon County Schools.<sup>44</sup> However, as described above based on its student population, the school may experience a lower bus ridership rate. The budget reflects potential costs for transportation.

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<sup>44</sup> Florida School District 2020-21 School District Transportation Profiles. Vol. 30, March 2022  
<https://www.fldoe.org/core/fileparse.php/7585/urlt/schtrandist2021.pdf>



### Section 18: Food Service

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

Tallahassee Collegiate Academy intends to use Elder Care Services (ECS) for food delivery service. ECS adheres to the requirements of the National School Lunch Program (NSLP), which will enable TCA to offer free and reduced-price lunches to eligible students. Charter schools within the local area that do not have their own kitchens were surveyed to solicit information about possible food service solutions. All the schools surveyed contract with ECS for their lunch delivery and expressed satisfaction with both the service and product. After soliciting quotes from ECS and two other local vendors, it was determined that ECS best meets TCA's needs.

Elder Care Services is located approximately 1 mile from the location of the school on the Tallahassee Community College campus. The food will be delivered in heat safe containers that keep the food at the required temperature. ECS will also be supplying milk and fruit as required.

Upon enrollment of their student, parents will be provided information on how they can apply for free or reduced lunch. Before dual-enrollment, students will be served lunch on site at the high school. Once students begin dual-enrollment, they can opt to continue food service on site at the high school, or they may partake in options located at the student union on their own. Students will have 45 minutes for lunch, which provides ample time to visit the various healthy vendors at the student union. Current options include Vato Tacos, Subway, and Voltage Café. Vato Tacos offers fresh proteins, vegetables and homemade sauces and uses locally sourced ingredients. Nothing is frozen or pre-made. Subway offers freshly made and affordable sandwich and salad options. Voltage Café offers specialty coffees and teas, bakery items, frozen fruit smoothies. All menu items are under \$5. Current TCC students have expressed satisfaction with the selection, food service, and cost of the current student union vendors. TCC complies with all required health inspections of the student union vendors.

We will work with the Sponsor to verify student eligibility for the free/reduced lunch program, adhering to all federal regulations and guidelines. After the application is processed, a response is forwarded to each family. In accordance with the National School Lunch Act (42U.S.C. 1751 (b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and the student's eligibility continues for up to 30 operating days into the next school year (or until a new eligibility determination is made, whichever comes first. When the carryover period ends, unless/until a new application is approved, the student's meals must be claimed at the paid rate.

### **Section 19 School Safety and Security**

**Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.**

**A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.**

Safety and security of students taking dual enrollment courses on the TCC campus will be provided through existing campus resources and adhere to campus requirements. For students enrolled in high school classes within the charter school facility, the requirements under Rule 6A-1.0018, F.A.C., will apply. In adherence with the Marjory Stoneman Douglas High School Public Safety Act, Tallahassee Collegiate Academy (TCA) will work with the Sponsor to ensure there is a trained School Safety Officer (SSO) assigned to the school. The SSO may be a school resource officer, a school-safety officer, a school guardian, or a school security guard, as identified in ss. 1006.12(1)-(4), F.S.

We will have the SSO on school property during school hours whenever students are on campus. The SSO will be visible throughout the day and interact with staff and students to ensure safety. This SSO will also be designated as the “school safety specialist” for the school. The school will also comply with SB70/HB23, Alyssa’s law by installing panic buttons that directly alert law enforcement and first responders when there is a life- threatening emergency. TCA will use the software system recommended by FLDOE to the school district.

TCA plans to use the Raptor Visitor Management System or similar product to monitor visitors, students, and staff to enhance security and control access to the school. Staff and students will be required to wear picture IDs/badges while on campus. Locking classroom doors and monitoring passageways is intended to limit access to the campus. The school will have a single point of entry where all visitors will be required to show identification when checking in with the office personnel. Security cameras will be installed throughout the charter campus and regularly monitored. A school-wide radio system also will be in place. Each administrative leadership team member will have a walkie-talkie assigned to them.

TCA will develop and have available upon request a detailed safety and crisis plan in accordance with section 1006.07(4) F.S., that includes specific protocols for students and staff needing special assistance, bomb threats, active shooter and hostage situations, shelter in place, lock-out procedures, severe weather situations, internal emergencies such as electrical outages, gas leaks, weapon suspected, missing students, hostage situation, and lockdowns. The emergency plan, including drills, will be shared with all staff members in advance of school’s opening, but otherwise kept confidential.

Safety of students will include working to ensure mental health issues are effectively addressed through early intervention. TCA will hire a full-time school counselor. The school will assemble a threat assessment team, consisting of experts in counseling, instruction, administration, and law enforcement whose duties include the responsibilities for the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students. When staff members suspect a mental health or substance abuse crisis, they will engage behavioral health crisis resources. All staff and students will be kept aware of the FortifyFL tool, encouraging them to anonymously report suspicious activity through a mobile

app, which will also be available on all electronic devices at the school. The school may choose to seek a grant through the Crime Stoppers Trust Fund for a student crime watch program.

TCA will observe the Children's Internet Protection Act (CIPA) and adhere to the Federal Communication Commission (FCC) guidelines by implementing internet policies that block or filter internet access to content that is: a) obscene; b) child pornography c) harmful to minors. The internet safety policy will also include monitoring the online activities of minors; and educate minors about appropriate online behavior, including interacting with others on social networking and cyberbullying awareness and response.

**B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.**

An active assailant response plan (AARP) has been drafted for school personnel to respond to an active assailant situation. The plan will be finalized prior to the school's opening. All staff will be trained on their responsibilities in the plan by October 1st of each year. The plan will be approved by the governing board, and the principal will be responsible for certifying that all school personnel have received annual training on the plan. The plan will include detailed procedures on how staff and students should react in the event of an active assailant situation, which may include locking doors, closing windows, and moving to specified areas. The plan will identify certain staff members as crisis team members. In addition to annual staff training, the school will conduct monthly active assailant drills involving staff and students that will implement procedures from the plan. The principal will work with the sponsor's security specialist to conduct a security risk assessment of the charter school campus using the Florida Safe Schools Assessment Tool (FSSAT) developed by the FLDOE Office of Safe Schools. The school will incorporate the recommendations of law enforcement and first responders in accordance with s. 1006.07(6)(c), F.S., and periodically update the plan based on the FSSAT and feedback obtained through monthly active assailant drills and other safety drills.

**C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.**

TCA will establish a threat assessment team whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat of violence to self or others and exhibits significantly disruptive behavior and a need for assistance, or to the safety of school staff or students. The team shall include individuals with expertise in counseling, instruction, school administration, and law enforcement. The team will use the behavioral threat assessment instrument developed pursuant to 1001.212(12), F.S. The threat assessment team will meet regularly to discuss new and ongoing cases. Based on guidance from FLDOE, every threat may not require a meeting of the entire threat assessment team. That said, at least two team members will be involved in the threat assessment process for transient threats. Substantive threats will engage several team members and require more in-depth review and assessment. All members of the threat assessment team will be involved with the assessment and intervention of individuals whose behavior poses a serious substantive threat. When staff members suspect a mental health or substance abuse crisis, they will engage behavioral health crisis resources. Upon the identification of a potential threat, the team will convene to assess the threat utilizing the Comprehensive School Threat Assessment Guidelines (CSTAG) Threat Assessment and Response Protocol adopted by the FLDOE Office of Safe Schools. The threat assessment team

will follow the procedures outlined in s. 1006.07(7), F.S., and the threat assessment instrument to evaluate and address any threat to the safety of staff and students.

**D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.**

Section 1006.07(9), F.S., requires each district to adopt policies to ensure the accurate and timely reporting of incidents related to school safety and discipline. It is anticipated that TCC, in its role as a charter sponsor, will adopt such a policy to be applied to any school it sponsors. TCA will follow the sponsor's school safety and discipline reporting policy. The principal and at least two administrators will be trained on the School Environmental Safety Incident Reporting (SESIR) system via FLDOE's online training portal.<sup>45</sup> The training will include distinguishing between discipline matrix codes or issues and School Environmental Safety Incident Reporting (SESIR) offenses, including determining the severity of an offense. If a SESIR offense is committed, it is reported to the SSO, who has been trained on SESIR by either FLDOE or the sponsor. The designated SESIR-trained school staff member will report the offense to the sponsor as required and will work closely with the district to ensure that school level data are reported to the sponsor in the format and within the timeline established by TCC.

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<sup>45</sup> <http://sesir.org/Home.aspx/Index>

### Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

See Attachment X.1 and Attachment W.

These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings, and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc): Even though the school expects to qualify for these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

These budgets are presented with revenues and expenses classified in compliance with Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook). The documents included are:

- Attachment W            FEFP Revenues
- Attachment X           5-Year Budget
- Attachment Y           Start-up Budget
- Attachment Z           Additional Funding

- B. Provide a start-up budget as Attachment Y 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.**

As noted throughout this application, Tallahassee Collegiate Academy is seeking approval under section 1002.33(5)(3)b., F.S., which allows for a Florida College System institution to, upon approval by the Florida Department of Education, solicit applications and sponsor a charter school to meet regional education or workforce demands.

In February 2020, TCC was one of five state colleges in the state to receive a \$2,000,000 grant for the purpose of creating a career and technical education charter school. Funds from this grant have been used for planning and development costs thus far. Subsequently, in January 2023, Tallahassee Community College was approved as a charter school sponsor, and this charter application was solicited for a school to open in August 2023.

See Attachment Y for a summary of the start-up budget for the period from April through June 2023.

- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.**

As described in Section 20.B, TCC has committed to provide support to the charter school during its initial period of development through in-kind services as well as financial support through grant funds awarded to the College. Final details regarding the nature of the support will be determined during the contract negotiation process.

- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

See Attachment X.1 and Y.1 for detailed line-item budget narrative.

- E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

At the point a revenue shortfall is identified, the charter school board and administration will immediately begin planning the appropriate response. A significant enrollment deficit will, of course, require a budget amendment.

A critical factor in preparing the budget amendment is the interrelationships between line items. For example, adding (or deleting) one student impacts supplies, textbooks, possibly contracted ESE services, etc; adding (or deleting) a section of students also impacts teachers, substitutes, etc; administrative costs would be affected only by large enrollment changes.

Time is a critical factor in effectively coping with revenue shortfalls. Prompt, effective action can limit both the duration and depth of budget cuts necessitated.

Finally, the nature and cause of the enrollment change, and the charter school's response, will be evaluated. This will allow the charter school to possibly avoid future revenue losses, or to improve responses to future events.

The minimum percentage enrollment budget is included as Attachment X.3

- F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).**

The budget approved with the application will become the approved budget for the start-up period and Year 1 of operations. This budget will be subject to continual and intense monitoring to identify any variance as assumptions become actuals. The budget will be updated frequently, after each significant event.

Examples of events which will impact the budget include updated enrollment numbers, changes in the local economic environment, hiring staff, new legislation, ordering furniture, etc. The School recognizes the budget must be managed while considering the effects of controllable and uncontrollable events.

In addition to the standard monthly financial reports as defined in Rule 6A-1.0081, F.A.C, beginning after the first quarter of activity in the opening year, the board will receive a monthly projection of both cash and budget performance, including projected cash balances or deficits and proposed budget amendments.

The budget monitoring process is key to managing revenue being less or delayed compared to budget. The following specific strategies are designed to respond to budget revenue shortfalls.

First, during the start-up period, and until the charter school is fully operational, the projected budget compared to the approved budget will be an agenda item during each charter school board meeting.

Also, budgeted expenditures will be deferred until justified, and approved in segments. Furniture, textbooks, computers, etc, will be ordered to match enrollment gains. Similarly, teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established.

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

See Attachments X.2 and Y.2.

### **Section 21: Financial Management and Oversight**

**A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.**

The founding board of Tallahassee Collegiate Academy recognizes their primary responsibility to manage public funds is crucial to the success of the school. They recognize the value of contracting services due to the complex nature of charter school accounting and financial reporting. Consequently, the board anticipates engaging a third party, School Financial Services (SFS), to provide back-office services and financial oversight to help them meet their obligations.

SFS provides back-office accounting services to over 30 charter schools in Florida. The firm limits its practice to schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and specifically on Tallahassee Collegiate Academy.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

School Financial Services uses Denali Fund Accounting software, which is specifically designed for not-for-profits. Denali has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least ten different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

SFS, on behalf of the school, shall prepare monthly financial statements in compliance with Rule 6A-1.0081, F.A.C, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook).



SFS will prepare an annual budget in cooperation with the Principal. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the governing board for review and approval. Upon approval, a copy of the budget will be 1) filed with the board minutes for public record, 2) held at the school site, 3) posted to the school's website, and 4) provided to the sponsor.

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

**B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

Detailed financial statements will be prepared on a monthly basis and submitted to the Charter School Board for analysis. These financial statements will be reviewed by the Charter School Board at the monthly meetings and will be submitted sponsor for monitoring/review monthly.

The monthly financial statements will follow Rule 6A-1.0081, F.A.C and include

- Balance Sheet
- Statement of Revenues, Expenditures and Changes in Fund Balance
- Year-to-date comparison of budgeted vs. actual revenues and expenditures

Supplemental information, including but not limited to, bank reconciliations, bank registers, detailed general ledgers, relevant correspondence from the sponsor, grantor agencies, etc., will be provided to the board as applicable.

During the first year of operations, beginning after the first quarter of activity, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments.

**C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist §11.45(3)(a), Florida Statutes, accompanies the audit in a timely manner in compliance with the charter agreement. The auditing firm shall be selected by request for proposal (RFP) with proposals only accepted from qualified firms, and significant credit given to firms for prior experience with charter schools.

The audit report will be an agenda item of a board meeting, using findings and recommendations to improve the effectiveness of its oversight.

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

In order to provide financial information that is comparable to that reported for other public schools, the school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to §1002.33(9)(g)(1), Florida Statutes. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

Denali has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of appropriate financial statements in accordance with generally accepted accounting principles and in compliance with Redbook. These statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-SL, as authorized by ss.119 and 257, FS.

**E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.**

The School will comply with the three overlapping layers of financial transparency required of charter schools. They encompass federal and state directives. First, exempt organizations are required by the Internal Revenue Code to make their Form 1023 (Application for Recognition of Exemption Under Section 501 (c) 3) and annual Form 990 (Return of Organization Exempt From Income Tax) available for public inspection and copying. Tallahassee Collegiate Academy is a facet of Tallahassee Community College. The College is an exempt governmental unit under section 170 (c)(1) of the Internal Revenue Code therefore is not a 501(c) 3 entity and is not required to file a Form 1023 or a Form 990. Additionally, charter schools are bound by Florida's Government in the Sunshine Law, provisions of which include the public notice of and the opportunity for public participation in board meetings; as well as the Public Records Act, which ensures public access to records and documents. Finally, §1002.33(9)(p)(1), Florida Statutes, requires charter schools to provide access, through its website, to the annual budget and independent audit.

**F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.**

The school anticipates contracting with School Financial Services (SFS) to provide back office accounting and payroll services. SFS provides comprehensive services, including, by general category, accounts payable, general ledger maintenance, financial statement preparation, cash management, budgeting, grant reporting, payroll processing, and payroll return preparation. The standard fee for accounting services is 3% of FEFP net of the district administration fee. This rate is reduced by 0.2% for each full \$1,000,000 of net FEFP. No contract will be in place until the charter is approved. The contract will be binding on the school at the beginning of the first year of operations. All services to that point are provided pro-bono.

Tallahassee Collegiate Academy will engage an independent auditor. The school has not yet identified the auditor, as the selection will be made through the RFP process, and in compliance with Florida Statutes and Auditor General guidelines.

**G. Describe how the school will store financial records.**

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by ss. 119 and 257, F.S.

“Record” includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc, are all considered records.

Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc, will be kept in secure, locked, fire-proof cabinets.

**H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors’ and officers’ liability coverage.**

The School will, at its own expense, provide evidence of insurance consistent with the sponsor’s requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of “A-” or better and financial size category of “IV” or better according to the latest edition of Best’s key rating guide published by AM Best Company.

Insurance coverage will be procured and maintained consistent with the sponsor’s requirements. The following amounts are in compliance with the Florida Charter School Standard Contract. Any updated requirements made to the Standard Contract by the State or sponsor will be adhered to by the School.

**1. Health**

The school will provide health and other group insurances to employees in amounts competitive with other employers.

**2. Worker’s Compensation Insurance**

The School agrees to provide adequate Workers’ Compensation insurance coverage as required by Chapter 440, Florida Statutes.

**3. Commercial General Liability Insurance**

Coverage written on an occurrence form with minimum policy limits of \$1,000,000 per occurrence and an aggregate limit of \$2,000,000.

**4. Property Coverage**

Property coverage insurance will be carried on all real and tangible property that is defined and determined to be covered under the property insurance.

**5. School Leaders Errors and Omissions Insurance**

\$2,000,000 per claim/annual aggregate, maximum \$25,000 deductible.

Additionally, as needed, the school will establish the following coverages:

**6. Fidelity Bonds and Crime Coverage**

The School will carry or require coverage for all defined and determined board members, employees and vendors.

**7. Automobile Liability Insurance**

\$1,000,000 per occurrence and an aggregate limit of \$2,000,000 including all owned, hired, and non-owned automobiles.

**8. Builder's Risk Insurance**

Insurance equal to the actual replacement cost for construction work.

## Section 22: Start-Up Plan

### A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
- ii. Identifying and securing facility
- iii. Recruiting and hiring staff (leaders, teachers, and other staff)
- iv. Staff training
- v. Finalizing curriculum and other instructional materials
- vi. Governing board training
- vii. Policy adoption by Board (if necessary)
- viii. Recruiting students
- ix. Enrollment lottery, if necessary
- x. Establishing financial procedures
- xi. Securing contracted services
- xii. Fundraising, if applicable
- xiii. Finalizing transportation and food service plans
- xiv. Procuring furniture, fixtures and equipment
- xv. Procuring instructional materials

Action Item	Projected Date
<b>Applying for and securing appropriate legal status</b>	Completed
<b>Identifying and securing facility</b> <ul style="list-style-type: none"> <li>Identify potential site(s)</li> <li>Negotiate lease, if necessary</li> <li>Complete all necessary facilities contracts/renovations</li> <li>Complete fire and health inspections</li> <li>Obtain final CO</li> <li>Move into facility</li> </ul>	<ul style="list-style-type: none"> <li>Complete</li> <li>Complete</li> <li>Complete</li> <li>June 2023</li> <li>June 2023</li> <li>June 2023</li> </ul>
<b>Recruiting and Hiring Staff</b> <ul style="list-style-type: none"> <li>Establish hiring policies</li> <li>Post position and recruit principal candidates</li> <li>Begin interviewing for the principal position</li> <li>Hire principal</li> <li>Develop employee manual</li> <li>Post teaching positions</li> <li>Interview for teaching positions</li> <li>Have all teachers hired</li> <li>Fingerprinting, drug testing and background checks completed</li> </ul>	<ul style="list-style-type: none"> <li>Complete</li> <li>April 2023</li> <li>May 2023</li> <li>May 2023</li> <li>April 2023</li> <li>April 2023 and ongoing</li> <li>May 2023</li> <li>June 2023</li> <li>July 2023</li> </ul>
<b>Staff Training</b> <ul style="list-style-type: none"> <li>Conduct teacher orientation and professional development</li> </ul>	<ul style="list-style-type: none"> <li>July/August 2023</li> </ul>
<b>Finalizing Curriculum and Other Materials</b> <ul style="list-style-type: none"> <li>Develop schoolwide curriculum plan</li> <li>Finalize instructional materials decisions</li> <li>Review/debrief on program implementation for Q1; incorporate results into Q2 planning</li> </ul>	<ul style="list-style-type: none"> <li>May/June 2023</li> <li>May/June 2023</li> <li>October 2023</li> </ul>
<b>Governing Board Training</b> <ul style="list-style-type: none"> <li>Board members complete state-approved training and background checks</li> </ul>	<ul style="list-style-type: none"> <li>W/in 60 days of contract approval</li> </ul>

Action Item	Projected Date
<ul style="list-style-type: none"> <li>Board members attend statewide charter school conference</li> </ul>	<ul style="list-style-type: none"> <li>November 2023</li> </ul>
<b>Policy Adoption by Board</b> <ul style="list-style-type: none"> <li>Adopt segregation of financial duties policy</li> <li>Adopt corporate and financial policy manual(s)</li> <li>Adopt annual budget</li> <li>Adopt Personnel Policies</li> </ul>	<ul style="list-style-type: none"> <li>April 2023</li> <li>May 2023</li> <li>June 2023</li> <li>May 2023</li> </ul>
<b>Recruiting Students</b> <ul style="list-style-type: none"> <li>Create website</li> <li>Develop and disseminate marketing materials</li> <li>Host town hall meetings</li> </ul>	<ul style="list-style-type: none"> <li>Complete</li> <li>Complete</li> <li>In Process</li> </ul>
<b>Enrollment Lottery, if necessary</b> <ul style="list-style-type: none"> <li>Develop lottery policies and procedures</li> <li>Develop enrollment packet</li> <li>Notification of lottery (if necessary); conduct lottery</li> <li>Admission/Waitlist notice sent</li> </ul>	<ul style="list-style-type: none"> <li>Complete</li> <li>Complete</li> <li>Complete</li> <li>April 2023</li> </ul>
<b>Establishing Financial Procedures</b> <ul style="list-style-type: none"> <li>Release RFP for back office service provider</li> <li>Notification to vendor of award of contract</li> <li>Governing board adopts financial procedures</li> <li>Develop procurement policies</li> </ul>	<ul style="list-style-type: none"> <li>April 2023</li> <li>May 2023</li> <li>June 2023</li> <li>June 2023</li> </ul>
<b>Securing Contracted Services</b> <ul style="list-style-type: none"> <li>Release RFP for HR services</li> <li>Select HR provider</li> <li>Advertise for security, janitorial services, food services, transportation contracts, ESE support staff(OT, PT, SLP)</li> <li>Make decisions on contracted service providers</li> </ul>	<ul style="list-style-type: none"> <li>Complete</li> <li>Complete</li> <li>Complete</li> <li>Complete</li> </ul>
<b>Finalizing Transportation and Food Services</b> <ul style="list-style-type: none"> <li>Negotiate with district/third party provider for transportation and food service</li> <li>Develop bus pick-up and drop off plan</li> <li>Develop plan with Food Service Provider for lunch location, times, etc.</li> <li>Distribute Federal lunch program survey to all students</li> </ul>	<ul style="list-style-type: none"> <li>April 2023</li> <li>June 2023</li> <li>June 2023</li> <li>August 2023</li> </ul>
<b>Procurement of Furniture, Fixtures, and Equipment</b> <ul style="list-style-type: none"> <li>Identify and plan for FF&amp;E Needs</li> <li>Obtain quotes for FF&amp;E</li> <li>Place orders for FF&amp;E and establish procedures for receipt</li> <li>Inventory completed for furniture, fixtures, and equipment</li> </ul>	<ul style="list-style-type: none"> <li>In Process</li> <li>Complete</li> <li>May 2023</li> <li>June 2023</li> </ul>
<b>Procurement of Instructional Materials</b> <ul style="list-style-type: none"> <li>Place orders for instructional materials</li> <li>Develop process for receiving instructional materials</li> <li>Materials received and inventoried</li> </ul>	<ul style="list-style-type: none"> <li>June 2023</li> <li>July 2023</li> <li>July 2023</li> </ul>

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Tallahassee Collegiate Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of s.1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under s.1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and s. 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with s. 218.39, F.S.

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

Karen B Moore  
Signature

5/31/2023  
Date

Karen Moore  
Printed Name

**Addendum DD. Applicant History Worksheet**



Form IEPC-M1A  
Rule 6A-6.0786  
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Form IEPC-M1A  
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**Applicant History Worksheet - Addendum A**  
**Schools Currently or Previously Operated by Applicant(s)**  
 If applicant is established governing board, use Addendum B

Form IEPC-M1A  
 Rule 6A-6.0786  
 August 2015

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at <a href="http://www.myflorida.com/audgen">http://www.myflorida.com/audgen</a> / or request from authorizing district.
Applicant Name	Role	District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Karen B. Moore	Board President	N/A	N/A	N/A					
Kim Kelling	Board Member	N/A	N/A	N/A					
Randy Pople	Board Member	N/A	N/A	N/A					
David Clark	Board Member	N/A	N/A	N/A					
Sean Pittman	Board Member	N/A	N/A	N/A					

Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

[illegible]

## **Addendum FF. Applicant Additional Information**

## Addendum FF: Comparison Schools Data

### 2022 School Grades Report – Percent of Students

School Name	ELA Achievement	ELA Learning Gains	ELA Learning Gains – Lowest 25%	Math Achievement	Math Learning Gains	Math Learning Gains – Lowest 25%	Science Achievement	Social Studies Achievement	Graduation Rate 2019-20	College & Career Acceleration	Percent of Possible Points	Percent Tested	Grade 2022	Minority Students	*Economically Disadvantaged
<b>Leon County</b>															
Chiles HS	74	61	47	68	45	50	88	87	99	73	69	98	A	28.6	10.9
Leon HS	60	56	46	62	64	56	60	72	95	63	63	92	A	54.1	31.8
Lincoln HS	55	50	33	47	40	31	58	66	97	58	54	97	B	51.7	24.4
Rickards HS	37	44	32	26	40	47	63	66	95	47	50	94	C	94.4	89.2
SAIL HS	66	58	38	41	33	44	67	79	97	49	57	98	B	32.9	53.8
Godby HS	~	~	~	~	~	~	~	~	~	~	~	~	I	89.2	99.4
<b>Avg Leon County</b>	58.4	53.8	39.2	48.8	44.4	45.6	67.2	74	96.6	58	58.6	95.8		58.5	51.6
<b>Gadsden County</b>															
Gadsden County HS	27	40	38	20	29	43	26	76	83	50	43	94	C	97.4	100
<b>Wakulla County</b>															
Wakulla HS	51	49	36	51	67	56	66	75	96	61	61	95	B	19.7	57.6
<b>Avg/Total</b>	54	51	39	45	45	47	62	74	95	57	57	95		58.5	57.6
<b>^Avg/Lowest Result Deleted</b>	<b>58</b>	<b>53</b>	<b>40</b>	<b>49</b>	<b>48</b>	<b>49</b>	<b>67</b>	<b>76</b>	<b>97</b>	<b>59</b>	<b>59</b>	<b>96</b>			

Sources: FLDOE School Grades Report (2021)

~ Not reported

\* Economically disadvantaged reported in 2022 School Grades Report

^ Basis for Section 5 baseline

## 2021-22 Know Your Schools Fall Overview Report – Percent of Students

School Name	Total Enrollment	Students with Disabilities	Gifted	English Language Learner	**Economically Disadvantaged	Military Family	Homeless	White	Black	Hispanic	Multiracial	Asian	American Indian	Absent ≤ 21 Days	Absent 10% or More Days
<b>Leon County</b>			4.3												
Chiles HS	2,021	7.9		~	13.3	1.6	~	71.4	8.1	8	4.5	7.9	~	22.2	32.4
Leon HS	1,944	10.1		1.6	46.1	0.5	~	45.9	37.1	9.3	5.3	2.3	~	36.1	46.8
Lincoln HS	1,810	9.7		1.1	30.5	1.8	~	48.3	31.3	9.2	6.2	4.9	~	25.4	34.6
Rickards HS	1,587	12.3		2	89.7	~	1.1	5.6	75.3	7.7	4.2	7.1	~	43.6	54.3
SAIL HS	365	14.5		~	52.9	~	~	67.1	15.9	7.9	6.6	~	~	44.0	53.9
Godby HS	1,423	14.1		2.9	97.5	0.8	1.8	10.8	70.6	13.3	4.6	~	~	45.8	59.5
<b>Avg/Combined</b>	9,150	11.4			55	1.2		41.5	39.7	9.2	5.2				
<b>Gadsden County</b>			< 1												
Gadsden County HS	991	18.3		3.6	100	~	1.1	2.6	70.9	23.7	1.6	~	~	43.9	52.3
<b>Wakulla County</b>			1												
Wakulla HS	1,409	16.5		~	56.6	1.2	0.9	80.3	9.2	4.2	5.5	0.8	~	24.2	34.6
<b>Total</b>	11,550	12.93		< 2.2	60.83	< 1.2	< 1.2	41.5	39.8	10.41	4.81	< 4.6	~	35.7	46.1

Sources: FLDOE Know Your Schools Report Cards (2021-22)

~ Not reported due to fewer than 10

\*\* Economically disadvantaged reported in 2021-22 Know Your Schools Fall Overview



**Attachment B. Days/Hours of Instruction, Sample Schedule, Annual Calendar**

## **Days/Hours of Instruction and Sample Annual Calendar & Daily Schedule**

The annual calendars and daily schedules reflect the unique nature of the Tallahassee Collegiate Academy educational program.

### **Days/Hours of Instruction**

Students in grades nine and 10 will primarily enroll in high school classes taught by charter school teachers but also will be encouraged to participate in dual enrollment classes taught by TCC instructors. Students in grades 11 and 12 will typically be fully dual-enrolled in college classes.

The proposed student school day will run from 8:00 a.m. to 2:05 p.m. (365 minutes), of which 315 minutes is devoted to high school classroom instruction. This allows for 945 hours of instruction annually, exceeding the state requirement of 900 hours. This schedule aligns with the general college course schedule periods.

The teacher work day will run for eight hours, and will include a 50-minute schoolwide planning period at the start of the school day (see Sections 5 and 13 for a discussion of schoolwide planning). We anticipate the teacher work day will begin at 7:00 a.m. and end at 3:00 p.m.

### **Sample Daily/Weekly Schedule**

The high school proposes following an alternating block schedule. A sample schedule is provided in Table B.1.

**Table B.1 Sample Daily Schedule**

<b>Period</b>	<b>Time</b>	<b>Instructional Minutes</b>	<b>Subject</b>
	7:55 a.m.	0	Warning Bell
1/2	8:00 a.m. - 9:45 a.m.	105	English/Mathematics
3/4	9:50 a.m. - 11:35 a.m.	105	Science/Social Studies
L	11:35 a.m. - 12:20 p.m.	0	Lunch/Tutoring/Intervention
5/6	12:20 p.m. - 2:05 p.m.	105	PE/Elective
		<b>Total: 315</b>	

Individual student schedules will be developed under the advisement and supervision of the school counselor and TCC academic advisor working in concert to ensure the student is meeting requirements for high school graduation and for the AA or AS degree or other college credit attainment goal set in the student's individualized learning plan.

### **Annual Calendar**

TCA will follow the annual calendar for Leon County Schools for all high school courses and activities. Students participating in dual enrollment also will adhere to the TCC annual calendar. See following pages for examples of when the school year historically has started and ended and how workdays and holidays are scheduled throughout the year.

# LCS 2023-2024 REGULAR CALENDAR

August 2023 – 16 Days						
	M	T	W	T	F	
		1	2 T/I	3 T/I	4 T/I	5
6	7 T/I	8 T/I	9 T/I	10 S	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2023 – 16 Days						
	M	T	W	T	F	
			1	2	3	4
5	6	7	8	9	10 H	11
12	13	14	15	16	17	18
19	20 T/S A	21 T/S A	22 T/S A	23 H	24 H	25
26	27	28	29	30		
February 2024 – 20 Days						
	M	T	W	T	F	
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 H	20	21	22	23	24
25	26	27	28	29		
May 2024 – 18 Days						
	M	T	W	T	F	
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22 SE	23 SE	24 SE E	25
26	27 H	28 T/I	29 T/I	30	31	

September 2023 – 19 Days						
	M	T	W	T	F	
					1	2
3	4 H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 H	26	27	28	29	30
December 2023 – 13 Days						
	M	T	W	T	F	
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19 E	20 √	21 √	22	23
24/31	25	26	27	28	29	30
March 2024 – 15 Days						
	M	T	W	T	F	
					1	2
3	4	5	6	7	8 E	9
10	11	12	13	14	15	16
17	18 T/I	19 S	20	21	22	23
24/31	25	26	27	28	29	30
June 2024						
	M	T	W	T	F	
						1
2	3	4	5	6	7* DC	8
9	10	11	12	13	14* DC	15
16	17	18	19 H	20	21* DC	22
23	24	25	26	27	20* DC	29
30						

October 2023 – 21 Days						
	M	T	W	T	F	
1	2	3	4	5	6	7
8	9	10	11	12	13 E	14
15	16 T/I	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
January 2024 – 17 Days						
	M	T	W	T	F	
	1 H	2	3	4 T/I A	5 T/I A	6
7	8 S	9	10	11	12	13
14	15 H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
April 2024 – 21 Days						
	M	T	W	T	F	
	1 H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
July 2024						
	M	T	W	T	F	
	1	2	3	4 H	5* DC	6
7	8	9	10	11	12* DC	13
14	15	16	17	18	19* DC	20
21	22	23	24	25	26* DC	27
28	29**	30	31			
3						

**S** = student. **A** = administrative day **H** = holiday for students, teachers & school/district staff **T/I** = teacher inservice day (*Students out on H, T/I & A*) **TE** = ESE teacher inservice/summer services **ES** = ESE summer services **\*** = four-day work week. **\*\*** = five day work week begins **SE** – early release day **TR** = teacher inservice/reading academy **R** = reading academy **RT** = reading academy training **EST** = ESE training **E** = end of nine weeks **DC** = district closed **√** = Possible Hazardous Weather Make-Up Days to be determined as needed.  
 Thanksgiving holiday winter break spring break

LCSB APPROVED: 02.14.2023



October 17, 2022

## **M E M O R A N D U M**

**TO:** Jim Murdaugh, Ph.D.  
President

**FROM:** Calandra Stringer, Ph.D.  
Vice President and Provost

**SUBJECT:** Academic Calendars 2023-2024 and 2024-2025

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### **Item Description**

This item requests that the Board approve the academic calendars for the 2023-2024 and 2024-2025 academic years.

### **Overview and Background**

The proposed calendars are similar to previous calendars. They are aligned with spring break for the Leon County School District, Florida State University and Florida A&M University. The calendar meets all Florida statutory requirements.

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

Annually, the Board reviews the academic calendar for approval.

### **Recommended Action**

Approve the proposed 2023-2024 and 2024-2025 academic calendars.

**TALLAHASSEE COMMUNITY COLLEGE**  
**2023-2024 ACADEMIC CALENDAR**

<b>FALL TERM I (AUGUST 21 - DECEMBER 8, 2023)</b>			
<b>2023</b>	<b>Days</b>	<b>Description</b>	<b>No. Days</b>
<b>MAIN SESSION (8/21 to 12/8)</b>			
August 14 - 18	(M-F)	General Registration	
August 21	(M)	Classes Begin	
September 4	(M)	No Classes- Labor Day Observed	
November 10	(F)	No Classes - Veteran's Day Observed	
November 22 - 24	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 22, College closed Nov. 23-24 (College closes at 5 PM on 11/22. No class on Saturday 11/25)	
December 1	(F)	Classes End (Saturday classes end 12/2)	
December 4 - 8	(M-F)	Exams (Saturday exams 12/9)	
December 15	(F)	Winter Break (College suspends business at 11:30 AM; employees work until 1:00 PM on 12/15)	
<b>TOTAL DAYS</b>			<b>76</b>
<b>SEPTEMBER EXPRESS (C SESSION) (9/11 to 12/8)</b>			
September 11	(M)	Classes Begin	
November 10	(F)	No Classes - Veteran's Day Observed	
November 22 - 24	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 22, College closed Nov. 23-24 (College closes at 5 PM on 11/22. No class on Saturday 11/25)	
December 1	(F)	Classes End (Saturday classes end 12/2)	
December 4 - 8	(M-F)	Exams (Saturday exams 12/9)	
<b>TOTAL DAYS</b>			<b>62</b>
<b>AUGUST EXPRESS (A SESSION) (8/21 to 10/10)</b>			
August 21	(M)	Classes Begin	
September 4	(M)	No Classes- Labor Day Observed	
October 6	(F)	Classes End	
October 9 - 10	(M-T)	Exams	
<b>TOTAL DAYS</b>			<b>36</b>
<b>OCTOBER EXPRESS (B SESSION) (10/16 to 12/8)</b>			
October 16	(M)	Classes Begin	
November 10	(F)	No Classes - Veteran's Day Observed	
November 22 - 24	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 22, College closed Nov. 23-24 (College closes at 5 PM on 11/22. No class on Saturday 11/25)	
December 1	(F)	Classes End (Saturday classes end 12/2)	
December 4 - 8	(M-F)	Exams (Saturday exams 12/9)	
<b>TOTAL DAYS</b>			<b>37</b>

<b>SPRING TERM (JANUARY 8 – MAY 3, 2024)</b>			
<b>2024</b>	<b>Days</b>	<b>Description</b>	<b>No. Days</b>
<b>MAIN SESSION (1/8 to 5/03)</b>			
January 2	(T)	College Opens	
January 3 - 5	(W-F)	General Registration	
January 8	(M)	Classes Begin	
January 15	(M)	No Classes - Martin Luther King, Jr. Observed	
March 11 - 15	(M-F)	No Classes - Spring Break (No Saturday classes on 03/16)	
April 26	(F)	Classes End (Saturday classes end 04/23)	
April 29 – May 3	(M-F)	Exams (Saturday exams on 05/04)	
<b>TOTAL DAYS</b>			<b>79</b>
<b>FEBRUARY EXPRESS (C SESSION) (2/05 to 5/03)</b>			
February 5	(M)	Classes Begin	
March 11 - 15	(M-F)	No Classes - Spring Break (No Saturday classes on 03/16)	
April 26	(F)	Classes End (Saturday classes end 04/23)	
April 29 – May 3	(M-F)	Exams (Saturday exams on 05/04)	
<b>TOTAL DAYS</b>			<b>60</b>
<b>JANUARY EXPRESS (A SESSION) (1/8 to 2/23)</b>			
January 8	(M)	Classes Begin	
January 15	(M)	No Classes: Martin Luther King, Jr. Observed	
February 21	(W)	Classes End	
February 22- 23	(R-F)	Exams	
<b>TOTAL DAYS</b>			<b>34</b>
<b>MARCH EXPRESS (B SESSION) (3/18 to 5/03)</b>			
March 18	(M)	Classes Begin	
April 26	(F)	Classes End (Saturday classes end 04/23)	
April 29 – May 3	(M-F)	Exams (Saturday exams on 05/04)	
<b>TOTAL DAYS</b>			<b>35</b>

<b>SUMMER TERM (MAY 9 – AUGUST 8, 2024)</b>			
<b>2024</b>	<b>Days</b>	<b>Description</b>	<b>No. Days</b>
<b>MAIN (C SESSION) (5/9 to 7/25)</b>			
May 7 - 8	(T-W)	General Registration	
May 9	(R)	Classes Begin	
May 27	(M)	No Classes - Memorial Day Observed	
June 19	(W)	No Classes - Juneteenth Observed	
June 20	(R)	No Classes - May Express Exams	
July 4	(R)	No Classes - Independence Day Observed	
July 23	(T)	Classes End	
July 24 - 25	(W-R)	Exams	
<b>TOTAL DAYS</b>			<b>41</b>
<b>MINI-MESTER (F SESSION) (5/13 to 6/4)</b>			
May 13	(M)	Classes Begin	
May 27	(M)	No Classes - Memorial Day Observed	
June 3	(M)	Classes End	
June 4	(T)	Exams	
<b>TOTAL DAYS</b>			<b>16</b>
<b>MAY EXPRESS (A SESSION) (5/11to 6/21)</b>			
May 9	(R)	Classes Begin	
May 27	(M)	No Classes -Memorial Day Observed	
June 18	(T)	Classes End	
June 19	(W)	No Classes - Juneteenth Observed	
June 20 - 21	(R-F)	Exams	
<b>TOTAL DAYS</b>			<b>30</b>
<b>JUNE EXPRESS (B SESSION) (6/26 to 8/8)</b>			
June 26	(W)	Classes Begin	
July 4	(R)	No Classes - Independence Day Observed	
July 24	(W)	No Classes - Main Session Exams	
August 6	(T)	Classes End	
August 7 - 8	(W-R)	Exams	
<b>TOTAL DAYS</b>			<b>30</b>

### FACULTY CONTRACT DATES: FALL 2023

2023	Days	Description	No. Days
August 10 - 11	(R-F)	Faculty Contract Days Begin	2
August 14 - 18	(M-F)	Faculty Work Days	5
August 21	(M)	Classes Begin	9
September 4	(M)	Labor Day Observed; College Closed	20
October			22
November 10	(F)	Veteran's Day Observed; College Closed	
November 22 - 24	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 22, College closed Nov. 23-24 (College closes at 5 PM on 11/22. No class on Saturday 11/26)	19
December 1	(F)	Classes End (Saturday classes end 12/2)	
December 4 - 8	(M-F)	Exams (Saturday Exams 12/9)	6
December 11	(M)	Faculty Work Day (Grades Due)	1
December 12	(T)	Faculty Work Day	1
December 15	(F)	Winter Break (College suspends business at 11:30, employees work until 1:00 PM on 12/15)	
<b>TOTALS</b>			85

### FACULTY CONTRACT DATES: SPRING 2024

2024	Days	Description	No. Days
January 4 - 5	(R-F)	Faculty Work Days	2
January 8	(M)	Classes Begin	17
January 15	(M)	No Classes - Martin Luther King, Jr. Observed	
February			21
March 11 - 15	(M-F)	Spring Break (No Saturday classes on 03/16)	16
April 26	(F)	Classes End (Saturday classes end 04/27)	20
April 29 – May 3	(M-F)	Exams (Saturday exams on 05/04)	5
May 6	(M)	Faculty Work Day (Grades Due)	1
May 7	(T)	Faculty Work Day	1
<b>TOTALS</b>			83

**TOTAL FACULTY WORKING DAYS FOR 2023-2024 = 168 DAYS**

#### **COLLEGE HOLIDAYS (college closed)**

September 4, 2023 – Labor Day

November 10, 2023 - Veterans Day Observed

November 23 – 24, 2023 – Thanksgiving (college closes on 11/22 at 5:00 pm)

December 18, 2023 – January 1, 2024 – Christmas Holidays (college closes on 12/15 at 1:00 pm)

January 15, 2024 – Martin Luther King Jr Day

March 11 – 15, 2024 – Spring Break (no Saturday classes on 3/16/24)

May 27, 2024 – Memorial Day Observed

June 19, 2024 – Juneteenth Day Observed

July 4, 2024 – Independence Day Observed



# TALLAHASSEE COMMUNITY COLLEGE

## 2024-2025 ACADEMIC CALENDAR

<b>FALL TERM I (AUGUST 19 - DECEMBER 6, 2024)</b>			
<b>2024</b>	<b>Days</b>	<b>Description</b>	<b>No. Days</b>
<b>MAIN SESSION (8/19 to 12/6)</b>			
August 12 - 16	(M-F)	General Registration	
August 19	(M)	Classes Begin	
September 2	(M)	No Classes- Labor Day Observed	
November 11	(M)	No Classes - Veteran's Day Observed	
November 27	(W)	Classes End (Saturday classes end 11/23)	
November 27 - 29	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 27, College closed Nov. 28-29 (College closes at 5 PM on 11/27. No class on Saturday 11/30)	
December 2 - 6	(M-F)	Exams (Saturday exams 12/7)	
December 18	(W)	Winter Break (College suspends business at 11:30 AM; employees work until 1:00 PM on 12/18)	
<b>TOTAL DAYS</b>			<b>76</b>
<b>SEPTEMBER EXPRESS (C SESSION) (9/9 to 12/6)</b>			
September 9	(M)	Classes Begin	
November 11	(M)	No Classes - Veteran's Day Observed	
November 27	(W)	Classes End (Saturday classes end 11/23)	
November 27 - 29	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 27, College closed Nov. 28-29 (College closes at 5 PM on 11/27. No class on Saturday 11/30)	
December 2 - 6	(M-F)	Exams (Saturday exams 12/7)	
<b>TOTAL DAYS</b>			<b>62</b>
<b>AUGUST EXPRESS (A SESSION) (8/21 to 10/8)</b>			
August 19	(M)	Classes Begin	
September 2	(M)	No Classes- Labor Day Observed	
October 4	(F)	Classes End	
October 7 - 8	(M-T)	Exams	
<b>TOTAL DAYS</b>			<b>36</b>
<b>OCTOBER EXPRESS (B SESSION) (10/14 to 12/6)</b>			
October 14	(M)	Classes Begin	
November 11	(M)	No Classes - Veteran's Day Observed	
November 27	(W)	Classes End (Saturday classes end 11/23)	
November 27 - 29	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 27, College closed Nov. 28-29 (College closes at 5 PM on 11/27. No class on Saturday 11/30)	
December 2 - 6	(M-F)	Exams (Saturday exams 12/7)	
<b>TOTAL DAYS</b>			<b>37</b>

<b>SPRING TERM (JANUARY 8 – MAY 2, 2025)</b>			
<b>2025</b>	<b>Days</b>	<b>Description</b>	<b>No. Days</b>
<b>MAIN SESSION (1/8 to 5/02)</b>			
January 2	(R)	College Opens	
January 2 - 7	(R-T)	General Registration	
January 8	(W)	Classes Begin	
January 20	(M)	No Classes - Martin Luther King, Jr. Observed	
March 10 - 14	(M-F)	No Classes - Spring Break (No Saturday classes on 03/15)	
April 25	(F)	Classes End (Saturday classes end 04/26)	
April 28 – May 2	(M-F)	Exams (Saturday exams on 05/03)	
<b>TOTAL DAYS</b>			<b>78</b>
<b>FEBRUARY EXPRESS (C SESSION) (2/05 to 5/02)</b>			
February 3	(M)	Classes Begin	
March 10 - 14	(M-F)	No Classes - Spring Break (No Saturday classes on 03/15)	
April 25	(F)	Classes End (Saturday classes end 04/26)	
April 28 – May 2	(M-F)	Exams (Saturday exams on 05/03)	
<b>TOTAL DAYS</b>			<b>60</b>
<b>JANUARY EXPRESS (A SESSION) (1/8 to 2/25)</b>			
January 8	(W)	Classes Begin	
January 20	(M)	No Classes - Martin Luther King, Jr. Observed	
February 21	(F)	Classes End	
February 24- 25	(M-T)	Exams	
<b>TOTAL DAYS</b>			<b>34</b>
<b>MARCH EXPRESS (B SESSION) (3/17 to 5/02)</b>			
March 17	(M)	Classes Begin	
April 25	(F)	Classes End (Saturday classes end 04/26)	
April 28 – May 2	(M-F)	Exams (Saturday exams on 05/03)	
<b>TOTAL DAYS</b>			<b>35</b>

<b>SUMMER TERM (MAY 8 – AUGUST 7, 2025)</b>			
<b>2025</b>	<b>Days</b>	<b>Description</b>	<b>No. Days</b>
<b>MAIN (C SESSION) (5/8 to 7/25)</b>			
May 6 - 7	(T-W)	General Registration	
May 8	(R)	Classes Begin	
May 26	(M)	No Classes - Memorial Day Observed	
June 18	(W)	No Classes - May Express Exams	
June 19	(R)	No Classes - Juneteenth Observed	
July 4	(F)	No Classes - Independence Day Observed	
July 21	(M)	Classes End	
July 22 - 23	(T-W)	Exams	
<b>TOTAL DAYS</b>			<b>41</b>
<b>MINI-MESTER (F SESSION) (5/12 to 6/3)</b>			
May 12	(M)	Classes Begin	
May 26	(M)	No Classes - Memorial Day Observed	
June 2	(M)	Classes End	
June 3	(T)	Exams	
<b>TOTAL DAYS</b>			<b>16</b>
<b>MAY EXPRESS (A SESSION) (5/8to 6/20)</b>			
May 8	(R)	Classes Begin	
May 26	(M)	No Classes -Memorial Day Observed	
June 17	(T)	Classes End	
June 18	(W)	Exams	
June 19	(R)	No Classes - Juneteenth Observed	
June 20	(F)	Exams	
<b>TOTAL DAYS</b>			<b>30</b>
<b>JUNE EXPRESS (B SESSION) (6/25 to 8/7)</b>			
June 25	(W)	Classes Begin	
July 4	(F)	No Classes - Independence Day Observed	
July 22	(T)	No Classes - Main Session Exams	
August 5	(T)	Classes End	
August 6 - 7	(W-R)	Exams	
<b>TOTAL DAYS</b>			<b>30</b>

### FACULTY CONTRACT DATES: FALL 2024

2024	Days	Description	No. Days
August 8 - 9	(R-F)	Faculty Contract Days Begin	2
August 12 - 16	(M-F)	Faculty Work Days	5
August 19	(M)	Classes Begin	10
September 2	(M)	Labor Day Observed; College Closed	20
October			23
November 11	(M)	Veteran's Day Observed; College Closed	
November 27 - 29	(W-F)	Thanksgiving Observed – Classes are Asynchronous Nov. 27, College closed Nov. 28-29 (College closes at 5 PM on 11/27. No class on Saturday 11/30)	18
November 27	(W)	Classes End (Asynchronous Day) (Saturday classes end 11/23)	
December 2 - 6	(M-F)	Exams (Saturday Exams 12/7)	5
December 9	(M)	Faculty Work Day (Grades Due)	1
December 10	(T)	Faculty Work Day	1
December 18	(W)	Winter Break (College suspends business at 11:30 AM, employees work until 1:00 PM on 12/18)	
<b>TOTALS</b>			85

### FACULTY CONTRACT DATES: SPRING 2025

2025	Days	Description	No. Days
January 6 - 7	(M-T)	Faculty Work Days	2
January 8	(W)	Classes Begin	17
January 20	(M)	No Classes - Martin Luther King, Jr. Observed	
February			21
March 10 - 14	(M-F)	Spring Break (No Saturday classes on 03/15)	16
April 25	(F)	Classes End (Saturday classes end 04/26)	19
April 28 – May 2	(M-F)	Exams (Saturday exams on 05/03)	5
May 5	(M)	Faculty Work Day (Grades Due)	1
May 6	(T)	Faculty Work Day	1
<b>TOTALS</b>			82

**TOTAL FACULTY WORKING DAYS FOR 2024-2025 = 167 DAYS**

#### **COLLEGE HOLIDAYS (college closed)**

September 2, 2024 – Labor Day

November 11, 2024 - Veterans Day Observed

November 28 – 29, 2024 – Thanksgiving (college closes on 11/27 at 5:00 pm)

December 19, 2024 – January 1, 2025 – Christmas Holidays (college closes on 12/18 at 1:00 pm)

January 20, 2025 – Martin Luther King Jr Day

March 10 – 14, 2025 – Spring Break (no Saturday classes on 3/15/25)

May 26, 2025 – Memorial Day Observed

June 19, 2025 – Juneteenth Day Observed

July 4, 2025 – Independence Day Observed

## **Attachment C. Sample Curriculum Scope and Sequence**

## 2022-2023 Dual Enrollment Course-High School Subject Area Equivalency List

**This list should not be interpreted as a complete list of the dual enrollment courses available.** Current law allows for any course in the Statewide Course Numbering System (SCNS) to be offered as dual enrollment, with the exception of remedial courses and Physical Education skills-based courses. Physical Education courses that can be offered for dual enrollment are limited to those that satisfy the personal fitness requirement. Three credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed on this list shall be awarded at least 0.5 high school credits either as an elective or subject area credit as determined by the local school district.

Course titles listed are the titles as found in the SCNS; individual postsecondary institutions may utilize alternative course titles.

Courses indicated as Postsecondary General Education Core Subject Area courses (GE Core), may also be applied to the General Education Core requirements for an undergraduate degree from a public postsecondary institution in Florida. Students should check with their postsecondary institution regarding these requirements.

### English

Courses listed in this section shall be considered English coursework for the purposes of high school graduation requirements.

Courses with AML, ENC, ENL and LIT prefixes that require ENC X101 as a prerequisite as identified in the SCNS shall award 1.0 high school English credit. Other courses within these prefixes and others may be awarded English credit based on district review and policy.

Course Number			Course Title	H.S. Credit	GE Core Subject Area
AML	X	010	Colonial to The Civil War/Reconstruction	1.0	
AML	X	011	Colonial to 1875	1.0	
AML	X	020	Civil War to Present	1.0	
AML	X	021	1875 to Present	1.0	
AML	X	050	Contemporary American Literature	1.0	
AML	X	060	Contemporary American Literature	1.0	
AML	X	070	Survey of American Literature	0.5	
AML	X	301	Studies in Individual American Authors	1.0	
AML	X	410	Issues in American Literature and Culture	0.5	
AML	X	600	Introduction to African American Literature	0.5	
ENC	X	101	Freshman Composition Skills I (GE Core)	1.0	Communication
ENC	X	102	Freshman Composition Skills II	1.0	
ENC	X	107	Advanced College Writing	1.0	
ENC	X	122	Freshman Composition II: Honors	1.0	

Course Number			Course Title	H.S. Credit	GE Core Subject Area
ENC	X	133	Library Research and Writing	0.5	
ENC	X	135	Argument and Persuasion	1.0	
ENC	X	141	Writing About Literature	1.0	
ENC	X	145	Special Topics in Freshman English	1.0	
ENC	X	210	Technical Writing	1.0	
ENC	X	213	Technical and Business Writing	1.0	
ENC	X	300	Intermediate Composition	1.0	
ENC	X	301	Advanced Composition I	1.0	
ENG	X	012	Approaches to Literary Criticism	1.0	
ENL	X	000	British Literature Survey: Comprehension	1.0	
ENL	X	010	English Literature to 1660	1.0	
ENL	X	012	English Literature through 18 <sup>th</sup> Century	1.0	
ENL	X	022	English Literature since 18 <sup>th</sup> Century	1.0	
ENL	X	230	Restoration and 18 <sup>th</sup> Century Literature	1.0	
ENL	X	251	Victorian and Edwardian Literature	1.0	
ENL	X	273	Modern British Literature	1.0	
LIN	X	670	English Grammar	0.5	
LIT	X	000	Introduction to Literature (GE Core)	1.0	Humanities
LIT	X	010	Introduction to Fiction	1.0	
LIT	X	020	The Short Story	1.0	
LIT	X	030	Introduction to Poetry	1.0	
LIT	X	081	Introduction to Modern Literature	1.0	
LIT	X	090	Introduction to Contemporary Literature	1.0	
LIT	X	100	Introduction to World Literature	1.0	
LIT	X	110	World Literature through the Renaissance	1.0	
LIT	X	120	World Literature Since the Renaissance	1.0	
LIT	X	310	Science Fiction and Fantasy	1.0	
LIT	X	380	Introduction to Women in Literature	1.0	

## World Languages

All four-credit world language courses, including American Sign Language, shall be awarded one full high school elective credit. Courses offered for three credits are awarded at least 0.5 high school elective credit.

Course Number			Course Title	H.S. Credit
ARA	X	120	Modern Arabic I	1.0
ARA	X	121	Elementary Arabic II Concentrated	1.0
ARA	X	130	Elementary Arabic Accelerated I	1.0
ARA	X	131	Elementary Arabic Accelerated II	1.0
ARA	X	200	Intm Lang: Gen Rev Basic Skills I	0.5
ARA	X	201	Intm Lang: Gen Rev Basic Skills II	0.5
ARA	X	220	Intermediate Arabic I	1.0

Course Number			Course Title	H.S. Credit
ARA	X	221	Intermediate Arabic Reading and Conversation II	1.0
ASL	X	110	American Sign Language I (L)	1.0
ASL	X	120	American Sign Language II (L)	1.0
ASL	X	130	American Sign Language III (L)	1.0
ASL	X	131	American Sign Language III (U)	0.5
ASL	X	140	Basic American Sign Language	1.0
ASL	X	150	Intermediate American Sign Language	1.0
ASL	X	160	American Sign Language III (L)	1.0
ASL	X	161	American Sign Language III (U)	1.0
ASL	X	200	American Sign Language IV (L)	1.0
ASL	X	201	American Sign Language IV (4 hours)	1.0
ASL	X	210	American Sign Language IV (L)	0.5
ASL	X	211	American Sign Language IV (U) (3 hours)	0.5
CHI	X	100	Elementary Chinese I	0.5
CHI	X	120	Elementary Chinese I, Concentrated	1.0
CHI	X	121	Elementary Chinese II, Concentrated	1.0
CHI	X	130	Elementary Chinese Accelerated I	1.0
CHI	X	131	Elementary Chinese Accelerated II	1.0
CHI	X	200	Intermediate Chinese I	0.5
CHI	X	201	Intermediate Chinese II	0.5
CHI	X	220	Second Year Chinese Conversation	1.0
CHI	X	221	Second Year Chinese Conversation	1.0
CHI	X	230	Intermediate Chinese I (5 Credit Hours)	1.0
CHI	X	231	Intermediate Chinese II (5 Credit Hours)	1.0
FRE	X	100	Elementary French I	0.5
FRE	X	101	Elementary French II	0.5
FRE	X	120	Elementary French I, Concentrated	1.0
FRE	X	121	Elem French II, Concentrated	1.0
FRE	X	130	Elementary French I Accelerated	1.0
FRE	X	131	Elementary French II Accelerated	1.0
FRE	X	200	Intm Level: Gen Rev Basic Skills I	0.5
FRE	X	201	Intm Level: Gen Rev Basic Skills II	0.5
FRE	X	210	Intermediate Conversation & Comp I	0.5
FRE	X	211	Intm Reading and Conv Accelerated II	1.0
FRE	X	220	Intermediate Reading and Conversation	1.0
FRE	X	221	Interm Reading and Conversation II	1.0
FRE	X	230	Reading in French Literature & Culture	1.0
FRE	X	231	Intermediate French Reading II	1.0
FRE	X	240	Intermediate Conversation I	0.5
FRE	X	241	Intermediate French Conversation II	0.5
GER	X	100	Elementary German I	0.5
GER	X	101	Elementary German II	0.5
GER	X	110	Elementary Conversational German	1.0
GER	X	111	Elementary Conversational German II	1.0



Course Number			Course Title	H.S. Credit
GER	X	120	Elementary German I, Concentrated	1.0
GER	X	121	Elementary German II, Concentrated	1.0
GER	X	130	Elementary German I- Accelerated	1.0
GER	X	131	Elementary German II- Accelerated	1.0
GER	X	200	Intm Level: Gen Rev Basic Skills I	0.5
GER	X	201	Intm Level: Gen Rev Basic Skills II	0.5
GER	X	220	Intermediate German Reading and Conversation 1	1.0
GER	X	221	Intermediate German Reading and Conversation II	1.0
GER	X	240	Intermediate Conversation I	0.5
HBR	X	102	Beginning Hebrew	1.0
HBR	X	103	Beginning Hebrew	1.0
HBR	X	120	Elementary Hebrew I	1.0
HBR	X	121	Elementary Hebrew II	1.0
HBR	X	130	Elementary Hebrew I, Accelerated	1.0
HBR	X	131	Elementary Hebrew II, Accelerated	1.0
HBR	X	200	Intm Lang: Gen Rev Basic Skills I	0.5
HBR	X	201	Intm Lang: Gen Rev Basic Skills II	0.5
HBR	X	220	Intermediate Hebrew Reading and Conversation I	1.0
HBR	X	221	Intermediate Hebrew Reading and Conversation II	1.0
HBR	X	222	Intermediate Hebrew	1.0
ITA	X	110	Elementary Conversational Italian I	1.0
ITA	X	111	Elementary Conversational Italian II	1.0
ITA	X	120	Elementary Italian I- Concentrated	1.0
ITA	X	121	Elementary Italian II- Concentrated	1.0
ITA	X	130	Elementary Accelerated Italian I	1.0
ITA	X	131	Elementary Accelerated Italian II	1.0
ITA	X	200	Intm Level: Gen Rev Basic Skills I	0.5
ITA	X	201	Intm Level: Gen Rev Basic Skills II	0.5
ITA	X	220	Intermediate Italian Reading and Conversation I	1.0
ITA	X	221	Intermediate Italian Reading and Conversation II	1.0
ITA	X	240	Intermediate Conversation I	0.5
ITA	X	241	Intermediate Conversation II	0.5
JPN	X	120	Elementary Japanese I, Concentrated	1.0
JPN	X	121	Elementary Japanese II, Concentrated	1.0
JPN	X	130	Beginning Japanese I	1.0
JPN	X	131	Beginning Japanese II	1.0
JPN	X	200	Intermediate Japanese I	0.5
JPN	X	201	Second-Year Japanese 2	0.5
JPN	X	202	Intermediate Japanese Reading and Conversation I- Upper	0.5
JPN	X	220	Intermediate Japanese Reading and Conversation I	1.0
JPN	X	221	Intermediate Japanese Reading and Conversation II	1.0
JPN	X	230	Intermediate Readings	1.0
JPN	X	231	Intermediate Readings II	1.0
LAT	X	101	Elementary Latin II	0.5

Course Number			Course Title	H.S. Credit
LAT	X	104	Elementary Latin 3	0.5
LAT	X	120	Elementary Latin I, Concentrated	1.0
LAT	X	121	Elementary Latin II, Concentrated	1.0
LAT	X	130	Elementary Accelerated	1.0
LAT	X	131	Elementary Accelerated	1.0
LAT	X	200	Review Latin Grammar & Translation	0.5
LAT	X	220	Intermediate Latin Reading I	1.0
LAT	X	221	Intermediate Latin Reading II	1.0
POR	X	120	Elementary Portuguese I, Concentrated	1.0
POR	X	121	Elementary Portuguese II, Concentrated	1.0
POR	X	130	Elementary Accelerated Portuguese	1.0
POR	X	131	Elem Accelerated Course I	1.0
POR	X	140	Portuguese for Spanish Speakers I	0.5
POR	X	141	Portuguese for Advanced Students of Spanish II	0.5
POR	X	200	Intm Lang: Gen Rev Basic Skills I	0.5
POR	X	201	Intm Lang: Gen Rev Basic Skills II	0.5
POR	X	202	Intermediate Portuguese Language I- Upper	0.5
POR	X	220	Intermediate Portuguese Reading and Conversation I	1.0
RUS	X	104	Beginning Russian 3	0.5
RUS	X	120	Elementary Russian I, Concentrated	1.0
RUS	X	121	Elementary Russian II, Concentrated	1.0
RUS	X	130	Elementary Russian I- Accelerated	1.0
RUS	X	131	Elementary Russian II- Accelerated	1.0
RUS	X	200	Intermediate Russian I	0.5
RUS	X	201	Intermediate Russian II	0.5
RUS	X	220	Intermediate Russian Reading and Conversation I	1.0
RUS	X	221	Intermediate Russian Reading and Conversation II	1.0
RUS	X	240	Intermediate Conversation I	0.5
RUS	X	241	Intermediate Conversation II	0.5
SPN	X	000	Basic Oral Expression I	0.5
SPN	X	001	Beginning Oral Expression II	0.5
SPN	X	100	Elementary Spanish I	0.5
SPN	X	101	Elementary Spanish II	0.5
SPN	X	120	Elementary Spanish I, Concentrated	1.0
SPN	X	121	Elementary Spanish II, Concentrated	1.0
SPN	X	125	Spanish 3	1.0
SPN	X	130	Elementary Spanish I Accelerated	1.0
SPN	X	131	Elementary Spanish II Accelerated	1.0
SPN	X	200	Intm Level: Gen Rev Basic Skills I	0.5
SPN	X	201	Intm Level: Gen Rev Basic Skills II	0.5
SPN	X	220	Intermediate Reading and Conversation	1.0
SPN	X	221	Reading and Conversation II	1.0
SPN	X	230	Intermediate Reading I	1.0
SPN	X	231	Intermediate Reading II	1.0

Course Number			Course Title	H.S. Credit
SPN	X	233	Intermediate Reading in Spanish	0.5
SPN	X	240	Intermediate Conversation I	0.5
SPN	X	241	Intermediate Conversation II	0.5
SPN	X	242	Intermediate Spanish	0.5
SPN	X	300	Review Grammar and Syntax I	0.5
SPN	X	301	Review Grammar and Syntax II	0.5
SPN	X	340	Spanish for Speakers of Spanish	0.5
SPN	X	341	Spanish for Speakers of Spanish II	0.5
SPN	X	400	Conversation and Composition I	0.5
SWA	X	130	Beginning Swahili 1	1.0
SWA	X	131	Beginning Swahili 2	1.0
SWA	X	200	Intermediate Swahili I	0.5
SWA	X	201	Intermediate Swahili II	0.5

## Mathematics

Courses listed in this section shall be considered Mathematics coursework for the purposes of high school graduation requirements.

Course Number			Course Title	H.S. Credit	GE Core Subject Area
MAC	X	105	College Algebra (GE Core)	1.0	Mathematics
MAC	X	106	Combined College Algebra/Pre-Calculus	1.0	
MAC	X	114	Trigonometry	1.0	
MAC	X	140	Precalculus Algebra	1.0	
MAC	X	147	Precalculus Algebra/Trigonometry	1.0	
MAC	X	223	Calculus for Architecture I	1.0	
MAC	X	233	Calculus for Business & Soc. Science I	1.0	
MAC	X	241	Life Science Calculus I	1.0	
MAC	X	242	Life Science Calculus II	1.0	
MAC	X	253	Calculus for Engineering Technology I	1.0	
MAC	X	281	Engineering Calculus I	1.0	
MAC	X	282	Engineering Calculus II	1.0	
MAC	X	283	Engineering Calculus III	1.0	
MAC	X	311	Calculus I (GE Core)	1.0	Mathematics
MAC	X	312	Calculus with Analytic Geometry II	1.0	
MAC	X	313	Calculus with Analytic Geometry III	1.0	
MAD	X	104	Discrete Mathematics	1.0	
MAD	X	107	Discrete Mathematics	1.0	
MAD	X	401	Numerical Analysis	1.0	
MAD	X	502	Introduction to Computational Mathematics (L)	1.0	
MAP	X	302	Differential Equations I	1.0	
MAP	X	305	Different. Equations for Engineers	1.0	
MAS	X	103	Introductory Linear Algebra I	1.0	

Course Number			Course Title	H.S. Credit	GE Core Subject Area
MAS	X	105	Linear Algebra I (Calc. II Prereq)	1.0	
MAS	X	106	Linear Algebra I	1.0	
MAS	X	107	Linear Algebra II	1.0	
MAS	X	203	Introductory Number Theory	1.0	
MAS	X	300	Introductory Abstract Algebra	1.0	
MAS	X	301	Introductory Abstract Algebra I	1.0	
MAT	X	033	Intermediate Algebra	0.5	
MGF	X	106	Mathematics for Liberal Arts I (GE Core)	1.0	Mathematics
MGF	X	107	Mathematics for Liberal Arts II (GE Core)	1.0	Mathematics
MGF	X	108	Honors Mathematical Ideas & Explorations	1.0	
MHF	X	300	Elementary Mathematical Logic	1.0	
MTG	X	204	Informal Geometry	1.0	
MTG	X	206	College Geometry	1.0	
QMB	X	001	Business Mathematics	0.5	
QMB	X	100	Basic Business Statistics	1.0	
QMB	X	600	Introduction to Management Science	1.0	
STA	X	001	General Education Statistics	0.5	
STA	X	013	Basic Descript. & Inferential Statistics	1.0	
STA	X	014	Descriptive and Inferential Statistics	1.0	
STA	X	023	Statistical Methods (GE Core)	1.0	Mathematics
STA	X	024	Introd. To Probability and Statistics II	1.0	
STA	X	032	Probability & Statistics for Engineering	1.0	
STA	X	037	Statistics with Calculus	1.0	
STA	X	111	Educational Statistics	1.0	
STA	X	122	Statistical Applic. in Social Science I	1.0	
STA	X	123	Statistical Applic. In Social Science II	1.0	
STA	X	173	Biostatistics	1.0	
STA	X	442	Probability	1.0	
STA	X	821	Stochastic Processes	1.0	

### Performing/Fine Arts/Speech and Debate

Courses listed in this section shall be considered Performing/Fine Arts/Speech and Debate coursework for the purposes of high school graduation requirements.

Course Number			Course Title	H.S. Credit	GE Core Subject Area
ARC	X	301	Design I	0.5	
ARC	X	701	Survey of Architectural Development	0.5	
ARC	X	702	Survey of Arch Development (Cont.)	0.5	
ARH	X	000	Art Appreciation	0.5	Humanities
ARH	X	002	The Artistic Experience	0.5	
ARH	X	050	Introduction to Art History I	0.5	

Course Number			Course Title	H.S. Credit	GE Core Subject Area
ARH	X	051	Introduction to Art History II	0.5	
ARH	X	060	The History of Architecture	0.5	
ARH	X	500	Introduction to Non-Western Art	0.5	
ART	X	001	Intro. to Studio Art for Nonmajors	0.5	
ART	X	100	Crafts I, Lower	0.5	
ART	X	150	Metals I, Lower	0.5	
ART	X	201	Design I, Lower	0.5	
ART	X	202	Design II, Lower (2-D)	0.5	
ART	X	203	Design III, Lower (3-D)	0.5	
ART	X	205	Color and Composition, Lower	0.5	
ART	X	300	Drawing I, Lower	0.5	
ART	X	301	Drawing II	0.5	
ART	X	302	Drawing III, Lower	0.5	
ART	X	310	Drawing I, Upper	0.5	
ART	X	330	Life Drawing I, Lower	0.5	
ART	X	332	Figure Drawing I, Upper	0.5	
ART	X	340	Drawing Techniques	0.5	
ART	X	400	Printmaking I, Lower	0.5	
ART	X	401	Printmaking II	0.5	
ART	X	500	Painting I, Lower	0.5	
ART	X	501	Painting II	0.5	
ART	X	600	Introduction to Electronic Media	0.5	
ART	X	602	Digital Imaging	0.5	
ART	X	701	Sculpture I	0.5	
ART	X	702	Sculpture II	0.5	
ART	X	710	Advanced Sculpture	0.5	
ART	X	750	Ceramics I	0.5	
ART	X	751	Ceramics II	0.5	
ART	X	752	Wheel Throwing I	0.5	
ART	X	753	Wheel Throwing II	0.5	
ART	X	759	Ceramic Studio I	0.5	
ART	X	760	Ceramics I	0.5	
ART	X	802	Art Workshop: Research and Practice	0.5	
ART	X	823	Art as Interface	0.5	
DAA	X	000	Survey of More Than One Type of Dance-Many Genres (L)	0.5	
DAA	X	100	Contemporary/Modern Dance I for Non-Majors (L)	0.5	
DAA	X	101	Contemporary/Modern Dance II for Non-Majors (L)	0.5	
DAA	X	104	Contemporary/Modern Dance I for Majors	0.5	
DAA	X	105	Contemporary/Modern Dace II For Majors	0.5	
DAA	X	108	Contemporary/Modern Dance V for Majors (U)	0.5	
DAA	X	200	Ballet	0.5	
DAA	X	201	Ballet II for Non-Majors (L)	0.5	
DAA	X	204	Ballet I for Majors (L)	0.5	

Course Number			Course Title	H.S. Credit	GE Core Subject Area
DAA	X	205	Ballet II for Majors (L)	0.5	
DAA	X	206	Ballet III for Majors (L)	0.5	
DAA	X	207	Ballet IV for Majors (L)	0.5	
DAA	X	290	Special Studies in Ballet (L)	0.5	
DAA	X	500	Jazz Dance I for Non-Majors (L)	0.5	
DAA	X	504	Jazz Dance I for Majors (L)	0.5	
DAA	X	505	Jazz Dance II for Majors (L)	0.5	
DAA	X	570	Musical Theatre Jazz (L)	0.5	
DAA	X	610	Dance Composition/Choreography, May Include Improvisation (L)	0.5	
DAA	X	611	Dance Composition/Choreography, May Include Improvisation (L)	0.5	
DAN	X	100	Appreciation/Survey of Dance (L)	0.5	
DAN	X	120	History and Philosophy of Dance (Single Course) (L)	0.5	
DAN	X	130	History and Philosophy of Dance (Two Course Sequence) (L)	0.5	
DAN	X	600	Music and Dance (Single Course) (L)	0.5	
DAN	X	631	Music and Dance (Four Course Sequence) (L)	0.5	
DIG	X	115	Digital Imaging	0.5	
ENG	X	100	Introduction to Film	0.5	
FIL	X	000	Introduction to Film Studies (L)	0.5	
FIL	X	001	Introduction to Film Production	0.5	
FIL	X	002	Appreciation of Film I	0.5	
FIL	X	003	Appreciation of Film II	0.5	
FIL	X	030	History of Motion Pictures (L)	0.5	
FIL	X	100	Screen Writing	0.5	
FIL	X	420	Introduction to Film Production I (L)	0.5	
FIL	X	423	Filmmaking I (L)	0.5	
FIL	X	432	Motion Picture and Television Prod II (L)	0.5	
GRA	X	100	Introduction to Graphic Design	0.5	
GRA	X	103	Computer Based Design	0.5	
GRA	X	111	Graphic Design I	0.5	
GRA	X	129	Visualization Basics	0.5	
GRA	X	142	Digital Media Design	0.5	
GRA	X	151	Computer Illustration	0.5	
GRA	X	152	Electronic Illustration	0.5	
GRA	X	190	Graphics Design	0.5	
MUH	X	011	Intro. to Music History- Apprec I	0.5	
MUH	X	012	Intro to Music History- Apprec II	0.5	
MUH	X	017	Contemporary Jazz	0.5	
MUH	X	018	History and Appreciation of Jazz	0.5	
MUH	X	019	History & Appreciation of Pop Music	0.5	
MUH	X	051	Music/Tribal & Folk Cultures-Nonmajor	0.5	
MUH	X	110	Introduction to Music History & Lit	0.5	

Course Number			Course Title	H.S. Credit	GE Core Subject Area
MUH	X	111	Introduction to Mus History I	0.5	
MUH	X	112	Introduction to Music History	0.5	
MUL	X	010	Intro. Music Lit/Music Apprec I	0.5	Humanities
MUL	X	110	Introduction to Music Literature	0.5	
MUL	X	112	Intro to Mus Lit II (Music Majors)	0.5	
MUL	X	380	Jazz/Pop American Music	0.5	
MUM	X	600	Basic Audio Recording Tech	0.5	
MUN	X	310	Mixed Chorus- Lower Level	0.5	
MUN	X	340	Chamber Chorus- Lower Level	0.5	
MUN	X	341	Chamber Chorus	0.5	
MUN	X	460	Mixed Chamber Ens- Lower Level	0.5	
MUS	X	360	Introduction to Technology in Music	0.5	
MUT	X	001	Fundamentals Preparatory I	0.5	
MUT	X	011	Music Theory for Non Majors I	0.5	
MUT	X	111	Music Theory I	0.5	
MUT	X	112	Music Theory II	0.5	
MUT	X	116	2 <sup>nd</sup> Yr Music Theory I	0.5	
MUT	X	117	2 <sup>nd</sup> Yr Music Theory II	0.5	
MUT	X	121	Music Theory I- Integrated	0.5	
MUT	X	122	Music Theory II- Integrated	0.5	
MUT	X	126	Music Theory III- Integrated	0.5	
MUT	X	127	Music Theory IV- Integrated	0.5	
PGY	X	100	Basic Photography for Nonmajors, Skills & Tech.	0.5	
PGY	X	401	Basic B&W Film Photography I	0.5	
PGY	X	750	Creative Videomaking	0.5	
PGY	X	801	Contemporary Image Making Applications	0.5	
PGY	X	802	Intermediate Contemporary Imaging Applications	0.5	
RTV	X	201	Fundamentals of Broadcast Production (L)	0.5	
RTV	X	300	Broadcast News	0.5	
SPC	X	017	Fundamentals of Speech (L)	0.5	
SPC	X	023	Fundamentals of Speech	0.5	
SPC	X	024	Pub Speaking Gr Disc Interpsnl & List	0.5	
SPC	X	065	Communication in Business (L)	0.5	
SPC	X	300	Fundamentals of Interpersonal Com	0.5	
SPC	X	511	Argumentation and Debate	0.5	
SPC	X	541	Persuasion	0.5	
SPC	X	600	Public Speaking	0.5	
SPC	X	603	Public Speaking and Group Discussions	0.5	
SPC	X	608	Public Speaking (L)	0.5	
THE	X	000	Theatre Appreciation	0.5	Humanities
THE	X	010	Theatre Appreciation and History	0.5	
THE	X	011	Theatre Appreciation and History II	0.5	
THE	X	020	Introduction to Theatre	0.5	
THE	X	071	Intro to Cinema Arts	0.5	

Course Number			Course Title	H.S. Credit	GE Core Subject Area
THE	X	100	Introduction to Theatre History	0.5	
THE	X	300	Dramatic Literature	0.5	
THE	X	305	Survey of Dramatic Literature	0.5	
THE	X	925	Colloquiums/Symposiums/Workshops	0.5	
TPA	X	000	Introduction to Theatre Design	0.5	
TPA	X	210	Stagecraft I	0.5	
TPA	X	220	Intro to Stage Lighting	0.5	
TPA	X	231	Advanced Theatre Costuming	0.5	
TPP	X	100	Introduction to Acting I	0.5	
TPP	X	110	Acting I	0.5	
TPP	X	111	Acting II	0.5	
TPP	X	700	Intro to Voice	0.5	

### Physical Education: Personal Fitness

These courses only satisfy the personal fitness requirement; students must still complete another 0.5 credit physical education elective course to complete the 1.0 physical education graduation requirement.

**Courses within the PEL, PEM, PEN, PEO and PEQ prefixes should be evaluated for eligibility.**

Course Number			Course Title	H.S. Credit
HLP	X	081	Personal Wellness Appraisal & Improvement	0.5
HLP	X	082	Personal Wellness Appraisal & Improvement II	0.5
HLP	X	083	Human Performance	0.5
HSC	X	100	Personal Health	0.5
HSC	X	101	Personal Health Potential	0.5
HSC	X	102	Healthful Living I	0.5
HUN	X	003	Wellness: Nutri., Personal Growth, Fitness	0.5
HUN	X	270	Nutrition and Fitness	0.5
PET	X	303	Appl. of Sci Princ to Cond Prog	0.5

### Practical Arts

For those career and technical secondary courses that have been identified as satisfying the fine or performing arts high school graduation requirement (s. 1003.4282(3)(e), Florida Statutes), the equivalent postsecondary CTE course may also satisfy that requirement. Each of these courses has been identified by a committee of representatives from Career and Technical Education and Fine Arts as a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination.



Course Number			Course Title	H.S. Credit
AMT	0	765	Aviation Maintenance Airframe Technician 1	3
BCV	0	080	Building Construction Assistant	3
BCV	0	080L	Building Construction Assistant	1.5
BCV	0	081	Carpentry and Masonry Technician OCP B (150 hours)	1
BCV	0	082	Electrical and Plumbing Technician OCP C (150 hours)	1
BCV	0	083	A/C and Painting Technician	1
BCV	0	107	Carpenter Helper OCP A (300 hours)	2
CTS	0	017	Cybersecurity Associate IV	1
CTS	0	049	Web Scripting	1
CTS	0	070	Web Design Foundations	1
CTS	0	071	Web Interface Design	1
CTS	0	073	Web Development Fundamentals	1
DIG	0	060	3-D Animation Production Assistant	1
DIG	0	061	Modeler	2
DIG	0	062	Texture Artist/Rigger	2
DIG	0	063	Animation/Motion Capture Technician	2
DIG	0	070	Game/Simulation Designer	2
DIG	0	071	Game/Simulation Graphic Artist	1
DIG	0	072	Game/Simulation 3D Animator	1
DIG	0	073	Digital Media Artist	1
DIG	0	074	Digital Media Specialist	1
GRA	0	014	Layout Design/Planner	3
GRA	0	024	Production Assistant	1
GRA	0	025	Digital Assistant Designer	2
GRA	0	026	Graphic Designer	2
GRA	0	027	Media Designer	2
GRA	0	036	Desktop Publishing Assistant/Graphic Designer	3
GRA	0	037	Design Technician/Digital Designer	3
GRA	0	038	Illustrator/Print Media Artist	2
GRA	0	039	Print Media Artist/Web Designer	2
HEV	0	872	Teacher Aide (Preschool)	1
MKA	0	090	Business Development Manager OCP A (300 hours)	2
MKA	0	432	Salesperson, Retail OCP A (300 hours)	2
OTA	0	030	Assistant Digital Production Designer OCP C (150 hours)	1
OTA	0	040	Information Technology Assistant OCP A (150 hours)	1
PGY	0	180	Photographic Imaging Specialist 1	1.5
PGY	0	181	Photographic Imaging Specialist 2	1.5
PGY	0	182	Photography Specialist/Lab Technician	1
PGY	0	183	Portrait Photographer 1	1.5
PGY	0	184	Portrait Photographer 2	1.5
PGY	0	185	Commercial Photographer	3
PGY	0	190	Photography Specialist (150 hours)	1
PGY	0	191	Photography Technician (300 hours)	2

Course Number			Course Title	H.S. Credit
PGY	0	192	Studio Photographer (300 hours)	2
PGY	0	193	Digital Photographer (300 hours)	2
PMT	0	020	Machinist Helper OCP A (300 hours)	2
PMT	0	070	Welder Assistant 1 (150 hours)	1
PMT	0	070C	Welder Assistant 1 (150 hours)	1
PMT	0	071	Welder Assistant 2 (150 hours)	1
PMT	0	071C	Welder Assistant 2 (150 hours)	1
PMT	0	072	Welder, SMAW 1 (150 hours)	1
PMT	0	072C	Welder, SMAW 1 (150 hours)	1
PMT	0	073	Welder, SMAW 2 (150 hours)	1
PMT	0	073C	Welder, SMAW 2 (150 hours)	1
RTT	0	514	Studio Assistant OCP A (450 hours)	3
RTT	0	516	Studio Technician OCP B (450 hours)	3
RTT	0	518	Studio Technician/Edit Assistant OCP C (450 hours)	3
RTT	0	522	Broadcast Announcer OCP A (150 hours)	1
RTT	0	523	Audio Equipment Technician OCP B (300 hours)	2
RTT	0	524	Sound Engineering Technician OCP C (300 hours)	2
RTT	0	525	Broadcast Technician OCP F (300 hours)	2
RTT	0	527	Audio Broadcast Technician (300 hours)	2
RTT	0	530	Digital Video Fundamentals OCP A (150 hours)	1
RTT	0	531	Audio and Video Equipment Technician OCP B (150 hours)	1
RTT	0	532	Camera Operator OCP C (300 hours)	2
RTT	0	533	Video Editor OCP D (300 hours)	2
RTT	0	534	Multi-media Artist and Animator OCP E (300 hours)	2
TDR	0	070	Blueprint Reader	1
TDR	0	301	CAD & Modeling 1	3
TDR	0	370	Drafting Assistant	3
TDR	0	570	Architectural Drafter	1
TDR	0	775	Drafting Detailer (1 of 2)	1
TDR	0	776	Drafting Detailer (2 of 2)	1
TDR	0	874	Civil Drafter	1

## Science

### High School Graduation Requirement in Science for Students Entering Grade Nine in:

**2014-15 or later:** 3 credits in Science, one of which must be Biology I (BI), two of which must be equally rigorous (EQ) science courses and two must have a laboratory component.

All dual enrollment science courses should satisfy the equally rigorous requirement; certain courses identified on this list will satisfy the Biology I high school graduation credit. Dual enrollment science courses taken **with** a corresponding laboratory course will be awarded 1.0 high school science credit. Dual enrollment science courses taken **without** a laboratory component will be awarded 0.5 high school science credits. Separate lecture and lab courses may not be combined or the grades averaged for

secondary transcript purposes. The lecture and lab courses must be listed separately on the student's secondary transcript with the grade(s) as assigned by the post-secondary institution.

Lecture and Lab courses with different course numbers may be used to fulfill a 1.0 high school credit if the lab course is appropriate to the lecture course as identified by the postsecondary institution.

**Biology I:** Dual enrollment courses in general biology identified on this list will meet the Biology I high school graduation requirement. However, courses that are a lecture-only format, and are not taken with a corresponding laboratory course, are designated as Equally Rigorous and will be awarded 0.5 high school credit. \*A district-determined (DD) subject area graduation code was implemented in SY 2018-19 and thereafter, which has been applied to specific courses. Schools MUST convert the DD code to an acceptable subject area code on official student records in order for a student to receive graduation credit. For the 2018-19 and 2019-20 school years, the only acceptable subject area codes that can be used for those courses carrying the DD graduation code will be codes BI or EQ.

Note: Two lecture-only format courses with similar numbers to those designated as Biology may satisfy the Biology I graduation requirement; students should be advised that they will still need to complete two laboratory courses.

**End of Course Assessment:** Students who complete their Biology I requirement through dual enrollment are not required to take the Biology I End-of-Course Assessment (EOC). However, students who choose to pursue the "Scholar" diploma designation must complete the Biology I EOC. The EOC will be used for the diploma designation only. The content in the sequence BSC X010 and BSC X011 or BSC X007 and BSC X008 are comparable to the standards for Biology I and therefore can be used as preparation for the Biology I EOC for those students who choose to take the assessment.

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
AST	X	002	Descriptive Astronomy (GE Core)	EQ	0.5	Natural Science
AST	X	002/L	Descriptive Astronomy (GE Core)	EQ	1.0	Natural Science
AST	X	002C	Descriptive Astronomy (GE Core)	EQ	1.0	Natural Science
AST	X	003	Descriptive Astronomy of Solar System	EQ	0.5	
AST	X	003/L	Descriptive Astronomy of Solar System	EQ	1.0	
AST	X	003C	Descriptive Astronomy of Solar System	EQ	1.0	
AST	X	004	Descriptive Stellar Astronomy	EQ	0.5	
AST	X	004/L	Descriptive Stellar Astronomy	EQ	1.0	
AST	X	004C	Descriptive Stellar Astronomy	EQ	1.0	
AST	X	005	Introduction to Astrobiology	EQ	0.5	
AST	X	005C	Introduction to Astrobiology	EQ	1.0	
AST	X	100	Solar System Astronomy	EQ	0.5	
AST	X	100C	Solar System Astronomy	EQ	1.0	
BOT	X	000	Plant Science	EQ	0.5	
BOT	X	010	Introductory Botany	EQ	0.5	
BOT	X	010/L	Introductory Botany	EQ	1.0	

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
BOT	X	010C	Introductory Botany	EQ	1.0	
BOT	X	011	Botany	EQ	0.5	
BOT	X	011/L	Botany	EQ	1.0	
BOT	X	011C	Botany	EQ	1.0	
BOT	X	015	Plant Biology- Upper Level	EQ	0.5	
BOT	X	015/L	Plant Biology- Upper Level	EQ	1.0	
BOT	X	015C	Plant Biology- Upper Level	EQ	1.0	
BSC	X	001	Orientation to Biology	EQ	0.5	
BSC	X	005	General Biology (GE Core)	EQ	0.5	Natural Science
BSC	X	005/L	General Biology (GE Core)	DD	1.0	Natural Science
BSC	X	005C	General Biology (GE Core)	DD	1.0	Natural Science
BSC	X	007	Bio Sci I: Cells, Organisms & Genetics	EQ	0.5	
BSC	X	007/L	Bio Sci I: Cells, Organisms & Genetics	DD	1.0	
BSC	X	007C	Bio Sci I: Cells, Organisms & Genetics	DD	1.0	
BSC	X	009	Introduction to Biology	DD	0.5	
BSC	X	009/L	Introduction to Biology	DD	1.0	
BSC	X	009C	Introduction to Biology	DD	1.0	
BSC	X	010	General Biology (GE Core)	EQ	0.5	Natural Science
BSC	X	010/L	General Biology (GE Core)	DD	1.0	Natural Science
BSC	X	010C	General Biology (GE Core)	DD	1.0	Natural Science
BSC	X	011	General Biology (Cont.)	EQ	0.5	
BSC	X	011/L	General Biology (Cont.)	DD	1.0	
BSC	X	011C	General Biology (Cont.)	DD	1.0	
BSC	X	020	Human Biology	EQ	0.5	
BSC	X	020/L	Human Biology	DD	1.0	
BSC	X	020C	Human Biology	DD	1.0	
BSC	X	023	Human Biology: Disorders	EQ	0.5	
BSC	X	023/L	Human Biology: Disorders	EQ	1.0	
BSC	X	025	Nutrition and Drugs	EQ	0.5	
BSSC	X	026	Intro Human Repro and Development	EQ	0.5	
BSC	X	033	Issues in Biology	EQ	0.5	
BSC	X	040C	Honors Biology I	EQ	1.0	
BSC	X	050	Man & Environment	EQ	0.5	
BSC	X	050C	Man & Environment	EQ	1.0	
BSC	X	051C	Specialized Environmental Biology	EQ	1.0	
BSC	X	080	Anatomy & Physiology (1 Sem.) (Non-Hs Maj) No Prereq	EQ	0.5	

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
BSC	X	080/L	Anatomy & Physiology (1 Sem.) Non-Hs Maj.) No Prereq	EQ	1.0	
BSC	X	083	Human Anatomy	EQ	0.5	
BSC	X	083/L	Human Anatomy	EQ	1.0	
BSC	X	084	Human Anat & Phys (HS Majors/1 sem/No Prereq)	EQ	0.5	
BSC	X	084/L	Human Anat & Phys (HS Majors/1 sem/No Prereq)	EQ	1.0	
BSC	X	084C	Human Anat & Phys (HS Majors/1 sem/No Prereq)	EQ	1.0	
BSC	X	085	Anatomy & Physiology (1 of 2) (HS Maj.) No Prereq	EQ	0.5	Natural Science
BSC	X	085/L	Anatomy & Physiology (1 of 2) (HS Maj.) No Prereq	EQ	1.0	Natural Science
BSC	X	085C	Anatomy & Physiology (1 of 2) (HS Maj.) No Prereq	EQ	1.0	Natural Science
BSC	X	086	Anatomy & Physiology (2 of 2) (HS Maj.) No Prereq	EQ	0.5	
BSC	X	086/L	Anatomy & Physiology (2 of 2) (HS Maj.) No Prereq	EQ	1.0	
BSC	X	086C	Anatomy & Physiology (2 of 2) (HS Maj.) No Prereq	EQ	1.0	
BSC	X	092	Anatomy & Physiology (1 Sem) (HS Maj.) With Prereq	EQ	0.5	
BSC	X	092/L	Anatomy & Physiology (1 Sem) (HS Maj.) With Prereq	EQ	1.0	
BSC	X	093	Anatomy & Physiology (1 of 2) (HS Maj.) With Prereq	EQ	0.5	
BSC	X	093/L	Anatomy & Physiology (1 of 2) (HS Maj.) With Prereq	EQ	1.0	
BSC	X	093C	Anatomy & Physiology (1 of 2) (HS Maj.) With Prereq	EQ	1.0	
BSC	X	094	Anatomy & Physiology (2 of 2) (HS Maj.) With Prereq	EQ	0.5	
BSC	X	094/L	Anatomy & Physiology (2 of 2) (HS Maj.) With Prereq	EQ	1.0	
BSC	X	094C	Anatomy & Physiology (2 of 2) (HS Maj.) With Prereq	EQ	1.0	
BSC	X	250	Flora & Fauna of Florida	EQ	0.5	
BSC	X	250C	Flora & Fauna of Florida	EQ	1.0	
BSC	X	311	Introduction to Marine Biology	EQ	0.5	
BSC	X	311/L	Introduction to Marine Biology	EQ	1.0	
BSC	X	311C	Introduction to Marine Biology	EQ	1.0	
BSC	X	312	Marine Biology (Broad Concepts)	EQ	0.5	

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
BSC	X	312C	Marine Biology (Broad Concepts)	EQ	1.0	
BSC	X	420	Biotechnology	EQ	0.5	
BSC	X	420/L	Biotechnology	EQ	1.0	
BSC	X	420C	Biotechnology	EQ	1.0	
BSC	X	421	Biotechnology in Industry	EQ	0.5	
BSC	X	421/L	Biotechnology in Industry	EQ	1.0	
BSC	X	421C	Biotechnology in Industry	EQ	1.0	
BSC	X	427	Biotechnology Methods II	EQ	0.5	
BSC	X	427/L	Biotechnology Methods II	EQ	1.0	
BSC	X	427C	Biotechnology Methods II	EQ	1.0	
CHM	X	020	Chemistry for Liberal Studies I (GE Core)	EQ	0.5	Natural Science
CHM	X	020/L	Chemistry for Liberal Studies I (GE Core)	EQ	1.0	Natural Science
CHM	X	020C	Chemistry for Liberal Studies I (GE Core)	EQ	1.0	Natural Science
CHM	X	023	General Chemistry II	EQ	0.5	
CHM	X	025	Introduction to General Chemistry	EQ	0.5	
CHM	X	025/L	Introduction to General Chemistry	EQ	1.0	
CHM	X	025C	Introduction to General Chemistry	EQ	1.0	
CHM	X	030	Sci Allied Fields-Gen/Org/Biochm (1 of 2)	EQ	0.5	
CHM	X	030/L	Sci Allied Fields-Gen/Org/Biochm (1 pf 2)	EQ	1.0	
CHM	X	031	Sci Allied Fields-Gen/Org/Biochm (2 of 2)	EQ	0.5	
CHM	X	031/L	Sci Allied Fields-Gen/Org/Biochm (2 of 2)	EQ	1.0	
CHM	X	031C	Sci Allied Fields-Gen/Org/Biochm (2 of 2)	EQ	1.0	
CHM	X	032	Gen Chem Sci Allied Fields (One Semester)	EQ	0.5	
CHM	X	032/L	Gen Chem Sci Allied Fields (One Semester)	EQ	1.0	
CHM	X	032C	Gen Chem Sci Allied Fields (One Semester)	EQ	1.0	
CHM	X	033	Sci Allied Fields-Gen/Org/Biochm (1 Sem)	EQ	0.5	
CHM	X	033/L	Sci Allied Fields-Gen/Org/Biochm (1 Sem)	EQ	1.0	
CHM	X	033C	Sci Allied Fields-Gen/Org/Biochm (1 Sem)	EQ	1.0	
CHM	X	040	General Chem (Expanded Sequence: 1 of 3)	EQ	0.5	
CHM	X	040/L	General Chem (Expanded Sequence: 1 of 3)	EQ	1.0	
CHM	X	041	General Chem (Expanded Sequence: 2 of 3)	EQ	0.5	
CHM	X	045	General Chemistry (1 of 2) (GE Core)	EQ	0.5	Natural Science
CHM	X	045/L	General Chemistry (1 of 2) (GE Core)	EQ	1.0	Natural Science
CHM	X	045C	General Chemistry (1 of 2) (GE Core)	EQ	1.0	Natural Science
CHM	X	046	General Chemistry II (Last Course in Sequence)	EQ	0.5	
CHM	X	046/L	General Chemistry II (Last Course in Sequence)	EQ	1.0	
CHM	X	046C	General Chemistry II (Last Course in Sequence)	EQ	1.0	

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
CHM	X	083	Consumer Chemistry	EQ	0.5	
CHM	X	084	Environmental Chemistry	EQ	0.5	
CHM	X	084/L	Environmental Chemistry	EQ	1.0	
CHM	X	084C	Environmental Chemistry	EQ	1.0	
CHM	X	120	Quantitative Analysis	EQ	0.5	
CHM	X	120/L	Quantitative Analysis	EQ	1.0	
CHM	X	120C	Quantitative Analysis	EQ	1.0	
CHM	X	200	Brief Organic Chemistry	EQ	0.5	
CHM	X	200/L	Brief Organic Chemistry	EQ	1.0	
CHM	X	205	Survey of Organic/Bio Chemistry	EQ	0.5	
CHM	X	205/L	Survey of Organic/Bio Chemistry	EQ	1.0	
CHM	X	205C	Survey of Organic/Bio Chemistry	EQ	1.0	
CHM	X	210	Organic Chemistry	EQ	0.5	
CHM	X	210/L	Organic Chemistry	EQ	1.0	
CHM	X	210C	Organic Chemistry	EQ	1.0	
CHM	X	211	Organic Chemistry (Cont.)	EQ	0.5	
CHM	X	211/L	Organic Chemistry (Cont.)	EQ	1.0	
CHM	X	211C	Organic Chemistry (Cont.)	EQ	1.0	
ENY	X	040	The Insects	EQ	0.5	
ESC	X	000	Introduction to Earth Science (GE Core)	EQ	0.5	Natural Science
ESC	X	000/L	Introduction to Earth Science (GE Core)	EQ	1.0	Natural Science
ESC	X	000C	Introduction to Earth Science (GE Core)	EQ	1.0	Natural Science
ESC	X	070	Global Change	EQ	0.5	
ESC	X	070/L	Global Change	EQ	1.0	
EVR	X	001	Introduction to Environmental Science (GE Core)	EQ	0.5	Natural Science
EVR	X	001/L	Introduction to Environmental Science (GE Core)	EQ	1.0	Natural Science
EVR	X	001C	Introduction to Environmental Science (GE Core)	EQ	1.0	Natural Science
EVS	X	001	Introduction to Environmental Science	EQ	0.5	
GLY	X	000	Introduction to Geology	EQ	0.5	
GLY	X	000/L	Introduction to Geology	EQ	1.0	
GLY	X	000C	Introduction to Geology	EQ	1.0	
GLY	X	001	Elements of Earth Science	EQ	0.5	
GLY	X	010	Introductory Geology	EQ	0.5	
GLY	X	010/L	Introductory Geology	EQ	1.0	
GLY	X	010C	Introductory Geology	EQ	1.0	
GLY	X	030	Environmental Geology	EQ	0.5	
GLY	X	030C	Environmental Geology	EQ	1.0	

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
GLY	X	100	Historical Geology	EQ	0.5	
GLY	X	100/L	Historical Geology	EQ	1.0	
GLY	X	100C	Historical Geology	EQ	1.0	
ISC	X	001C	Integrated	EQ	1.0	
ISC	X	002C	Integrated	EQ	1.0	
ISC	X	003	Global Change, Its Scientific and Human Dimensions	EQ	0.5	
ISC	X	006	Wide World of Science I	EQ	0.5	
ISC	X	006C	Wide World of Science I	EQ	1.0	
ISC	X	007C	Wide World of Science II	EQ	1.0	
MCB	X	000	Intro Microbiology: No Prerequisites	EQ	0.5	
MCB	X	000/L	Intro Microbiology: No Prerequisites	EQ	1.0	
MCB	X	000C	Intro Microbiology: No Prerequisites	EQ	1.0	
MCB	X	004	Introductory Microbiology: Biology/Chemistry Prerequisite	EQ	0.5	
MCB	X	004/L	Introductory Microbiology: Biology/Chemistry Prerequisite	EQ	1.0	
MCB	X	004C	Introductory Microbiology: Biology/Chemistry Prerequisite	EQ	1.0	
MCB	X	010	Intro Microbiology (Biology/Chemistry)	EQ	0.5	
MCB	X	010/L	Intro Microbiology (Biology/Chemistry)	EQ	1.0	
MCB	X	010C	Intro Microbiology (Biology/Chemistry)	EQ	1.0	
MCB	X	020	Microbiology	EQ	0.5	
MCB	X	020/L	Microbiology	EQ	1.0	
MCB	X	020C	Microbiology	EQ	1.0	
MET	X	001	Weather & Climate- General Survey	EQ	0.5	
MET	X	010	Gen Descriptive Intro to the Atmosphere	EQ	0.5	
MET	X	010/L	Gen Descriptive Intro to the Atmosphere	EQ	1.0	
MET	X	010C	Gen Descriptive Intro to the Atmosphere	EQ	1.0	
OCB	X	000	Survey of Marine Biology	EQ	0.5	
OCB	X	000/L	Survey of Marine Biology	EQ	1.0	
OCB	X	000C	Survey of Marine Biology	EQ	1.0	
OCB	X	010	Introduction to Marine Biology	EQ	0.5	
OCB	X	010/L	Introduction to Marine Biology	EQ	1.0	
OCB	X	010C	Introduction to Marine Biology	EQ	1.0	
OCB	X	630	Introduction to Marine Ecology	EQ	0.5	
OCB	X	630/L	Introduction to Marine Ecology	EQ	1.0	
OCE	X	000	The Marine Environment	EQ	0.5	
OCE	X	001	Survey of Oceanography	EQ	0.5	
OCE	X	001/L	Survey of Oceanography	EQ	1.0	
OCE	X	001C	Survey of Oceanography	EQ	1.0	
OCE	X	008	Oceanography (U)	EQ	0.5	



Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
OCE	X	008C	Oceanography (U)	EQ	1.0	
PCB	X	023	Cell & Molecular	EQ	0.5	
PCB	X	023/L	Cell & Molecular	EQ	1.0	
PCB	X	030	Introduction to Ecology	EQ	0.5	
PCB	X	030/L	Introduction to Ecology	EQ	1.0	
PCB	X	030C	Introduction to Ecology	EQ	1.0	
PCB	X	033	General Intro Ecology: Prereq	EQ	0.5	
PCB	X	033C	General Intro Ecology: Prereq	EQ	1.0	
PCB	X	043	General Ecology: Prereq.	EQ	0.5	
PCB	X	063	Intro Genetics: Prereq.	EQ	0.5	
PCB	X	063/L	Intro Genetics: Prereq.	EQ	1.0	
PCB	X	099	Foundations of Human Physiology	EQ	0.5	
PCB	X	099/L	Foundations of Human Physiology	EQ	1.0	
PCB	X	610	Intro Genetics and Evolution	EQ	0.5	
PCB	X	674	Evolution	EQ	0.5	
PCB	X	703	Human Physiology I (Sci Majors)	EQ	0.5	
PCB	X	703/L	Human Physiology I (Sci Majors)	EQ	1.0	
PCB	X	703C	Human Physiology I (Sci Majors)	EQ	1.0	
PHY	X	001	Technical Phys (Single Course Overview)	EQ	0.5	
PHY	X	001/L	Technical Phys (Single Course Overview)	EQ	1.0	
PHY	X	004	Technical Phys I (Multiple Course Overview)	EQ	0.5	
PHY	X	004/L	Technical Phys I (Multiple Course Overview)	EQ	1.0	
PHY	X	005	Tech Physics II (Multiple Course Seq.)	EQ	0.5	
PHY	X	005/L	Tech Physics II (Multiple Course Seq.)	EQ	1.0	
PHY	X	007	Physics for Health Related Technologies	EQ	0.5	
PHY	X	007/L	Physics for Health Related Technologies	EQ	1.0	
PHY	X	007C	Physics for Health Related Technologies	EQ	1.0	
PHY	X	020	Fundamentals of Physics (GE Core)	EQ	0.5	Natural Science
PHY	X	020/L	Fundamentals of Physics (GE Core)	EQ	1.0	Natural Science
PHY	X	020C	Fundamentals of Physics (GE Core)	EQ	1.0	Natural Science
PHY	X	023	Survey of General Physics	EQ	0.5	
PHY	X	025	Basic Physics (One Semester)	EQ	0.5	
PHY	X	025/L	Basic Physics (One Semester)	EQ	1.0	
PHY	X	044	Physics for Engineers II	EQ	0.5	
PHY	X	048	General Physics W/Calculus I (2 Sem Seq.) (GE Core)	EQ	0.5	Natural Science
PHY	X	048/L	General Physics W/Calculus I (2 Sem Seq.) (GE Core)	EQ	1.0	Natural Science
PHY	X	048C	General Physics W/Calculus I (2 Sem Seq.) (GE Core)	EQ	1.0	Natural Science

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
PHY	X	049	General Physics W/Calculus II (2 Sem Seq.)	EQ	0.5	
PHY	X	049/L	General Physics W/Calculus II (2 Sem Seq.)	EQ	1.0	
PHY	X	049C	General Physics W/Calculus II (2 Sem Seq.)	EQ	1.0	
PHY	X	053	General Physics I (2 Sem Seq) (GE Core)	EQ	0.5	Natural Science
PHY	X	053/L	General Physics I (2 Sem Seq) (GE Core)	EQ	1.0	Natural Science
PHY	X	053C	General Physics I (2 Sem Seq) (GE Core)	EQ	1.0	Natural Science
PHY	X	054	General Physics II (2 Sem Seq)	EQ	0.5	
PHY	X	054/L	General Physics II (2 Sem Seq)	EQ	1.0	
PHY	X	054C	General Physics II (2 Sem Seq)	EQ	1.0	
PHY	X	101	Elements of Modern Physics	EQ	0.5	
PHY	X	101/L	Elements of Modern Physics	EQ	1.0	
PHY	X	101C	Elements of Modern Physics	EQ	1.0	
PSB	X	000	Basic Psychobiology	EQ	0.5	
PSB	X	002	Intro to Psychobiology	EQ	0.5	
PSC	X	001	Ideas and Philosophy of Science	EQ	0.5	
PSC	X	001C	Ideas and Philosophy of Science	EQ	1.0	
PSC	X	121	Topics in Physical Science	EQ	0.5	
PSC	X	121/L	Topics in Physical Science	EQ	1.0	
PSC	X	121C	Topics in Physical Science	EQ	1.0	
PSC	X	341	Fundamentals of Physics & Chemistry I	EQ	0.5	
PSC	X	341/L	Fundamentals of Physics & Chemistry I	EQ	1.0	
PSC	X	341C	Fundamental of Physics & Chemistry I	EQ	1.0	
STS	X	300	Human Anatomy and Physiology	EQ	0.5	
STS	X	300C	Human Anatomy and Physiology	EQ	1.0	
ZOO	X	010	General Zoology I	EQ	0.5	
ZOO	X	010/L	General Zoology I	EQ	1.0	
ZOO	X	010C	General Zoology I	EQ	1.0	
ZOO	X	503	Intro to Comparative Animal Behavior	EQ	0.5	
ZOO	X	503C	Intro to Comparative Animal Behavior W/Lab	EQ	1.0	

## Social Studies

Courses listed in this section shall be considered the specific Social Studies coursework for the purposes of high school graduation requirements as indicated.

**United States History:** Faculty reviewers have determined that the content in the AMH X010 and AMH X020 sequence is comparable to the standards for United States History and may be used for preparation for the End-of-Course (EOC) assessment. All other AMH courses should be reviewed by the school district and postsecondary institution to determine if the course(s) may be used as preparation of the U.S. History EOC.

Course Number			Course Title	H.S. Grad Code	H.S. Credit	GE Core Subject Area
AMH	X	010	Introductory Survey to 1877	AH	0.5	
AMH	X	020	Introductory Survey Since 1877	AH	0.5	Social Sciences
AMH	X	041	Survey of the American Experience I	AH	0.5	
AMH	X	042	Survey of Social and Cult Hist Since 1865	AH	0.5	
ECO	X	000	Survey of Economics	EC	0.5	
ECO	X	013	Principles of Economics Macro (GE Core)	EC	0.5	Social Sciences
ECO	X	023	Prin of Economics Micro	EC	0.5	
POS	X	041	American Government 1 (GE Core)	AG	0.5	Social Sciences
WOH	X	001	Survey of World Civilizations	WH	0.5	
WOH	X	012	World History I	WH	0.5	
WOH	X	022	World History II	WH	0.5	
WOH	X	023	Modern World History to 1815	WH	0.5	
WOH	X	030	World History since 1815	WH	0.5	

## Electives

Courses included in this table are identified as Postsecondary General Education Core Subject Area courses (GE Core), but do not fulfill a core high school subject area requirement.

Course Number			Course Title	H.S. Code	H.S. Credit	GE Core Subject Area
ANT	X	000	Introduction to Anthropology (GE Core)	EL	0.5	Social Sciences
HUM	X	020	Introduction to Humanities	EL	0.5	Humanities
PHI	X	010	Introduction to Philosophy (L) (GE Core)	EL	0.5	Humanities
PSY	X	012	Introduction to Psychology (L) (GE Core)	EL	0.5	Social Sciences
SYG	X	000	Principles of Sociology (GE Core)	EL	0.5	Social Sciences

Courses included in this table have been identified as high enrollment courses and are provided to assist in determining appropriate high school subject area credit. This section should not be considered a complete list of courses that may be used for elective credit toward high school graduation requirements.

Course Number			Course Title	H.S. Code	H.S. Credit
ACG	X	001	Principles of Accounting I	EL	0.5
ACG	X	021	Accounting Prin-(Condensed)(3 Credits)	EL	0.5
AMH	X	541	U.S. Military History to 1900	EL	0.5
BUL	X	241	Traditional Business Law	EL	0.5
CGS	X	000	Computer Literacy: Business	EL	0.5
CGS	X	060	Computer Literacy	EL	0.5
CGS	X	100	Applications for Business	EL	0.5
CLP	X	001	Elementary Adjustment (L)	EL	0.5
CLP	X	140	Basic Psychopathology	EL	0.5
CRW	X	001	Creative Writing I	EL	0.5

DEP	X	000	Basic Developmental Psychology/Non-Major (L)	EL	0.5
DEP	X	004	Principles of Development. Psy/Life Span	EL	0.5
EDF	X	005	Introduction to the Teaching Profession	EL	0.5
EDF	X	085	Introduction to Diversity for Educators	EL	0.5
ENT	X	000	Introduction to Entrepreneurship	EL	0.5
EUH	X	000	Survey of Western Civilization I	EL	0.5
FIN	X	100	Personal Finance	EL	0.5
GEB	X	011	Introduction to Business	EL	0.5
HUM	X	210	Ancient Times Through the Renaissance	EL	0.5
HUM	X	250	Modern and Contemporary Periods	EL	0.5
HUM	X	310	Mythology in Art and Literature	EL	0.5
HUN	X	201	Human Nutrition	EL	0.5
INR	X	002	Introduction to International Relations	EL	0.5
ISS	X	120	Political and Economic Institutions	EL	0.5
MAN	X	021	Management Theory-Majors/Non-Majors	EL	0.5
MAR	X	011	Principles of Marketing	EL	0.5
PHI	X	100	Introduction to Logic	EL	0.5
PHI	X	600	Introduction to Ethics (L)	EL	0.5
PHI	X	630	Contemporary Moral Issues (L)	EL	0.5
POS	X	112	State and Local Governments	EL	0.5
REL	X	300	World Religions	EL	0.5
SLS	X	001	Prep Student Development	EL	0.5
SLS	X	101	Orientation to the Inst & Its Resources	EL	0.5
SLS	X	106	First Year Experience Orientation	EL	0.5
SLS	X	103	Living and Learning in a Knowledge Based Environment	EL	0.5
SLS	X	122	Combo: Orientation/Personal-Social Dev	EL	0.5
SLS	X	261	General Leadership	EL	0.5
SLS	X	301	Career Development Comprehensive	EL	0.5
SLS	X	501	College Study Skills 1	EL	0.5
SLS	X	510	Preparing for Student Success	EL	0.5
SLS	X	515	Cornerstone Experience	EL	0.5
SYG	X	010	Social Problems	EL	0.5

### Course Prefix Definitions

<b>AMH</b>	American History	<b>MAS</b>	Mathematics- Algebraic Structures
<b>AML</b>	American Literature	<b>MAT</b>	Mathematics
<b>AMT</b>	Aviation Maintenance Technology	<b>MCB</b>	Microbiology
<b>ARA</b>	Arabic Language	<b>MET</b>	Meteorology
<b>ARC</b>	Architecture	<b>MGF</b>	Mathematics- General and Finite
<b>ARH</b>	Art History	<b>MHF</b>	Mathematics- History and Foundations
<b>ART</b>	Art	<b>MKA</b>	Marketing Applications
<b>ASL</b>	American Sign Language	<b>MTG</b>	Mathematics- Topology and Geometry
<b>AST</b>	Astronomy	<b>MUE</b>	Music Education
<b>BCV</b>	Building Construction: Vocational	<b>MUH</b>	Music History/Musicology
<b>BOT</b>	Botany	<b>MUL</b>	Music Literature
<b>BSC</b>	Biological Sciences	<b>MUM</b>	Music: Commercial/ Management/Administration
<b>CHI</b>	Chinese	<b>MUN</b>	Music Ensembles
<b>CHM</b>	Chemistry	<b>MUS</b>	Music
<b>CTS</b>	Computer Technology and Skills	<b>MUT</b>	Music: Theory
<b>DAA</b>	Dance, Emphasis on Activity	<b>OCB</b>	Biological Oceanography
<b>DAN</b>	Dance	<b>OCE</b>	General Oceanography
<b>DIG</b>	Digital Media	<b>OCF</b>	Physical Oceanography
<b>ECO</b>	Economics	<b>OTA</b>	Office Technology Applications
<b>ENC</b>	English Composition	<b>PCB</b>	Process Biology (Cell/Molecular/ Ecology/Genetics/ Physiology)
<b>ENG</b>	English- General	<b>PGY</b>	Photography
<b>ENL</b>	English Literature	<b>PHY</b>	Physics
<b>ENY</b>	Entomology	<b>PMT</b>	Precision Metals Technology
<b>ESC</b>	Earth Science	<b>POR</b>	Portuguese Language
<b>EVR</b>	Environmental Studies	<b>POS</b>	Political Science
<b>EVS</b>	Environmental Science	<b>PSB</b>	Psychobiology
<b>FIL</b>	Film	<b>PSC</b>	Physical Sciences
<b>FRE</b>	French Language	<b>QMB</b>	Quantitative Methods in Business
<b>GER</b>	German	<b>RUS</b>	Russian Language
<b>GIS</b>	Geography: Information Science	<b>RTV</b>	Radio-Television
<b>GLY</b>	Geology	<b>SPC</b>	Speech Communication
<b>GRA</b>	Graphic Arts	<b>SPN</b>	Spanish Language
<b>HBR</b>	Modern Hebrew Language	<b>STA</b>	Statistics
<b>HEV</b>	Home Economics- Vocational	<b>STS</b>	Surgical Technology Studies
<b>HLP</b>	Health/Leisure/Physical Education	<b>SWA</b>	Swahili Language
<b>HSC</b>	Health Sciences	<b>TDR</b>	Technical Drafting (PSAV Level)
<b>HUN</b>	Human Nutrition	<b>THE</b>	Theatre Studies and General Resources
<b>ISC</b>	Interdisciplinary Sciences	<b>TPA</b>	Theatre Production and Administration Training
<b>ITA</b>	Italian Language	<b>WOH</b>	World History
<b>JPN</b>	Japanese	<b>ZOO</b>	Zoology
<b>LAT</b>	Latin (Language Study)		
<b>LIN</b>	Linguistics		
<b>LIT</b>	Literature		
<b>MAA</b>	Mathematics- Analysis		
<b>MAC</b>	Mathematics- Calculus and Precalculus		
<b>MAD</b>	Mathematics- Discrete		
<b>MAP</b>	Mathematics Applied		

## **Attachment D. Reading Curriculum**

## **Attachment D. Reading Curriculum**

As a high school, and in particular a school in which the majority of instruction occurs within college classes, the focus of Tallahassee Collegiate Academy is on reading to learn rather than learning to read. The core reading curriculum will be implemented in the English courses required of all students in grades nine and 10. Students in grades 11 and 12 will earn the English credits required for graduation through dual enrollment college courses. For high school English courses, texts from the list provided within Florida's B.E.S.T. Standards for ELA will be supplemented by works selected by the instructor, with a focus on ensuring the standards are adequately covered. To support students in becoming stronger, more skilled readers and writers, the teacher will utilize instructional strategies such as:

- Selecting reading assignments from longer text passages, as well as shorter ones when text is extremely complex
- Making close reading and rereading of texts central to lessons
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments
- Requiring students to support answers with evidence from the text
- Providing extensive text-based research and writing opportunities (claims and evidence)

Students will read and analyze selected works of literature and informational texts from a range of literary periods to examine concepts including:

- Text craft and structure
- Elements of literature
- Arguments and claims supported by textual evidence
- Power and impact of language
- Influence of history, culture, and setting on language
- Personal critical and aesthetic response

Students in the honors course will be exposed to increased rigor through even greater text complexity and focus on high-level qualitative measures. Instruction will deal with deeper understanding of conceptual and cross-disciplinary themes.

Reading and writing will be taught in concert as competence in one is closely tied to competence in the other. Writing assignments will cover a range of types and purposes including:

- Developing and supporting argumentative claims
- Crafting coherent, supported informative/expository texts
- Responding to literature for personal and analytical purposes
- Writing narratives to develop real or imagined events
- Writing to sources using text-based evidence and reasoning
- Writing to sources using text-based evidence and reasoning

TCA is committed to ensuring all instruction, including ELA, is sufficiently challenging and rigorous to prepare the students for college course work by the end of grade 10. That said, it is understood that some of our students will struggle with aspects of reading and require varying amounts or types of support in order to be successful. In a study conducted by ACT,<sup>1</sup> results

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<sup>1</sup> [https://www.act.org/content/dam/act/unsecured/documents/reading\\_highlights.pdf](https://www.act.org/content/dam/act/unsecured/documents/reading_highlights.pdf)

indicate the substantial impact college readiness in reading has across all academic areas. Of students who met the ACT College Readiness Benchmark in Reading, 94 percent also met the benchmark in English, 64 percent also met the benchmark in mathematics, and 46 percent also met the benchmark in science. In contrast, of the students who did not meet reading benchmark, only 41 percent met the benchmark in English, only 17 percent met the benchmark in mathematics, and only 5 percent met the benchmark in science.

In addition to the core instruction provided in English courses, all teachers, regardless of content area, will be expected to implement instructional practices to support reading and writing, particularly in the areas of vocabulary and comprehension. The focus on vocabulary development will go beyond defining and memorizing. Students need to be taught the meanings of important, necessary, complex words. They also need to learn to recognize when they do not understand the meaning of a word and to use text as a source for deriving the meaning of words that they do not know.<sup>2</sup>

The vocabulary challenges students meet as content become more advanced include uncommon words, words with multiple meanings, instructional or academic words, and sophisticated synonyms. As part of the school's focus on supporting literacy across the curriculum, all teachers will be expected to attend to these types of vocabulary and selectively teach those that are likely to be unfamiliar to their students or that are not adequately defined in the text. Examples includes words that are:

- Relevant to what students need to learn
- Used often within a unit or across two or more units of instruction
- Linked to content standards
- Abstract or not easily pictured (often derived words ending with -tion, -ment, -ity, etc.)
- Difficult to understand without sufficient background knowledge or contextual support
- Naturally related or have logical relationships to other words in the content

To support the most competent readers as well as those who struggle, TCA teachers will focus on improving comprehension skills through strategies that are effective across all content areas. Students in all courses will be taught and encouraged to:

- Activate prior knowledge about a topic or concept.
- Monitor comprehension and correct misunderstandings while reading.
- Use graphic organizers to relate information from the text.
- Answer and/or generate questions about the material in the text.

Activating prior knowledge is a particularly powerful tool for instruction. By having students participate in even very brief activities or discussions about a topic prior to beginning a lesson or unit of study, content-area teachers can identify incomplete, faulty, or conflicting ideas or misconceptions that could interfere with their ability to successfully learn and apply new information.<sup>3</sup> Instruction can then be modified or enhanced to mitigate the effect of lack of (or inaccurate) prior knowledge on student learning.

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<sup>2</sup> The IRIS Center. (2012). Secondary reading instruction: Teaching vocabulary and comprehension in the content areas. Retrieved from <https://iris.peabody.vanderbilt.edu/module/sec-rdng/>

<sup>3</sup> <https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p09/#content>



At the time of enrollment, the school counselor and/or principal will review each student's record, including grade transcript and standardized assessment results. Students who scored below a level 3 on the prior year's FAST ELA PM3 will be referred to the MTSS problem solving team to identify the most significant and impactful skill deficits and inform programmatic decisions, which may include remediation of skills through differentiation embedded within the English 1 or English 2 class, enrollment in an elective Intensive Reading course, or through other tutorial or intervention supports. If determined appropriate by the IEP team, a student with a disability may receive support facilitation from an ESE teacher.

Teachers with reading endorsement will be given preference when hiring, as they will be equipped to work with students in the reading content area and will be certified to provide intervention to both Tier 2 and Tier 3 students as required by section 1011.62(9) F.S.. High quality reading instruction and research and evidence based interventions will provide the core components of reading as well as systematic instruction, explicit and direct instruction, immediate corrective feedback, frequent review of skills and concepts, opportunities to practice previously mastered skills, and scaffolded instruction with instructional supports to enhance a student's learning and aid in the mastery of the skill.

Tallahassee Collegiate Academy believes in utilizing expert resources and will partner with the Florida Center for Reading Research (FCRR) for expert guidance on the school's reading plan that will be submitted to the FLDOE, the curriculum chosen, and methods used to provide interventions to students. Teachers and instructional coaches will use the Institute of Education Sciences Reading Interventions Practice Guide endorsed by the US Department of Education's What Works Clearinghouse. It is TCA's intention to remedy any reading deficiencies in grade nine students to enable them to meet and maintain eligibility for continued enrollment (i.e., eligibility for dual enrollment).

TCA's proposed decision tree for reading interventions is summarized here. Upon initial enrollment in TCA, a student's prior year's performance on state standardized assessments is reviewed. If the student achieves Level 3 (i.e., on grade level) or above on the prior year's FAST ELA PM3, then the student will receive only Tier 1 instruction. This instruction is:

- Standards aligned.
- Builds background and content knowledge and motivation.
- Provides print-rich, systematic, scaffolded and differentiated instruction.
- Incorporates writing in response to reading.
- Includes IEP/504/ELL accommodations.
- Incorporates the principles of universal design for learning (UDL).
- Includes specially designed instruction for students with disabilities.

Progress monitoring occurs three time per year in grades nine and 10 through the FAST ELA PM1, PM2, and PM3.

On an ongoing basis, student performance will be reviewed three times per year concurrent with the administration windows for the FAST ELA PM1, PM2, and PM3. If the student achieves Level 3 or above, the student will continue to receive Tier 1 instruction.

If the student achieves Level 2 or if consecutive formative assessments or teacher observation data demonstrates difficulty in one or more grade level benchmarks, Tier 2 interventions will be implemented.

If a student is moved to Tier 2 interventions, it is understood that instruction continues in Tier 1 as outlined above, and Tier 2 interventions happen above and beyond Tier 1 instruction. Tier 2 interventions will happen at least two times per week for at least 20 minutes at a time.

Students will be progress monitored in Tier 2 until they show sufficient progress, defined as Level 3 or above on PM1, PM2, or PM3 or an SAT/ACT concordant score.

If a student achieves Level 1, Tier 3 intervention will be implemented in addition with Tier 1 and Tier 2. In Tier 3, students will get explicit reading instruction using the Rewards Secondary and Rewards Plus curriculum. All Tier 3 reading interventions will be provided by a teacher who is reading endorsed, at least two times a week for at least thirty minutes or more.

## **Attachment F. Assessment Schedule**

# FLORIDA STATEWIDE ASSESSMENT PROGRAM

## 2023–2024 SCHEDULE\*

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Writing	
Dates	Assessment
April 1–12, 2024	Grades 4–10 B.E.S.T. Writing
English Language Arts (ELA) Reading and Mathematics	
Dates	Assessment
May 1–31, 2024	Grades 3–10 FAST ELA Reading & Grades 3–8 Mathematics End-of-Year Progress Monitoring Assessment ( <b>Third Administration, PM3</b> )
Statewide Science Assessment	
Dates	Assessment
May 6–17, 2024	Grades 5 & 8 Science
End-of-Course (EOC) Assessments	
Dates	Assessment
September 11–October 6, 2023 November 27–December 15, 2023 May 1–31, 2024 July 15–26, 2024	B.E.S.T. Algebra 1 & Geometry Biology 1, Civics, & U.S. History
Retake Assessments	
Dates	Assessment
September 11–29, 2023	FSA Grade 10 ELA Reading Retake FSA Grade 10 ELA Writing Retake FSA Algebra 1 Retake
February 19–March 8, 2024	B.E.S.T. Algebra 1 Retake FSA Grade 10 ELA Writing Retake FSA Grade 10 ELA Reading Retake FSA Algebra 1 Retake

\*School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

# FLORIDA STATEWIDE ASSESSMENT PROGRAM

## 2023–2024 SCHEDULE

The windows below denote the amount of time provided for districts and schools to select progress monitoring administration days; they do not represent the amount of time students spend taking progress monitoring assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Florida Assessment of Student Thinking (FAST)	
Dates	Grade Levels and Subjects
<b>First Administration (PM1):</b> August 7–September 29, 2023 <b>Second Administration (PM2):</b> December 4, 2023–January 26, 2024 <b>Third Administration (PM3):</b> April 15–May 31, 2024	Grades K–2* FAST Reading & Mathematics
<b>First Administration (PM1):</b> August 14–September 29, 2023 <b>Second Administration (PM2):</b> December 4, 2023–January 26, 2024 <b>Third Administration (PM3):</b> May 1–May 31, 2024	Grades 3–10 FAST ELA Reading, Grades 3–8 FAST Mathematics, & Grade 10 FAST ELA Reading Retake

\*Assessment calendar guidance for VPK programs is available at <http://www.floridaearlylearning.com/vpk/fast>.

Florida Alternate Assessment	
Dates	Grade Levels and Subjects
September 25–October 13, 2023	<b>FSAA—Performance Task</b> Grade 10 ELA Makeup Algebra 1 Makeup
February 26–April 12, 2024	<b>Alternate Assessments*—Performance Task</b> Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 11–April 26, 2024	<b>Alternate Assessments*—Performance Task</b> Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry & U.S. History)
Data Collection Periods: September–October 2023 November–December 2023 March–April 2024	<b>Alternate Assessments*—Datafolio</b> Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry & U.S. History)

\*Aligned to Access Points for B.E.S.T.

# FLORIDA STATEWIDE ASSESSMENT PROGRAM

## 2023–2024 SCHEDULE

Other Statewide Assessments	
Dates	Assessment
September–December 2023	<a href="#">Preliminary ACT (PreACT)</a>
TBD	<a href="#">Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)</a>
November 6–December 15, 2023 April 15–May 31, 2024	<a href="#">Florida Civic Literacy Exam</a>
January–March 2024	<a href="#">National Assessment of Educational Progress (NAEP)</a> Mathematics (Grades 4, 8 & 12) Reading (Grades 4, 8 & 12) Science (Grade 8)
January 22–March 15, 2024	<a href="#">ACCESS for ELLs</a> <a href="#">Alternate ACCESS for ELLs</a>
March–April 2024	<a href="#">ACT*</a>
March–April 2024	<a href="#">SAT*</a>
May 2024	<a href="#">Advanced Placement (AP) Exams</a>

\*Districts will select either ACT or SAT to administer to all Grade 11 students in the district.

## 2023–24 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

### 1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C.
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
District Window	The selected dates within the statewide window during which a district will administer a given assessment.
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.



## 2023–24 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
FAST	Florida Assessment of Student Thinking
FCLE	Florida Civic Literacy Exam
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
PM1	The baseline administration of FAST Progress Monitoring in the beginning of the school year.
PM2	The midyear administration of FAST Progress Monitoring in the middle of the school year.
PM3	The summative administration of FAST Progress Monitoring at the end of the school year.
Progress Monitoring	The process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(8)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(8)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction.
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment.
Testing Time	The amount of time individual students are each given to respond to test items on each test.
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs and as part of the criteria to extend an educator's temporary teaching certificate.
VPK	Florida's Voluntary Prekindergarten Education Program





## 2023–24 Uniform Statewide Assessment Calendar

### 2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district but should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
FAST PM1 and PM2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1008.25(8), F.S. s. 1008.2125, F.S. s. 1002.68, F.S. Rule 6M-8.601, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(4), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(4)(b), F.S.
FAST PM1 and PM2	Progress Monitoring	Provide information regarding whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been	
B.E.S.T. EOC	Summative	Purpose: FAST PM3, B.E.S.T., Florida Standards, Next Generation Sunshine State Standards assessments measure student achievement of Florida's academic standards Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting	s. 1002.38, F.S.
FAST PM3	Progress Monitoring/Summative		s. 1002.68, F.S.
FSA	Summative		s. 1003.4156, F.S.
Florida Alternate Assessment—Performance Task	Summative		s. 1003.4282, F.S.
Florida Alternate Assessment—Datafolio	Portfolio		s. 1004.04, F.S.
NGSSS EOC	Summative		s. 1004.85, F.S.
Statewide Science Assessment	Summative		s. 1008.22, F.S.
			s. 1008.25, F.S.
			s. 1008.33, F.S.
			s. 1008.34, F.S.
			s. 1008.341, F.S.
			s. 1012.34, F.S.
			s. 1012.56, F.S.



Rule 6A-1.094224, F.A.C.

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Effective September 2022

Updated December 16, 2022

## 2023–24 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
			Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement; can be used as a concordant or comparative score to meet Algebra 1 assessment graduation requirements	s. 1007.35, F.S. Rule 6A-1.09422, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.

### 3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student's enrollment or the start of a program year or school year		CBT	10–20 minutes	Immediately following test completion



## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM1	K–Grade 1 ELA Reading	August 7–September 29, 2023		CBT <sup>1</sup>	10–20 minutes	Immediately following test completion
FAST PM1	Grade 2 ELA Reading	August 7–September 29, 2023		CBT <sup>1</sup>	15–20 minutes	Immediately following test completion
FAST PM1	K–Grade 2 Mathematics	August 7–September 29, 2023		CBT <sup>1</sup>	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 14–September 29, 2023		CBT <sup>1</sup>	90 minutes <sup>3</sup>	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 14–September 29, 2023		CBT <sup>1</sup>	80 minutes <sup>3</sup>	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 14–September 29, 2023		CBT <sup>1</sup>	100 minutes <sup>3</sup>	Immediately following test completion
Alternate Assessment Datafolio <sup>4</sup>	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2023		PBT	Varies/Untimed	June 2024
Alternate Assessment Datafolio <sup>4</sup>	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2023		PBT	Varies/Untimed	June 2024



## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FCLE	Students enrolled in associated courses	November 6–December 15, 2023		CBT <sup>1</sup>	160 minutes <sup>2</sup>	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear		CBT	10–20 minutes	Immediately following test completion
FAST PM2	K–Grade 1 ELA Reading	December 4, 2023–January 26, 2024		CBT <sup>1</sup>	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	December 4, 2023–January 26, 2024		CBT <sup>1</sup>	15–20 minutes	Immediately following test completion
FAST PM2	K–Grade 2 Mathematics	December 4, 2023–January 26, 2024		CBT <sup>1</sup>	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	December 4, 2023–January 26, 2024		CBT <sup>1</sup>	90 minutes <sup>3</sup>	Immediately following test completion
FAST PM2	Grades 3–5 Mathematics	December 4, 2023–January 26, 2024		CBT <sup>1</sup>	80 minutes <sup>3</sup>	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	December 4, 2023–January 26, 2024		CBT <sup>1</sup>	100 minutes <sup>3</sup>	Immediately following test completion
Alternate Assessment Datafolio <sup>4</sup>	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: March–April 2024		PBT	Varies/Untimed	June 2024



## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate Assessment Performance Task <sup>5</sup>	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 26–April 12, 2024		PBT	Varies/Untimed	June 2024
ACT <sup>6</sup>	Grade 11 students in districts that selected ACT	March–April 2024		CBT	175 minutes	3–8 weeks after test administration
SAT <sup>6</sup>	Grade 11 students in districts that selected SAT	March–April 2024		CBT	180 minutes	2–4 weeks after test administration
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year		CBT	10–20 minutes	Immediately following test completion
FAST PM3	K–Grade 1 ELA Reading	April 15–May 31, 2024		CBT <sup>1</sup>	10–20 minutes	Immediately following test completion
FAST PM3	Grade 2 ELA Reading	April 15–May 31, 2024		CBT <sup>1</sup>	15–20 minutes	Immediately following test completion
FAST PM3	K–Grade 2 Mathematics	April 15–May 31, 2024		CBT <sup>1</sup>	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 1–May 31, 2024		CBT <sup>1</sup>	120 minutes <sup>3</sup>	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 1–May 31, 2024		CBT <sup>1</sup>	100 minutes <sup>3</sup>	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 1–May 31, 2024		CBT <sup>1</sup>	120 minutes <sup>3</sup>	Immediately following test completion



## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate Assessment Performance Task <sup>5</sup>	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 11–April 26, 2024		PBT	Varies/Untimed	June 2023
B.E.S.T. Writing	Grades 4–10	April 1–12, 2024		CBT <sup>1</sup>	120 minutes	June 2024
FCLE	Students enrolled in associated courses	April 15–May 31, 2024		CBT <sup>1</sup>	160 minutes <sup>2</sup>	Immediately following test completion
B.E.S.T. Algebra 1 and Geometry EOC	Students enrolled in associated courses	May 1–31, 2024		CBT <sup>1</sup>	160 minutes <sup>3</sup>	June 2024
NGSSS Biology 1, Civics, and U.S. History EOC	Students enrolled in associated courses	May 1–31, 2024		CBT <sup>1</sup>	160 minutes <sup>3</sup>	June 2024
NGSSS Statewide Science	Grades 5 and 8	May 6–17, 2024		PBT	160 minutes	June 2024

<sup>1</sup> Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

<sup>2</sup> Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

<sup>3</sup> Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

<sup>4</sup> The Alternate Assessment Datafolio is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment or the Alternate Assessment Performance Task is inappropriate, even with accommodations.

<sup>5</sup> The Alternate Assessment Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

<sup>6</sup> Each district must choose to administer *either* the ACT or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

### 4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate “N/A” in the District Window column.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.



## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
PreACT	Grade 10	September–December 2023		PBT	150 minutes	Approximately 2 weeks after testing
FSA ELA Writing Retake		September 11–29, 2023		CBT <sup>1</sup>	120 minutes <sup>2</sup>	December 2023
FSA ELA Reading Retake		September 11–29, 2023		CBT <sup>1</sup>	180 minutes <sup>2</sup>	December 2023
FSA Algebra 1 EOC		September 11–29, 2023		CBT <sup>1</sup>	180 minutes <sup>2</sup>	October 2023
NGSSS Biology 1, Civics, and U.S. History EOC		September 11–29, 2023		CBT <sup>1</sup>	160 minutes <sup>3</sup>	October 2023
FSAA—Performance Task <sup>6</sup> Grade 10 ELA and Algebra 1 EOC Makeup		September 25–October 13, 2023		PBT	Varies/Untimed	December 2023
NAEP Mathematics	Select grades 4, 8, & 12 students	January–March 2024		CBT	120 minutes	Fall 2024 (grades 4 & 8); Spring 2025 (grade 12)
NAEP Reading	Select grades 4, 8, & 12 students	January–March 2024		CBT	120 minutes	Fall 2024 (grades 4 & 8); Spring 2025 (grade 12)
NAEP Science	Select grade 8 students	January–March 2024		CBT	120 minutes	Spring 2025
PSAT/NMSQT	Grade 10	TBD		PBT	165 minutes	January 2024
B.E.S.T. Algebra 1 and Geometry EOC		November 27–December 15, 2023		CBT <sup>1</sup>	160 minutes <sup>3</sup>	January 2024
NGSSS Biology 1, Civics, and U.S. History EOC		November 27–December 15, 2023		CBT <sup>1</sup>	160 minutes <sup>3</sup>	January 2024
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 22–March 15, 2024		PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2024



## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 22–March 15, 2024		PBT	80 minutes	June 2024
FSA ELA Grade 10 Retake – Writing		February 19–March 8, 2024		CBT <sup>1</sup>	120 minutes <sup>2</sup>	May 2024
FSA ELA Grade 10 Retake – Reading		February 19–March 8, 2024		CBT <sup>1</sup>	180 minutes <sup>2</sup>	May 2024
B.E.S.T. Algebra 1 Retake EOC		February 19–March 8, 2024		CBT <sup>1</sup>	160 minutes <sup>3</sup>	May 2024
FSA Algebra 1 Retake EOC <sup>5</sup>		February 19–March 8, 2024		CBT <sup>1</sup>	180 minutes <sup>2</sup>	May 2024
B.E.S.T. Algebra 1 and Geometry EOC		July 15–26, 2024		CBT <sup>1</sup>	160 minutes <sup>3</sup>	August 2024
NGSSS Biology 1, Civics, and U.S. History EOC		July 15–26, 2024		CBT <sup>1</sup>	160 minutes <sup>3</sup>	August 2024

<sup>1</sup> Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

<sup>2</sup> Any student who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

<sup>3</sup> Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

<sup>4</sup> If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

<sup>5</sup> The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

<sup>6</sup> The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

### 5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in the district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected





## 2023–24 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected

### 6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments <sup>1</sup>			District Assessments <sup>1</sup>			Approximate Total Testing Time (In Minutes)
	Range of Minutes	Median Number of Minutes	% Net Instructional Time <sup>2</sup>	Range of Minutes	Median Number of Minutes	% Net Instructional Time <sup>2</sup>	
VPK	30–60	45	0.10%				
K	90–150	120	0.28%				
1	90–150	120	0.28%				
2	105–150	127.5	0.30%				
3	560	560	1.30%				
4	560	560	1.04%				
5	720	720	1.33%				

<sup>1</sup> In accordance with Senate Bill 2524 § 45 (Chapter 2022-154, § 45, Laws of Florida), the Department must collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required assessments and coordinated screening and progress monitoring.

<sup>2</sup> The percent net instructional time is based on 43,200 instructional minutes per school year for VPK through grade 3 and on 54,000 instructional minutes per school year for grades 4 through 5, per s. [1011.61](#), F.S.

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)**
6	620		
7	780		
8	780		
9	620		
10	460		
11	160+175/180 <sup>1</sup>		
12	160		

<sup>1</sup> The amount of time for grade 11 statewide assessments will depend on Statewide Assessments cell. If SAT, use 340 minutes (160 + 180) for the



whether a district selects ACT or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 grade 11 Statewide Assessments cell.

Rule 6A-1.094224, F.A.C.

Form ARM 001

Effective September 2022

Updated December 16, 2022



# Collaboration Rubric High School

## Overview

In designing our collaboration rubric, we drew a distinction between individual and group behaviors. While both are important for successful collaboration, distinguishing between the two provides useful guidance for how to support and assess student progress.

**The Individual Collaboration Rubric** focuses on specific aspects of individual collaboration. The indicators are designed to be simple and accessible to students using the Peer Evaluation Tool as well as instructive to guide group conversations. The number of dimensions (rows) for this rubric makes it unlikely a teacher would use it in its entirety. A teacher might opt to focus on particular rows by project or a school might focus on particular indicators in particular grade levels. Schools may also find opportunities to bring additional collaboration and project management skills to extend this outcome as their students grow as collaborators and we encourage you to do so.

### Individual Collaboration – High School

Collaboration involves behaviors under the control of individual group members including effort they put into group tasks, their manner of interacting with others on group, and the quantity and quality of contributions they make to group discussions.



	Emerging	ED	Developing	DP	Proficient	PA	Advanced
<b>Contribution and Development of Ideas</b>	Ideas lack <b>supporting</b> reasoning  <b>Limited acknowledgement</b> of others' thinking		Shares ideas, and <b>explains</b> the reasons behind them  <b>Acknowledges</b> others' thinking		Provides ideas or arguments with <b>convincing</b> reasons  <b>Builds on</b> the thinking of others		Acknowledges the <b>strengths and limitations</b> of their ideas  Builds on the thinking of others and <b>checks back for agreement</b>
<b>Equal Participation</b>	Shares ideas <b>without listening</b> or listens <b>without sharing</b> ideas		<b>Allows for</b> equal participation by both sharing ideas and listening to the ideas of others		<b>Encourages</b> equal participation by <b>asking</b> clarifying or probing questions, <b>paraphrasing</b> ideas, and <b>synthesizing</b> group thinking		In addition to proficient, <b>actively invites</b> others to participate equitably, promoting divergent and creative perspectives
<b>Group Norms</b>	Follows group norms and processes but <b>only with modeling and/or reminders</b>		<b>Understands and follows</b> group created norms and processes		Understands and follows group created norms and processes and <b>helps others do the same</b>		In addition to proficient, <b>initiates</b> the use of norms and group processes in each meeting
<b>Respectful Tone and Style</b>	<b>At times</b> , words and tone indicate respectful intent, but not consistently		Words and tone indicate <b>respectful intent</b> , but <b>might not be sensitive</b> to others		Words and tone indicate <b>respect and sensitivity</b> to others		In addition to proficient, provides <b>gentle feedback about others' words and tone</b> to foster an environment of respect
<b>Positive Body Language/ Active Listening</b>	<b>Sporadically</b> faces speaker, or engages without distraction <b>some of the time</b>		<b>Faces speaker</b> and is <b>free of distractions</b> when others are speaking		When others are speaking, both body language and verbal responses <b>indicate engagement</b>		When others are speaking, body language and verbal responses indicate <b>positive, energetic</b> engagement
<b>Roles</b>	Knows role, and fulfills it only <b>some of the time</b>		<b>Accepts</b> role and shows understanding <b>by fulfilling it</b>		Knows the roles of <b>self and others</b> , and uses the roles to <b>maximize</b> group effectiveness		<b>In addition to proficient</b> , uses group roles as opportunities to <b>use strengths or address areas of weakness</b>
<b>Work Ethic</b>	Completes <b>only some</b> assigned tasks  Comes to meetings <b>without evidence</b> of preparation		Completes <b>all assigned tasks by deadline</b>  Comes to meetings partially <b>prepared</b>		Completes all assigned tasks by deadline; <b>work is quality, and advances the project</b>  Comes to meetings <b>fully prepared</b>		<b>Models</b> consistently high standards for timeliness, quality, and ownership of work  Preparation for meetings <b>surpasses</b> expectations
<b>Team Support</b>	Either <b>doesn't help</b> , or occasionally helps, but <b>must be asked</b>		Predictably helps <b>when asked</b> by others, but only then		<b>Always</b> helps when asked, and <b>sometimes</b> offers help to others		<b>Actively checks in</b> to understand how others are progressing and how they can be of help



## Oral Communication Rubric, High School

### Overview

**Interpersonal Communication Section** - Focuses on the listening and speaking skills exhibited by individual students in a wide variety of informal conversations (e.g. student and teacher, student and student and expert). While there is some unavoidable overlap with the Collaboration Rubric, the Collaboration rubric emphasizes how teammates should talk to one another while collaborating.

**Presentation Section** - Focuses on the elements of a strong presentation. This section of the rubric could be used in its entirety to describe a complete presentation - though it's often good to focus on a few dimensions (rows), or indicators (bullets). Useful for providing a group grade on a presentation.

**Delivery Section** - Focuses on the individual aspects of a presentation and can be used to provide individualized grades for a student in a presentation, even in the case of a group presentation.



## Interpersonal Communication

The ability to communicate knowledge and thinking through effective informal, pair, and small group conversations.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
Listening and Comprehension	After listening, shows recall of <b>some key details but limited understanding of main points</b>		After listening, shows recall of <b>some key details and main points</b>		After listening, can <b>synthesize</b> main points and <b>reference</b> key details		After listening, can synthesize main points, reference key details, and <b>evaluate the strength</b> or value of the ideas
Clear Presentation of Ideas	Communicates ideas in an <b>unclear way</b> ; ideas are <b>difficult to follow</b>		Communicates ideas <b>clearly most of the time</b> , <b>occasionally</b> ideas are difficult to follow		Communicates ideas <b>clearly</b>		Communicates ideas clearly, <b>adjusting as needed to enhance clarity for audience</b>
Asking Questions	Asks questions that <b>repeat stated details or main points</b>		Ask questions that <b>help clarify a topic or a line of reasoning</b>		Asks <b>thoughtful</b> questions that <b>develop</b> or <b>challenge</b> a topic or line of reasoning		Asks thoughtful questions that develop or challenge a line of reasoning and <b>explore connections to a larger theme or idea</b>



## PRESENTATION

The ability to communicate knowledge and thinking orally.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
Clarity	Central message is <b>unclear or unstated</b>  <b>Does not include</b> alternate perspectives when appropriate		Central message <b>can be deduced but may not be explicit</b>  <b>Includes</b> alternate perspectives when appropriate		Presents a <b>clear</b> central message  <b>Addresses alternative</b> or opposing perspectives when appropriate		Presents a central message that is clear and <b>original</b>  Addresses alternative or opposing perspectives in a <b>way that sharpens</b> one's own perspective
Evidence	Draws on facts, experience, or research in a <b>minimal</b> way  Demonstrates <b>limited</b> understanding of the topic		Draws on facts, experience, and/or research <b>inconsistently</b>  Demonstrates an <b>incomplete or uneven</b> understanding of the topic		<b>Draws on</b> facts, experiences and research to <b>support a central message</b>  Demonstrates an <b>understanding</b> of the topic		Facts, experience and research are <b>synthesized</b> to support a central message  Demonstrate an <b>in-depth</b> understanding of the topic
Organization	A lack of organization and/or transitions <b>makes it difficult to follow</b> the presenter's ideas and line of reasoning		<b>Inconsistencies</b> in organization and limited use of transitions <b>detract from</b> audience understanding of line of reasoning		<b>Organization</b> and transitions <b>reveal</b> the line of reasoning		Organization and transitions <b>supports</b> the line of reasoning
Use of Digital Media / Visual displays	Digital media or visual displays are <b>confusing, extraneous, or distracting</b>		Digital media or visual displays are <b>informative and relevant</b>		Digital media or visual displays are informative and <b>support audience engagement and understanding</b>		Digital media or visual displays are <b>polished</b> , informative, and support audience engagement and understanding



## DELIVERY

The ability to communicate knowledge and thinking orally.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
Language Use	<p>Uses language and style that is <b>unsuited</b> to the purpose, audience, and task</p> <p><b>Stumbles</b> over words, interfering with audience understanding</p>		<p>Uses language and style that is <b>at times</b> unsuited to the purpose, audience, and task</p> <p>Speaking is fluid <b>with minor lapses of awkward or incorrect language use that detracts from audience understanding</b></p>		<p>Uses <b>appropriate</b> language and style that is <b>suited</b> to the purpose, audience, and task</p> <p>Speaking is fluid and <b>easy to follow</b></p>		<p>Uses <b>sophisticated</b> and <b>varied</b> language that is suited to the purpose, audience, and task</p> <p>Speaking is <b>consistently</b> fluid and easy to follow</p>
Presentation Skills	<p>Makes <b>minimal</b> use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed</p> <p>Presenter's energy and affect are <b>unsuitable</b> for the audience and purpose of the presentation</p>		<p>Demonstrates a <b>command of some</b> aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing</p> <p>Presenter's energy, and/or affect are <b>usually appropriate</b> for the audience and purpose of the presentation, <b>with minor lapses</b></p>		<p>Demonstrates a <b>command</b> of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing</p> <p>Presenter's energy and affect are <b>appropriate</b> for the audience and <b>support engagement</b></p>		<p>Demonstrates <b>consistent command</b> of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing <b>in a way that keeps the audience engaged</b></p> <p>Presenter <b>maintains a presence and a captivating energy</b> that is appropriate to the audience and purpose of the presentation</p>
Interaction with Audience	<p>Provides a <b>vague</b> response to questions</p> <p>Demonstrates a <b>minimal command</b> of the facts or understanding of the topic</p>		<p>Provides an <b>indirect</b> or <b>partial</b> response to questions;</p> <p>Demonstrates a <b>partial</b> command of the facts or understanding of the topic</p>		<p>Provides a <b>direct</b> and <b>complete</b> response to questions</p> <p>Demonstrates an <b>adequate</b> command of the facts and understanding of the topic</p>		<p>Provides a <b>precise</b> and <b>persuasive</b> response to questions</p> <p>Demonstrates an <b>in-depth</b> understanding of the facts and topic</p>

**Attachment G. Proposed Discipline Policy or Code of Student Conduct**





## Student Code of Conduct

### Vision

Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education.

### Mission

Tallahassee Collegiate Academy will prepare a diverse population of students for career and higher education opportunities through rigorous coursework leading to professional certification in a wide variety of science, technology, engineering, and mathematics (STEM) fields leading to high-demand, high-wage career opportunities.

### Our Commitment

Students are at the center of our decisions. Parents are involved in the process. We will work together to ensure that every graduate is Future Ready.

### SOAR Values

SOAR stands for Safety, Ownership, Achievement, and Respect. These four areas of focus will ensure student success at Tallahassee Collegiate Academy. Most every aspect of our student code of conduct falls under one of these values.

- **Safety:** If you see something, or hear something, say something. Keep yourself and others safe on both campuses.
- **Ownership:** Take ownership of your education and of your work. You are in charge of yourself.
- **Achievement:** Commit to doing your best every day. Be excellent on purpose.
- **Respect:** Respect yourself, others, our school, the college, and our community.

### Introduction

This Code of Conduct applies to all students that are in attendance at Tallahassee Collegiate Academy. It applies to students enrolled at the Collegiate Academy with regard to their activities both at the High School building and throughout the TCC campus. It applies to activities on school property, the TCC campus, on school buses or other property, on field trips, at athletic events both during and beyond the school day, and other TCA or TCC sponsored activities, regardless of venue. State law and TCA policy also provide for discipline for certain serious offenses by students that occur off campus, at school bus stops, and after school hours. Dual-Enrollment

Dual-enrollment students are to abide by BOTH the TCA and TCC conduct guidelines, as the nature of dual-enrollment is to be enrolled in two institutions at once. For those dual-enrollment students, they will always fall back to their school of enrollment. For purposes of this scenario:

The School of Enrollment vs. The School of Instruction – Students who are enrolled in Tallahassee Collegiate Academy may enroll at Tallahassee Community College and take classes at TCC, however, their school of enrollment remains Tallahassee Collegiate Academy. Thus, ALL Collegiate Academy students should abide by these Code of Conduct guidelines regardless of their School of Instruction status.

Academic Conduct Guidelines – Dual-enrollment students must follow the academic conduct guidelines based on the school of instruction that is offering the particular class. For example, if a student is taking classes at TCA and at TCC, the academic conduct guidelines will follow the guidelines set forth by the school of enrollment on a per-class basis as reflected on the student's high school schedule. ALL dual enrollment courses will be reflected on the student schedule and dual-enrollment will be indicated.

### **Informal Consequences**

Some infractions involve informal, natural or logical consequences and should be handled by the classroom teacher or supervising staff member prior to referral or formal consequences, utilizing appropriate procedures consistently applied to all students. Such offenses should be handled on an individual basis without formal discipline procedures. Should repetition of these offenses occur, or if they are severe in nature, formal discipline may be considered necessary.

- Tardiness
- Failure to be prepared for class (materials, homework, equipment)
- Cheating or Plagiarism (first offense only, high school classes only)
- Unauthorized use of school property
- Violation of school bus rules
- Display or use of toys, games, audio equipment, or other disruptive items throughout the school day without express authorization from supervising teacher
- Use of cell phone during class – either talk or text – without express authorization from supervising teacher
- Minor dress code infractions
- Failure to comply with established health, safety and welfare protocols, unless severe in nature

### **Informal Teacher Interventions**

The basic responsibility for the maintenance of appropriate conduct and discipline in the classroom shall rest with the teacher. Teachers are expected to utilize positive classroom management procedures in their classroom to maintain appropriate classroom conduct.

Teachers may consider the following alternatives with regard to students who present a disciplinary infraction:

- Work with the student one-on-one to determine the source of the problem and recommend alternative solutions
- Adjust the curriculum or instruction delivery or procedures should that be warranted

- Contact parents/guardian if necessary to discuss behaviors, conversation must be solutions-based
- Refer the student to Student Services via the SOAR Support Form
- Refer the student's name to the SOAR Intervention Team for a solutions-based discussion at team student intervention meetings
- Contact outside social agencies as approved by the Principal

Teachers shall maintain objective and accurate records IN FOCUS of all attempts of intervention related to student misconduct. Records should reflect a progressive approach to intervention, unless the situation warranted an additional approach, with such cases the Administration of TCA will be involved.

### **Formal Consequences:**

The infractions that occur requiring formal consequences are those where the infraction is repeated or elevated in nature. The appropriate school authority may suspend or recommend for expulsion any student who is enrolled and their presence substantially disrupts or interferes with the orderly educational process, destroys TCA or TCC property, endangers the health and safety of the student or others, or infringes on the rights of others. These infractions include:

- Disruption or obstruction of the orderly educational process
- Defacement or destruction of TCA or TCC school property
- Disrespect or disobedience of school officials acting pursuant to their official responsibilities, which results in a disruptive effect upon the education of other students
- Interference with, or intimidation of school personnel by actual threat, or actual force or violence creating a hostile environment that includes harassment
- Interference with or intimidation of other students by threat or actual force or violence
- Behavior that is inappropriate or detrimental to the welfare or safety of other students including fighting on school grounds, or on the TCC campus, on a school bus, at a school bus stop, or while participating in a school-sponsored function or activity
- Interference with or disruption or obstruction of the operation of a school bus or severe infractions at a school bus stop
- Failure to correct repeated misconduct that has been addressed both formally and informally – behavior must have been addressed formally before this action may be taken
- Illegal possession, distribution, use, sale, or attempted sale of drugs, including any alcoholic beverage or controlled substance according to F.S. 893
- Theft or larceny
- Burglary
- Extortion
- Possession of self-defense pepper spray or laser pointer
- Indecent exposure
- Malicious mischief including intentional damage to personal property or vandalism
- Robbery
- Trespassing
- Rioting, leading or participating on TCA or TCC campus grounds

- Intentionally making false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff or college staff;
- Failure to comply with established requirements for student health, safety, welfare, including dress code and safety protocols
- Creating a hostile environment which includes harassing physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities
- Discrimination including sexual, racial, disability, or national origin discrimination or harassment
- Formal charges with felony, or a delinquent act that would be a felony if charged as an adult

Each of these offenses calls for four immediate responses by the TCA administration:

1. Reference to the TCC Police Department, either formally or informally
2. If the offense involves a victim, notice to the victim and the victim's parents or legal guardian of the offense and the victim's right to press charges against the offender
3. Action to suspend or expel from TCA
4. School personnel's full cooperation with any investigation by TCC PD or other proceedings leading to the victim's exercise of rights as provided by law.

### **Students with Disabilities**

It is the responsibility of the classroom teacher to review the IEP of each student in his or her class and fully understand their responsibilities regarding implementation. This includes the implementation of a behavior intervention plan, if applicable.

### **Short-Term Removals**

To the extent that children without disabilities would be disciplined, school personnel may remove a student with disabilities for up to ten consecutive or cumulative days in a school year when that student has violated the TCA code of conduct. The school is not required to provide educational services during these short-term removals.

### **Long-Term Removals**

The school may also remove a child for more than ten cumulative days in a school year when the removal is not considered a pattern of exclusion. When determining whether or not there has been a pattern of exclusion, the following factors must be considered: the length of each removal; the total amount of time the child has been removed; and the proximity of the removals to one another. Whenever a child is removed for more than ten school days in a school year, relevant members of the IEP team, including the parent, will conduct a manifestation determination review to ascertain whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the district's failure to implement the IEP.

### **Interim Alternative Educational Setting**

An interim alternative educational setting (IAES) is a different location where educational services are provided for a specific time period due to disciplinary reasons. For a student with a disability, the IAES must be determined by the IEP team and must be selected to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those

services and modifications, including those described in the current IEP, that will enable him/her to meet IEP goals. The IAES must also include services and modifications to address the behavior which resulted in the removal and that are designed to prevent the misconduct from recurring. If a student with a disability commits any of the following offenses, the school may place the student in an IAES for up to 45 school days:

1. Carries a weapon to school or to a school function or possesses a weapon at school or at a school function;
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

The IEP team will determine where educational services will be provided. This process may be completed without a formal meeting. Parents are notified when a decision to place a student in an IAES is made and provide them a copy of their procedural safeguards under IDEA or Section 504. If a parent disagrees with the decision and request an expedited due process hearing, the student will remain in the IAES placement pending the decision of the hearing officer or until the 45-day time period expires, whichever occurs first, unless the parent and the school district agree otherwise.

### **Off-Campus Incidents**

Serious incidents that occur off campus grounds may result in a recommendation for suspension or expulsion if the presence of the student will substantially impact or disrupt the educational process or endanger the health or safety of other students. This includes the following:

- When a student is arrested for an off-campus delinquent act that would be a felony if committed by an adult, or if the Principal determines that the student's presence on the school grounds may threaten the health and safety of others.
- When the student is formally charged with a felony, the Principal shall determine if there may be an adverse impact on the school that may warrant a suspension or recommendation for expulsion.

### **Zero-Tolerance Offenses**

Offenses that pose a serious threat to the health or safety of students, staff or others are those in which appropriate punishment is expulsion from Tallahassee Collegiate Academy, and referral to the criminal justice or juvenile justice system. The Principal shall recommend expulsion pursuant to this section, any student who has been found to have committed the following offenses:

- Homicide (murder or manslaughter)
- Sexual battery
- Armed robbery
- Aggravated battery
- Battery or aggravated battery on a TCA or TCC instructor, or other school personnel
- Kidnapping or abduction
- Arson

- Possession, display, transmission, use, or sale of any firearm or weapon, or object utilized as a weapon while the student is on school property, in attendance at a school function, in a school vehicle or at a school bus stop. Weapons shall include those defined in F.S. 790, or any other object that can be reasonably considered a weapon
- Threat or intimidation using a pointed or sharp object with intent to inflict bodily harm
- Making a threat or deliberate false report of any explosive or destructive device
- Social media posts that depict direct or veiled threats towards the school, staff, students, or TCA or TCC campus

## Attendance

All students are expected to attend all classes each day that school is in session. Repeated unexcused absences will result in a parent conference and attendance contract. Violation of the attendance contract will result in recommendation for student to return to their home-zoned school.

All absences must be excused with a written notice. The following absences may be excused with the proper documentation:

- Illness and/or medical care
- Death in the family
- Legal reasons
- Financial conditions
- Religious Holidays
- Prearranged absences for educational purposes approved by an administrator

Attendance in college classes is mandatory. There are no excused and unexcused absences in college, so should a student have to be out for a valid reason, he/she should work with the individual professor, but must also inform their TCA School Counselor. As the school of enrollment, TCA reserves the right to intervene to ensure students are attending college classes at TCC as their non-attendance falls on the school of enrollment to document. Consistent non-attendance in college classes could result in students being dropped from the courses, which would impact their ability to enroll in dual-enrollment courses in the future. This impact could mean that they would be recommended to return to their home-zoned school as the educational programming is largely dependent on dual-enrollment coursework.

## Dress Code

All students are expected to dress in a way that presents their personal style and individual preference in a professional manner. Athletic and/or smart casual clothing options are recommended. On community involvement days, students are required to dress as they would if on the job or interviewing for a job. Should students need support with these clothing options, support is available.

Prohibited clothing items:

- Items worn together that is indicative of gang membership
- Apparel that contain an obscene message or promotes illegal activities, drugs, alcohol, tobacco, discrimination or offensive in nature
- Clothing that exposes undergarments or body parts



Students with a dress code violation will be given the following consequences:

- First Offense: Student will be given a verbal warning, and will be asked to change, parent/guardian will be contacted.
- Second Offense: Student will be given a warning and will be asked to change, parent/guardian will be contacted, parent and student conference will be held.
- Third Offense: Student will be given a warning and will be asked to change, parent/guardian will be contacted, student will be sent home for the day.
- Additional Offenses: The Principal or designee will make every effort to work with the parent and student to come up with a solution. If blatant dress code violations continue, student will be given a notice of exit at the end of the school year.

### **Medication Use**

Parents may administer medication or treatment to their own children at school or during school-sponsored events. Before any prescribed medication, OTC medication, or medical treatment may be administered to any student by TCA personnel or before a student is permitted to self-administer a medication or treatment, as approved by statute, during school hours or at school-sponsored events, the school shall require the written authorization of the parent on the Medication Permission Form, which shall be valid for the school year in which it is signed by the parent. A separate Medication Permission Form shall be signed and placed on file at the school for each prescription or nonprescription medication or medical treatment. This does not include low-thc medical marijuana. In such cases, parents would need to assist with the administration of this medication in an off-campus setting.

### **Bullying and Harassment**

TCA is committed to providing an educational setting that is safe, secure and free from harrassment and bullying of any kind for all of its students, and school employees. The school will not tolerate bullying or harassment of any type. Should students feel that they are being bullied or harrassed, they must tell a trusted member of TCA faculty or administration immediately.

Conduct that constitutes bullying and harrassment as listed below is prohibited:

- B/H during any education program or activity at TCA or TCC
- B/H during any TCA related, TCC related, TCA sponsored, or TCC sponsored program or activity or on a school bus, van, or motor vehicle
- B/H through the use of data or computer software, computer system, or computer network of TCA or TCC
- B/H through an electronic device



# TALLAHASSEE COMMUNITY COLLEGE

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## CODE OF CONDUCT

### 2022-23







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## Section 1 | Purpose

The Student Code of Conduct is intended to preserve academic integrity and the safety, health, welfare and well-being of the TCC community and its visitors, while creating learning opportunities and interventions that foster, promote and support the ethical and moral development of TCC students. To this end, Tallahassee Community College (hereinafter referred to as TCC or the College) is committed to a community of learners through rational inquiry and cooperative resolution of controversial issues. To achieve and support the educational mission and goals of the College, in a safe environment where all students have the same opportunity to succeed academically, TCC shall establish regulations that set forth minimum standards for student behavior through the Student Code of Conduct.

As a postsecondary institution of higher education, TCC encourages students to rise above the minimum standards and work to build a community of learners where all members of the College community show respect for the views of others and accept responsibility for their own actions. Individuals and groups have the right to the freedom of expression, but they must at all times respect the rights of others. The deliberate violation of TCC policies, rules and regulations is counterproductive to building a learning community. Hence, TCC will act immediately to protect the life and property of TCC, while maintaining and balancing the rights of students and the TCC community. The right of every student to learn will be protected by implementing the Student Code of Conduct. Every student who accepts enrollment assumes the responsibility to become familiar with and to abide by College regulations and acceptable standards of conduct.

Students who fail to observe College regulations or to maintain acceptable standards of personal conduct on the campus or at College-sponsored functions or facilities are subject to disciplinary action. If an enrolled student is formally charged with a violation of federal, state or local law, or with a delinquent act that would be a felony by a proper prosecuting attorney for an incident, or with conduct that may have an adverse impact on the educational program, discipline or welfare of the College, whether on or off campus, the College has the right to take disciplinary action in accordance with the procedures governing student conduct.

## Section 2 | Interpretation and Evaluation

Any question of interpretation regarding the Student Code of Conduct shall be referred to the Vice President for Student Affairs for final determination. The Vice President for Student Affairs may confer with the College Attorney in rendering the final determination. The Student Code of Conduct shall be reviewed every four years by a committee appointed by the Vice President for Student Affairs. At the discretion of the District Board of Trustees, President or designee, a review of the Student Code of Conduct may be requested prior to the four-year term date.

The Student Discipline Review Committee shall consist of faculty, staff, student representatives and current members of TCC judicial bodies that reflect the diverse cultural dynamics of the College. The review shall occur, and recommendations be made to the Vice President for Student Affairs no later than December 31 of the review year.

## Section 3 | Administering the Student Code of Conduct Procedures and Processes

To administer the Student Code of Conduct, the College shall establish and maintain up-to-date procedures and processes, which include, but are not limited to:

- Entity, department and/or College personnel responsible for the coordination, assessment and implementation of established procedures.
- Procedures for reporting alleged violations of the Student Conduct Code.
- Criteria and procedures used in determining whether this policy and established procedures should be enacted.
- Specific procedures to be implemented and actions to be taken by the designated entity, department and/or College official if it is determined that this policy must be enacted.
- Judicial bodies, forums and types approved by the College President or designee for handling alleged violations of this policy.
- Burden of proof used in the College disciplinary process for disciplinary hearings and appeals.
- Procedures and processes for initiating charges, including, filing times, notice of charges, review of charges by the students, hearing notification, and role of judicial bodies.
- Hearing procedures for adjudicating cases.
- Right to appeals, and criteria, process and procedures for handling appeals.
- Special circumstances and processes regarding interim/emergency suspensions.
- Maintenance, handling and record management of confidential disciplinary records.
- Parental notification procedures and processes.
- Procedures for meeting the rights of students covered under the Americans with Disabilities Act.
- Entity/committee and process for the review of the Student Conduct Code and procedures.

## Section 4 | Student Code of Conduct and the Law

College Student Conduct proceedings may be instituted against a student charged with conduct that potentially violates both the law and this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the Vice President of Student Affairs. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of College rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

If the alleged offense is also being processed under the Student Conduct Code, the College may advise off-campus authorities of the existence of the Code and of how such matters typically are handled at the College. To the extent permitted by law, the College will cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators (provided that the conditions do not conflict with College rules or sanctions). Individual students and other members of the College community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

## Section 5 | Definitions

### Appellate Body

Any person or committee authorized by the president or designee to consider an appeal from a judicial body's determination that a student has violated the Student Code of Conduct or from the sanctions imposed by the judicial body.

### Behavioral Intervention Team (BIT)

A group of campus professionals that will assess and consider, with a multi-disciplinary approach, reports of concerning behaviors. The BIT will:

- Receive reports of concerning behaviors through TCC's existing processes;
- Provide recommended interventions to responsible parties, including but not limited to, Human Resources or Student Conduct Office.
- Ensure routing and tracking of cases to appropriate programs within the College for intervention and mitigation to the extent possible
- Review activity related to each report to ensure recommended actions and services are provided
- BIT will not render final decisions on student sanctions;

### Instructor/Faculty

Any person hired by TCC to conduct classroom or laboratory in instruction, both on and off-campus or via distance learning.

### Judicial Body

Any person or persons (e.g., Conduct Officer, Conduct Review Board) authorized by the President or designee to determine whether a student has violated the Student Code of Conduct and to determine the imposition of sanctions.

### Conduct Officer

A TCC official authorized by the president or designee to administer the Student Code of Conduct, coordinate disciplinary processes of the College, take judicial action on behalf of the College, determine whether a student has violated the student code of conduct, and impose interventions/sanctions. The conduct officer is a judicial body and also acts as the chair of the Conduct Review Board.

### Student

Includes any person that has:

- Accepted an offer of admission to the College, regardless if enrolled in classes;
- Not yet graduated or officially transferred to another college;
- Taken courses at the College (full-time or part-time) or pursued undergraduate, certificate, professional, adult education, GED or distance learning courses
- Not enrolled in a class, semester or term but who has a continued relationship with TCC. If a student's enrollment lapses for more than one year, the student is still subject to disciplinary action under the Student Code of Conduct if the student intends to resume enrollment at TCC at any time. Where the word student is used it is implied that the same applies or is afforded to a student organization, unless specified otherwise.

### Student Organization

Any number of persons or groups who are currently registered or recognized by an official TCC department, program or office, including, but not limited to, student organizations, sports clubs, honor societies and intramural teams.

### TCC Community

Includes any person who is a faculty, staff, student, alumni or affiliate of TCC.

### TCC Official

Includes any person employed by TCC and/or who performs assigned administrative, educational, instructional or professional responsibilities.

### TCC Campus

Includes all land, buildings, facilities and other property in the possession of or owned, used, leased or controlled by TCC.

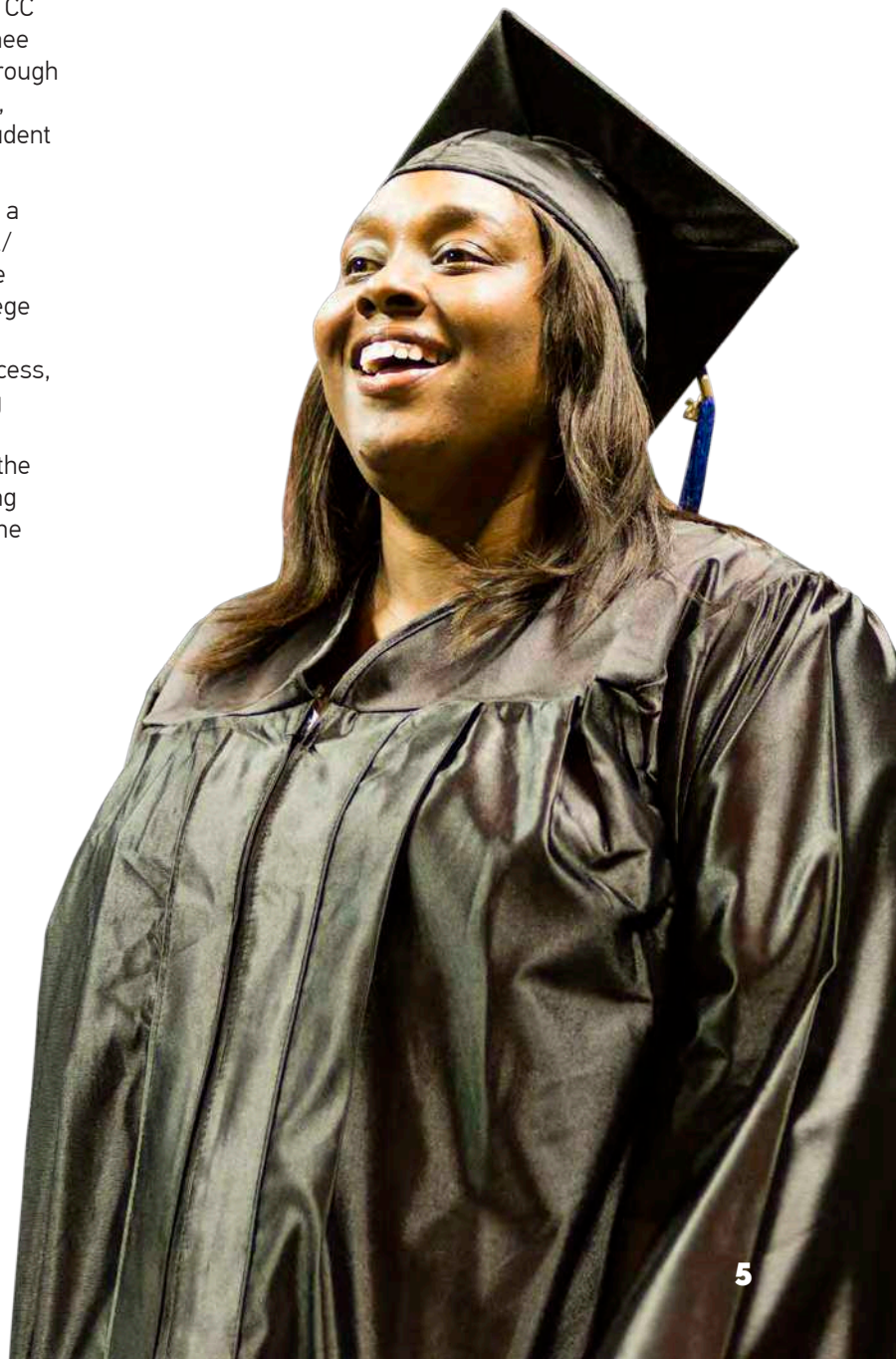
## Section 6 | Judicial Authority

The President of TCC is ultimately responsible for the administration of the Student Code of Conduct and all judicial processes for all students at the College.

- Administrative authority and responsibility for disciplinary policies and procedures is delegated to the Vice President for Student Affairs. Within the Division of Student Affairs, direct supervisory jurisdiction of disciplinary matters involving violations of the Student Code of Conduct is assumed by the Chief Conduct Officer and Conduct Coordinator (Conduct Officer/s).
- In some cases, where it is deemed formal disciplinary charges are not in the best educational interest of the student or student organization for student learning, and the student or student organization does not pose a threat or harm to oneself, another person or the TCC community, the Dean of Student Services or designee reserves the right to refer the behavioral matter through a behavioral intervention program or for mediation, rather than formal disciplinary action under the Student Code of Conduct.
- In addition, there are specific circumstances where a student's behavior may be a result of psychological/medical reasons. Under these conditions, it is in the best interest and safety of the student and the College community to assist the student by enacting the withdrawal for psychological/medical reasons process, which considers the welfare and mental well-being of the student first. The Vice President for Student Affairs or designee shall reserve the right to enact the process established for handling behaviors resulting from psychological/medical reasons, rather than the disciplinary process.

## Section 7 | Jurisdiction

TCC reserves the right to take disciplinary action against any student or student organizations for behaviors that occur at TCC, during TCC sanctioned activities or for off- campus conduct that may adversely affect the TCC community. For violations that do not occur on TCC property, action will be considered to ensure the safety or integrity of the entire campus community.





## Section 8. | Prohibited Conduct

*Disciplinary action may be initiated by TCC through the Student Conduct office and sanctions imposed against any student or student organization found responsible for committing the following prohibited forms of conduct:*

### Academic Dishonesty

#### PLAGIARISM

Representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source.

Examples include, but are not limited to:

- Copying information word for word from a source without using quotation marks and giving proper acknowledgment by way of footnote, endnote or inner-textual note.
- Paraphrasing or putting into one's own words information from a source without providing proper acknowledgment/citation.
- Reproducing without proper citation, any form of work of another person, such as a musical phrase, a proof, experimental data, laboratory report, graphics design or computer code. Taking credit for work not done.

#### CHEATING

The use or attempt to use unauthorized study aids, materials or information in any academic exercise.

Examples include, but are not limited to:

- Copying from another student's examination, research paper, case write-up, lab report, homework assignment, computer program or other academic assignment or exam.
- Possessing or using unauthorized notes, text or other aids during an examination, quiz or other assignment.
- Looking at someone else's exam before or during an examination.
- Handing in the same paper for more than one course without the explicit permission of the instructors.
- Possessing or using an electronic device that contains unauthorized information for a test or assignment such as programming one's computer or calculator to gain an unfair advantage.
- Soliciting, obtaining, possessing or providing to another person an exam or portions of an exam prior or subsequent to the administration of the exam.
- Talking, whispering or using a cell phone during an exam for the purpose of obtaining answers to questions.

#### UNAUTHORIZED COLLABORATION

Working with other students without the instructor's permission in the preparation and presentation of any work or assignments or otherwise failing to abide by the instructor's rules governing the academic exercise where the expectation is that the work to be completed is an individual and independent effort.

#### ACADEMIC FABRICATION

The intentional and unauthorized falsification, misrepresentation or invention of any information, data or citation in any academic exercise.

Examples include, but are not limited to:

- Falsifying or altering the data collected in the conduct of research.
- Making up a source as a citation in an assignment or citing a source one did not use.
- Attempting to deceive the instructor or testing agency by creating, altering or resubmitting scores for assignments, tests, quizzes or placement exams.
- Stating an opinion as a scientifically proven fact.

#### ACADEMIC DISHONESTY FACILITATION

Intentionally or knowingly assisting any person in the commission of an academic integrity violation.

## ACADEMIC MISREPRESENTATION/FALSIFICATION

Intentionally engaging in deceptive practices and misusing one's relationship with the College to gain an unfair advantage in the admissions process, access to programs and facilities, employment opportunities and any academic exercise.

Examples include but are not limited to:

- Arranging for another student to substitute for oneself during an examination session or in the completion of course work.
- Falsifying, misusing, omitting or tampering with official academic college information or documents in any form including written, oral or electronic including test scores, transcripts, letters of recommendation or statements of purpose to gain initial or continued access to the College's programs, facilities or of another agency or educational institution.
- Altering, changing, forging or misusing academic records or any official College form.
- Causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding.
- Reporting an academic integrity violation known to be false.
- Misrepresenting or falsifying class attendance for that of another student. This includes signing an attendance sheet for a student who was not present in class.

## ACADEMICALLY DISHONEST ACTS

Acts that undermine the fundamental values of a community of learners, which fall outside of the more specific academic integrity violations described above.

Examples include, but are not limited to:

- Purchasing a pre-written paper through a mail-order service.
- Selling or attempting to distribute educational materials, examinations, class notes or other academic assignments obtained from or for a TCC course or instructor for personal gain. This does not include the re-sale of textbooks.
- Selling, loaning or otherwise attempting to distribute educational materials, examinations, class notes or other academic assignments to others for the purpose of cheating, plagiarism or other academically dishonest acts.
- Intentionally missing an examination or assignment deadline to gain an unfair advantage.
- Stealing or attempting to steal an examination or answer key. - Infringing upon the right of other students to fair and equal access to any library materials and comparable or related academic resources.
- Attempting to prevent access by other users to the College's computer system and its resources, to degrade its system performance, or to copy or destroy files or programs without consent.
- Offering bribes (e.g., monetary remuneration, gifts or favors) to any College official in exchange for special consideration, waiver of procedures or change of grade on an assignment or course. - Violations of ethics and standards of practices in professional programs (e.g., Nursing, Dental Hygiene).



## Alcohol, Drugs & Tobacco

### ALCOHOL

Possession, purchase, consumption, distribution, sale or supply or use of alcohol in open or closed containers, regardless if empty or decorative in nature, on any TCC property, grounds, facilities, athletics fields, or as part of any College's activities or College-sponsored event.

- Operating a motor vehicle on TCC grounds or property while consuming or under the influence of alcohol.

### PUBLIC INTOXICATION

Public intoxication on any campus property is expressly prohibited. Those conditions considered to indicate intoxication include but are not limited to affected manner or disposition, speech, muscular movements, general appearance or behavior as apparent to the observer.

### DRUGS

Possession, purchase, consumption, distribution, sale, supply or use of illegal drugs, substance controlled under federal or state law or prescription drugs.

- Possession or display of drug paraphernalia.
- Operating a motor vehicle on TCC grounds or property while using or under the influence of an illegal drug or substance controlled under federal or state law.

### SMOKING AND TOBACCO PRODUCTS

The use of all smoking, tobacco, and electronic smoking products, which includes any product containing or delivering tobacco and/or nicotine or any other substance intended for consumption that can be used by a person in any manner for the purpose of inhaling vapor or aerosol. This includes any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, hookah or vape pen, or under any other product name in facilities owned or operated by the College. All facilities (buildings and grounds) owned or operated by the College are designated as nonsmoking areas unless indicated otherwise by a posted sign designating the area as smoking area.

- Faculty, staff, students, and visitors who choose to use tobacco products may do so only in areas designated for smoking. It is the responsibility of the individual to properly dispose of tobacco waste products (e.g., cigarette remnants). This includes all tobacco products, such as smokeless tobacco.
- Smoking at the entrance/exit of any facility is prohibited. Smoking or the use of tobacco products must not occur within 20 feet of the entrance/exit to a building.

## Children on Campus

In accordance with TCC District Board of Trustees Policy 03-19, students may not bring children to classes or other instructional environments or leave children unattended on campus. A TCC student may bring children to designated areas of campus as long as the children are not disruptive and are at all times attended by an adult who is a TCC student.

## Computer Misuse

All uses of College IT resources are subject to applicable rules, policies and procedures of the College and/or governing boards as well as the Florida Statutes governing computer fraud, misuse of state equipment resources, public information and related criminal offenses.

- Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data. Users may not use any computer program or device to intercept or decode passwords or similar access control information. If security gaps are observed, they should be reported to the appropriate system administrators.
- Intentional damage or disabling of computer systems, networks or software without authorization for any purpose.
- Unauthorized copying, downloading, sharing or distribution of computer software, data, music files or any other forms of protected and/ or copyrighted material data, files or material.
- Unauthorized use of College computing resources to generate or access obscene material, to include, pornography, as defined by Florida or federal law and acceptable community standards or creating a hostile work and/or educational environment.
- Unauthorized use of College electronic communication facilities to send fraudulent, harassing, obscene, threatening or other unlawful messages is prohibited.

## Cyberbullying/Social Media

Any form of bullying, harassment, teasing or threats toward any student with regard to race, ethnicity, gender, physical condition, mental condition, emotional condition, popularity, sexual orientation, weight, or appearance. This includes communication via texting, e-mail, Facebook, Instagram, Twitter, Snapchat or any other social media sites, blogs or other Web-based forms of communication. The College categorically denounces hate speech in any form.

## Disruptive or Disorderly Conduct

- Behavior that disrupts, impairs, interferes with or obstructs the orderly conduct, processes and functions of TCC or the rights of other members of the TCC community, including administration, disciplinary proceedings, athletic contests or other TCC sponsored events and activities conducted on or off campus.
- Behavior that disrupts, impairs, interferes with or obstructs the orderly conduct, processes and functions within an academic classroom, testing center, academic computing lab or other laboratory. This includes interfering with the academic mission of TCC or individual classroom or interfering with an instructor's or lab/internship supervisor's role to carry out the normal academic or educational functions of his/her classroom, laboratory and/ or field internship location, including teaching, research and service. This also includes the ability of other students to obtain or benefit from the instruction or educational service.
- Students engaged in activities creating a disturbance that interferes with the normal activities of the class or College on campus may be required to relocate.
- Participation in a campus demonstration that disrupts the normal operations of TCC and infringes on the rights of other members of the TCC community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.

## Endangerment

- Physical violence, assault or force toward another person or group.
- Endangering or threatening the mental or physical health, safety or well-being of another person or group.
- Tampering with any elevator, wiring, plumbing or other College equipment which could endanger one's self or others.
- Behavior of a reckless nature which creates a danger to the safety of persons or property.
- Interference with the freedom of another person or group to move about in a lawful manner.
- Obstruction of the free flow of pedestrian or vehicular traffic on TCC premises or at TCC-sponsored or supervised functions. This includes the affixing or the placement of bikes or motor vehicles to chairs, trees and/ or walkways, or placing/parking these items at the entrances and exits to buildings or in disabled accessible areas.
- Trespass or Unauthorized Entry/Access Unauthorized entry or presence in any TCC building, office, room, class, laboratory, athletic field or other location.

## Failure to Comply

Failure to comply with a request or directive of a TCC official (e.g., instructor, staff, administrator) or any law enforcement official in the performance of his/her duty.

- Failure to comply with the summons, decision, request to contact Conduct office within specified period of time, sanctions or conditions rendered by a Conduct Officer or authorized judicial body.
- Failure to identify oneself and/or produce identification upon request by a TCC official (e.g., instructor, staff, administrator) or any law enforcement official in the performance of his/her duty. Students are required to carry and present their TCC identification card when requested by authorized College officials.
- Failure to comply with traffic rules and parking regulations in effect for the TCC campus.
- Failure to comply with College policies, rules and regulations concerning the registration of campus activities, student organizations, the use of College facilities and public assembly.
- Failure to comply with posted policies, rules and regulations governing activities in a facility, room, lounge or other area.
- Failure to comply with any Centers for Disease Control and Prevention Guidelines, Federal or State Guidelines, or other Emergency Orders enforced at the time as required to be on any of the college campuses or instructional sites.

## Falsification/Fraud/False Testimony (non-academic)

Providing false or misleading (written, verbal or otherwise) information to and/or withholding or omitting information from a TCC official or judicial body.

- Providing false or misleading information and/or withholding or omitting information on non-academic College documents/ records, including, but not limited to, admissions applications, financial aid documents, student identification, computer records and other official documents.
- Knowingly providing false or misleading information to or filing a report with a TCC official, office or judicial body which results in or may result in the initiation of law enforcement, disciplinary, administrative, criminal or legal action by the College.
- Providing false or misleading testimony during a disciplinary proceeding.
- Permitting another person to use one's TCC related identification.
- Use of another person's TCC related identification.
- Impersonation or misrepresentation, including acting on behalf of another person, group or TCC without proper authorization and consent. Tampering with the election of the Student Government Association or any TCC-recognized student organization. Any other acts of falsification/ fraud/false testimony not academic in nature.



## Fire and Emergency Safety

- Action(s) that result in a fire or explosion.
- Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
- Removing, damaging, interfering or tampering with fire safety or other emergency warning equipment, including smoke detectors, extinguishers, sprinklers, and fire and door alarms.
- Failure to evacuate a TCC building or facility when a fire alarm is sounded or directed to do so by a TCC official, law enforcement or emergency service officer.
- Interfering with the carrying out of emergency response and/or evacuation procedures.
- Items placed or hung from or blocking sprinklers or smoke detectors or items placed in an area which poses a fire hazard or interferes with evacuation procedures.

## Food/Beverages in Restricted Areas

- Food or beverages in classrooms are prohibited except in cases where special events have been approved by the President or designee.
- Food or beverages in the Student Union lounge is prohibited except in cases where special events have been approved by the President or designee.
- Food or beverages in any facility, room or location where a sign has been posted which prohibits such activities.

## Gambling

Participation in or offers games of chance for money or other gain in violation of the laws of the State of Florida.

## Harassment/Threats

- Harassment involves a course of conduct (including, but not limited to, physical contact, verbal, graphic, written or electronic communication) directed at a person that serves no legitimate purpose but to cause emotional distress or that creates an intimidating, hostile, threatening, harmful or fearful environment for another person, specific student and/or group.
- Conduct, not of a sexual nature, regardless if via physical, verbal, graphic, written or electronic communication, that threatens, harms, intimidates or creates fear for a judicial body or persons involved in disciplinary processes (e.g., witness, victim, reporting individual). This includes actions via texting, e-mail, Facebook, Instagram, Twitter or other social media sites, blogs or other Web-based forms of communication.



## Hazing

Hazing is prohibited at TCC pursuant to Florida Statutes 1006.63. All organizations and individuals are prohibited from engaging in any form of hazing either on or off campus.

In accordance to Florida Statute 1006.63, Hazing is defined as:

- Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution.
- Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes, including, but not limited to:
  1. Initiation into any organization operating under the sanction of a postsecondary institution;
  2. Admission into any organization operating under the sanction of a postsecondary institution;
  3. Affiliation with any organization operating under the sanction of a postsecondary institution; or
  4. The perpetuation or furtherance of a tradition or ritual of any organization operating under the sanction of a postsecondary institution.

Furthermore, the term includes, but is not limited to:

1. Pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student.
2. Any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. The term does not include customary athletic events or other similar contexts or competitions or any activity or conduct that furthers a legal and legitimate objective.

## Penalties-Hazing

Penalties for violation of this policy shall be administered in accordance with Tallahassee Community College Policy 10-12 Student Code of Conduct; subject, however, to any limitations or additional penalties contained in FS 1006.63 (2)(3)(4)(5)(6).

- Such penalties at Tallahassee Community College may include the imposition of fines; the withholding of diplomas or transcripts pending compliance with the rules or pending payment of fines; and the imposition of probation, suspension, or expulsion from the college.
- In the case of an organization/club at Tallahassee Community College which authorizes hazing in blatant disregard of such rules, penalties may also include rescission of permission for that organization to operate on campus property or to otherwise operate under the sanction of the institution.
- All penalties imposed under the authority of this subsection shall be in addition to any penalty imposed for violation of any of the criminal laws of this state or for violation of any other rule of the institution to which the violator may be subject.

## Indecent or Obscene Behavior

Obscene, lewd or indecent behaviors, conduct, gestures or expressions reasonably interpreted as offensive to others or that creates an intimidating, hostile or offensive campus, educational or working environment for another person or group. This includes, but is not limited to, exposure of sexual organs, urination in public, voyeurism, and/ or unwanted, unwelcome, inappropriate or irrelevant behavior.

## Littering

- Improperly dispersing litter, in any form or from any point, on TCC grounds, property or facilities, including, but not limited to, the dispensing of tobacco waste products, cigarette remnants, flyers, cans or bottles.
- Throwing or dropping any object or material from a College building is prohibited.

## Prior Violations Policy

Tallahassee Community College is committed to treating those with a criminal or disciplinary history with dignity and respect. We believe in the value of second chances and the impact education can have on economic and social mobility. All admission decisions are based on balancing those values with ensuring a safe learning environment.

- All students must answer honestly on the TCC admission application disclosure questions relating to prior legal and/or educational discipline violations. This information will be referred to the Student Conduct Office for review.
- All disclosures of prior violations are reviewed case-by-case and weighted in favor of the safety and welfare of the campus community. When appropriate, the Student Conduct office reserves the right to place conditions on a student's enrollment or recommend to the Admissions and Records office that the student be denied enrollment. Failure to disclose honestly may result in denial of admission or dismissal if dishonesty is discovered after admission. When denied admission, the student may have the right to appeal based on specific criteria or circumstances which will be provided in the denial letter.

## Rollerblades, Bicycles, Hover boards and Motor Vehicles

The use or operation of rollerblades, skates, skateboards, bicycles, etc. on TCC grounds (grass areas, walkways, pathways, sidewalks and athletic fields) or inside TCC facilities (e.g., library, classroom, hallway or student union).

- This includes hallways, balconies, courtyards, lounges and lobbies of facilities owned, operated or leased by TCC.

## Sexual Misconduct

Any sexual act or attempt to engage in any sexual behavior, regardless of personal relationship, without the explicit consent of the other person or that occurs when the other person is unable to give consent.

- Any intentional touching of another person without the explicit consent of the other person or that occurs when the other person is unable to give consent.
- Conduct of a sexual nature that creates an intimidating, hostile or offensive campus, educational or working environment for another person. This includes unwanted, unwelcome, inappropriate or irrelevant sexual or gender-based activities, comments or gestures.

## Sexual Offenders Policy

The Campus Sex Crimes Act (pursuant to sections 775.21, 943.0435 and 944.607, F.S.) requires the Florida Department of Law Enforcement to notify TCC when a convicted sexual offender intends to seek or maintain admission. Sexual offenders who are approved for admission (see Prior Violations Procedures) will be required to meet with the Student Conduct Officer to assure that they do and understand the following:

- Carefully follow the TCC Student Code of Conduct and any other conditions required as part of the admission process
- Not seek College-sanctioned volunteer experiences on- or off-campus where children are involved
- Understand that while an admitted student may pursue any course of study if qualified academically, past legal issues may prohibit credentialing and/or placement in programs such as health care professions, public safety or education where a background check will be required.

## Shared Responsibility

Failure to remove oneself from an area, room, place or activity in which it is known that a violation of this Code is occurring. Attempting to commit, soliciting another to commit, aiding or abetting the commission of, or attempting to commit any conduct that is a violation of the Student Code of Conduct.

- Students/student organizations will be held responsible for the conduct of their guests/ visitors.
- Students/ student organizations are expected to inform their guests/visitors of all College rules and regulations.
- Tallahassee Community College students are not permitted to be members of a Greek organizations at other institutions in which they are not actively enrolled as full-time students.



## Stalking

Stalking is defined as activities occurring on more than one occasion that collectively cause emotional distress in the victim and/or threaten his or her safety, mental health, or physical well-being, general privacy or ability to perform daily life or work activities.

Behaviors and activities may include, but are not limited to:

- Nonconsensual communication, including face-to-face, telephone calls, voice messages, e-mail, written letters/notes, unwanted gifts, or Web-based communications (e.g., social media etc.)
- Repeated threatening or obscene gestures.
- Pursuing or following.
- Electronic or any form of surveillance and/or other types of nonconsensual observation or staring.

## Theft

Unauthorized use or possession of, taking or attempting to take, or the personal or public property of or another person or entity.

## Unauthorized Electronic or Digital Recordings

Each student in a community college or state College is subject to federal and state law, respective county and municipal ordinances, and all rules and regulations of the State Board of Education or board of trustees of the institution.

- Unauthorized recording (video or audio) of personal conversations, meetings or activities. This includes but is not limited to the following:
- Recording of a faculty member or invited speaker without prior consent.
- Taking pictures of another student or person in the gym, lounge space, locker room, classroom, office, common area, or restroom. The College shall enforce the provisions of Section 1006.62, Florida Statutes, hereinafter set forth in full, as follows:

## Vandalism

Damage, destruction or the defacing of property of another person, group or TCC.

## Weapons, Firearms, Fireworks, Explosives and Dangerous Chemicals

The possession, storage, display or discharge of firearms, fireworks, explosives, ammunition, dangerous chemicals, and/or any object dangerous substance in any way, including, but not limited to, knives, firearms, blackjacks, "chukka" sticks or containers of noxious material.

- Possession of realistic replicas of weapons or explosives is not allowed on TCC campus.
- Possession of any firearm is not allowed on TCC campus, even with a concealed weapons permit.

## Other Violations

Violations of any other policy, rule or regulation of TCC may also be adjudicated through the Student Conduct Office. Violations of any municipal or county ordinance, law of the State of Florida, or law of the United States.

[tcc.fl.edu/about/college/district-board-of-trustees/college-policies](http://tcc.fl.edu/about/college/district-board-of-trustees/college-policies)

[leg.state.fl.us/statutes](http://leg.state.fl.us/statutes)

[usa.gov/laws-and-regulations](http://usa.gov/laws-and-regulations)

## Section 9 | Freedom of Expression

*In accordance with TCC Board Policy (03.38), TCC recognizes the opinions expressed by organizations, groups or individuals using TCC facilities do not necessarily reflect the position of TCC or its students, faculty, and staff. TCC abides by Florida Statute 1004.097, Campus Free Expression Act for the right to free expression on campus. The College affirms its commitment to freedom of speech, assembly and expression even though the language or ideas of those seeking a venue for free expression may contradict the College's ideals and policies or the personal views of TCC employees and students. TCC abides by Florida Statute 1004.097, Campus Free Expression Act for the right to free expression on campus.*

### Student and Faculty Right to Free Speech Activities

Expressive activities protected under the First Amendment to the United States Constitution and Art. I of the State Constitution include, but are not limited to, any lawful oral or written communication of ideas, including all forms of peaceful assembly, protests, and speeches; distributing literature; carrying signs; circulating petitions; faculty research, lectures, writings, and commentary, whether published or unpublished; and the recording and publication, including the Internet publication, of video or audio recorded in outdoor areas of campus. Expressive activities protected by this section do not include defamatory or commercial speech.

A Florida College System institution or a state university may not shield students, faculty, or staff from expressive activities. A person whose protected expressive rights were violated by the public institution of higher education may bring suit against such institution to recover monetary damages plus court costs and reasonable attorney fees. The bill requires that a judgement against such public institution of higher education for the violation be paid from nonstate funds.

Notwithstanding s. 934.03 and subject to the protections provided in the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. s. 1232g and ss. 1002.22 and 1002.225, a student may record video or audio of class lectures for their own personal educational use, in connection with a complaint to the public institution of higher education where the recording was made, or as evidence in, or in preparation for, a criminal or civil proceeding. A recorded lecture may not be published without the consent of the lecturer.

A cause of action may be filed against a person who publishes video and audio recorded in a classroom in violation of these purposes. A person injured by the publication of such a recording without the lecturer's consent is able to seek declaratory or injunctive relief and is permitted to receive damages, court costs, and reasonable attorney fees, with the total recovery not to exceed \$200,000. Faculty research, lectures, writing, and commentary, regardless of their publication status, are protected expressive activities.



## Section 10 | Student Rights

*A student or student organization charged with a violation of the Student Code of Conduct has the right to:*

- Receive timely written notice that includes the allegations to be investigated, the citation to the specific provision of the code of conduct at issue, the process to be used in determining whether a violation has occurred and associated rights, and the date, time, and location of the disciplinary proceeding.
- The written notice is considered timely if it is provided at least 7 business days before the disciplinary proceeding and may be provided by delivery to the student's institutional e-mail address, and if the student is under 18 years of age, to the student's parent or to the student organization's e-mail address.
- The right to a presumption that no violation occurred. The institution has the burden to prove, by a preponderance of evidence, that a violation has taken place. Preponderance of the evidence means that the information presented supports the findings that it is more likely than not that the violation of the code of conduct was committed by the student or student organization.
- The right against self-incrimination and the right to remain silent. Such silence may not be used against the student or student organization. However, absent such testimony, the judicial body may lend more weight to written documents and testimony of witnesses. This protection from self-incrimination does not extend to student organizations
- An impartial hearing officer.
- A designated opportunity to review all information in her/his judicial file prior to a hearing. The Conduct Officer reserves the right to modify any report or documentation if it is deemed necessary to protect identifiable information of any person filing the report, witness or alleged victim.
- At least 5 business days before the disciplinary proceeding, the institution or university must provide the student or student organization with a listing of all known witnesses that have provided, or will provide information against the student or student organization; and all known information relating to the allegation, including inculpatory and exculpatory information.
- An opportunity to present relevant evidence and information on his/her behalf, including presenting and questioning witnesses and/or signed written statements, except in cases where the student waives his/her right, or chooses a summary resolution.
- Cross examine witnesses as circumstances permit, except where the student has waived his/her right or opted for a summary resolution. Appropriate witnesses may be called by the College to all formal hearings. Those witnesses who appear may be cross-examined by the charged student in an appropriate format determined by the Conduct Officer or judicial body. If called witnesses do not appear, their written and signed statements, if submitted, will be considered by the judicial body.
- The right to an advisor or advocate who may not serve in any other role, including as an investigator, decider of fact, hearing officer, member of a committee or panel convened to hear or decide the charge, or any appeal.
- The right to have an advisor, advocate, or legal representative, at the student's or student organization's own expense, present at any proceeding, whether formal or informal. Such person may directly participate in all aspects of the proceeding, including the presentation of relevant information and questioning of witnesses.
- The right to appeal the final decision of the hearing officer, or any committee or panel, directly to the vice president of student affairs, or any other senior administrator designated by the code of conduct, who must hear the appeal and render a final decision. The vice president of student affairs or person designated by the code of conduct to hear the appeal may not have directly participated in any other proceeding related to the charged violation.
- The right to an accurate and complete record of every disciplinary proceeding relating to the charged violation of the code, including record of any appeal, to be made, preserved, and available for copying upon request by the charged student or student organization.
- Notification of the decision of the hearing officer in writing within (5) days of the hearing. All hearing decisions will be communicated in writing to the charged student and will include the hearing decision, sanctions imposed (if applicable), and the right to appeal.
- Request an appeal review of the decision, in writing, within five (5) business days of the receipt of the hearing decision (see Appeals).

### Filing Time

Reports must be filed with Student Conduct Office within ninety (90) calendar days of the incident or knowledge about the incident. However, TCC reserves the right to exercise professional discretion to extend this filing time in cases of harassment, endangerment, stalking or other behaviors that pose a threat to the safety, welfare or well-being of another person or the TCC community or where the delay is related to victimization issues.

## Section 11 | Victim Rights

Victim rights apply to the following types of cases:

- Sexual misconduct
- Endangerment/acts of violence
- Harassment
- Stalking
- Hazing
- Property (damage) – restitution portion of outcome only
- Property (theft) – restitution portion of outcome only

### Victim Rights

- To have an adviser of the alleged victim's choice accompany him/her when presenting information to the judicial body and to any other relevant meetings held throughout the disciplinary process.
- To submit a victim impact statement to the judicial body. This information will be used only in the sanctioning phase of deliberations, if the charged student is found responsible for the charge(s).
- To have unrelated past behavior excluded from the hearing. The Conduct Officer or chair of the judicial body will decide if such information is unrelated.
- To submit questions to the judicial body. The judicial body will then consider posing those questions to the charged student.
- To testify in limited privacy, as long as the process does not compromise the charged student's right to cross-examination. Determination on this matter will be made by Conduct Officer or chair of the judicial body.
- To be present throughout the entire hearing, or portions thereof. Determination on this matter will be made by the Conduct Officer or chair of the judicial body.
- To be notified of the disciplinary outcome and appeals outcome.
- To appeal the hearing decision on the basis outlined in Victim's Appellate Process section.



## Section 12 | Judicial Bodies and Hearing Forums

### Judicial Bodies and Forum Types

Generally, students and student organizations may choose which judicial forum and judicial body they would like to conduct their disciplinary case. However, the Conduct Officer reserves the right to choose the appropriate hearing forum and body, or may determine that mediation, a behavioral intervention program or other approved College process is best, rather than formal disciplinary action.

### Judicial Body

Any person or persons (e.g., Conduct Officer/s, Conduct Review Board) authorized by the President or designee to determine whether a student has violated the Student Code of Conduct and to determine the imposition of sanctions.

### Judicial Hearing forums

There are two types of forums provided by this code, informal and formal.

#### INFORMAL HEARINGS (SUMMARY RESOLUTIONS)

Informal hearings or summary resolutions are for students choosing to accept responsibility for the alleged charge as presented. This may be mediation, a behavioral intervention program or other approved College process is best, rather than formal disciplinary action. Informal hearings are not tape recorded. Written decisions will serve as the official records of informal hearings.

#### SUMMARY RESOLUTION

- Summary Resolutions are informal and conducted by the Conduct Officer or other authorized staff personnel in consultation with the Student Conduct Officer. A Summary Resolution is for the student who chooses to accept responsibility for his/ her actions and the charge(s) as presented. Students who choose a summary resolution automatically waives his/her right to have an adviser, cross-examine witnesses, and have five (5) business days before a hearing is held. There is no appeal from an Informal Resolution. If a student accepts responsibility for the violations of the Student Conduct Code, but the student and the Conduct Officer cannot agree on sanctions, the matter may be referred to the Conduct Review Board for a sanctions-only hearing.

#### FORMAL HEARINGS

- May require the Conduct Review Board (judicial body) to call appropriate witnesses to provide information in support of the charges.
- Allow the presence of an adviser.
- Will be tape recorded. The recording will serve as the official record of the proceedings.
- A formal disciplinary outcome letter will be sent to the student. If the alleged behavior and/or incident could be solved through mediation rather than formal disciplinary proceedings, the Conduct Officer, in consultation with all parties involved, may redirect the matter through mediation.

## Administrative Hearing

This hearing is formal and conducted by the Conduct Officer or other authorized hearing officer.

## Conduct Review Board

- This hearing is formal. This Conduct Review Board (judicial body) is comprised of the Student Conduct Officer or designee (chair/ non-voting capacity), trained faculty and staff members, and one student appointed by the Student Government Association.
- In the case of sexual assault or any other Title IX related violation the hearing body may be comprised of the Conduct Officer or designee or one staff member appointed by the Vice President for Student Affairs or designee.
- Burden of Proof
- The standard used in all disciplinary cases is “preponderance of evidence.” The term “preponderance of evidence” means that evidence, considered as a whole, indicates the fact sought to be proved is more probable, or that it is more likely than not that the alleged behavior did violate the Student Code of Conduct.
- The burden of proof will be such that the charged student will not be presumed responsible, and his/her responsibility must be established to the satisfaction of the judicial body by a preponderance of the evidence. The burden of proof for disciplinary hearings always rests with the College.





## Section 13 | Academic Misconduct Disciplinary Process and Procedures

*The penalties for academic dishonesty violations may include reprimand, reduction of grade, denial of academic credit, invalidation of college credit or of the degree based upon such credit, probation, suspension, or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration. The College may invalidate academic credit for work completed by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent or incomplete statements in the application or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the College.*

If the instructor determines that an act of academic dishonesty has occurred, the instructor may:

- Issue a verbal or written warning.
- Require the student to resubmit the work/ assignment.
- Require the student re-take a quiz or examination.
- Assess a lower grade on the assignment or examination.
- Issue a grade of zero (0) on the assignment, lab work, internship or examination; and/or
- Issue a failing grade for the course, lab or internship.

### FIRST OFFENSE

The academic misconduct will be reported to Office of Student Conduct. The Conduct Officer shall record and maintain these reports in a confidential file. The Conduct Officer shall also send a letter to the student confirming this action and outlining the consequences of subsequent offenses. The student will also be enrolled in the Academic Integrity Module through Distance Learning, which must be completed with a passing grade of 80%.

### SECOND OFFENSE

The academic misconduct will be reported to Office of Student Conduct. Formal disciplinary action will be taken by the Office of Student Conduct in accordance with this Code and procedures established by the College for adjudicating disciplinary cases.

### THIRD OFFENSE

The academic misconduct will be reported to Office of Student Conduct. Formal disciplinary action will be taken by the Office of Student Conduct in accordance with this Code and procedures established by the College for adjudicating disciplinary cases. Sanctions imposed through a disciplinary hearing for a third offense will result in suspension from TCC for a minimum of one (1) academic semester.

In all academic misconduct cases described above, students may contest the charges and/or the sanctions and request a formal conduct hearing by notifying the Student Conduct Officer in writing within three Instructional Days of receiving the notification of the charges and sanctions.

A decision reached by the Conduct Review Board or a sanction imposed by the Conduct Officer may be appealed in accordance with the policies for appeals laid out in Appeals section.

Upon the academic misconduct case conclusion, the Conduct Officer will notify the faculty member who reported the misconduct of the outcome of the case, including classroom sanctions and any other sanction that might impact the student's experience in their class.

## Section 14 | Student Conduct Disciplinary Process and Procedures

### Initiating Charges

Any person may request a review of the alleged actions of a student which may violate the TCC Student Code of Conduct or federal or state law. Determination of whether formal charges will be filed is at the discretion of the Vice President for Student Affairs or designee with oversight for the disciplinary process.

An initial review will be done by the Behavioral Intervention Team (BIT) to identify, assess, and mitigate risks associated with students, faculty, staff, and visitors exhibiting concerning behaviors. BIT is designed to receive reports of concerning behaviors through TCC's existing processes; provide for multi-disciplinary consideration and assessment of reported concerning behaviors; provide recommended interventions to responsible parties, including but not limited to, Human Resources or Student Conduct.

- A review for possible charges may be initiated by:
- A TCC Police Department report or report from another law enforcement agency.
- Any person filing an incident report with TCC campus police or requesting that a report from another law enforcement agency be sent to Student Conduct Office and will be assessed by the Behavioral Intervention Team (BIT). The TCC Police Department will forward all incident reports involving the conduct of student to Student Conduct Office.
- Any faculty, staff, student or other individual providing a written statement (not anonymous) to Student Conduct Office.
- The Conduct Officer shall be responsible for determining whether the documentation is sufficient to warrant formal disciplinary charges. The Conduct Officer reserves the right to request additional documentation, if it is deemed necessary in determining whether formal charges are warranted on behalf of the College.
- If the Conduct Officer determines that documentation is insufficient or there are no grounds to file charges on behalf of TCC, no charges will be filed and the individual initiating the report will be notified, in writing, as to the reason why the documentation is insufficient to file charges.
- In some cases, the Conduct Officer may determine that it is in the interest of the student's academic and social development for student learning, that the case is referred to mediation, a behavioral intervention program or withdrawal for psychological/ medical process, rather than the formal disciplinary process.

### Filing Time

Reports must be filed with Student Conduct Office within ninety (90) calendar days of the incident or knowledge about the incident. However, TCC reserves the right to exercise professional discretion to extend this filing time in cases of harassment, endangerment, stalking or other behaviors that pose a threat to the safety, welfare or well-being of another person or the TCC community or where the delay is related to victimization issues.

### Notice of Charges

The notice given to any student charged with a violation of the Student Code of Conduct will include the following:

- Notice of charge, including specific code charge(s) and a brief description of alleged offense(s) within 7 business days from receipt of an incident report or written statement. Extended time may be required if further investigation or additional documentation is required to substantiate initiating disciplinary charges.
- Except in cases involving interim suspension, the charged student will be provided an opportunity to attend an information session during which the student may review all materials to be used in his/her case, receive information regarding his/ her due process rights and procedures used in a disciplinary hearing, and have an opportunity to select the forum in which the case will be heard. In addition, the student will receive information regarding the resources available to the student in preparation for his or her disciplinary case.
- If a student fails to respond to a request to schedule an information session and/or attend a scheduled information session and/ or seven (7) business days have expired since the date of the charge letter, the student waives his/her right to an information session, and the Conduct Officer will select a hearing forum for the student and schedule a hearing date in the student's absence. The Conduct Officer may extend the time for scheduling an information session or reschedule a hearing where a student can prove that an extenuating circumstance prevented him or her from responding to the charge letter by the deadline date.

## Information Session

During the information session, the student/ student organization will be provided the following:

- Clear and complete description of the Student Code of Conduct charges and description of the allegations upon which the charge is based.
- Information related to the student's rights and responsibilities and preparation for the disciplinary hearing.
- An opportunity to review relevant information in his/her disciplinary file that will be used during the disciplinary hearing.

The Conduct Officer reserves the right to modify any report or documentation if is deemed necessary to protect identifiable information of any person filing the report, witness or alleged victim.

- The right to accept responsibility for all charges and enter into a summary resolution or the right to dispute the allegation and request a formal hearing. If the student or student organization accepts the charges as presented, takes responsibility for the violation, and agrees to a summary resolution by the Conduct Officer, the Conduct Officer will provide the appropriate sanction(s), in writing, to the student at that time or within seven (7) business days from the summary resolution. The ground for an appeal for cases resolved through summary resolution is limited solely on the basis that the severity of the sanction is disproportionate with the nature of the offense.
- If the student or student organization does not accept responsibility or disagrees with the allegation, a formal hearing shall be conducted on the matter.

## Hearing Notification

Charged students requesting a formal hearing shall be notified at least five (5) business days prior to a formal hearing, unless the student waives his/her right and requests that the hearing occur before five business days have passed. Notice shall include: The date, time and location for the hearing.

- If the charged student fails to appear at the scheduled hearing and fails to provide adequate written notice prior to the scheduled hearing, the hearing will be held in the student's absence. No student may be found responsible for a violation of the student conduct code solely because the student failed to appear before a judicial body. The decision of the judicial body will be determined based on all the documentation and testimony presented at the time of the hearing.

## Scope of Inquiry

A student's academic and previous disciplinary record (if applicable) cannot be considered when determining whether the charged student has violated the Student Code of Conduct. However, after a student is found responsible for a violation of the code, any academic and previous disciplinary record may be taken into account when determining the appropriate educational sanction(s).

## Disciplinary Consolidations

- Whenever possible, cases where more than one student is charged with an alleged violation of the Student Code of Conduct and the students' conduct arose out of the same incident(s), each case should be heard by the same judicial body.
- In cases where more than one student is charged with an alleged violation of the Student Code of Conduct and the students' conduct arose out of the same incident(s), a single hearing may be held for all the students charged. Such students may request their case be consolidated with the others or separated from others.
- The Conduct Officer shall make determinations regarding consolidation with the charged students and, if necessary, with the party filing the formal complaint. The Conduct Officer shall make the final decision on all consolidations.
- Instances where a student has multiple Code of Conduct violations in a two-year period, the violations will be considered cumulative and result in higher level/ formal disciplinary action and educational sanctions or interventions as follows:

## First Conduct Violation

The academic misconduct will be reported to Office of Student Conduct. The Conduct Officer shall record and maintain these reports in a confidential file. Informal disciplinary action may be taken (depending on the nature of the violation) by the Office of Student Conduct in accordance with this Code and procedures established by the College for adjudicating disciplinary cases.

## Second Conduct Violation

The academic misconduct will be reported to Office of Student Conduct. Formal disciplinary action may be taken by the Office of Student Conduct in accordance with this Code and procedures established by the College for adjudicating disciplinary cases.

## Third Conduct Violation

The academic misconduct will be reported to Office of Student Conduct. Formal disciplinary action will be taken by the Office of Student Conduct in accordance with this Code and procedures established by the College for adjudicating disciplinary cases. Sanctions imposed through a disciplinary hearing for a third offense may result in suspension from TCC for a minimum of one (1) academic semester.

## Role of the Conduct Officer

The role of the Conduct Officer when presiding over a formal hearing will be to:

- Ensure a fair and impartial hearing and that all of the student's and/or victim's rights are protected pursuant to the Student Code of Conduct.
- If an adviser is present, review the adviser's role and limitations during the hearing as outlined in the section titled student rights.
- Make all administrative decisions on matters relating to the conduct of the hearing, including matters regarding admission of relevant evidence, testimony and questions.
- Ensure the student charged with a violation of the student code of conduct has the right to present questions to all witnesses in an orderly and respectful fashion. The Conduct Officer reserves the right to determine the method for delivery of questions to the witness by the student.
- Maintain an orderly hearing and permit no person to be subjected to abusive treatment, intimidation or harassment. The Conduct Officer, at his/her discretion, may remove anyone who refuses to be orderly and conduct him/herself in a manner conducive to a learning environment.
- Administer an appropriate oath of truthful testimony to the charges student and all witnesses.



## Section 15 | Hearing Procedures (formal)

All hearings are private and closed to the public. Formal hearings are taped via audio recording, and the audiotape will act as the official record of the hearing. The following procedures are applicable to formal hearings before all judicial bodies:

Presentation of formal charges by the Conduct Officer (or chair of the Conduct Review Board).

- Administer an appropriate oath of honesty and truthful testimony to the charged student prior to testimony before the judicial body.
- Opening statement by the charged student.
- Questions directed to the charged student by the judicial body.
- Administer an appropriate oath of honesty and truthful testimony to each witness prior to testimony before the judicial body.
- Presentation of witnesses by TCC, followed by questioning of those witnesses by the judicial body and the charged student. The Conduct Officer reserves the right to determine the relevance of the question. Witnesses are then dismissed. Witnesses, other than the respondent, may, at the discretion of the Conduct Officer, be excluded from the hearing during the testimony of other witnesses. Written statements may not be admitted into evidence unless signed by the witness and witnessed by a TCC official. An advance copy of written statements must be furnished to the respondent and judicial body.

### Presentation of Evidence

Presentation of evidence and witnesses by the charged student, followed by questioning of those witnesses by the charged student and the judicial body. The Conduct Officer reserves the right to determine the relevance of the questions. Witnesses are then dismissed. Witnesses, other than the charged student, may, at the discretion of the Conduct Officer, be excluded from the hearing during the testimony of other witnesses.

Written statements may not be admitted into evidence unless signed by the witness and witnessed by a TCC official. An advance copy of written statements must be furnished to the respondent and judicial body.

- Follow-up questions to the charged student.
- Closing statement by the student.

### Adjournment of the Hearing

- The Conduct Officer will exercise control over the hearing to avoid needless consumption of time and to prevent the harassment or intimidation of witnesses. The Conduct Officer has the right to make the appropriate revisions to the hearing procedure so long as the student's rights are upheld and maintained. Any person, including the adviser, who disrupts a hearing or who fails to adhere to the rulings of a Conduct Officer, may be excluded from the proceedings.

## Deliberations

- Deliberations are closed, except for members of the judicial body, and are not audio taped. Responsibility is determined by the Conduct Officer or, in cases resolved by the Conduct Review Board, by a majority vote of the judicial body members, except in cases involving expulsion. The vote and final decision of the judicial body, including the determination of responsibility and sanctions, if appropriate, are taped and become the official record of the hearing.
- Cases involving expulsion must be unanimous. The vote and the final decision of the judicial body, including the determination of responsibility and the sanctions, if appropriate, are taped and become the official record of the hearing.
- The accused student and victim shall be informed of the outcome of the disciplinary proceeding. Witnesses will not be notified of the outcome of the hearing. In cases of suspension or dismissal, the appropriate College officials will be notified in accordance with federal and state law.

## Findings

Within seven (7) business days after the conclusion of deliberations, the judicial body shall provide a written outcome to the student, which will include:

- A summary of the evidence/finding of fact used to support its determination.
- Its determination of the appropriate sanction(s).

## Appeal

The student's enrollment status shall remain unchanged pending TCC's final decision in the matter except in cases where the Conduct Officer or designee determines that the safety, health or general welfare of the student, any individual, or any part of TCC may be jeopardized. (see Appeals, Section 17)



## Section 16 | Educational Interventions/Sanctions

*One or more of the following interventions and educational sanctions may apply when a student or student organization is found responsible for violations of the Student Code of Conduct.*

### Warning

Verbal or written reprimand to the student or student organization that the student/ student organization has violated the Student Code of Conduct and that further violation of the code will result in more serious disciplinary action.

### Educational Assignment

An educational assignment is a developmental task for the purpose of making a positive contribution to the student's well-being and/or the College community. Assignments may include, but are not limited to, attendance at educational workshops/ seminars, tutoring or support from learning centers (e.g., testing, writing, reading or math labs), research projects, reflection papers and essays, apology letters, meetings/ interviews with TCC or other officials, or planning and implementing educational programs. Any costs associated with participation in or completion of educational assignment are the responsibility of the student.

### Community Service

Completion of a specified number of hours of service to the College or local community.

### Fine

Previously established and published fines may be imposed. Failure to pay all fines, in full, will result in denial of a final grade report, diploma and/or transcripts. All fines, except those established by Business Services, Admissions and Enrollment Services, and Advising and Retention or the TCC Police Department, are to be used solely to support and provide educational programs to the TCC community regarding ethics, moral development, academic integrity or other programs related to improving student learning.

### Restitution

Restitution for loss of or damages may be a part of any sanction, and may include monetary compensation, property replacement or services up to the amount of the damage, loss or injury incurred. Restitution may also be in the form of work service to the person, group or organization where the damage, loss or injury occurred.

### Campus access restrictions

Termination of a student's or student organizations' privilege to enter into and be in the near vicinity of one or more campus areas, facilities or buildings, or restriction from entering on TCC campus grounds in its entirety. A student will lose their privilege to enter onto campus grounds entirely if under suspension or expulsion from TCC.

### Academic grade/testing sanctions

For academic dishonesty violations, the student, in addition to other approved sanctions, may be given a reduced grade, or zero or failing grade for the assignment or course, denial of academic credit, or invalidation of college credit or of the degree based upon such credit. (see Academic Misconduct Disciplinary Process and Procedures, Section 13)

### Admission/Enrollment revocation

A student may be denied admission or further registration at the College, and the College invalidate academic credit work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residency declaration or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the College.

## **Removal from Class**

Behavior that has been disruptive to a class to the extent that the continued presence of the student in that class will impair, interrupt or interfere with the instructor's ability to deliver instruction or students' ability to obtain instruction will result in a withdrawal from that class without a refund or grade penalty.

## **No contact order.**

A directive to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, e-mail, social media, texting, telephone or third parties.

## **Counseling assessment.**

Referral for personal, mental or academic assessment through Advising and Retention, Student Accessibility Services, other TCC counseling or other academic support services, or a certified/licensed health agency may be required for some cases where it is deemed the intervention may positively affect the student's learning, behavioral modification and/or academic success. In cases of probation, deferred sanctions, suspension, counseling assessment conditions that permit the student's satisfactory completion of the probationary status or readmission to TCC will be specifically outlined in writing. Any costs associated with assessment/ evaluation or visit to a licensed health agency are the responsibility of the student.

## **Loss of College privileges or associations.**

Certain privileges or associations within the College are withdrawn for a specified period of time, not to exceed two (2) academic years. This includes, but is not limited to, removal from athletic events, denial of the privilege of participating in recreational/sports activities and/or student organizations or holding office in an organization, or revocation of social function privileges for student organizations.

## **Disciplinary Behavior Probation (individual student).**

A specified period of time during which a student has an opportunity to demonstrate his/her ability to be a responsible member of the TCC community. A student on Behavior Probation is prohibited from holding an office in a student organization or representing the College in any extracurricular activity or official function during the time of probation. The student may be required to complete additional educational activities and may be restricted from participation in certain specified events/ activities, entering certain facilities, classes or offices, or contacting/ communicating (verbal, nonverbal, physical or electronic) with specific individuals or groups. Any further violation of the Student Code of Conduct places the individual student's status with the College in jeopardy.

## **Disciplinary Behavior Probation (student organization).**

A specified period of time during which a student organization has an opportunity to demonstrate their ability to be responsible members of the TCC community. A student organization may be required to complete additional educational activities and may be restricted from accessing organizational funds; participating in certain specified events/activities; entering certain facilities, classes or offices; or contacting/ communicating (verbal, nonverbal, physical or electronic) with specific individuals or groups. Any further violation of the Student Code of Conduct places the student organization's status with the College in jeopardy.





## **Deferred suspension.**

A sanction of suspension may be deferred pending successful completion of all educational assignments or other outlined sanctions specified as a condition of the deferred sanction. All sanctions must be completed by the specified deadline date to satisfy the conditions of the deferred sanction. If a student/student organization fails to complete all the sanctions as set forth for a deferred sanction, suspension from the College will automatically be enacted without further review. For students found responsible for misconduct that results in a deferred sanction, the conferring of an academic degree will be deferred for the duration of the sanction.

## **Suspension (individual student).**

Separation of the student from TCC to include removal from academic enrollment and revocation of other privileges or activities and the privilege to enter all TCC campuses for a period of time not to exceed two (2) years. Conditions that will permit the student's readmission, if appropriate, will be specifically outlined in writing. Any communications with the College and student during the period of suspension will be directed to Office of Student Conduct. Suspension (student organization). Separation of the student organization from TCC to include removal from and revocation of all privileges or activities for a period of time not to exceed two (2) years. Conditions that will permit the student organization's reinstatement, if appropriate, will be specifically outlined in writing. Any communications with the College and student during the period of suspension shall be directed to the Dean of Student Services or designee.

## **Dismissal (individual student)**

Separation of the student from TCC to include removal from academic enrollment and revocation of other privileges or activities and the privilege to enter all TCC campuses for a period of time not less than two (2) years and not more than five (5) years. Conditions that will permit the student's readmission, if appropriate, will be specifically outlined in writing. Any communications with the College and student during the period of dismissal will be directed to Office of Student Conduct.

## **Dismissal (student organization)**

Separation of the student organization from TCC to include suspension from and revocation of all privileges or activities for a period of time not less than two (2) years and not more than five (5) years. Conditions that will permit the student organization's reinstatement, if appropriate, will be specifically outlined in writing. Any communications with the College and student during the period of dismissal shall be directed to the Dean of Student Services or designee.

## **Expulsion (individual student)**

Complete termination of a student's status and academic enrollment at TCC. Any communications with the College and student during the period of expulsion will be directed to Office of Student Conduct. Expelled students will have the following notation made on their college transcript "Disciplinary Expulsion."

## Section 17 | Appeals

*Any student found responsible for a violation of the Student Code of Conduct may request a review of the disciplinary outcome and/or of the sanction(s).*

### Appeals

- If a student files an appeal request, the sanctions are not enacted until a final decision is made by the appellate body, except in cases of an interim suspension or if it is determined by the Vice President for Student Affairs or designee that the student poses a threat to the safety or welfare of the College community. -Burden of Proof The burden of proof at the appellate level rests with the student to clearly show that an error has occurred during the disciplinary process. An appeal review is not a re-hearing of the disciplinary case, but rather a review of the specified error as outlined in "Grounds for Appeal."

### Appellate Forums

- Decisions of an instructor related to academic misconduct first offenses may be appealed to the appropriate Academic Dean through the grade appeal process established by the College.
- Decisions of the Conduct Officer or any judicial body shall be appealed to the Vice President for Student Affairs or designee. The Vice President for Student Affairs or designee has the authority to refer the request for an appeal to an Appeals Review Board or other judicial appeal body established by the College President or designee.

### Grounds for Appeal

Failure to describe the nature of the evidence in full detail in the appeal letter will result in the denial of an appeal. Appeal considerations are limited to:

- A violation of student's rights (see Student Rights, Section 10) occurred that substantially affected the outcome of the hearing. Appeals based on this consideration will be limited solely to a review of the record and tape recording of the disciplinary hearing.
- The evidence presented during the hearing was not substantial enough to justify a decision by the judicial body. Appeals based on this consideration will be limited solely to a review of the record and tape recording of the disciplinary hearing.
- New evidence that was not available at the time of the original hearing and could have substantially affected the outcome. The nature of the evidence must be described in full detail in the appeal letter and support documentation provided with the letter of appeal.
- The intervention(s) or sanction(s) imposed were disproportionate to the nature of the offense.
- The grounds for an appeal for students whose case was determined through a summary resolution is limited solely to claims that the severity of the sanction is disproportionate to the nature of the offense.

## Appellate Review Process

### INITIATING AN APPEAL

A written appeal must be submitted within five (5) business days of the receipt of the written decision of the judicial body to the appropriate appellate body. If the judicial body's decision is not appealed within that time frame, the decision of the judicial body becomes final. -Record of Appeal The record of appeal will consist of and be limited to the written appeal, audio recording (if applicable), written decision of the disciplinary body and all other documentation relevant to the grounds for appeal.

### APPELLATE REVIEW

- The appellate body shall review the appeal within seven (7) business days after receipt of the written appeal. Additional time may be granted at the discretion of the Vice President for Student Affairs or designee.
- The appeal review must be solely limited to the issues put forth in the appeal and the grounds for appeal. The appellate body will review the written appeal, tape recording (if applicable) and all documentation from the hearing, and determine if there is a basis for appeal.
- If there is a basis for an appeal, the appellate body may grant an appellate conference. A written decision will be sent to the student, within five (5) business days of the decision to grant an appeal, stating that an appeal has been granted and the basis for granting the appeal. The date for an appellate conference should be scheduled and provided to the student within seven (7) business days from the decision to grant the appeal.
- If there is no basis for appeal, a written decision will be sent to the student stating appeal denial and basis for the denial within the five (5) business days from the final determination of the appeal. The decision of the appellate body will constitute final College action on behalf of TCC.

## Appellate Conference Procedures

If an appeal is granted, an appellate review will be scheduled within seven (7) business days of the decision to grant an appeal. The appellate conference is recorded. The appellate conference may involve:

- Questioning by the appellate body of any party involved in the disciplinary process but limited to Grounds for Appeal.
- If the student is requested at the appellate conference, he/she may bring an adviser.

The appellate decision is sent in writing to the student within seven (7) business days of an appellate review, unless notification is given that additional time is necessary for consideration of the record on appeal. Except in the case of an interim suspension, the student's status will remain unchanged, and all sanctions are placed on hold during the appellate process. If a student has been invited to attend an appellate conference, but fails to appear, the conference will occur in the absence of the student, and the appellate body's decision will constitute final agency action on behalf of TCC.

## Appellate Decisions

After an appellate conference, the appellate body may:

- Uphold the judicial body's decision (sanction deadline dates may be changed to reflect the time taken to complete the appeals process).
- Reverse the judicial body's decision and dismiss the case.
- Modify the judicial body's decision.

Modify the sanctions rendered by the judicial body. A review of the sanction by the appellate body will not result in more severe sanction(s). The appellate body may reduce, but not increase, the sanctions imposed by the judicial body. Decisions of the appellate body reflect final agency action on behalf of TCC.



## Section 18 | Emergency Judicial Body

- In the case where a judicial body member is unable to serve due to an emergency or unforeseeable occurrence, the Vice President for Student Affairs or designee may appoint a new judicial body member prior to the scheduled hearing.
- In cases where a judicial body has not been established or assembled, the Vice President for Student Affairs or designee may appoint the Conduct Officer or other appropriate TCC employee to hear the disciplinary case.
- In cases where an appellate body has not been established or assembled, the Vice President for Student Affairs or designee may handle the appellate case.

## Section 19 | Interim and Emergency Suspensions

### Grounds for interim/emergency suspensions

#### INDIVIDUAL STUDENTS (INTERIM/EMERGENCY SUSPENSIONS)

In situations where the Vice President for Student Affairs or designee has reasonable cause to believe a student's alleged behavior or action and/or continued presence at the College poses a threat or danger to the health, safety or general welfare to self, others, the campus community or the continuance of normal TCC functions, an Interim (temporary) Restriction of a student from specific TCC facilities, buildings and/or classrooms or from the TCC campus will be imposed. Behaviors or actions that may result in an interim suspension include, but are not limited to, threats, sexual assault, physical assault, hazing, possession or use of a firearm or explosives, felony drug possession or distribution, and acts that pose or may pose a threat to the safety or security of oneself, others and/or the property of the TCC community.

- A student under Interim Suspension from the College is not allowed on any TCC campus or cannot enter any TCC facility until he/she has been given permission by the Vice President for Student Affairs or designee to do so.
- A student under interim suspension from a facility, class or other specific area(s) of the campus is prohibited from entering the specified location(s) until he/she has been given permission by the Vice President for Student Affairs or designee to do so.
- A student under interim suspension may also be prohibited from communicating with a specific person or persons to ensure the safety of that individual or individuals or maintain the integrity of disciplinary proceedings.



## STUDENT ORGANIZATIONS (INTERIM/EMERGENCY SUSPENSIONS)

In situations where the Vice President for Student Affairs or designee has reasonable cause to believe a student organization's alleged behavior or action presents a threat or danger to the health, safety or general welfare of others or the campus community, an Interim (temporary) Suspension will be imposed. Behaviors or actions that may result in an Interim Suspension include, but are not limited to, sexual assault, physical assault, hazing, possession or use of a firearm or explosives, felony drug possession or distribution, and acts that pose or may pose a threat to the safety or security of oneself, others and/or the property of the TCC community.

## INTERIM/EMERGENCY SUSPENSION PROCEDURES

### **Notice**

- The notice given to a student or student organization under Interim Suspension will include the notice of charge(s), enactment notice of an Interim Suspension, specific code charge(s) and a brief description of alleged offense(s). An Interim Suspension notice will be provided to the student, in writing via express mail or hand delivery by TCC Police, within 72 hours from the decision to enact the Interim Suspension. The letter must also include the contact information and specify the student is responsible for contacting the Judicial office to schedule an information session.
- If a student or student organization fails to respond to a request to schedule an information session and/or attend a scheduled information session and five (5) business days have expired since the date of the interim suspension notice, the student waives his/her right to an information session and will be deemed to have selected a formal administrative hearing, and the hearing will be scheduled in the student's absence. A letter will be sent to the student, at least five (5) business days prior to the scheduled hearing, which indicates the date, time and location of the administrative hearing.
- The Vice President for Student Affairs or designee may extend the time in which to hold an information session or hearing in cases where further investigation is required or where the student is incarcerated or unable to attend an information session or hearing due to circumstances beyond the student's control. The student is responsible for contacting the Judicial office regarding mitigating circumstances.

## INFORMATION SESSION (INTERIM/EMERGENCY SUSPENSION)

During the information session, the student will be provided the following:

- Clear and complete description of the Student Code of Conduct charges and description of the allegations upon which the charge is based.
- Information related to the student's rights and responsibilities and preparation for a disciplinary hearing.
- An opportunity to review relevant information in his/her disciplinary file that will be used during the disciplinary hearing. The Conduct Officer reserves the right to modify any report or documentation if deemed necessary to protect identifiable information of any person filing the report, witness or alleged victim.
- The right to accept responsibility for all charges and enter into a summary resolution or the right to dispute the allegation and request a formal hearing. If the student or student organization accepts the charges as presented, takes responsibility for the violation and agrees to a summary resolution by the Conduct Officer, the Conduct Officer will provide the appropriate sanction(s), in writing, to the student or student organization within three (3) business days from the date of the summary resolution. The ground for an appeal for cases resolved through summary resolution is limited solely to claims that the severity of the sanction is disproportionate with the nature of the offense.
- If the student or student organization does not accept responsibility or disagrees with the allegation, a formal hearing shall be conducted on the matter. A formal hearing will be scheduled within three (3) business days from the date of the information session, unless the charged student or student organization requests additional time to prepare, not to exceed ten (10) business days. The interim suspension shall remain in effect until a final outcome is decided by a judicial body.

### Interim/Emergency Suspension Hearing Procedures

Formal hearing procedures for Interim Suspensions will be conducted in accordance with the procedures outlined in hearing procedures.

Interim/Emergency Suspension Appellate Process The appellate process will be conducted in accordance with the processes and procedures outlined in Appeals.

## Section 20 | Official Record of Disciplinary Proceedings

- An audiotape recording will be made of all formal hearings. The recording shall be the official record of the disciplinary proceeding and shall be maintained in Office of Student Conduct as outlined in Disciplinary Records.
- If a tape malfunction occurs, the judicial body shall include a summary of the testimony, which is detailed to permit a review of the hearing in case of appeal.
- The student may review the recording of his/ her hearing by scheduling an appointment with the Conduct Officer. A copy of recorded hearings will not be provided to any person.

## Section 21 | Failure to Respond to Disciplinary Action

A student who fails to complete a sanction within the specified time frame may be charged with the Student Conduct Code violation, "Failure to Comply." It is the student's responsibility to notify the appropriate judicial body if there are mitigating circumstances that prevents him/her from completing the sanction(s) by a specified time frame.

The judicial body may extend the deadline time, at its discretion. It is the student's responsibility to complete all sanctions within the specified time frame to avoid a hold and or a charge of "Failure to Comply."

A disciplinary hold will be placed on a student's records if a student fails to respond to requests of judicial bodies or fails to complete sanctions as determined through final TCC action. The disciplinary hold will not be removed until the matter is resolved, or all sanctions have been completed by the student.

## Section 22 | Disciplinary Holds

A disciplinary hold will be placed on the records and registration of any student who:

- Fails to respond to a disciplinary notice by a judicial body. Any pending disciplinary matters must be resolved prior to reregistration or a student's graduation. No student will be allowed to register, graduate or obtain transcripts or financial aid until the pending disciplinary case is completed.
- Is under an interim suspension from the College. The disciplinary hold will not be removed until the pending disciplinary case is completed.
- Is under suspension from the College. The disciplinary hold will not be removed until the student's suspension status has expired and/or the requirements as set forth by the judicial/appellate body for readmission have been successfully met.
- Is under expulsion from the College. The disciplinary hold will only be removed, upon written request, for a student to obtain his/ her transcript.

## Section 23 | Parental Notification

In accordance with the Family Educational Rights and Privacy Act, TCC officials may inform the parents or legal guardians of a student under 25 years of age when he/she has been involved in a violation of the Student Code of Conduct that involved the use, possession, distribution or sale of alcohol or controlled substances.

In addition, if a student is under the age of 18, parents or legal guardians of the student will be notified of any disciplinary action taken by TCC.

## Section 24 | College Official Notification

- In cases of suspension or expulsion, notification is sent to the Director of Admissions and Records office, Chief of the TCC Police Department, Vice President for Student Affairs, Vice President for Academic Affairs, the appropriate academic dean(s) and victim (if applicable).
  - In cases where a student/student organization is restricted from a specific area/facility, notification is sent to the Chief of the TCC Police Department, Student Involvement Coordinator, Dean of Student Services, faculty adviser and department director/dean of the restricted area/facility.
  - In cases where a student's privilege to participate in a College-sponsored event, activity, student organization or committee has been removed, notification is sent to the TCC administrator with oversight for the activity and faculty adviser for the organization.
  - In cases where the recognition of a student organization or specific privileges has been removed, notification is sent to the TCC administrator with oversight for the organization and the faculty adviser for the organization.
- Section 21. Delivery of Disciplinary Notifications The address on file with the College Registrar will be used for all disciplinary notices sent to the student. It is the responsibility of the student to ensure the address on file with the Registrar is current and updated on a regular basis.
- In cases where the assurance of the safety of the person or others is required, written disciplinary notices may be delivered by hand to a student's class.
  - In cases where a judicial notice has been sent back to the Student Conduct Office due to an insufficient address, written disciplinary notices may be delivered by hand to a student's class.
  - In cases involving a student organization, disciplinary notices will be delivered to the student organization president or chair via their student club mailbox, and a copy of all disciplinary notices will be sent to the faculty adviser for the organization and TCC administrator responsible for the oversight of student organizations.

## Section 25 | Disciplinary Records

### Official Record Management

All student discipline records, in accordance with the Family Educational Rights and Privacy Act (FERPA), including complete disciplinary records and appellate records of TCC students and student organizations and audio recordings (if applicable), will be maintained in Student Conduct Office.

### Transcript Notations

In cases of expulsion, the following notation is made on the student's transcript: "Disciplinary Expulsion."

### Disciplinary Record Expiration and Removals

- Disciplinary files remain a part of the student's disciplinary record for three (3) years after final disposition of the case or in accordance with current state law or College policy, except in cases involving expulsion. The entire disciplinary record is removed from disciplinary databases and files. Any information retained after that time period will be used solely for research and statistical purposes. No personally identifiable information will be kept after a record has expired.
- Disciplinary cases involving expulsion become part of the student's permanent record.
- All paper records will be destroyed by shredding or other similar process. Reports will be modified in a manner so that statistical data can be obtained, but personally identifiable information is deleted. Electronic information (e.g., audio recordings) will be destroyed to ensure the information cannot be traced to any individual or any discipline case.
- Upon graduation, a student's disciplinary file involving minor offenses may be expunged (removed from disciplinary record) by filing a written request to the Vice President for Student Affairs or designee. The Vice President for Student Affairs or designee has sole discretion in determining whether a disciplinary file will be expunged prior to the time as specified in this Code.

The following disciplinary files will not be expunged, except as in accordance with this Code:

- Disciplinary cases resulting in suspension from the College (cases involving expulsion will not be expunged).
- Cases involving disruptive or threatening behavior, including, but not limited to, physical assault, acts of violence, harassment, stalking, threats or sex offenses.
- Cases involving a weapon, explosives or hazardous materials.
- Cases involving the distribution or intent to distribute illegal or illicit drugs as specified by state law.
- Cases involving repeated offenses or behaviors.

### Disciplinary Records Request

Students may obtain a copy of the information in their disciplinary file by submitting a written request to Office of Student Conduct. Copies will be provided in accordance with federal and state laws regarding the privacy of disciplinary records and TCC policy. Handwritten notes of a judicial body are not released to the student. Some reports may be modified to ensure that identifiable information of the reporting individual (or victim) or witnesses are protected for safety purposes.

- The charged student or victim will be afforded an opportunity to review the disciplinary hearing recording, upon written request to Office of Student Conduct.
- The charged student will be required to sign a Confidentiality and FERPA Statement form in cases where there is a victim.
- A victim will be required to sign a Confidentiality and FERPA Statement form in cases where the victim requests to review the disciplinary hearing recording.
- Information will be placed in the disciplinary file indicating the person who was afforded the opportunity to review the recording and the date the review of the recording occurred.
- Sharing, releasing or providing any documents or recording of a disciplinary hearing, or any portion thereof, to any other person or group, without written consent of the Conduct Officer, charged student and victim or as specified by this Code, is a violation of federal law and this Code. Any person which does so will be charged with a violation of the Student Code of Conduct and may be subject to criminal actions for a violation of law or may be subject to legal action through the courts.

## Section 26 | Privacy Act and Confidentiality

All disciplinary proceedings and records are confidential. In accordance with the Family Educational Rights and Privacy Act, TCC will abide by all laws requiring confidentiality and privacy with regard to student disciplinary processes. This confidentiality extends to all hearing bodies and forums.

In cases involving alleged behavior where victim rights are violated, the Conduct Officer will inform the victim of the outcome of the disciplinary hearing.

All disciplinary proceedings are private and closed to the public, unless the charged student and victim (if applicable), agree in writing to an open hearing. However, the judicial body, when necessary to maintain order or to protect the rights of other participants, can deem the hearing closed to the public.

## Section 27 | Release of Disciplinary Records

A student may choose to sign a release form allowing the appropriate judicial body permission to discuss information related to his/ her disciplinary file with any individual that he/she designates.

Any college, university or other agency requesting any disciplinary information related to a current or former TCC student is required to submit a request, in writing, to Office of Student Conduct. All written requests must include the signature of the student granting the release of information related to his/her disciplinary record, and his/her current contact information. The Conduct Officer may contact the student for verification prior to the release of any disciplinary information.

## Section 28 | Auxiliary Aids and Services

Students with disabilities as defined by the Americans with Disabilities Act requiring special accommodations should register with Student Accessibility Services and notify Student Conduct Office, in writing, at least five (5) business days prior to the hearing of any special accommodations that may be required by the student. The Conduct Office representative will consult with Student Accessibility Services personnel to determine the appropriate accommodations required to ensure a student a fair and impartial hearing.

For more information concerning Code of Conduct, including the judicial process and procedures and/or to report an incident, please contact:

The Office of Student Conduct  
Student Union Suite 172

(850) 201-8430 | [studentconduct@tcc.fl.edu](mailto:studentconduct@tcc.fl.edu).

### How to file a complaint of discrimination, sexual misconduct or other unlawful harassment

Any student, employee or applicant who believes they have experienced discrimination, sexual misconduct or harassment of any kind should contact the College's Equity Officer & Title IX Coordinator directly at: (850) 201-6074, or [tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu), or postmark to:

Tallahassee Community College  
Attn: Renae Tolson, Equity Officer & Title IX Coordinator  
Room 239 Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895





2022-23  
TALLAHASSEE  
COMMUNITY  
COLLEGE

444 Appleyard Drive, Tallahassee, FL 32304  
TCC.FL.edu | (850) 201-6200

## **Attachment H. Articles of Incorporation**



# *State of Florida*

## *Department of State*

I certify from the records of this office that TALLAHASSEE COLLEGIATE ACADEMY, INC. is a corporation organized under the laws of the State of Florida, filed electronically on March 21, 2023, effective March 21, 2023.

The document number of this corporation is N23000003434.

I further certify that said corporation has paid all fees due this office through December 31, 2023, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

Authentication Code: 230331083233-800405051848#1

Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the  
Thirty First day of March, 2023



  
Cord Byrd  
Secretary of State

# *State of Florida*

## *Department of State*

I certify the attached is a true and correct copy of the Articles of Incorporation of TALLAHASSEE COLLEGIATE ACADEMY, INC., a Florida corporation, filed electronically on March 21, 2023 effective March 21, 2023, as shown by the records of this office.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N23000003434.

Authentication Code: 230331083233-800405051848#1

Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the  
Thirty First day of March, 2023



  
Cord Byrd  
Secretary of State

# **Electronic Articles of Incorporation For**

N23000003434  
FILED  
March 21, 2023  
Sec. Of State  
dlokeefe

TALLAHASSEE COLLEGIATE ACADEMY, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

## **Article I**

The name of the corporation is:

TALLAHASSEE COLLEGIATE ACADEMY, INC.

## **Article II**

The principal place of business address:

444 APLEYARD DRIVE  
TALLAHASSEE, FL. US 32304

The mailing address of the corporation is:

444 APLEYARD DRIVE  
TALLAHASSEE, FL. US 32304

## **Article III**

The specific purpose for which this corporation is organized is:

EDUCATION

## **Article IV**

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

## **Article V**

The name and Florida street address of the registered agent is:

KAREN B MOORE  
2011 DELTA BLVD.  
TALLAHASSEE, FL. 32303

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: KAREN B. MOORE

## Article VI

name and address of the incorporator is:

KAREN B. MOORE  
2011 DELTA BLVD.

TALLAHASSEE, FL 32303

ronic Signature of Incorporator: KAREN B. MOORE

the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are  
I am aware that false information submitted in a document to the Department of State constitutes a  
degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report  
een January 1st and May 1st in the calendar year following formation of this corporation and every  
thereafter to maintain "active" status.

## Article VII

initial officer(s) and/or director(s) of the corporation is/are:

Title: B  
RANDY POPL  
1342 TIMBERLANE RD.  
TALLAHASSEE, FL. 32312 US

Title: B  
DAVID CLARK  
300 W PENSACOLA ST., STE. 208  
TALLAHASSEE, FL. 32301 US

Title: B  
KIM KELLING  
444 APPEYARD DRIVE  
TALLAHASSEE, FL. 32304 US

Title: B  
KAREN B MOORE  
2011 DELTA BLVD.  
TALLAHASSEE, FL. 32303 US

Title: B  
SEAN PITTMAN  
1028 E PARK AVENUE  
TALLAHASSEE, FL. 32301 US

## Article VIII

effective date for this corporation shall be:

03/21/2023

## **Attachment J. Governing Board Bylaws**

**BYLAWS OF  
TALLAHASSEE COLLEGIATE ACADEMY, INC.**

**ARTICLE I. General**

**Section 1. Name.**

The name of the corporation is TALLAHASSEE COLLEGIATE ACADEMY, INC. It is hereinafter referred to as “the Corporation” or “Charter School.”

**Section 2. Address.**

The Corporation’s mailing address and principal place of business shall be as set forth in the Articles of Incorporation or as otherwise established by the Board of Directors from time to time.

**Section 3. Purposes.**

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation’s tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the “Code”) and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code. The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

**Section 4. Dedication of Assets and Dissolution.**

The Corporation’s assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

**Section 5. Non-discrimination.**

The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the charter school or in its admission policies for students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other

laws and so long as the Corporation is in a charter contract, regulations applicable to the operation of public charter schools in the State of Florida.

## **ARTICLE II. Members**

The Corporation does not have any members.

## **ARTICLE III. Board of Directors**

### **Section 1. Powers.**

The direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

### **Section 2. Number.**

The Board of Directors shall consist of a minimum of four (4) persons and no greater than nine (9) persons until changed by amendment of these Bylaws.

### **Section 3. Qualifications.**

Any person may serve as a Board member for this corporation who has reached the age of majority of the State of Florida and who has been nominated to be a Board member by the Nominating Committee. Board members do not need to reside in the County in which the Corporation's principal office is located. So long as the Corporation's contract(s) for operation of a public charter school(s) is in effect, all Board members must meet the requirements in said contract, the approved Charter Application(s) and provisions of Florida Statutes and regulations pertaining to governing boards of charter schools

### **Section 4. Term.**

Board members shall be elected for three year terms, except as otherwise provided for the initial Board members. Beginning in the first fiscal year the Corporation operates as a charter school, the initial Board members shall establish Board Classes by resolution to provide for Board terms to be staggered so that no more than approximately 1/3 of the Board shall be up for election in any year, unless a vacancy or vacancies need to be filled. The starting date and length of the terms of the initial Board members shall be as set forth in the Board Classes resolution.

### **Section 5. Election.**

The names of the initial Board members are set forth in the Certificate of Incorporation. All successor Board members shall be elected by the Board of Directors at an election held each year at the annual meeting. The positions of those Board members whose terms have expired shall be open, nominations made by the Board members, and to be filled by those Board members eligible to vote. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected Board members shall assume office at the first Board of Directors meeting following their election.

### **Section 6. Term Limits.**

Board membership shall be limited to three consecutive three-year terms. Previous Board members shall be re-eligible for membership after a lapse of one year.

#### Section 7. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Board member may be removed for cause at a meeting of Board members by an affirmative vote of two-thirds of the full membership of the remaining Board of Directors. Board members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

#### Section 8. Annual Meeting.

An annual meeting of the Board of Directors for the election of Board members and such other business as may come before the meeting shall be held in May of each year or such other month in the year as designated by the Board. Prior written notice shall be given not less than 10 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice.

#### Section 9. Regular Meetings.

Regular meetings of the Board of Directors shall be held at least once a quarter. For purposes of this Section, the Annual Meeting shall be considered a Regular Meeting. Timely notice of all such regular meetings shall be provided. So long as the Corporation is in a charter contract, at least two meetings of the Corporation shall be held each year in the county in which the charter school is located, and notices will be posted and provided as set forth in said charter contract and Florida law.

#### Section 10. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by any member of the Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, facsimile, or electronic. Such notice shall specify the time and place of the meeting. So long as the Corporation is in a charter contract, such notice will also be posted and provided as set forth in said charter contract and Florida law. Emergency meetings may be called by the Board Chair and held upon notice as required by law.

#### Section 11. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Quorum may be established by in-person attendance or by attendance through communications media technology in accordance with the requirements of Section 1002.33(9), Florida Statutes. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by a charter contract, or by these Bylaws. Every act of a majority of the Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.



#### Section 12. Vacancies.

If a vacancy should occur in the Board of Directors, a new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors. The new member shall be elected to serve for the remainder of the vacating director's term as set forth in the Board Classes.

#### Section 13. Compensation.

Board members receive no payment for their services. With Board approval, Board members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the Board member only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to reimbursement of any such expenditure to the Board meeting. Each year, at the Annual Meeting, the Board of Directors may set a schedule of allowable charges for meals, lodging, and mileage expended on Board business, and in such event, reimbursements shall not exceed these limitations.

#### Section 14. Meeting Attendance.

Board members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Board member after such Board member's three unexcused, consecutive absences to ascertain the Board member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

#### Section 15. Open Meetings.

So long as the Corporation's charter contract(s) remains in effect, to the extent required by such laws, rules and regulations as govern the operation of such public charter school; all meetings of the Board of Directors will be open and accessible to the public, noticed and conducted in accordance with the Florida Sunshine Act (Section 286.011, Florida Statutes). Meetings of the Board shall not be closed to the public except as specifically permitted by the Florida Sunshine Act and with prior consultation with legal counsel. The Corporation will establish a policy governing public comment and input in accordance with Florida law.

#### Section 16. Voting by Unanimous Written Consent and by Proxy.

Voting by any written consent or proxy is prohibited so long as the Corporation is in a charter contract.

#### Section 17. Parent Representative and Principal Attendance.

So long as the Corporation's charter contract(s) remains in effect, the Board must appoint a parent representative to facilitate parental involvement and resolve disputes. The parent representative must reside in the county in which the charter school is located and may be a member of the Board, charter school employee or individual contracted to represent the Board. If the Board oversees more than one (1) school in the school district, then a separate parent representative must be appointed for each school. The parent representative and principal, or his or her designee(s), must attend meetings of the Corporation in person.

## **ARTICLE IV. Committees**

### **Section 1. Establishment; Membership; Terms.**

The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committee may be made up of Board members and non-Board members. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in these Bylaws.

### **Section 2. Nominating Committee.**

The Board of Directors shall appoint a Nominating Committee to recommend candidates to fill any vacancies on the Board of Directors. The Nominating Committee will be considered a standing committee.

### **Section 3. Finance Committee.**

The Board of Directors shall appoint a Finance Committee which will be chaired by the Treasurer. The Finance Committee will be considered a standing committee. It will prepare an annual budget for consideration and approval by the Board and will perform such other duties as identified by the Board.

### **Section 4. Open Meetings.**

So long as the Corporation's contract for operation of a public charter school remains in effect, any Standing or Ad Hoc Committees subject to the Florida Sunshine Act (Section 286.011, Florida Statutes) will be noticed and conducted in accordance with such Act.

## **ARTICLE V. Officers**

### **Section 1. Titles.**

The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. Officers may hold more than one position at the same time.

### **Section 2. Election.**

The Officers shall be elected from among the Board of Directors at each annual meeting of the Board members and shall serve for one year and until their successors are elected and qualified.

### **Section 3. Terms.**

Officers may serve for as long as the Board of Directors choose to reelect him/her, with their respective terms as Board members.

#### Section 4. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Board members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Board members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall oversee the business administration of the Corporation, including, without limitation, its financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that regular books of account are kept for the Corporation that set out business transactions of the Corporation and reports and filing made, all in compliance with applicable Florida law, and that such books are at all times open to inspection at the Corporation's place of keeping to any Board member or as otherwise required by law or charter contract. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in consultation with the principal and Executive Director, for the consideration and approval of the Board of Directors.

#### Section 5. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of

Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

Section 6. Compensation.

Directors who serve as officers shall not receive any compensation for their services.

**ARTICLE VI. Fiscal Year and Check Signing**

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing.

The President and principal are authorized to sign checks for the Corporation. The Corporation may authorize other persons to sign checks by written resolution adopted by a majority of a quorum of the Board. The Board of Directors shall establish a policy setting the amount above which checks must have two signatures.

**ARTICLE VII. Amendments to Bylaws**

The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the Corporation, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Board members not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

**ARTICLE VIII. Additional Provisions**

Section 1. Indemnification of Officers and Board Members.

The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. A Board member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Board member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Insurance.

The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3. Audit.

At the close of the first fiscal year of charter school operation, the accounts of the Corporation shall be audited by an independent auditor, who meets the requirements set forth in Florida law for auditors of charter schools and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be selected in accordance with the procedures required by law. The audit shall be done in compliance with Florida Statutes governing charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with legal requirements.

These Bylaws were adopted by a 2/3 majority of the Board of Directors, at a duly noticed meeting, at which a quorum was present, on \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_, Board Secretary

**Attachment K. Governing Board Code of Ethics and Conflict of Interest Policy**

**CONFLICT OF INTEREST AND ANTI-NEPOTISM POLICY  
OF THE GOVERNING BOARD OF TALLAHASSEE COLLEGIATE  
ACADEMY, INC.**

**Adopted and Effective: \_\_\_\_\_, 2023**

**Article 1  
Purpose**

The following Conflict of Interest and Anti-Nepotism Policy of TALLAHASSEE COLLEGIATE ACADEMY, INC. (the “Organization” or “Charter School”). The purpose of this Conflict of Interest Policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Governing Board member of the Organization or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. It is also intended to serve as a guide for the Organization’s Governing Board with respect to conflicts of interest and voting pursuant to Florida laws pertaining to charter school governing boards.

**Article 2  
Definitions**

- 2.1 Interested Person. An “Interested Person” is any person serving as a member of the Governing Board of this Organization who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 2.2 below; (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement; (iii) has an Other Interest that qualifies as a Conflict of Interest, as defined in Section 2.6 or Article 6, below.
- 2.2 Financial Interest. A “Financial Interest” is an interest, whether through business, investment, or Relative, which can be described as one or more of the following:
  - 2.2.1 An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; or
  - 2.2.2 A Compensation Arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
  - 2.2.3 A potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board.

- 2.3 Other Interest. An “Other Interest,” for purposes of this Policy, is any circumstance in which an Interested Person may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization as a whole and the achievement of its tax exempt purposes. An example of such an “Other Interest” would include, without limitation of the foregoing, if an Interested Person is a parent or grandparent of a student impacted by a decision by the Board, and the Interested Person does not believe that he/she could vote or participate in a discussion by the Board giving precedence of the well-being of the Organization as a whole over his/her personal interests or the interests of his/her child or grandchild. An “Other Interest” may also be an interest set forth in Article 6, below, that does not otherwise constitute a Financial Interest.
- 2.4 Relative. For purposes of this Policy, unless otherwise provided herein, and pursuant to Section 112.3143, Florida Statutes, “Relative” means any father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law.
- 2.5 Compensation Arrangement. A “Compensation Arrangement” is any agreement or understanding pursuant to which a person may or shall receive either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.
- 2.6 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest or Other Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization and the achievement of its tax exempt purposes.

### **Article 3**

#### **Disclosure of Financial or Other Interest and Determination of Conflict**

- 3.1 Disclosure of Financial or Other Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial or Other Interest of the Interested Person, such Interested Person shall disclose such Financial or Other Interest to the Board and the Board’s legal counsel as follows:
  - 3.1.1 The Interested Person shall provide to the Board and the Board’s legal counsel, in advance of such discussion or action by the Board, written (electronic or hard



copy) disclosure of the existence, nature and extent of the Interested Person's Financial or Other Interest, or

- 3.1.2 The Interested Person shall verbally inform the Board and the Board's legal counsel of the existence, nature and extent of the Interested Person's Financial or Other Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial or Other Interests shall be made a formal part of the minutes of the Board. In the event that an Interested Person provides written disclosure of such Interested Person's Financial or Other Interest, no member of the Board may respond to such disclosure, either in writing or orally, except in a meeting that meets the requirements of Florida's Sunshine Law.

- 3.2 Recusal by Interested Person, if Legally Permissible. In connection with an Interested Person's disclosure of a Financial or Other Interest pursuant to Section 3.1, the Interested Person may voluntarily recuse himself or herself from discussion and action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial or Other Interest pursuant to Section 3.1, above. Such recusal would only be permissible if recusal is a permissible action pursuant to Florida law with respect to the particular Financial or Other Interest of the Interested Person.
- 3.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial or Other Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial or Other Interest creates a Conflict of Interest, as defined above and as prohibited by law. The Interested Person shall not participate in any discussions or vote related to this determination except to the extent necessary to fully explain the Financial or Other Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial or Other Interest.
- 3.4 Exceptions. Pursuant to Section 112.313(12), Florida Statutes, the Board may consider the following exceptions based on constituting a *de minimus* conflict of interest:
  - 3.4.1 The transaction or arrangement is awarded under a system of sealed, competitive bidding to the lowest or best bidder and: (a) The Board member or the Board member's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder; (b) The Board member or the Board member's spouse or child has in no way used or attempted to use the Board member's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and (c) The Board member, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, disclosing the Board member's interest, or the interest of the Board member's spouse or child, and the nature of the intended transaction or arrangement.

- 3.4.2 The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.
- 3.4.3 The business entity involved is the only source of supply and there is full disclosure by the Board member of his or her interest in the business entity to the Governing Board prior to the purchase, rental, sale, leasing, or other business being transacted.
- 3.4.4 The total amount of the transactions in the aggregate between the business entity and the Organization does not exceed \$500 per calendar year.
- 3.4.5 The fact that a Board member is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds, provided it appears in the records of the Organization that the Governing Board has determined that such Board member has not favored such bank over other qualified banks.
- 3.4.6 The Board member purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with the Organization.

#### **Article 4**

##### **Procedures Upon Determination of Conflict of Interest**

- 4.1 **Exclusion from Discussion and Vote.** In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue. While all meetings of the Board are open public meetings, the Interested person may choose not to be present in the meeting room for the discussion or vote relating to the transaction or arrangement.
- 4.2 **Removal from Board.** Under some circumstances, Florida law does not allow a governing board member to be excluded from a vote in order to cure a Conflict of Interest. In such a Conflict of Interest exists, the Interested Person will be required to resign or will be removed from the Board.
- 4.3 **Action by Board.** With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of, and for the benefit of, the Organization, and is fair and reasonable thereto in all respects. In complying with this Section 4.3, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.

**Article 5**  
**Documentation of Disclosure and Procedures**

- 5.1 Meeting Minutes. Minutes of meetings of the Board shall include copies of all written disclosures of Financial and Other Interests and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 4.1 and 4.2, above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

**Article 6**  
**Other Prohibited Conflicts of Interest**

- 6.1 Prohibition on Solicitation or Acceptance of Gifts. Pursuant to Section 112.313(2), Florida Statutes, no member of the Board shall solicit or accept anything of value to the Board member, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the Board member would be influenced thereby.
- 6.2 Prohibition on Doing Business with the Organization. Pursuant to Section 112.313(3), Florida Statutes, no Board member acting in his or her official capacity, shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for the Organization any business entity of which the Board member or the Board member's spouse or child is an officer, partner, director, or proprietor or in which such Board member or the Board member's spouse or child, or any combination of them, has a material interest. Nor shall a Board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the Organization. This subsection shall not affect or be construed to prohibit contracts entered into prior to the Board member's election to the Board.
- 6.3 Conflicting Employment or Contractual Relationship. Pursuant to Section 112.313(7), Florida Statutes, no Board member shall have or hold any employment or contractual relationship with any business entity or any agency is doing business with the Organization; nor shall a Board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her duties as a Board member or that would impede the full and faithful discharge of his or her duties as a Board member.
- 6.4 Voting Where there is a Conflict of Interest. Pursuant to Section 112.3143, Florida Statutes, no Board member shall vote in an official capacity upon any measure which

would inure to his or her special private gain or loss; which he or she knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained; or which he or she knows would inure to the special private gain or loss of a Relative or business associate of the Board member.

- 6.5 Prohibition of Certain Individuals Serving as Governing Board Members. Pursuant to Section 1002.33(26)(c), Florida Statutes, an employee of the charter school overseen by this Organization, or his or her spouse, or an employee of a charter management organization, or his or her spouse, shall not be a member of the governing board of this Organization.

#### **Article 7**

#### **Restriction on Employment of Relatives, Pursuant to Section 1002.33(24), Florida Statutes**

- 7.1 For purposes of this Article 7, “Charter school personnel” means a charter school owner, president, chairperson of the Board of directors, superintendent, Board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
- 7.2 For purposes of this Article 7, “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
- 7.3 Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
- 7.4 The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.

## **Article 8**

### **Disclosure of Identity of Relatives Employed by, or Assigned to Work at, Charter School**

- 8.1 On an annual basis, and in accordance with Section 1002.33(7)(a)18., Florida Statutes, the Charter School shall disclose to its sponsoring school district the identity of all relatives employed by, or assigned to work at, the charter school who are relatives of a member of the governing board of directors, superintendent, principal, assistant principal or any other person employed by, or assigned to work at, the Charter School. For purposes of this Article 8, the term “relative” has the same meaning as set forth in Article 7.2, above.

## **Article 9**

### **Employment of Relatives**

- 9.1 In the event that relatives, as defined above, are employed by, or assigned to work at, the Charter School, these procedures shall be followed to ensure compliance with Florida law and charter contract requirements.
- 9.2 Documentation shall be maintained in the employees’ files to verify that no relative advocated for the employment or advancement of such employee. In addition, such documentation shall include the non-related individual(s) responsible for direct supervision, evaluation and other employment decisions regarding the employees. Such documentation shall be presented as an information item to the Charter School governing board.

## **Article 10**

### **Training and Background Screening Requirements**

- 10.1 Governance Training
- 10.1.1 Pursuant to Section 1002.33(9)(j), Florida Statutes, each director of the governing board shall participate in governance training approved by the Florida Department of Education no later than 90 days of final appointment to the governing board.
- 10.1.2 Required governance training consists of a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility.
- 10.1.3 After the initial four (4) hour training, each director of the governing board is required, within the subsequent three (3) years as a governing board member, and for each three (3) year period thereafter, to complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the board. Any director who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to regain eligibility as a director.
- 10.2 As required by the Charter School’s charter contract (“Charter Contract”), upon nomination and prior to appointment to the Governing Board, a member shall be

fingerprinted pursuant to section 1002.33(12)(g), Florida Statutes. Prospective Governing Board members whose fingerprint check results warrant disqualification under Florida law shall not be appointed to the board. Fingerprinting and background screening shall be updated periodically as required by law. Until such time as required fingerprinting and background screening is completed and cleared for each director, no such director shall be permitted on campus while students are present without an escort of Charter School staff.

## **Article 11**

### **Initial and Annual Written Assent**

- 11.1 Each member of the Board and member of a committee with powers delegated by the Board shall, upon initial appointment and annually, sign a statement, in substantially the same form as attached as Exhibit A to this Policy, which affirms such person:
  - 11.1.1 Has received a copy of the conflicts of interest policy;
  - 11.1.2 Has read and understands the policy;
  - 11.1.3 Has agreed to comply with the policy and is currently in compliance;
  - 11.1.4 Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes; and
  - 11.1.5 If a charter school governing board member, is current in background checks and governing board training as required by Florida law for charter school governing board members.
  - 11.1.6. Said form shall be updated from time to time to reflect changes in law and best practices for charter school governing boards.

## **Article 12**

### **Periodic Reviews**

- 12.1 To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
  - 12.1.1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and are the result of arm's length bargaining.
  - 12.1.2 Whether transactions or arrangements entered into by the Organization conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do

not result in personal inurement, impermissible private benefit or in an excess benefit transaction.

**Article 13**  
**Use of Outside Experts**

When conducting the periodic reviews as provided for in Article 12, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

**Board Secretary Certificate**

I hereby certify that the foregoing Conflict of Interest and Anti-Nepotism Policy for TALLAHASSEE COLLEGIATE ACADEMY, INC. was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on \_\_\_\_\_, 2023.

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Printed Name

**EXHIBIT A**

**WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER  
TALLAHASSEE COLLEGIATE ACADEMY, INC.**

This written affirmation is provided in accordance with the Conflict of Interest and Anti-Nepotism Policy of , TALLAHASSEE COLLEGIATE ACADEMY, INC. (“Organization”) adopted and effective as of \_\_\_\_\_, 2023 (“Policy”). In accordance with the Policy, by my signature below, I hereby affirm the following:

1. I have received a copy of the Policy.
2. I have read and understand the Policy.
3. I agree to comply with the Policy, and I am currently in compliance.
4. I understand the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.

Printed Name: \_\_\_\_\_

Title and Office: \_\_\_\_\_

Date: \_\_\_\_\_



**Attachment L. Board Member Information Forms, Resumes, & Bios**


## Attachment L: Board Member Information Form

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve	Tallahassee Collegiate Academy
2. Full name	Karen Batchelor Moore
Home Address	211 Rhoden Cove Rd. Tallahassee, FL 32312
Business Name and Address	Moore, Inc
Phone Number	850-528-7670
E-mail address	Karenm@themooreagency.com
<input checked="" type="checkbox"/> Resume and professional bio are attached here.	
<input type="checkbox"/> Resume and professional bio are attached elsewhere in the application (specify). 	
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain. 501-c3 Capital Region American Heart Association,	
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).	

<b>5. Why do you wish to serve on the board of the proposed charter school?</b>	It is an opportunity to help provide choices for students in the local community and it helps to prepare more students for STEM jobs of the future.
<b>6. What is your understanding of the appropriate role of a public charter school board member?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.
<b>7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.</b>	As a community member and a supporter of education and economic mobility, my education background and career background provide the experience needed to serve on the board
<b>8. Describe the specific knowledge and experience that you would bring to the board.</b>	I bring my community leadership background as well as my experience with my career. Resume is attached.

### School Mission and Program

<b>1. What is your understanding of the school's mission and guiding beliefs?</b>	To provide academic pathways to success in the STEM disciplines.
<b>2. What is your understanding of the school's proposed educational program?</b>	To provide a high school diploma and an A.S. degree in a STEM discipline concurrently.
<b>3. What do you believe to be the characteristics of a successful school?</b>	Innovation, Community Partnerships, Data-Informed Decision Making, Parental Engagement
<b>4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?</b>	The school leadership will provide monthly reports to the board for analysis and review.
<b>5. What do you see as your role regarding the school leaders?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.

### Governance

<b>1. Describe the role that the board will play in the school's operation.</b>	Governing Board oversees the operations of the school while charter school staff handle day-to-day operations. We will provide balance of oversight without micromanaging. We will make decisions as a collegial body.
<b>2. How will you know if the school is successful at the end of the first year of operation?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>3. How will you know at the end of four years of the school is successful?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?</b>	

<p>We will stay engaged with school leadership and following the statutory duties for charter school board governance.</p>
<p><b>5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p> <p>During public board meetings, the concern will be addressed. The Board's attorney will ensure that we are operating within the Sunshine Laws.</p>
<p><b>6. If your school intends to contract with a third-party ESP:</b></p> <ul style="list-style-type: none"> <li>a. Summarize your involvement in the selection process;</li> <li>b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and</li> <li>c. Indicate whether you have been involved in the review/negotiation of the management agreement.</li> </ul> <p>The school board will be provided with recommendations from school leadership about third-party ESPs. The school board will approve contracts that are executed in the name of the school board. At this time, no discussion has occurred about contracting with a third-party ESP.</p>

### Disclosure

<p><b>1. Indicate whether you or your spouse is an employee of a charter management organization.</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.</b></p>
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### Attestation

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

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

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

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

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*


(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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### Certification

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

Name: Karen B. Moore

Signature:   
REDCORRECTION...

Date: 3/8/2023

## **Karen B. Moore, APR, CPRC**

### **CEO and Founder, Moore, Inc.**

Karen Moore is an acknowledged leader in the media relations, public relations, crisis communications and public affairs arena. Called by Henry Kissinger, “one tough lady,” Karen is the CEO and Founder of The Moore Agency. This innovative public relations/public affairs/marketing communications firm, with offices across the US, is one of the largest independently owned communication firms in the U.S.

Among dozens of honors, Karen has been named annually by *Florida Trend* as one of the 500 Most Influential Floridians and Top 150 Most Influential People in Florida Politics by *Influence Magazine*. She is a frequent public speaker and has facilitated strategic marketing, advocacy and media training sessions for Fortune 500 companies and the British Olympic Team. Recognition for her work has brought numerous honors including the *Silver Medal Award* by the Advertising Federation, the *Stan Tate Award for Lifetime Excellence and Achievement* by the Public Relations Association, the *Distinguished Leader Award* by the National Association of Community Leaders, and the *Florida Economic Development Champion of the Year*. Her book, “Behind the Red Door: Unlock Your Advocacy Influence and Success” was published in 2016 and was listed on the Amazon bestseller’s list.

Karen has published several articles in Forbes and a recent article noted, “Moore is easy to trust and she has quietly become one of the most influential women in this part of the country.” Karen has worked in the public relations and public affairs arena for more than 30 years.

Karen currently serves on numerous boards including Florida Chamber of Commerce, Florida Chamber of Commerce Foundation, BioFlorida, Florida College System Foundation, Florida College System Trustees Commission, Nashotah House Theological Seminary, Florida TaxWatch, Consortium of Florida Education Foundations, and Leadership Florida. Appointed by Governors Crist, Scott and DeSantis, she serves on the Tallahassee Community College District Board of Trustees. Karen and her husband Richard founded the TCC Moore Veterans Leadership Academy, which help veterans succeed in college and in the workforce.

The Moore Agency has been named by *Inc. Magazine* as one of the “Fastest Growing Business in America”, the “Top PR Firm to Work for in US” by *PR Week* and by *Florida Trend Magazine* for eight straight years as “Top Place to Work in Florida.” Additional honors include: “Top Public Affairs in the Southeast, Top Branding Companies and Top US Latino Marketing Firm” in the US. The firm has received more than 450 state and national awards for its multidiscipline state and national marketing and public affairs campaigns.

Karen has been married to Richard Moore for 45 years and their son Jarrod works for Google in Knoxville. She is a frequent traveler having visited more than 90 countries. She has a BA in History from the University of Central Florida (class of 1979). She is one of less than 100 professionals in the nation to hold both an APR and CPRC designation.

# Karen B. Moore, APR, CPRC

## ◆ EDUCATION

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**Bachelor of Arts, History**  
University of Central Florida

## ◆ PROFESSIONAL EXPERIENCE

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**1992 – Present** Founder & CEO - **The Moore Agency**

The Moore Agency is an independent and globally ranked marketing and communications agency. Moore connects with audiences to make an impact and assist clients to find their authentic voice and create a powerful brand. Located in four areas of Denver, New Orleans, Tallahassee, and West Palm Beach this agency harnesses data insights, strategy and creativity to fuel marketing, advertising and public relations solutions to address clients' biggest business challenges.

Accomplishments:

- 2023 – Celebrates 30 Year Anniversary of the Moore Agency
- 2022 – International Academy of Digital Arts and Sciences - Webby Award Winner
- 2022 – O'Dwyers Ranked Top PR Agency in the Nation
- 2021 – PRNews Agency Elite Top 100 for 2022
- 2021 – PRovoke Global PR Agency Rankings - Top 200 Agencies in the World
- 2020 – Launches 2<sup>nd</sup> Book – “Live Moore”
- 2019 & 2017 – Inc. Magazine – Best Work Places
- 2019 & 2012– Inc. 5000 America's Fastest Growing Companies in America
- 2019 – Centers for Disease Control (CDC) – Innovation Star Award for Employee Wellness Program
- PR Week – Top PR Firm to Work for in US
- 2017 - Florida Trend Magazine – Top Place to Work in Florida
- Top Public Affairs in Southeast
- Top Branding Companies
- Top US Latino Marketing
- 2016 – Amazon's Best-Selling Author – “Behind the Red Door: Unlock Your Advocacy Influence and Success”
- 2010 – Launched MCG Latino (Multicultural Communications Services)
- 2009 – Created Employee Wellness Program
- 1995 – Media Training to the British Olympic team

## ◆ BOARD EXPERIENCE

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- Board of Trustee Member, Tallahassee Community College – Appointed by Governor Chris Scott & Ron DeSantis
- Florida Chamber of Commerce
- Florida Chamber of Commerce Foundation
- BioFlorida
- Florida College System Foundation
- Florida College System Trustees Commission
- Nasotah House Theological Seminary
- Florida TaxWatch
- Consortium of Florida Education Foundations
- Leadership Florida

## ◆ HONORS AND AWARDS

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Florida Trend – 500 Most Influential Floridians  
Influence Magazine– Top 150 Most Influential People in Florida Politics

## ◆ CERTIFICATIONS

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Accreditation in Public Relations (APR) Designation  
Certified Professional Retirement Coach (CPRC) Designation

## Attachment L: Board Member Information Form

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve	Tallahassee Collegiate Academy
2. Full name	David Clark
Home Address	Havana, FL
Business Name and Address	MyGovGuide - 3607 N. Monroe St. Unit 180310 Tallahassee, FL 32318
Phone Number	850-545-1887
E-mail address	davidclark@mygovguide.com
<input checked="" type="checkbox"/> Resume and professional bio are attached here.	
<input type="checkbox"/> Resume and professional bio are attached elsewhere in the application (specify).	
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain. I serve on a non-profit foundation board and have served on different government boards.	
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).	



<b>5. Why do you wish to serve on the board of the proposed charter school?</b>	It is an opportunity to help provide choices for students in the local community and it helps to prepare more students for STEM jobs of the future.
<b>6. What is your understanding of the appropriate role of a public charter school board member?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.
<b>7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.</b>	As a community member and a supporter of education and economic mobility, my education background and career background provide the experience needed to serve on the board
<b>8. Describe the specific knowledge and experience that you would bring to the board.</b>	I bring my community leadership background as well as my experience with my career. Resume is attached.

### School Mission and Program

<b>1. What is your understanding of the school's mission and guiding beliefs?</b>	To provide academic pathways to success in the STEM disciplines.
<b>2. What is your understanding of the school's proposed educational program?</b>	To provide a high school diploma and an A.S. degree in a STEM discipline concurrently.
<b>3. What do you believe to be the characteristics of a successful school?</b>	Innovation, Community Partnerships, Data-Informed Decision Making, Parental Engagement
<b>4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?</b>	The school leadership will provide monthly reports to the board for analysis and review.
<b>5. What do you see as your role regarding the school leaders?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.

### Governance

<b>1. Describe the role that the board will play in the school's operation.</b>	Governing Board oversees the operations of the school while charter school staff handle day-to-day operations. We will provide balance of oversight without micromanaging. We will make decisions as a collegial body.
<b>2. How will you know if the school is successful at the end of the first year of operation?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>3. How will you know at the end of four years of the school is successful?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?</b>	

<p>We will stay engaged with school leadership and following the statutory duties for charter school board governance.</p>
<p><b>5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p> <p>During public board meetings, the concern will be addressed. The Board's attorney will ensure that we are operating within the Sunshine Laws.</p>
<p><b>6. If your school intends to contract with a third-party ESP:</b></p> <ul style="list-style-type: none"> <li>a. Summarize your involvement in the selection process;</li> <li>b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and</li> <li>c. Indicate whether you have been involved in the review/negotiation of the management agreement.</li> </ul> <p>The school board will be provided with recommendations from school leadership about third-party ESPs. The school board will approve contracts that are executed in the name of the school board. At this time, no discussion has occurred about contracting with a third-party ESP.</p>

### Disclosure

<p><b>1. Indicate whether you or your spouse is an employee of a charter management organization.</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.</b></p>
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### Attestation

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

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

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

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

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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### Certification

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

Name: David Clark

Signature:  DocuSigned by:  
David Clark  
BEA4F817C2CB476...

Date: 3/8/2023

# DAVID CLARK BIO



**DAVID CLARK** is the **CEO** and co-founder of **MyGovGuide** a data and business intelligence company that is focused on accelerating public sector business development and processes through a state of the art public sector actionable intelligence software solution. David is also the **Managing Partner** of **Allegiant Strategies Group** a strategic consulting and government relations firm specializing in Business to Government (B2G) services which he founded in 2020 after serving over 17 years in executive government roles including 4 years as an Airborne Officer in the United States Army. David is a servant leader with a passion for helping others grow and develop winning teams. He believes in the power of the team and mentoring others to see and become the best they can be in every situation.

David served the State of Florida since 2004 under four Governors and most recently served as the Deputy Chief of Staff to Governor Ron DeSantis. During his tenure he provided executive guidance and policy direction for multiple state agencies with a total budget allocation of over \$43 billion and over 28,800 employees. David was responsible for a suite of 13 agencies, offices, and initiatives, including:

- Department of Management Services & Florida Digital Service
- Department of Children and Families
- Department of Juvenile Justice
- Department of Elder Affairs
- Department of Lottery
- Department of Transportation
- Department of Education
- Office of Early Learning
- Agency for Persons with Disabilities
- Guardian Ad Litem
- Office of Faith and Community Based Initiatives
- Office of Adoption and Child Protection
- Public Service Commission

During the early months of the COVID-19 pandemic, David was additionally deployed to assist the Department of Economic Opportunity with overcoming their technology challenges related to the Unemployment Insurance Program area and eligibility system.

David also worked closely with First Lady Casey DeSantis, supporting her vision to make a positive difference on substance abuse, mental health, and the overall well-being of Florida's youth through her roles as the First Lady of Florida and the Chair of the Florida Children and Youth Cabinet.

# DAVID CLARK BIO, CONT.

In 2019, **David** served as Chief of Staff for the Department of Management Services (DMS) where he spearheaded one of Governor DeSantis' two legislative initiatives during the Governor's first year in office. During the 2019 Florida Legislative Session, David concurrently functioned as the Acting Secretary and Legislative Affairs Director shepherding legislation to reengineer Florida's Information Technology enterprise vision and infrastructure. As a result of the legislation, David oversaw the dissolution and absorption of the Agency for State Technology into the DMS. He simultaneously led a team to create Florida's Cloud First governance rule and began the process to set the state on a new pathway for its IT enterprise architecture.



From 2014 – 2018, David served at the Department of Environmental Protection (DEP) in multiple executive roles including Deputy Secretary of Land and Recreation, Director of State Lands, Deputy Director of State Lands, and the Director of Cabinet Affairs. David worked closely with Governor Scott and elected Cabinet officials including Attorney General Bondi, Chief Financial Officer Patronis, Chief Financial Officer Atwater, Agriculture Commissioner Putnam and their executive staff on Cabinet issues that impacted the State. David also served as the Chair of the Acquisition and Restoration Council (ARC) and the Florida Communities Trust Board (FCT).

Prior to David's most recent service to the State of Florida, he served as an Airborne Officer with the 1st Brigade Combat Team, 82nd Airborne Division in the United States Army (2010 – 2014). David graduated at the top of his class in Officer Candidate School and was an Academic Honor Graduate in his Basic Officer Leadership Course. David currently serves as a Board Member of the Florida Technology Foundation, a Board Member of the Tallahassee Collegiate Academy, and a Board Member of the Tallahassee Community College Cybersecurity Advisory Board.

Over David's career he has lobbied on behalf of several State Agencies (Executive Office of the Governor, Department of Management Services, and the Department of Environmental Protection) before the Governor's Office, Florida Legislature, other state agencies, federal agencies, and local government.

David is married to his high-school sweetheart, Ashley, and they have two vibrant sons, Colten and Caleb. He stepped away from state government to spend more time with his family and build a business that makes a difference in the lives and businesses of others. David is a family man with a passion for building a Godly legacy of making a positive impact in the lives of others that his family and especially his children would be proud to carry on.



# DAVID ALLEN CLARK

## **PROFESSIONAL EXPERIENCE**

### **Founder & Managing Partner**

**Allegiant Strategies Group, Tallahassee, FL**

**September 2020 - present**

Lead a strategic consulting and government relations firm based in Tallahassee, Florida specializing in Business to Government (B2G) services. Represent members before all levels of government to drive positive results for those seeking to break into and remain competitive in the Florida government market.

- Provides depth of knowledge on the operations of Government and provides guidance on the who, what, when, where, why, and how of Government functions and what it means for businesses.
- Develops strategy on the tactics of how to interact with the different parts of Government and drives the strategy implementation on how to leverage a business, opportunity, or request to be successful.
- Invests in people and businesses to drive growth through effective navigation of the Florida government enterprise.
- Develops and provides 360° (AI) ADVOCACY INTELLIGENCE which is a complete understanding and insight of how to influence the operating environment your business is seeking to navigate.

### **Co-Founder & Chief Executive Officer**

**MyGovGuide, Tallahassee, FL**

**September 2021 - present**

Lead a business and data intelligence company that is focused on accelerating public sector business development and sales processes. Direct MyGovGuide actions to provide unprecedented visibility into state government budgets, contracts, leadership, and staffing. MyGovGuide is Information Simplified.

### **Deputy Chief of Staff**

**Governor Ron DeSantis, Tallahassee, FL**

**September 2019 - August 2020**

Provide executive guidance and policy direction for multiple state agencies on behalf of the Governor with a total budget allocation of over \$43 billion, including over 28,800 employees. The suite of agencies, offices, and initiatives includes:

- Department of Management Services & Florida Digital Service
- Department of Transportation
- Department of Education
- Office of Early Learning
- Department of Children and Families
- Guardian Ad Litem
- Department of Juvenile Justice
- Agency for Persons with Disabilities
- Department of Elder Affairs
- Department of Lottery
- Office of Faith and Community Based Initiatives
- Office of Adoption and Child Protection
- Coordinate with the Public Service Commission (Legislative Entity) on business needs and operational functions.

## **EXECUTIVE SUMMARY**

David is an accomplished executive leader and former United States Army Airborne Officer possessing a comprehensive background in leadership, operations, logistics, team building, communications, public speaking, information technology, consulting, governmental commercial real estate, private residential real estate, governmental relations, human resources, political strategy, strategic planning, analysis and development, and project management. David has a proven ability as a corporate steward to rapidly interact, publicly present, and drive results for diverse audiences across multiple levels of an organization in visibly fast-paced environments. David's professional skills are supported by a pending double MBA, a bachelor's degree in business administration, a bachelor's degree in accounting, and a Florida real estate sales associate license.

## **EDUCATION**

- Master of Business Administration, Cornell University, anticipated graduation May 2023
- Master of Business Administration, Queen's University, anticipated graduation May 2023
- Bachelor of Arts in Business Administration, Flagler College, 2008; GPA: 3.9
- Bachelor of Arts in Accounting, Flagler College, 2008; GPA: 3.9

## **PROFESSIONAL AFFILIATION**

- Real Estate Sales Associate with Florida Real Estate Friends, Inc., Tallahassee, FL

## **CERTIFICATIONS/TRAINING**

- Active Florida Real Estate Sales Associate License
- Land Title Institute Certification
- Military and Strategic Leadership
- Rapid Process Improvement
- Adjutant General Operations
- Military Operational Art and Science
- Airborne Operations

## **COMMUNITY SERVICE**

- Ambassador, Patriot Foundation, Fort Bragg, 2013 - 2017
- Communications Coordinator, 40 Days of Community, Generations Church, 2008- 2009

**Chief of Staff, First Lady Casey DeSantis****Executive Office of the Governor, Tallahassee, FL****September 2019 - August 2020**

Provide executive guidance and strategic policy direction to implement the agenda of the First Lady of Florida specifically within the Health & Human Services and Education areas focusing on first responders' mental health initiatives; and Children and Families fighting with substance abuse and mental health challenges.

**Chief of Staff****Florida Department of Management Services, Tallahassee, FL****January 2019 - September 2019**

Lead the executive team at the Department of Management Services as the Chief Operations Officer by providing strategic mission and vision focused oversight to over 950 employees.

- Leverage an operational budget of over \$650 million and a fix capital outlay budget of over \$65 million. Serve over 1.1 million customers while annually delivering over \$15 billion in programs and services. Principal advisor to the agency executive team, Office of the State CIO; and their teams, including legislative affairs, communications, information technology, planning and budget, HR management, purchasing, finance and accounting administration, and fiscal integrity oversight.
- **Division of State Technology** - state data center operations providing supports to enterprise of state agencies and local government clients.
- **Business Operations** - including but not limited to:
  - State Purchasing (direct \$2.1 billion in annual state term contracts/agreements with 71 enterprise contracts, 26,000 agency customers, and 78,000 registered vendors)
  - Telecommunications (administer \$292 million in annual public safety communications and enterprise telecommunications services)
- **Workforce Operations** - including but not limited to: Insurance Benefits (administer \$2.7 billion in annual health insurance benefits with approximately 700,000 active policies)
- Florida Retirement System (administer \$9.8 billion in annual retiree benefits)

**Deputy Secretary, Land and Recreation****Florida Department of Environmental Protection, Tallahassee, FL****September 2017 - January 2019**

Directs the executive leadership of DEP's Land and Recreation programs and oversees more than 1,700 employees and a total annual budget of over \$400 million. This includes:

- **Division of Recreation and Parks** - Oversees the management of the award-winning Florida State Parks system, which encompasses 175 state parks and trails. With a \$154 million annual budget, Florida State Parks attracts more than 32 million visitors annually, producing an average annual revenue of more than \$70 million.
- **Division of State Lands** - Leads the State of Florida's commercial real-estate efforts, serving as the state's public land steward for more than 12 million acres of Board of Trustees' owned land. Manages a \$251 million annual budget, which includes overseeing Florida Forever funds for conservation land acquisitions.
- **Office of Cabinet Affairs** - Serves as staff to the Governor and Cabinet in its role as the Board of Trustees of the Internal Improvement Trust Fund.
- Serves as Chair of the Florida Acquisition and Restoration Council and Chair of the Florida Communities Trust Governing Board.
- Authorizes the Recreational Trails Program, Florida Recreation and Development Assistance Program, and as the State Liaison Officer delegate for the Land and Water Conservation Fund Program.

**Director, Division of State Lands****Florida Department of Environmental Protection, Tallahassee, FL****October 2015 - December 2017**

Confirmed by the Florida Governor and Cabinet and functions as Florida's public and steward for over 12 million acres of Board of Trustees' owned land.

- Oversaw administration, planning, programming, budgeting, and execution of the operations of the Division of State Lands.
- Managed the performance of real estate functions related to the identification of lands proposed for acquisition, state-owned upland and submerged land administration, land management and state-owned land disposition.
- Managed a \$15 million operating budget and a \$192 million fixed capital outlay budget, which includes management of Florida Forever conservation funds for conservation land acquisitions.
- Oversaw non-conservation military base buffering acquisitions in collaboration and coordination with Florida Defense Support Task Force and the Department of Economic Opportunity.
- Guided division staff on policy and programs to ensure maximum efficiency and effectiveness of available resources to manage and administer state land for the maximum public benefit.

**Deputy Director, Division of State Lands**

**Florida Department of Environmental Protection, Tallahassee, FL**

**September 2014 - December 2016**

Directed and advanced the division's existing operations.

- Managed administration, planning, programming, budgeting, and execution of division procedures.
- Served as a member of the Information Technology Directors' Board and Executive Sponsor for all state lands primary information technology systems and the associated interfaces and source systems.
- Developed and implemented the information technology vision and framework for the division.
- Managed performance of staff duties and real estate functions related to the identification of lands proposed for acquisition and disposition and overall state-owned land administration.
- Coordinated the disposition of over 2,500 acres/\$64 million in state-owned lands in under a two-year period.
- Secured the acquisition of over 10,800 acres/\$26 million in conservation lands in under a two-year period.

**Director, Office of Cabinet Affairs, Division of State Lands**

**Florida Department of Environmental Protection, Tallahassee, FL**

**February 2014 - March 2016**

Led the department's Cabinet agenda process.

- Provided technical and logistical guidance to executive staff and Cabinet offices.
- Oversaw the department's agenda coordination with all divisions, district offices, and Water Management District Offices to ensure policy and program consistency for final agenda item presentation to the Governor and Cabinet sitting as the Board of Trustees of the Internal Improvement Trust Fund and the Power Plant Siting Board.
- Served as primary cabinet liaison between the Florida Department of Environmental Protection's staff and the Cabinet offices.
- Directed preparation and presentation of agenda items to Cabinet offices pertaining to the acquisition, administration, disposition, and use of state-owned lands.

**Senior Human Resources Manager (Army Officer), Brigade Headquarters**

**United States Army - 82nd Airborne Division - 1st Brigade Combat Team, Fort Bragg, NC**

**2012 - 2013**

Served as the organization's Chief of Staff (HR), providing technical guidance, human resource coordination and support for over 3,700 personnel deployed across the globe.

- Managed a dynamic, multi-faceted leadership environment, coordinating support for over 1,200 personnel while concurrently supporting the human resources needs for an additional 2,500 personnel deployed to Afghanistan.
- Oversaw legal and medical operations for over 1,200 personnel while directly managing and supervising an Executive Administration Services Office comprised of 14 human resources, legal and medical personnel.
- Directed and increased agency personnel readiness statistics from 85% to 94% to lead the organization reporting standards and presented agency human resources data matrix during organizational command and staff meetings.
- Designed automated personnel readiness tracking report, which was adopted as the organization's standard.

**Personnel Readiness Manager (Army Officer), Brigade Headquarters**

**United States Army - 82nd Airborne Division - 1st Brigade Combat Team, Fort Bragg, NC**

**2011 - 2012**

Managed a unit comprised of 3,700 personnel for readiness tracking operations for optimal combat deployment availability.

- Recommended final fill priorities based on the analysis of current personnel readiness, casualty operations, projected personnel readiness, and recommended pinpoint personnel assignments.
- Responsible for company grade officer succession planning.
- Developed and operated the non-deployable tracking process for personnel assignment selection decisions.
- Managed officer selection and pinpoint assignment tracking for career progression and branch specific advancement.
- Compiled and presented data to agency Executive Officer and Senior Human Resources Manager on personnel gains and losses.
- Recommended requisition and assignment strategies to maintain Department of Defense mandated personnel combat readiness.

**Officer Candidate**

**United States Army - 82nd Airborne Division, Various Military Bases**

**2010 - 2011**

- Airborne School - Fort Benning, Georgia.
- Academic Honor Graduate of Army Adjutant General Basic Officer Leader Course - Fort Jackson, South Carolina.
- Distinguished Honor Graduate of Army Officer Candidate School Class 005-11 - Fort Benning, Georgia.
- Honor Graduate of Army Initial Entry Training - Fort Leonard Wood, Missouri.



**Senior Cabinet Aide, Office of Cabinet Affairs**

**Florida Department of Environmental Protection, Tallahassee, FL**

**2008 - 2010**

Provided support to the Cabinet Affairs Director.

- Worked directly with the Governor's, Attorney General's, Chief Financial Officer's, and Commissioner of Agriculture's Cabinet offices regarding the Cabinet agenda.
- Functioned as the Cabinet liaison between the department's divisions, six district offices, and five Water Management Districts, and managed agenda items submitted by those entities.
- Recommended final procedural decisions relating to the department's Cabinet policy and operations.

**Senior Agenda Coordinator, Office of Cabinet Affairs**

**Florida Department of Environmental Protection, Tallahassee, FL**

**2006 - 2008**

Ensured the completion of the department's agenda.

- Facilitated meetings with the Board of Trustees of the Internal Improvement Trust Fund, Siting Board, Department of Agriculture and Consumer Services and Water Management District Cabinet Agendas.
- Verified content and consistency of agenda items in relation to policies, directives, rules, and statutes.
- Researched and prepared responses to information requests from the Governor, Attorney General, Chief Financial Officer and Commissioner of Agriculture Cabinet offices.


## Attachment L: Board Member Information Form

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve	Tallahassee Collegiate Academy
2. Full name	Kimberly Kelling
Home Address	309 Carr Lane, Tallahassee, FL 32312
Business Name and Address	WFSU Public Media 1600 Red Barber Plaza, Tallahassee, FL 32310
Phone Number	850-591-8084
E-mail address	kkelling@fsu.edu
<input checked="" type="checkbox"/> Resume and professional bio are attached here.	
<input type="checkbox"/> Resume and professional bio are attached elsewhere in the application (specify). 	
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, explain.	
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).	

<b>5. Why do you wish to serve on the board of the proposed charter school?</b>	It is an opportunity to help provide choices for students in the local community and it helps to prepare more students for STEM jobs of the future.
<b>6. What is your understanding of the appropriate role of a public charter school board member?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.
<b>7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.</b>	As a community member and a supporter of education and economic mobility, my education background and career background provide the experience needed to serve on the board
<b>8. Describe the specific knowledge and experience that you would bring to the board.</b>	I bring my community leadership background as well as my experience with my career. Resume is attached.

### School Mission and Program

<b>1. What is your understanding of the school's mission and guiding beliefs?</b>	To provide academic pathways to success in the STEM disciplines.
<b>2. What is your understanding of the school's proposed educational program?</b>	To provide a high school diploma and an A.S. degree in a STEM discipline concurrently.
<b>3. What do you believe to be the characteristics of a successful school?</b>	Innovation, Community Partnerships, Data-Informed Decision Making, Parental Engagement
<b>4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?</b>	The school leadership will provide monthly reports to the board for analysis and review.
<b>5. What do you see as your role regarding the school leaders?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.

### Governance

<b>1. Describe the role that the board will play in the school's operation.</b>	Governing Board oversees the operations of the school while charter school staff handle day-to-day operations. We will provide balance of oversight without micromanaging. We will make decisions as a collegial body.
<b>2. How will you know if the school is successful at the end of the first year of operation?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>3. How will you know at the end of four years if the school is successful?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?</b>	

<p>We will stay engaged with school leadership and following the statutory duties for charter school board governance.</p>
<p><b>5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p> <p>During public board meetings, the concern will be addressed. The Board's attorney will ensure that we are operating within the Sunshine Laws.</p>
<p><b>6. If your school intends to contract with a third-party ESP:</b></p> <ul style="list-style-type: none"> <li>a. Summarize your involvement in the selection process;</li> <li>b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and</li> <li>c. Indicate whether you have been involved in the review/negotiation of the management agreement.</li> </ul> <p>The school board will be provided with recommendations from school leadership about third-party ESPs. The school board will approve contracts that are executed in the name of the school board. At this time, no discussion has occurred about contracting with a third-party ESP.</p>

### Disclosure

<p><b>1. Indicate whether you or your spouse is an employee of a charter management organization.</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.</b></p>
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### Attestation

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

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

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

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

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

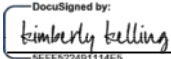
(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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### Certification

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

Name: Kimberly Kelling

Signature:  SEFF522491114E5...

Date: 3/8/2023

Kim Kelling is the Director of Content & Community Partnerships at WFSU Public Media. She oversees all content development for television, radio, and digital platforms as well as community engagement and education projects. Linking content that WFSU produces as well as the vast resources of PBS and NPR to our community is part of the station's strategic plan. She produces a weekly series called *Voices that Inspire* featuring a diverse array of individuals who are making a difference in our community. During her leadership at the station, the news team has won several regional Murrow Awards as well two national Murrow awards. Our education team won the top award in community engagement at the National Education Telecommunications annual meeting. WFSU has been the recipient of a Ready To Learn grant from the US Department of Education in partnership with PBS and the Corporation of Public Broadcasting for the past 20 years enabling our education department to be one of the most respected in the country. WFSU-FM is one of the most listened to radio stations in the region. Prior to working at WFSU, Kim was a freelance film producer working in Los Angeles, CA. She produced several commercials that appeared in the Super Bowl.

Kim sits on the Florida Public Media Board, Tallahassee Community College Foundation Board and Apalachicola Riverkeeper Board. She has served as an advisor to the Florida Afterschool Network, a founding member of the Family First Tallahassee Summit and a co-founder of ASPIRE, a collective impact initiative to connect youth to career and education opportunities. She is a member of Leadership Tallahassee Class 28 and in 2011 was named one of the *25 Women You Need to Know* by the Tallahassee Democrat. She is the current president of Capital Women's Network (CWN) and a member since 2010. Kim graduated from Williams College and is married to Todd Engstrom, an ornithologist. They have one grown son, Dawson J. Engstrom who lives in Los Angeles.

## **KIMBERLY KELLING**

309 Carr Lane  
Tallahassee, FL 32312  
850-591-8084  
[kkelling@fsu.edu](mailto:kkelling@fsu.edu)

### **PROFESSIONAL EXPERIENCE**

#### **WFSU Public Media, Tallahassee, FL (August 2000- Present)**

The public media organization serving over 425,000 residents of north Florida. Licensed to Florida State University, services include radio, television, streaming video, education programs, the Florida Channel and Florida Center for Interactive Media. WFSU is dedicated to educating, informing, and enlightening our viewers and listeners from preschool to retirement.

#### ***Director of Content and Community Partnerships for WFSU Public Media: TV, Radio, Digital & Education (March 2016 to present)***

Provide leadership in areas of strategic planning for content development for television, radio, digital and education services including community engagement. Supervise senior television, radio, internet services, education staff, and Florida Center for Interactive Media. Establish procedures and policies for use of social media and audience feedback. Seek funding opportunities from national, state and local resources to support our content and education departments. Foster partnerships and raise awareness of the station's media resources in the community to the benefit of FSU, the community, and WFSU.

#### ***Director of Content and Community Engagement (January 2015 to March 2016); Director of Community Engagement (2011 to Present); Director of Education Services (2000 to 2011)***

Provide leadership in areas of strategic planning for content development for television services, education and community outreach, develop programs and content that meets the needs of the community. Supervise senior television staff, internet services, education staff, and Florida Center for Interactive Media. Establish procedures and policies for use of social media and audience feedback. Seek funding opportunities from national, state and local resources to support our content and education departments. Foster partnerships and raise awareness of the station's media resources in the community to the benefit of FSU, the community, and WFSU. Secured over \$1,200,000 in grant funds since 2006 to support educational programs and content development at WFSU.

#### ***Key responsibilities and successes include:***

- Under my leadership WFSU-FM has risen to be the most listened to radio station in the region.
- Produced over 300 *Voices that Inspire* segments for WFSU-FM and digital platforms that features a diverse cross section of people in our community.
- In January 2022, WFSU Public Media received the top award in the category of Community Engagement: Kids & Family at the National Educational Telecommunications (NETA) annual meeting for the 2021 Summer Challenge Project entitled Mountains, Hills and Mounds.
- In 2021, WFSU Public Media received the top award in the category of Community Engagement: National Project at NETA's annual meeting for our October 2019 "Retro Local Stories and

Screening.” This project that included multimedia stories about the claiming (by eminent domain) and demolition of Tallahassee’s historically Black Smokey Hollow neighborhood during the 1960s, and the loss of the Florida A&M Hospital in the 1970s. WFSU competed against some of the largest stations in the country.

- Develop and sustain the education program at WFSU beginning with successful securement of *Ready To Learn* funds for the past 15 years from the US Department of Education, PBS and CPB. One of eleven stations in the country to receive this funding. Design innovative programs and strategies such as *WFSU Math Mentors*, *PBS KIDS Super Why Camps* and other researched-based programs to support math and literacy development in children 2-8 years old and provide critical curriculum support to area educators. WFSU was selected in 2020 to participate in the next five year RTL grant cycle.
- Launched *American Graduate* - a public media initiative to help communities address the high school dropout crisis. Secured funding in three successive competitive grant cycles and established community partnerships to sustain station efforts. WFSU is one of 30 PBS stations in the country to participate in this program. As part of the initiative: produce the radio series, *Voices from the Classroom* that features over 200 student voices. Launched and produce *American Graduate Champions* a video series that features individuals in the community that are making a difference in graduation outcomes. Produce video segments for the national *American Graduate Day* broadcast. Created *American Graduate* professional networking lunch series that connects at-risk students with community professionals. In 2023 we were awarded a new project entitled *American Graduate: Jobs Explained*. The focus of this project is to create vertical video content targeting high schools students that focus on healthcare jobs in our area.
- Led the development and managed *In the Grass, On the Reef*, a multimedia project funded through the National Science Foundation. Partnering with FSU researchers, WFSU created short videos, blog and a documentary that highlighted significant research on coastal ecosystems in Florida. Out of the WFSU Ecology Blog was launched.
- Created, developed and sustained *SciGirls*, a two-week camp designed to engage young girls in science, technology, engineering and math (STEM) fields in partnership with the National High Magnetic Field Laboratory. Began in 2006 over 200 girls have participated. Ongoing longitudinal data indicates the program influences decisions made by the girls in pursuing higher level science and math coursework.
- Ensure and maintain compliance for the CPB Community Service Grant that includes producing the annual CPB report that highlights key goals and priorities of the station. Created policies and goals for social media content for WFSU and protocols for handling viewer feedback.
- Successfully lobbied the Florida legislature in 2011-2012 to restore state funding for Florida public television stations. Designed a researched-based educational program using *Martha Speaks Reading Buddy* program in K-5 public schools throughout the state to prove the effectiveness of public media resources for improving literacy outcomes for Florida students. In 2014 legislative session collaborated and guided the strategy to secure an additional \$1,000,000 appropriation from the legislature for the launch of *Florida PBS Learning Media*, a free online repository of public media content aligned to Florida standards for teachers, students and educators.



- Develop strategies and create opportunities to align with programs at FSU. Established partnership with FSU Veterans Center providing critical support for the annual film festival, established a partnership with FSU College of Communications and Information to provide opportunities for students and staff to produce and develop content for WFSU and 4FSU.
- Lead overall television content development and strategies to increase audience and membership. This includes the redesign of weekly magazine television program formerly known as *Dimensions*, scheduled to re-launch Fall 2015, creation of interstitials that feature WFSU members, realignment of promotions to highlight significant programs that have local significance. Secure funding through grants and underwriting to continue key series such as WFSU *Eco-Adventures* and other education projects. Host a series of Community Conversations to better serve local community.
- Foster greater integration of content across WFSU platforms through regular content planning meetings and securing grant funding that includes all media platforms as demonstrated through the *American Graduate* and *Eco-Shakespeare* projects.

### ***Job Related Activities***

- 2014-2021:** Appointed to the PBS KIDS Station Advisory Board
- 2015-present:** Member of the Florida Public Media Board
- April 2015:** Invited by CPB Board Chair, Liz Sembler to present to the CPB Board of Directors on local stations use of research-based multimedia content and how it impacts local communities.
- March 2015:** WGBH – Advisor to education department on creating meaningful outreach around WGBH children’s programs.
- 2006-2013:** NETA (National Educational Telecommunications Association) Outreach Council
- 2007-2008:** WGBH – Advisor to the program *Between the Lions* and Young Audiences Special Project
- 2005-2007:** Member of the Advisory Board of the National Center for Outreach in Public Media
- April 2002:** Invited to attend the PBS KIDS Reception hosted by President Bush and First Lady Laura Bush at the White House.

### ***Freelance Television Commercial Producer (1989-2000)***

Established freelance producer working in Los Angeles. Hired by a variety of production companies to execute the creative vision of the Director. Responsible for hiring and managing all crew from director of photography, set designers, location scouts, wardrobe stylist, hair and makeup and set crew. Oversaw all casting decisions and negotiated all contracts for the production including location fees, crew rates, overtime estimates and union dues. Budgets ranged from \$250,000 to \$1,000,000 depending on the client and the length of the shoot. Some notable productions:

- Kentucky Fried Chicken, Super Bowl spot – Eggers Films, Rick Levine, Director
- Sprint (featuring Candice Bergen) – 1/33 Productions, Gary Weis, Director
- McDonalds – 1/33 Productions, James Dalthorp, Director
- Peugeot – 1/33 Productions, Gary Weis, Director
- Budweiser – Eggers Films, Bob Eggers, Director

### ***Big City Productions – New York City, Executive Producer (1983-1989)***

Studio Manager and Executive Producer for commercial film and photography studio. Oversaw a staff of 25, bid and managed budgets for all projects working with five professional photographers to create commercial

advertising photography. Hired set designers, model-makers, stylists and home economists and other independent contractors needed to complete and produce each project. Coordinated with advertising agency and produced all meetings and final reports. Clients included Absolut Vodka, Lufthansa Airlines, Publix, Sony, and Maxell.

### ***Community Involvement***

- 2011-2023:** Tallahassee Community College Foundation Board Member, (President 2019)
- 2021-2023:** Apalachicola Riverkeeper Board of Directors
- 2018-2023:** ASPIRE: A collective impact initiative to connect youth to career and education - CoFounder
- 2015-2023:** Founding member of the Family First Tallahassee Summit
- 2014-2015:** Leadership Florida – Program Manager for newly created Education Program
- 2012-2015:** Leadership Tallahassee Board of Governors, Chair-elect
- 2011-2015:** Nemours BrightStart! Community Advisory Council
- 2011:** Selected as one of 25 *Women You Need to Know* by the Tallahassee Democrat
- 2013-2021:** Florida Afterschool Network Board Member
- 2012-2022:** Capital Women’s Network, Member
- 2010-2015:** Early Learning Coalition of the Big Bend Board Member, Vice-Chair
- 2010-2011:** Leadership Tallahassee Class of 28
- 2012-2013:** Leadership Tallahassee Youth Leadership Curriculum Chair

### ***Education***

**Williams College, Williamstown MA**

Bachelor of Arts, 1981


## Attachment L: Board Member Information Form

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve	Tallahassee Collegiate Academy
2. Full name	Randolph Pople
Home Address	506 North Jackson St., Quincy, Fl. 32351
Business Name and Address	Pople Financial Consulting, 1342 Timberlane Rd., Tallahassee, Fl. 32312
Phone Number	850-509-9457
E-mail address	rpople@poplefinancial.com
<input checked="" type="checkbox"/> Resume and professional bio are attached here.	
<input type="checkbox"/> Resume and professional bio are attached elsewhere in the application (specify). 	
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain. District Board of Trustees, TCC	
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).	

<b>5. Why do you wish to serve on the board of the proposed charter school?</b>	It is an opportunity to help provide choices for students in the local community and it helps to prepare more students for STEM jobs of the future.
<b>6. What is your understanding of the appropriate role of a public charter school board member?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.
<b>7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.</b>	As a community member and a supporter of education and economic mobility, my education background and career background provide the experience needed to serve on the board
<b>8. Describe the specific knowledge and experience that you would bring to the board.</b>	I bring my community leadership background as well as my experience with my career. Resume is attached.

### School Mission and Program

<b>1. What is your understanding of the school's mission and guiding beliefs?</b>	To provide academic pathways to success in the STEM disciplines.
<b>2. What is your understanding of the school's proposed educational program?</b>	To provide a high school diploma and an A.S. degree in a STEM discipline concurrently.
<b>3. What do you believe to be the characteristics of a successful school?</b>	Innovation, Community Partnerships, Data-Informed Decision Making, Parental Engagement
<b>4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?</b>	The school leadership will provide monthly reports to the board for analysis and review.
<b>5. What do you see as your role regarding the school leaders?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.

### Governance

<b>1. Describe the role that the board will play in the school's operation.</b>	Governing Board oversees the operations of the school while charter school staff handle day-to-day operations. We will provide balance of oversight without micromanaging. We will make decisions as a collegial body.
<b>2. How will you know if the school is successful at the end of the first year of operation?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>3. How will you know at the end of four years of the school is successful?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?</b>	

<p>We will stay engaged with school leadership and following the statutory duties for charter school board governance.</p>
<p><b>5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p> <p>During public board meetings, the concern will be addressed. The Board's attorney will ensure that we are operating within the Sunshine Laws.</p>
<p><b>6. If your school intends to contract with a third-party ESP:</b></p> <ul style="list-style-type: none"> <li>a. Summarize your involvement in the selection process;</li> <li>b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and</li> <li>c. Indicate whether you have been involved in the review/negotiation of the management agreement.</li> </ul> <p>The school board will be provided with recommendations from school leadership about third-party ESPs. The school board will approve contracts that are executed in the name of the school board. At this time, no discussion has occurred about contracting with a third-party ESP.</p>

### Disclosure

<p><b>1. Indicate whether you or your spouse is an employee of a charter management organization.</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.</b></p>
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### Attestation

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

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

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

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

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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### Certification

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

Name: Randolph Pople

Signature: 

Date: 3/10/2023

Randy is a Certified Financial Planner and an Accredited Estate Planner with over 35 years of experience in Estate Planning and Wealth Management. Prior to joining Pople Financial Consulting, Inc., Randy served as president of Capital City Trust Company. He also worked as a consultant with Cannon Financial Institute and in management roles in the Trust Divisions of Wachovia Bank and First Tennessee Bank. Randy is a graduate of Memphis State University. He is also associated with the Florida Bankers Association Trust School as an Instructor. Additionally, he is a member of the National Association of Estate Planners & Councils, Tallahassee Regional Estate Planning Council, and the Community Foundation of North Florida Investment Committee. He was formerly a member of the Tallahassee Community Board of Trustees. Randy has been recognized by the Florida Bankers Association Trust Banker of the Year in 2005 and the Florida Bankers Association Trust Banking Hall of Fame in 2013.

# Curriculum Vitae



**Randolph M. Pople, CFP®, AEP®**

**rpople@poplefinancial.com**  
**(850) 383-1907**

**Pople Financial Consulting, Inc.**  
**1342 Timberlane Rd, Ste 101**  
**Tallahassee, FL 32312**

## Education

### **BBA Accounting**

Memphis State University

### **Graduate Studies: Accounting and Finance**

Georgia State University  
Memphis State University

## Professional Experience

### *Recent*

#### **Pople Financial Consulting, Inc.**

July 2012- Present

Chief Operating Officer, Consulting and Training

#### **Capital City Trust Company**

November 1990- June 30, 2012

President

### *Previous*

#### **Cannon Financial Institute**

Partner

Consultant and Trainer to the Trust Industry

#### **Wachovia Bank and Trust**

Trust Officer

#### **First Tennessee Bank**

Trust Officer

## Certifications

**Certified Financial Planner**

**Accredited Estate Planner**

## Professional Affiliations

### **Florida Bankers Association Trust Division**

FBA Trust Banking Hall of Fame 2013

FBA Trust Banker of the Year 2005

FBA Trust School: Instructor 1991-present

Past Member of Executive Council and  
Past President

## Civic Organizations

### **Tallahassee Community College Board of Trustees**

Past President and Board Member

### **Community Foundation of North Florida**

Investment Committee

### **Elder Care Services**

Emeritus Board Member and Past  
President

### **Tallahassee Regional Estate Planning Council**

Member and Past President

### **Tallahassee Community College Foundation**

Ex officio Board Member, Past Chair of  
the Investment Committee

### **Investment Oversight Committee**

Leon County, Florida  
Past Member

### **Quincy Music Theatre**

Investment Committee




## Attachment L: Board Member Information Form

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve	Tallahassee Collegiate Academy
2. Full name	SEAN A. PITTMAN
Home Address	3010 THOMASVILLE ROAD, TALLAHASSEE, FL 32308
Business Name and Address	PITTMAN LAW GROUP, 1028 E. PARK AVE., TALLAHASSEE, FL 32301
Phone Number	772-215-1500
E-mail address	SEAN@PITTMAN-LAW.COM
<input checked="" type="checkbox"/> Resume and professional bio are attached here.	
<input type="checkbox"/> Resume and professional bio are attached elsewhere in the application (specify). 	
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain. Board Member: Big Bend Minority Chamber of Commerce, American Diabetes Association, Orange Bowl Committee, Children's Campaign, Tallahassee Chamber of Commerce, Children's Home Society, Capital City Chamber of Commerce, Apalachee Center, The Brogan Museum, United way of the Big Bend,	
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).	

<b>5. Why do you wish to serve on the board of the proposed charter school?</b>	It is an opportunity to help provide choices for students in the local community and it helps to prepare more students for STEM jobs of the future.
<b>6. What is your understanding of the appropriate role of a public charter school board member?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.
<b>7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.</b>	As a community member and a supporter of education and economic mobility, my education background and career background provide the experience needed to serve on the board
<b>8. Describe the specific knowledge and experience that you would bring to the board.</b>	I bring my community leadership background as well as my experience with my career. Resume is attached.

### School Mission and Program

<b>1. What is your understanding of the school's mission and guiding beliefs?</b>	To provide academic pathways to success in the STEM disciplines.
<b>2. What is your understanding of the school's proposed educational program?</b>	To provide a high school diploma and an A.S. degree in a STEM discipline concurrently.
<b>3. What do you believe to be the characteristics of a successful school?</b>	Innovation, Community Partnerships, Data-Informed Decision Making, Parental Engagement
<b>4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?</b>	The school leadership will provide monthly reports to the board for analysis and review.
<b>5. What do you see as your role regarding the school leaders?</b>	My role is to exercise oversight over the operations of the school and provide guidance to the school leaders who handle the day-to-day operations.

### Governance

<b>1. Describe the role that the board will play in the school's operation.</b>	Governing Board oversees the operations of the school while charter school staff handle day-to-day operations. We will provide balance of oversight without micromanaging. We will make decisions as a collegial body.
<b>2. How will you know if the school is successful at the end of the first year of operation?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>3. How will you know at the end of four years if the school is successful?</b>	We will set benchmarks for student performance and for fiscal stewardship. We will review the data to determine if the goals were met.
<b>4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?</b>	

<p>We will stay engaged with school leadership and following the statutory duties for charter school board governance.</p>
<p><b>5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p> <p>During public board meetings, the concern will be addressed. The Board's attorney will ensure that we are operating within the Sunshine Laws.</p>
<p><b>6. If your school intends to contract with a third-party ESP:</b></p> <ul style="list-style-type: none"> <li>a. Summarize your involvement in the selection process;</li> <li>b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and</li> <li>c. Indicate whether you have been involved in the review/negotiation of the management agreement.</li> </ul> <p>The school board will be provided with recommendations from school leadership about third-party ESPs. The school board will approve contracts that are executed in the name of the school board. At this time, no discussion has occurred about contracting with a third-party ESP.</p>

### Disclosure

<p><b>1. Indicate whether you or your spouse is an employee of a charter management organization.</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.</b></p>
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### Attestation

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

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

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

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

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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### Certification

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

Name: Sean A. Pittman

Signature:  SEAN A. PITTMAN  
F2C67934362B44D...

Date: 3/10/2023

**ATTORNEY SEAN PITTMAN** is the Senior Attorney and Managing Partner of Pittman Law Group, P.L., which specializes in the areas of government, administrative, education, and corporate law. Sean represents a diverse client list of private citizens, local governments, small businesses, and Fortune 500 companies. Sean serves as trusted legal counsel to cities, counties, hospitals, banking institutions, aviation and port authorities, universities, industries, corporations, and various professional associations.

As a local government lawyer, Sean represents Florida counties and municipalities before the Florida Cabinet, Florida Legislature, and other tribunals. As an administrative lawyer, Sean has a strong understanding of the Florida Administrative Procedures Act, advising clients on matters before the Department of Administrative Hearings and various State of Florida boards and agencies.

Sean received his Bachelor of Science degree in Political Science in 1990 and earned his Juris Doctor degree in 1994 from the Florida State University College of Law. While at FSU, Sean's leadership qualities led him to become the Student Body President and two-time Chairman of the Florida Student Association Board of Directors, and member of the Florida Board of Regents. In compilation of his many years of work and service, in 2021 Sean was selected to interview and ultimately a semi-finalist for the Presidency at Florida State University.

Sean served as the 2018-2019 President of the Orange Bowl Committee (OBC) and currently serves on the OBC Board of Director. Sean also serves on the National Football Foundation's Board of Trustees, the Big 10 Equality Coalition formed by Commissioner Kevin Warren, is a member of the Florida State University Hall of Fame Committee, and is the Founder and Chairman of the Big Bend Minority Chamber of Commerce. Sean most recently served as General Counsel of the National Bar Association and was presented the 2022 Johnnie L. Cochran, Jr. Lawyer of the Year Award by the National Bar Association.

For his contributions to the Orange Bowl Committee and his tireless efforts to bring Glades Pioneer Park to Palm Beach County, Sean was awarded with special recognition by the Palm Beach County Sports Commission in 2019. Sean was also selected to serve on the Florida State University Foundation's Board of Trustees in 2018 and the Jim Moran Institute Advisory Board. In 2017, Sean was inducted into the Tallahassee Barristers Legal Hall of Fame and in 2015, Sean received the Distinguished Member Award for Leadership Florida. In 2022 Pittman Law Group was awarded the Seminole 100 award in recognition as one of the fastest-growing alumni owned businesses by the Florida State University Alumni Association. During the Spring 2022 Alumni Awards ceremony, Sean received the FSU Alumni Association and Omicron Delta Kappa's Grads Made Good Award.

For his philanthropic endeavors, Sean was presented the 2016 Heman Sweatt Award by the National Bar Association, the Tallahassee Servant Leadership Award by the Greater Tallahassee Chamber of Commerce, and the Founders Award in 2014 from the Big Bend Minority Chamber of Commerce. Sean is the former Chairman of Children's Home Society and has served on the boards of the Apalachee Center, Leon County Civic Center Authority, United Way of the Big Bend, and Children's Campaign. Sean committed \$100,000 to the Smokey Hollow Historic Neighborhood and in 2010, Sean contributed \$100,000 to the Florida State University College of Law to fund the Sean Pittman Scholarship for minority students.

The Tallahassee Democrat named Sean one of the “Top Twenty-Five Most Influential People in Tallahassee” and featured him in the article, “Capitol Clout” for being a significant political insider within the constantly changing environs of Florida’s State Capitol. Sean is ranked twice as one of the “Top 100 Most Influential People in Florida Politics” by Influence magazine. Florida Trend magazine says Sean is “one to look for” in the new wave of politics in Florida and lists him as a “Must Know Contact” in Tallahassee. He was also included in Florida Trend’s “Top 500 Business Leaders in Florida.”

Sean is a co-host of the popular television talk show “The Usual Suspects,” airing on one of the highest watched CBS affiliates in the country. On the show, he analyzes and provides commentary on the latest happenings in state and national politics. Sean also hosts his own radio show and podcast series, “The Sean Pittman Show,” which is widely acclaimed for its meritorious guests and significant insights into politics, business, sports, and more. In recent years, Sean has also made appearances on MSNBC, CNN and Fox News, while also being published in USA Today, Tallahassee Democrat, the Palm Beach Post, and more.

# SEAN A. PITTMAN, ESQ.

VISIONARY  
INCLUSIVE  
RESOURCEFUL  
PROVEN LEADERSHIP

Through dynamic, astute leadership and strategic vision, I work to expand opportunities to increase intellectual contributions, lead state and national efforts, and empower individual and collective achievement through innovative strategies and impactful solutions that propel enterprises, people, projects, and goals to immeasurable success.

 (772) 215-1500  
 sean@pittman-law.com  
 pittman-law.com

## EDUCATION

**Juris Doctor**  
Florida State University  
College of Law, 1994

**Bachelor of Science,  
Social Sciences**  
Florida State University, 1990

## RECOGNITIONS

**The 100 Most Influential People  
in Florida Politics**, Influence  
Magazine, 2020, 2018, 2015

Florida State University  
**Foundation Legacy Donor  
Recognition**, 2020

Florida State University **Faculty  
Senate Vires Torch Award**, 2019

Seminole Boosters **Golden Chief  
Recognition**, 2007–Present

Tallahassee Community College  
**President's Award**, 2019

**500 Most Influential Business  
Leaders**, Florida Trend Magazine,  
2018

Palm Beach County Sports  
Commission **Sports Hall of Fame  
Award & Recognition**, 2019

## LEADERSHIP & EXPERIENCE

**MANAGING PARTNER AND CHIEF EXECUTIVE OFFICER**  
PITTMAN LAW GROUP, P.L., 2001–Present

Founder of a preeminent law and governmental affairs firm operating in Tallahassee, Miami, and Riviera Beach, Florida

### INTERNAL

- Provide executive leadership for twenty years as CEO, directing business development strategies, overseeing business administration, and guiding financial management and planning in alignment with the firm's mission and vision
- Achieved exponential growth through the development and implementation of short-term and long-term strategic plans, establishing ambitious goals for growth of the firm's capacity, capabilities, revenue, and profitability
- Institute a business model that supports and invests in diverse ideas, intelligent contributions, collaborative, inclusive leadership, and professional growth
- Execute financial management and sustainability strategies to achieve financial goals and budgets and identify opportunities to reduce expenses and reallocate resources

### EXTERNAL

- Successfully advocate client priorities before the Florida Legislature and Cabinet, secure state funding opportunities, and maintain relationships with key House, Senate, and state agency leadership
- Cultivate strategic relationships leading to increased opportunities for mutually beneficial engagement on projects, initiatives, and business endeavors, including partnerships with Fortune 500 companies
- Provide legal counsel and representation on government, administrative and corporate law matters to clients, including cities, counties, universities, hospitals, banking institutions, aviation and port authorities, corporations, and professional associations; provide guidance to staff attorneys on complex legal matters, oversee recruitment and retention of senior staff

## RECOGNITIONS

DREAMS Center of Tallahassee  
**Youth and Family Programs  
President's Award, 2019**

The National Association for the  
Preservation of African American  
History & Culture, Inc. **Public  
Service Award, 2019**

Tallahassee Barristers **Hall of Fame  
Inductee, 2017**

ICE Foundation **Legal Luminary  
Award, 2016**

National Bar Association **Heman  
Sweatt Award, 2016**

Kappa Alpha Psi Fraternity, Inc.  
**Theta Eta Legacy Award, 2015**

Leadership Florida **Distinguished  
Member Award, 2015**

Florida State University **National  
Black Alumni, Inc. DRUM Award,  
2015**

John G. Riley Center and Museum  
**Corporate Award, 2014**

Big Bend Minority Chamber of  
Commerce's **Chairman Award,  
2014**

The Bethel Empowerment  
Foundation, Inc. **Community  
Leadership Award, 2013**

FSU Alumni Association **Circle of  
Gold Award, 2013**

Black Educators Caucus  
**Community Service Award, 2011**

Children's Home Society  
**Chairman's Award, 2011**

Leadership Tallahassee, **Servant  
Leadership Award, 2010**

The Big Bend Minority Enterprise  
Development Committee,  
**Economic Development Champion  
of the Year Award, 2009**

Boys and Girls Club of the Big Bend  
**Starfish Award, 2009**

## LEADERSHIP & EXPERIENCE

- Provide strategic advisement and government representation to clients across multiple industries, including higher education, transportation, telecommunications, county and municipal government, health care, farming, and food and beverage
- Serve as lead spokesperson providing expert legal, business, and political commentary on panels, keynotes, and media interviews
- Lead and participate in numerous charitable fundraising initiatives and volunteer activities in alignment with the firm's vision and commitment to community building and enhancing the lives of others

### FOUNDER AND CHIEF EXECUTIVE OFFICER

ESPMEDIA PRODUCTION CORPORATION, 2007–Present

Established a premier full range marketing and public relations firm specializing in media production, multicultural marketing, strategic communication, and campaign management

- Develop and implement a strategic plan applying business and financial management tactics to optimize achieving goals and objectives
- Identify opportunities to elevate client value and grow business through diverse, cutting-edge services and novel approaches to branding and campaign strategies
- Establish a strong business infrastructure through the recruitment of top talent and implementation of sophisticated systems and processes
- Advise and execute successful state and local political campaigns, including raising millions for the firm's state and local candidates and over \$65 million during the 2018 Florida gubernatorial election
- Serve as lead on external engagement and media spokesperson for clients

### PAST PRESIDENT

ORANGE BOWL COMMITTEE, 2005–Present

- As president, led \$3 million renovation and re-opening of Orange Bowl Field at Glades Pioneer Park, a culmination of a multi-year effort that included intentional engagement of diverse contractors and strategic investment to strengthen the local economy
- Established long-standing relationships with university presidents, athletic directors, collegiate athletic conference leaders, ESPN network leadership and staff, and corporate sponsors, leading to opportunities to collaborate on initiatives and endeavors to strengthen players, programs, institutions, and communities
- Led partnership development efforts, including expanding the Orange Bowl engagement and activity area beyond Broward and Dade counties into Palm Beach County, increasing opportunities for partnerships, local outreach, and support



## RECOGNITIONS

Greater Tallahassee Chamber of Commerce **Small Business of the Year Award**, 2007

Seminole Boosters **Silver Chief Recognition**, 2005, 2006

State University System and Florida Board of Regents **Appreciation Award**, 1993

## BOARDS, COMMUNITY & CIVIC INVOLVEMENT

State of Florida Coronavirus Vaccination Community Education & Engagement Taskforce, 2021

Leon County, FL Coronavirus Vaccination Community Education & Engagement Taskforce, 2021

Big Ten Athletic Conference Anti-Hate and Racism Coalition Member, 2020

National Bar Association, General Counsel, 2021-2022

Leon County Schools Coronavirus Task Force Member, 2020

Leadership Florida, Cornerstone Membership Selection Committee, 2020

College Football Playoff National Championship Game Host Committee, 2020-2021

Hancock Bank Board of Directors, 2007-2020

Tallahassee Community College President's Circle, 2019-Present

Orange Bowl Committee, Chairman, 2018

Children's Campaign Board of Directors, 2012-2013

## LEADERSHIP & EXPERIENCE

- Led initiative to gift newly updated media centers at three South Florida elementary schools, providing state-of-the-art equipment and technology to improve teacher and student access to resources to improve academic achievement
- Directed the establishment of annual \$10,000 scholarships for college-bound high school student-athletes in honor of victims of the tragic event at Marjory Stoneman Douglas High School in Parkland, Florida

### FOUNDER AND CHAIR OF THE BOARD

BIG BEND MINORITY CHAMBER OF COMMERCE (BBMC), 2012-Present

Established a network of business owners across five North Florida counties driven to propel the local economy and provide tools and resources to empower minority business owners in the Big Bend region

- Facilitated a partnership with the Leon County School District to adopt Title I schools, raising thousands of dollars to provide enrichment and mentoring program support
- Spearheaded a strategic partnership with Walmart to provide COVID-19 micro-grants to help sustain diverse local businesses impacted by the pandemic
- Developed a ten-point policy plan focused on eliminating systemic inequities and building opportunities for women and black-owned businesses, including facilitating greater minority business participation in government contracts and supporting the development of micro-grants and loans to bridge disparities in availability and access to capital
- Created Camp 'Treppie, a one-week summer day camp for middle and high school students, designed to foster an entrepreneurial mindset; developed camp curriculum combining life-and-leadership skills with training and guidance on the fundamentals of successful business startups and financial literacy; partnered with Tallahassee Community College, the FSU College of Entrepreneurship, and Envision Credit Union to provide camp coaches, facilities, and funding support

### BOARD OF TRUSTEES

FLORIDA STATE UNIVERSITY FOUNDATION, INC., 2018-Present

- Provide strategic counsel and expertise as a member of the Development and Trusteeship Committees and Foundation liaison to the Division of Student Affairs
- Assisted in efforts to grow the Foundation's endowments, notably, raising an unprecedented \$775,000 during the 2019 Great Give, a remarkable increase of 87 percent from 2018, and achieving 100 percent Trustee participation
- As a member of the New Candidate Cultivation task force, review and develop improvements to the new candidate identification and recruitment process and criteria for qualification

## **BOARDS, COMMUNITY & CIVIC INVOLVEMENT**

**Tallahassee Chamber of Commerce  
Executive Board of Directors,  
2007–2013**

**Leon County Civic Center Authority  
Board of Directors, 2003–2012**

**Children's Home Society Board of  
Directors, Former Chairman,  
2005–2011**

**Capital City Chamber of Commerce  
Board of Directors, 2010**

**Apalachee Center Board of  
Directors, 2006–2008**

**The Governor's Club Board of  
Governors, University Center Club  
Board of Governors, 1996–2006**

**The Brogan Museum Board of  
Directors, 2002–2004**

**United Way of the Big Bend Board  
of Directors**

**State Student System, Student  
Safety Taskforce—Chairman, 1993**

**University of Central Florida—  
Presidential Search Committee, 1992**

**Florida Gulf Coast University—  
Presidential Search Committee, 1992**

**The Florida Bar, Member  
1997–Present**

**Tallahassee Barristers  
Association, Member**

**Virgil Hawkins Florida Chapter  
National Bar Association, Member**

**National Bar Association, Member**

## **LEADERSHIP & EXPERIENCE**

- Drive thoughtful discussion and debate to strengthen the Foundation's commitment to diversity and inclusion of trustees during deliberations on restructuring board membership criteria
- Identify potential new donors and opportunities to engage key corporate leaders in the state and country
- Provide key insights and recommendations on proposed policies, improvements to academic programs, and responsible use of the institution's resources

### **FLORIDA BOARD OF REGENTS**

**STATE UNIVERSITY SYSTEM OF FLORIDA, 1992–1993**

- Served on presidential search committees for Florida State University, University of Central Florida, and Florida Gulf Coast University
- Established and chaired a statewide task force to address campus safety following major incidents of violent crime at the University of Florida and University of West Florida
- Organized campus visit days at each state university for Board of Regents members to learn about each institution's programs and value proposition to the State University System.
- Instrumental in the review and approval to establish Florida Gulf Coast University as the tenth university in the State University System

### **EXECUTIVE DIRECTOR**

**FLORIDA STUDENT ASSOCIATION, 1990–1992**

- Served as chief lobbyist representing the interest of 200,000 students across the entire State University System, advocating on student priority issues, including fees, student retention, college affordability, academic excellence, distance learning alternatives, accessibility, curriculum and programming
- Successfully lobbied to prevent tuition increases proposed by the Board of Regents or the Florida Legislature to ensure quality, affordable education
- Initiated and organized the first student-driven Statewide Education Summit convening student body presidents, university presidents, chancellor of the State University System, legislative leaders, and the Governor to discuss pertinent student issues
- Developed engagement strategies for the board of directors and students before the Florida Board of Regents, State University System, Florida Legislature, and the Governor's office
- Manage daily operations, budget, and staff

## OTHER PROFESSIONAL EXPERIENCE

**Staff Attorney**, The Florida Legislature, 1998–1999

**Senior Executive Assistant to the Secretary**, Florida Department of Business and Professional Regulation, 1995–1998

**Regional Director**, Florida Governor Lawton Chiles Campaign, 1994–1995

**Law Clerk**, Katz, Kutter, Haigler, Alderman, Davis & Marks, 1993–1994

**Law Clerk**, Office of Speaker Designate Peter Wallace, Florida House of Representatives, Rules Committee, 1992–1993

## OTHER FSU LEADERSHIP AND INVOLVEMENT

**FSU Jim Moran Institute for Global Entrepreneurship Advisory Committee**, 2018–Present

**FSU College of Law, Board of Visitors**, 2014–Present

**FSU College of Law Dean Search Committee**, 2016

**Seminole Boosters Board of Directors**, 2006–2012

**Seminole Torchbearers Board of Directors and Chairman**, 2005–2011

**FSU Athletic Director Search Committee**, 2007

**FSU Presidential Search Committees**, 1993 and 2003

**FSU Burning Spear, Founding Class and Corporate Board**, 1993

**Bob E. Leach Center**, Supervisor, 1991–1994

**Search committee for FSU Vice President of Student Affairs**, 1989

**FSU Resident Assistant**, DeGraff Hall, 1987–1988

## FSU LEADERSHIP & INVOLVEMENT

- Represent the Florida State University Student Government Association before the Florida Legislature and Cabinet and partner with Florida State University's overall lobbying effort to advance the public policy and state government interests of FSU students, faculty, growth, placement, and infrastructure from 2007 to present

### **Notable legislative efforts include:**

- Integral in advocacy efforts to establish the "Preeminent University" designation by the Florida Legislature leading to millions in state funding for faculty and resources to propel Florida universities to national preeminence
- Integral in advocating for the World Class Faculty and Scholars Program with an initial state investment of \$11 million to significantly lower the FSU student to faculty ratio
- Secured \$1.5 million in state funding to construct a Black Student Union building providing classroom, meeting, and social gathering space for FSU's Black Student Union student government organization
- Led successful advocacy efforts making FSU the most veteran-friendly university in Florida by creating the Honorably Discharged Graduate Assistance Program funding for veterans and establishing the Student Veterans Center
- Advocated for millions in funding for the Graduate and Post-Doctoral Student Program to increase graduate and post-doctoral student populations
- Advocated for state funding and participated in negotiations to achieve FSU's full and exclusive ownership of the Leon County Civic Center
- Collaborate on advocacy efforts with lobbyists for fellow Florida universities on issues impacting student populations across the state
- Donated a \$100,000 endowment to establish the Sean Pittman Scholarship at Florida State University College of Law designated for minority law students
- Florida State University Legacy Donor, recognizing 26 consecutive years of giving to the university
- Seminole Boosters Golden Chief Recognition
- Florida State University College of Law Alumni Class Agent for FSU Annual Fund campaign
- Student Government Association – Student Body President
  - Led effort before the Faculty Senate to implement the XY course requirement illuminating the university's responsibility to cultural and gender differences
  - Allocated \$7 million in Capital Improvement Trust Fund to establish University Center Club at Doak Campbell Stadium
  - Successfully spearheaded effort to establish summer graduation ceremony at FSU

## PUBLICATIONS, INTERVIEWS & MEDIA

Pittman, Sean; Jefferson, Antonio (2020) An open letter to county commissioners. **Capital Outlook.**

Pittman, Sean (2020) Lots of qualified black women could be Biden's VP. Picking one will turn out Democrats. **South Florida Sun-Sentinel.**

Pittman, Sean (2020) Colorblind COVID-19 should open our eyes to racial disparities. **South Florida Sun-Sentinel.**

Pittman, Sean (2020) Biden needs African American woman on the ticket. **Orlando Sentinel.**

Pittman, Sean (2019) Florida's Latest Iteration of Voter Suppression – Parking on College Campuses. **South Florida Sun-Sentinel.**

Pittman, Sean (2019) Big Bend Minority Chamber charts an aggressive course for 2019. **Tallahassee Democrat.**

Pittman, Sean (2018) It's not just felons who need a second chance at voting. **Pensacola News Journal.**

Pittman, Sean (2018) Amendment 4 offers second chances and a sensible addition to the Constitution. **South Florida Times.**

Pittman, Sean (2018) Far-left labels don't apply to Andrew Gillum. **Florida Politics.**

Pittman, Sean (2018) I ask the NRA to take a stand on Stand Your Ground. **News-Press.**

Pittman, Sean (2018) Dems can't forget Black voters in 2018. **SeanPittman.com**

Pittman, Sean (2018) Immigration v. Incarceration? Lock 'em up usually wins. **Westside Gazette.**

Pittman, Sean (2018) Dems face a big choice in 2018. **SeanPittman.com**

Pittman, Sean (2018) Dems must get out of their own way. **Pensacola News Journal.**

Pittman, Sean (2018) Gun violence: explaining the inexplicable. **Tallahassee Democrat.**

Pittman, Sean (2017) Florida democrats must craft compelling, progressive campaigns in 2018. **Palm Beach Post.**

Pittman, Sean (2017) Florida shouldn't waste its teachable moments. **Tallahassee Democrat.**

Pittman, Sean (2017) Small business holiday a win for Florida. **News-Press**

Pittman, Sean (2015) Vantage Point: Conversation on police body cameras must move beyond debate. **New Pittsburgh Courier.**

Pittman, Sean (2012) Legislature must call special session to fix Stand Your Ground law. **South Florida Sun Sentinel.**

Pittman, Sean (2012) Black men bare the burden of other people's suspicions. **South Florida Sun Sentinel.**

Pittman, Sean (2010) Florida: Democracy of Indecision. **SeanPittman.com**

Pittman, Sean (2010) U.S. Healthcare Debate: Losing focus. **SeanPittman.com**

Pittman, Sean (2009) The American Dream: Restocked. **SeanPittman.com**

Pittman, Sean (2008) Should Barack Obama choose Hillary Clinton as his Running Mate. **SeanPittman.com**

Pittman, Sean (2008) The value of small business. **SeanPittman.com**

Pittman, Sean (2007) Florida's property tax. **SeanPittman.com**

Pittman, Sean (2007) Property insurance crisis in Florida. **SeanPittman.com**

Pittman, Sean (2006) The Institution of the Martin Lee Anderson Act. **SeanPittman.com**

### RADIO

Ausley, Representative Lorraine; Alexander, Representative Ramon. Interviewed by Sean Pittman. **The Sean Pittman Show.** 12 January 2020. Radio and Podcast.

Ausley, Representative Lorraine. Interviewed by Sean Pittman. **The Sean Pittman Show.** 18 October 2020. Radio and Podcast.

Bottoms, Mayor Keisha L. Interviewed by Sean Pittman. **The Sean Pittman Show.** 29 March 2020. Radio and Podcast.

Bowden, Coach Bobby. Interviewed by Sean Pittman. **The Sean Pittman Show.** 27 October 2019. Radio and Podcast.

Braynon, Senator Oscar. Interviewed by Sean Pittman. **The Sean Pittman Show.** 14 June 2020. Radio and Podcast.



## PUBLICATIONS, INTERVIEWS & MEDIA

Crump, Attorney Benjamin. Interviewed by Sean Pittman. **The Sean Pittman Show**. 3 November 2019. Radio and Podcast.

Crump, Attorney Benjamin. Interviewed by Sean Pittman. **The Sean Pittman Show**. 8 July 2019. Radio and Podcast.

Crump, Attorney Benjamin. Interviewed by Sean Pittman. **The Sean Pittman Show**. 31 May 2020. Radio and Podcast.

Evans, Political Director Vince. Interviewed by Sean Pittman. **The Sean Pittman Show**. 23 August 2020. Radio and Podcast.

Fried, Commissioner Nikki. Interviewed by Sean Pittman. **The Sean Pittman Show**. 29 September 2019. Radio and Podcast.

Gillum, Andrew. Interviewed by Sean Pittman. **The Sean Pittman Show**. 1 November 2020. Radio and Podcast.

Gillum, Andrew; Gillum, Jai R. Interviewed by Sean Pittman. **The Sean Pittman Show**. 16 June 2019. Radio and Podcast.

Jones, Representative Shevrin. Interviewed by Sean Pittman. **The Sean Pittman Show**. 20 October 2019. Radio and Podcast.

Lawson, U.S. Congressman Al. Interviewed by Sean Pittman. **The Sean Pittman Show**. 21 September 2020. Radio and Podcast.

Lawson, U.S. Congressman Al. Interviewed by Sean Pittman. **The Sean Pittman Show**. 17 November 2019. Radio and Podcast.

McKissack, Cheryl. Interviewed by Sean Pittman. **The Sean Pittman Show**. 15 March 2020. Radio and Podcast.

McNeil, Sheriff Walt. Interviewed by Sean Pittman. **The Sean Pittman Show**. 24 June 2019. Radio and Podcast.

Radakovich, Dan. Interviewed by Sean Pittman. **The Sean Pittman Show**. 16 February 2020. Radio and Podcast.

Reed, Kasim. Interviewed by Sean Pittman. **The Sean Pittman Show**. 16 August 2020. Radio and Podcast.

Rivers, Kim. Interviewed by Sean Pittman. **The Sean Pittman Show**. 19 May 2019. Radio and Podcast.

Rolle, Dr. Myron. Interviewed by Sean Pittman. **The Sean Pittman Show**. 22 September 2019. Radio and Podcast.

Rubin, Jeff. Interviewed by Sean Pittman. **The Sean Pittman Show**. 11 October 2020. Radio and Podcast.

Rye, Commentator Angela. Interviewed by Sean Pittman. **The Sean Pittman Show**. 8 September 2019. Radio and Podcast.

Sellers, Commentator Bakari. Interviewed by Sean Pittman. **The Sean Pittman Show**. 4 August 2019. Radio and Podcast.

Sellers, Commentator Bakari. Interviewed by Sean Pittman. **The Sean Pittman Show**. 7 June 2020. Radio and Podcast.

Shaw, Sean. Interviewed by Sean Pittman. **The Sean Pittman Show**. 4 October 2020. Radio and Podcast.

T.I. Interview by Sean Pittman. **The Sean Pittman Show**. 18 January 2020. Radio and Podcast.

Thurston, Senator Perry. Interviewed by Sean Pittman. **The Sean Pittman Show**. 26 January 2020. Radio and Podcast.

Yordon, Gary. Interviewed by Sean Pittman. **The Sean Pittman Show**. 22 December 2019. Radio and Podcast.

### TELEVISION

Book, Attorney Ron; Jackson, Commissioner Jimbo. Interviewed by Sean Pittman. **The Usual Suspects. CBS Network**. 4 October 2020. Television.

Bryant, Commissioner Elaine. Interviewed by Sean Pittman and Gary Yordon. **The Usual Suspects. CBS Network**. 6 January 2019. Television.

Bush, Governor John E. Interviewed by Sean Pittman and Gary Yordon. **The Usual Suspects. CBS Network. Television**.

Crist, Governor Charlie. Interviewed by Sean Pittman and Gary Yordon. **The Usual Suspects. CBS Network. Television**.

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## CLIENTS

Under the leadership of Attorney Pittman, the firm has grown from serving the Tallahassee community to a premier Florida boutique firm which represents Fortune 500 companies and the largest counties in the State of Florida. Many of Pittman Law Group's clients have entrusted Attorney Pittman with their government affairs, legal, and consulting needs for nearly two decades, and this is due to the leadership and management of Attorney Sean Pittman.

### ***Past and Present Clients Include:***

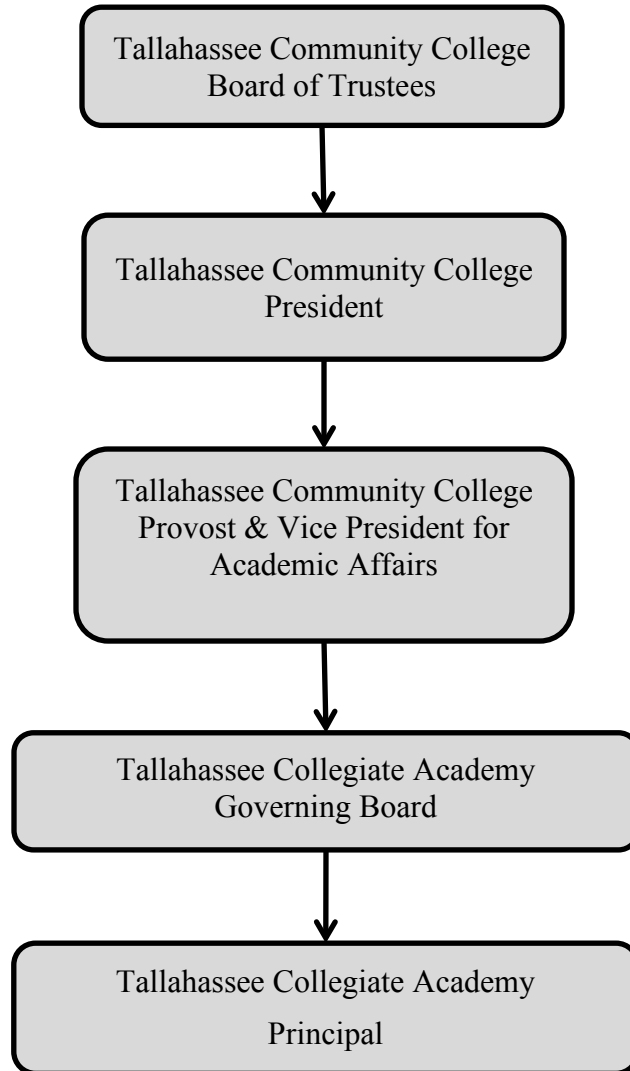
Altria Client Services, Inc	Florida Association of Counties	Nationwide Insurance
American Addiction Centers, Inc.	Florida Association of Court Clerks & Comptrollers	Nationwide Parking Services
Ampco Parking Services	Florida Crystals	Northwest Florida State College
Arbor Construction	Florida Health Care Association	Palm Beach County Government
Ashbritt Environmental	Florida Hospital Association	Palm Beach Kennel Club
Associated Industries of Florida	Florida Medical Association	Paradym Engineering
Bellsouth/AT&T	Florida Power and Light	People Gas
Boca Bay DUI Program	Florida Restaurant and Lodging Association	Republic Parking
Bond Community Health Center	Florida State University Student Government Association	Republic Properties Corporation
Broward County Government	Florida Student Association	Reynolds, Smith and Hills
Central Florida Regional Transportation Authority (LYNX)	Fortress Investment Group	Richard S. Bernstein & Associates
Charlotte County Board of County Commissioners	Gadsden County Sheriff's Office	Sandco Inc.
City of Belle Glade	Gadsden County	Sentry Security Systems, LLC
City of Delray Beach	GDS Associates, Inc.	Siemens Corporation
City of Gretna	General Tobacco	South Florida Limousine Association
City of Miami	Genting	Storage Rentals of America
City of North Miami	Grain Communications Group, Inc.	Tallahassee Housing Authority
City of Orlando	Granger Development, Inc.	Tampa Electric
City of Port Orange	Harvey, Branker & Associates	TECO Energy
City of Riviera Beach	HDR Engineering	The College Board
City of Riviera Beach Community Redevelopment Agency	Hospital Corporation of America	Town of Mangonia Park
City of Tallahassee	Indelible Solutions	T-Pain
Clear Channel Airports	Investment Corporation of Palm Beach	Trulieve
Corizon Healthcare	Las Vegas Sands Corporation	UBER Technologies, Inc.
Danzy Bail Bonds	Leon County Sheriff's Office	United Bank of Switzerland
DraftKings	LLT Development, Inc.	Village of Royal Palm Beach
FanDuel	Marine Industries Association of South Florida	Visit Florida
Florida A&M University	MAXIMUS	Visit Tallahassee
Florida African American Heritage Preservation Network	Miami-Dade County Government	Wal-Mart Stores, Inc.
Florida Association for Care and Ethical Services	MWH Global, Inc.	Waste Management, Inc.
		WFSU Public Media
		Whole Child Leon
		Wind Creek
		Zimmerman Agency

## **Attachment M. Organization Charts**

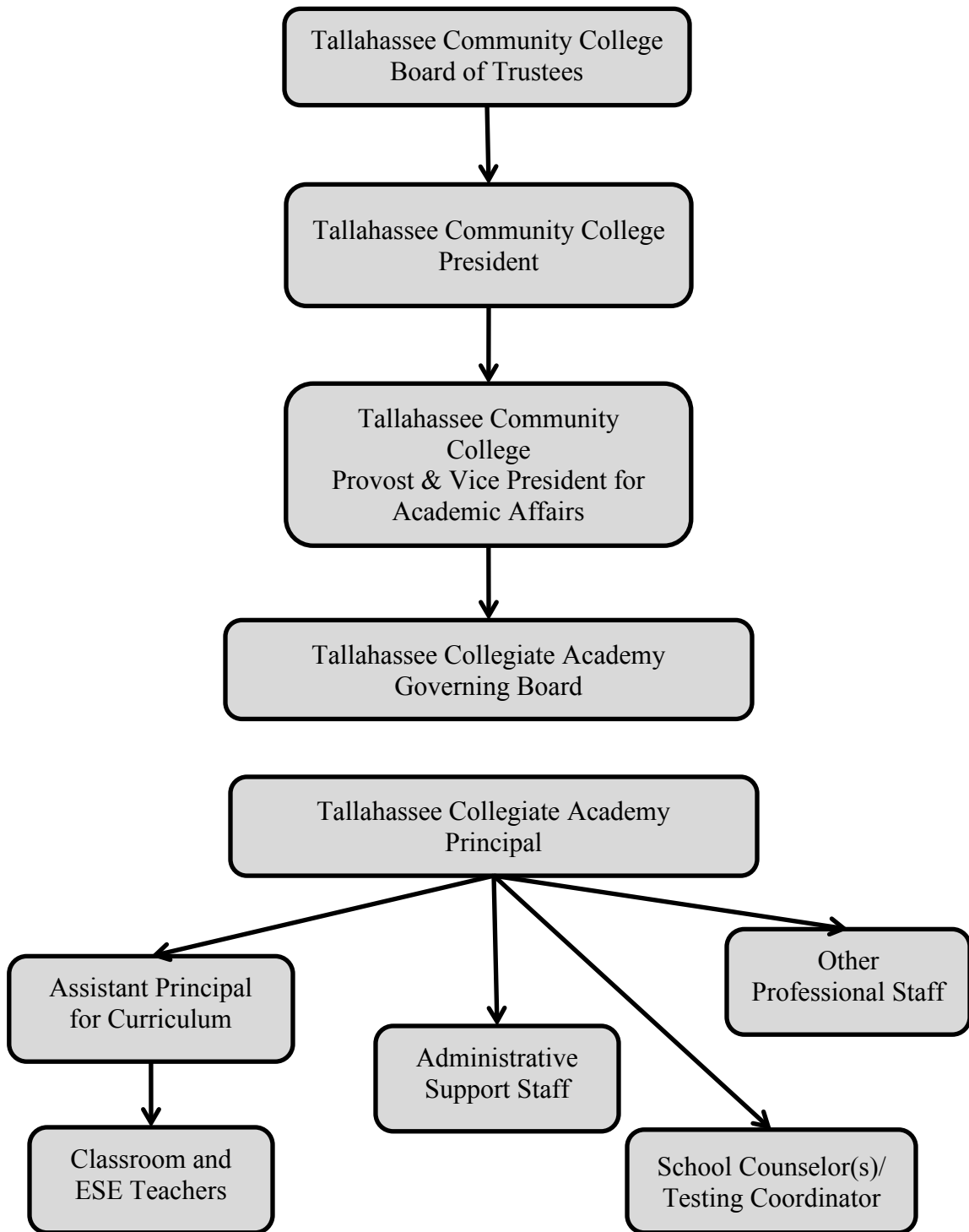


## Organizational Charts

### Pre-Operational Year



**Operational Years – Year 1 through Full Capacity**



**Attachment N. Job Description – School Leader**

## **Principal**

The principal leads the implementation of the mission and vision of the School, maintains high academic standards in curriculum, educational practices and student performance, and manages School facilities and finances, while creating a stable and nurturing School environment for faculty and students. The principal provides strong organizational and instructional leadership, in order to assure high student outcomes.

### ***Qualifications***

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Master's degree required. Charter School experience preferred.

### ***Terms***

The principal reports to the Governing Board; this is a 12-month position.

### ***Duties and Responsibilities***

Duties and responsibilities of the principal fall into the following categories:

**Leadership** – The principal is expected to:

- develop and implement the School vision and mission;
- implement, evaluate and report the School's goals and objectives, as stated in the charter, to key stakeholders, including the district School board and superintendent;
- maintain a positive School/community climate and a safe and healthy environment; and
- encourage teachers and pupils to perform to the best of their ability.

**Curriculum and Instruction** – The principal is expected to:

- plan, implement, and evaluate the School instructional program based on student needs and within state guidelines;
- compile and prepare all student achievement outcomes;
- supervise and coordinate School-wide programs, curricula and course options;
- review teacher lesson plans and instruction to ensure correlation with the Florida Standards;
- coordinate and supervise the testing and assessment program; and
- ensure that all academic components of the School's charter are being met.

**Student Outcomes** – To ensure students achieve to their greatest potential, the principal must:

- solicit input from all stakeholder groups and facilitate the development of a School improvement plan (SIP) that addresses all aspects of School and student performance;
- support data-based decision making and implementation of an organized, coherent, and effective multi-tiered system of student supports (MTSS).

**Faculty and Staff** – To effectively lead the faculty and staff, the principal must:

- determine staffing needs;
- coordinate and conduct the interview process and make hiring and termination decisions for all staff;
- supervise all staff;
- coordinate, supervise, and conduct the evaluations of all staff; and
- develop and supervise new teacher programs.

**School Environment and Facilities Management** – To effectively manage the facilities and the School environment, the principal must:

- supervise all students;
- implement and enforce attendance and tardy policies and procedures for all students;
- enforce the discipline plan and assist teachers with all concerns and issues related to student behavior;
- develop and implement School rules and regulations;
- plan, implement, supervise, and evaluate all non-academic programs, (i.e., athletics, extra-curricular, co-curricular);
- plan and participate in special events; and
- assume responsibility for the buildings, grounds, equipment and supplies of the School; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the School.

**Finances** – To provide sound fiscal leadership, the principal must:

- supervise and coordinate the budgetary process;
- ensure that the School is operating within the set budget; and
- oversee the proper financial record keeping processes and maintain inventory control of all School resources.

**Public Relations** – To champion the mission and vision of the School within the School community and the community at large, the principal must:

- recruit students and faculty for the School as needed;
- facilitate frequent communication to the parents of the School community;
- interpret the educational program of the School and School system to the community;
- establish business partnerships and positive relationships with community leaders; and
- initiate fundraising activities.

**Professional Development** – The principal must lead by example regarding continuing education and professional development. To lead effectively in these areas, the principal must:

- participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment;
- review current developments, literature, and technical sources of information related to job responsibility; and
- be familiar with Charter School Laws and Florida Statutes, understand how they may impact the School, and report to the Board regarding any significant changes or developments.

**Administrative** – To ensure administrator duties are implemented effectively, the principal must:

- oversee the grade reporting system;
- monitor substitute teachers and the class coverage process;
- supervise and coordinate student registration, scheduling, and master scheduling construction;
- maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the School and compliance with federal, state and local requirements; and
- attend and participate in meetings of the Board and its committees as requested.

**Attachment O. School Leader Qualifications**

## **Principal Qualifications**

The principal leads the implementation of the mission and vision of the School, maintains high academic standards in curriculum, educational practices and student performance, and manages School facilities and finances, while creating a stable and nurturing School environment for faculty and students. The principal provides strong organizational and instructional leadership, in order to assure high student outcomes.

### **Qualifications**

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Master's degree required. Charter School experience preferred.

### **Criteria**

**Leadership:** The principal leads the School academically and champions the vision and mission of the School in the community.

**Curriculum and Instruction:** The chosen curriculum provides the foundation for an innovative, rigorous, content-rich program of study that fosters high standards of intellectual and academic achievement and promotes leadership. The principal ensures that the curriculum, as well as the academic delivery of the curriculum, supports these goals.

**Student Outcomes:** High student achievement, both within the classroom and on student assessments, is one of the principal's top priorities. Through implementation of a multi-tiered system of student supports (MTSS) that includes collaborative problem solving, the principal monitors student performance within the School. The principal also stays abreast of current educational trends, in an effort to support student success in the classroom and in society.

**Faculty and Staff:** The principal cultivates and rewards excellence in the classroom through awareness of strengths and deficiencies in the curriculum and in the academic delivery. The principal charts the course for the faculty's academic and professional growth and fosters strong relationships among staff and faculty, as well as establishes open communication among the Board, faculty, staff, and parents. The principal creates a safe, positive, and collegial environment and ensure the professionalism of faculty and staff.

**School Environment and Facilities Management:** The principal's oversight of student success and achievement includes both academic success and the development and implementation of a strong character education program. The principal must recognize academic and civic excellence and champion education to students and families. The principal ensures that students and faculty are safe, that the environment remains positive and orderly, and that the primary focus remains on learning.

**Financial Management:** In order for the school to thrive, the principal must take an active role in the financial management of the School, including setting budget priorities and possessing a general knowledge of the School's fiscal situation.

**Public Relations:** The principal fosters a positive image of the School and an understanding of the School's mission and vision within the community.

***Professional Development:*** The principal leads by example regarding continuing education and professional development.

***Administration:*** The principal demonstrates strong managerial capabilities; successful experience working with School or advisory educational boards; knowledge of the needs of student population; and excellent communication skills.



**Attachment P. Job Description – Other Administrator(s)/Leader(s)**

### **Assistant Principal for Curriculum and Instruction**

The assistant principal (AP) is second only to the principal in the administration of the School and serves as liaison between principal and other School personnel. The AP for Curriculum and Instruction assists the principal with the academic program of the School. In addition, this position assumes any duties assigned by the principal and is fully responsible for the School program in the absence of the principal.

#### ***Qualifications***

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Three (3) years of related professional experience required. Master's Degree is required.

#### ***Terms***

The AP reports to the principal; this is an 11-month position.

#### ***Duties and Responsibilities***

The AP for Curriculum and Instruction supports and aides the principal in all tasks as directed by the principal and assists with the academic program of the school. An effective assistant principal for curriculum and instruction:

- ensures the curriculum is mapped, incorporates the classical aspects, and is correlated to the Florida Standards;
- works closely with grade level and/or departmental chairs to verify implementation of curriculum (i.e., ensure the curriculum is implemented with fidelity across all classrooms and grades);
- maintains, orders, and inventories textbooks, materials, and equipment;
- plans and supervises School activities;
- supervises student movement in all aspects of the School environment including the cafeteria, buses, crowd control, and hall traffic;
- assists the principal in planning, implementing, and evaluating the School's instructional program based on student needs;
- coordinates professional learning opportunities for all staff to support the mission and vision of the School;
- participates in annual performance evaluations, both as an evaluator of teachers and as a School administrator being evaluated.

## **Guidance Counselor**

The Guidance Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

### ***Qualifications***

Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification. Preference to candidates who have Orientation to and/or experience in a school setting.

### ***Terms***

Guidance Counselors report to the principal; This is a 10-month position.

### ***Duties and Responsibilities***

- Implements the comprehensive school counseling program as outlined in the Schools Professional Counselor plan;
- Acts as an advocate for all students;
- Works in collaboration with other stakeholders in narrowing the achievement gap;
- Provides professional leadership to establish a culture conducive to learning;
- Counsels individual and/or small groups of students with academic, career and personal/social concerns;
- Assists students in developing a plan for achieving educational, career, and personal/social goals;
- Works with Assistant Principal on student scheduling needs;
- Consults with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Problem-Solving Team;
- Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs;
- Provides support to teachers in the delivery of counseling program related curriculum;
- Coordinates with school and community agencies to broaden students' resources;
- Seeks resources necessary to achieve school goals;
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues;
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate;
- Uses data to develop strategies to positively impact students;
- Follows guidelines of the national, state and district standards for professional school counselors;
- Adheres to ethical and legal professional standards; and
- Uses appropriate technology for counseling services

## **Attachment Q. Job Description – Teachers**

## **General Education Teacher**

The teacher is the most critical link between the instructional program and the students who will be served. Those employed by the Board will have completed an extensive review by the Board to ensure they meet the standards for the School both in delivery of instruction and establishment of the learning community atmosphere.

### ***Qualifications***

Bachelor's degree and valid Florida teaching certificate required for subject and grade being taught; holds a valid Florida teaching certificate with coverage other than that required under the Florida Course Code Directory and has been properly approved to teach out-of-field (allowable for one year only); or, has been properly identified as a qualified non certificated instructional personnel with expert skill or knowledge in accordance with Rule 6A-1.0502, F.A.C. ESOL, ESE, and/or gifted endorsement preferred.

### ***Terms***

Teachers report to the principal; this is a 10-month position.

### ***Duties and Responsibilities***

Teachers will be expected to fulfill the role of instructional leader at all times. Effective teachers will:

- provide for the safety and welfare of any and all students of the School
- provide instruction that contributes to academic growth and positive development of students;
- demonstrate knowledge of subject matter to be taught;
- assess the progress of the students assigned;
- report student progress and performance to parents at scheduled intervals and as specific individual needs arise;
- report student progress information to School officials at scheduled intervals;
- plan, organize and create a positive classroom learning environment;
- maintain discipline of students;
- establish classroom guidelines which support the policies of the school and enhance the learning environment for the students;
- follow and uphold the policies of the School and assist students with appropriate behavior and actions that reflect the policies of the School;
- organize and participate in School activities and functions which may occur outside the regular School schedule;
- collaborate with instructional staff to coordinate instructional activities and resources within and across the curriculum;
- support colleagues in the delivery of instruction as it pertains to areas of specialty;
- assist with management and supervision of students throughout the School day;
- attend scheduled staff meetings;
- attend meetings and professional development sessions as established by the School leadership;
- contribute to the learning community atmosphere of the School; and
- maintain the confidentiality of student information as required by school policy and Florida and Federal Law.

## **Exceptional Student Education (ESE) Teacher**

The exceptional student education teacher is responsible for overseeing the ESE program for students on his/her caseload and ensuring that ESE procedures and services are implemented in accordance with the Individuals with Disabilities Education Act (IDEA), Florida statutes and rules related to ESE, and the M-DCPS ESE Policies and Procedures (SPandP) as approved by FLDOE.

### ***Qualifications***

Bachelor's degree and Florida certification in Exceptional Student Education (K-12). Master's degree and 3-5 years of experience is preferred.

### ***Terms***

Teachers report to the principal; this is a 10-month position.

### ***Duties and Responsibilities***

ESE teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ESE. Effective ESE teachers will:

- implement and follow all federal, state, and local guidelines for ESE programs;
- participate as a member of the team planning and/or conducting evaluations/reevaluations and determining eligibility for ESE services;
- plan and oversee use of assessment accommodations in accordance with students' IEPs;
- schedule, attend, and facilitate IEP team meetings in a manner that is informative and collaborative to seek the best instructional options for the student;
- coordinate annual reviews of IEPs with parents and other IEP team members;
- provide services in accordance with students' IEPs, meeting and providing instruction in the locations and at the times designated;
- maintain records of all communications regarding IEPs;
- maintain records of parent contacts;
- maintain student records as required by the School, district, state and federal law;
- report information as required by the School, district, state and federal law;
- provide progress information to parents at scheduled intervals and maintain records of such information;
- monitor student behavior and note strategies for improving student behavior;
- provide staff development to colleagues to ensure all students are being served in a manner commensurate with their needs;
- serve as the School's liaison to the community and other professionals regarding the needs of exceptional students; and
- maintain confidentiality of information regarding exceptional students including identity and IEP contents.

**Gifted Teacher**

The Gifted Teacher is responsible for working with other teachers to ensure students are being served. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to assist teachers with implementing strategies for serving students who are identified as gifted.

***Qualifications***

Bachelor's degree from a fully accredited college or university. Possession of or eligibility for Florida Educators certificate with Gifted Endorsement.

***Terms***

Teachers report to principal; this is a 10-month position.

***Duties and Responsibilities***

- Works collaboratively with teachers in the school to ensure Educational Plans are being implemented;
- Assists teachers with differentiating instruction and strategies to meet the needs of the gifted students;
- Collects student performance data and reports progress toward EP goals;
- Schedules and conducts EP meetings with parents and appropriate school and agency personnel.
- Works with ESE Teacher to conduct eligibility determination meetings, data collection, etc.

## **Teaching Assistant/Paraprofessional**

### ***Major Function***

All paraprofessionals originally hired after January 8, 2002 shall meet the requirements of a “Highly Qualified” paraprofessional aide as described in Title I of the Elementary and Secondary Education act.

- This job description describes in general terms the normal duties that the assistant will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the job.
- Special education assistants work under the overall supervision of the principal with direct supervision provided by special education teachers. They are employed when required to implement special education or related services for a class and/or to provide direct assistance to students. Their duties will vary depending upon the age of students served as well as the nature and severity of the student’s disabilities.

### **Teaching and Learning**

- Assist in the educational and social development of students under the direction and guidance of the facilitator and classroom teachers.
- Assist in the implementation of Individual Education Plans for the students and monitor their progress.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Work with other professionals, such as speech therapist, social worker, occupational and physical therapists.
- Assist classroom teachers with maintaining student records.
- Support students with emotional or behavior concerns and assist them in developing appropriate social skills.

### **Administrative Duties**

- Assist in the preparation and display of student work.
- Assist classroom teachers with copying items to support teaching.

### **Standards and Quality Assurance**

- Be at least 18 years of age, have a high school diploma, be capable of physically assisting students with special needs as required (positioning, lifting, transferring, restraining, etc.), demonstrated ability to work effectively under the direction of others, demonstrated ability to work cooperatively with others, willingness to assume any responsibilities appropriate for the position. Support the Mission Statement of the school, behave and speak in a professional manner at all times, set a good example in terms of dress, punctuality, and attendance. Attend staff and team meetings.



## **English Language Learners (ELL) Teacher**

### ***Qualifications***

State of Florida ESOL Endorsement.

### ***Terms***

Teachers report to the principal; this is a 10-month position.

### ***Duties and Responsibilities***

ELL teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ELL. Effective ELL teachers will:

- serve as a liaison between the students, teachers, staff members and families of ELL students;
- administer specialized assessments for ELL students and provide assistance with interpretation to family members and School staff;
- screen Home Language Surveys;
- conduct assessment of eligibility in the ELL program;
- create a learning community environment that is conducive to learning and provides social and emotional support for English Language Learners;
- assess the progress of English Language Learners; provide progress reports and communicate information with parents in their native language;
- attend IEP meetings for students with disabilities who are English Language Learners;
- monitor learning community to determine student achievement and provide translators as needed; and
- provide professional development to School staff regarding cultural and language differences.

## **Guidance Counselor**

The Guidance Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

### ***Qualifications***

Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification. Preference to candidates who have Orientation to and/or experience in a school setting.

### ***Terms***

Guidance Counselors report to the principal; This is a 10-month position.

### ***Duties and Responsibilities***

- Implements the comprehensive school counseling program as outlined in the Schools Professional Counselor plan;
- Acts as an advocate for all students;
- Works in collaboration with other stakeholders in narrowing the achievement gap;
- Provides professional leadership to establish a culture conducive to learning;
- Counsels individual and/or small groups of students with academic, career and personal/social concerns;
- Assists students in developing a plan for achieving educational, career, and personal/social goals;
- Works with Assistant Principal on student scheduling needs;
- Consults with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Problem-Solving Team;
- Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs;
- Provides support to teachers in the delivery of counseling program related curriculum;
- Coordinates with school and community agencies to broaden students' resources;
- Seeks resources necessary to achieve school goals;
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues;
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate;
- Uses data to develop strategies to positively impact students;
- Follows guidelines of the national, state and district standards for professional school counselors;
- Adheres to ethical and legal professional standards; and
- Uses appropriate technology for counseling services
- Coordinates Statewide testing efforts for school building, including test security
- Works with data processor to ensure compliance with district reporting
- Supervises the transmittal of transcripts and other official documents related to students

## **Substitute Teachers**

Substitute teachers will be employed at True North Classical School High School in the event a teacher is unable to attend School to fulfill the teacher's role. Persons employed in this position will have successfully met the employment criteria established by the Board and Florida law. A substitute teacher will be called on an as need basis. The job description for the substitute teacher includes but is not limited to the following:

- follow all policies and procedures as established by the Board for the School
- maintain discipline of students;
- maintain an environment that promotes the safety and welfare of students;
- report to School leadership any behavior, activity or concern deemed as threatening or compromising to the safety and welfare of students;
- manage the assigned classroom and provide instruction as prepared by the classroom teacher;
- promote active learning in the assigned classroom;
- work with students to assist and reinforce instructional objectives as established in the teacher's lesson plan;
- seek input from colleagues as needed to ensure effective delivery of instruction and to maintain classroom environment;
- maintain attendance records and other data as directed by the teacher and leadership of the School; and
- perform other duties as assigned by the School leadership.

# Tallahassee Collegiate Academy Administrative Staff Roles & Responsibilities 2023-2024

## **TBD - Principal**

- School Budget
- Community Partners / College Relationships / Public Relations
- Teacher Evaluations
- Personnel (Hiring, Leave)
- PTSO, SAC, SDMC
- School Management
- School Improvement, Student Interventions
- Sexual Harassment Contact
- Safety and Security Contact (Committee)
- Recruiting
- Threat Assessments
- Problem Solving Team
- Professional Learning-Teacher Interns, Title II Plan, Beginning Teachers
- Student Discipline
- Facilities Contact
- MTSS Team Member
- Literacy Leadership Team Member
- Required Drill Leader
- Responsible for all daily operations of the Tallahassee Collegiate Academy

## **TBD – Assistant Principal of Curriculum**

- Curriculum Manager
- FTE
- Guidance Supervisor
- Mental Health Team
- Grades, Report Cards, Grade Changes
- Instructional Materials/Technology
- Master Schedule
- SIP, Data Coach
- PST/Student Interventions/ESE
- Testing
- Safety & Security Contact (Committee)
- Support Transportation
- Sexual Harassment Contact
- Recruiting Contact
- Threat Assessments
- Attendance – Monitoring & Interventions
- Student Discipline
- MTSS Team Member
- Literacy Leadership Team Member

## **TBD – School Counselor**

- Academic Advisement
- Student Interventions
- 504 Coordinator
- Gifted Coordinator
- Graduation Coach
- College & Career Committee Chair
- Parent-Teacher Conference Lead
- Best & Brightest Contact
- PSAT/SAT/ACT
- Risk & Threat Assessments – Student
- Counseling Services & Referrals
- Parent Night Lead
- Mental Health Team Lead
- SRA/DCF Lead
- Homeless Students
- Second Harvest Backpack Program Lead
- MTSS Team Member
- Literacy Leadership Team Member

**Tallahassee Collegiate Academy Instructional Staff  
Roles & Responsibilities 2023-2024**

**TBD – Teacher 1**

- English Teacher – English 1 and 2
- Reading Endorsed / Reading Interventions / Intensive Reading Group
- Literacy Leadership Team Chair
- Literacy Week Contact
- MTSS Team Member

**TBD – Teacher 2**

- Math Teacher – Algebra 1 and Geometry
- Technology Contact / School Support
- MTSS Team Member
- Literacy Leadership Team Member

**TBD – Teacher 3**

- Science Teacher – Biology and Physical Science
- CTE Contact
- 9<sup>th</sup> Grade Sponsor
- MTSS Team Member
- Literacy Leadership Team Member

**TBD – Teacher 4**

- Social Studies Teacher – World History / US History
- CTE Contact
- 10<sup>th</sup> Grade Sponsor
- MTSS Team Member
- Literacy Leadership Team Member

**TBD – Teacher 5**

- ESE Teacher
- Referral Coordinator
- MTSS Team Leader
- Academic Interventions
- Literacy Leadership Team Member
- Intensive Interventions for ESE population

**Tallahassee Collegiate Academy Support Staff  
Roles & Responsibilities 2023-2024**

**TBD – Bookkeeper**

- School Budget / Red Book Law / Compliance
- Grants
- Leave Accounting
- Ordering Materials
- Substitutes and Coverage
- School Calendar
- Student Medical Contact/Medication Trained – backup
- School Lunch Contact
- Transportation Support
- Office Manager
- Principal Secretary

**TBD – Registrar**

- Student Registration & Records
- Recruiting & Enrollment Manager
- Waitlist Manager/Lottery Manager
- Transcripts
- Master Schedule
- Student Scheduling Support
- Grade Processing Support
- Substitutes and Coverage
- Student Medical Contact/Medication Trained – primary
- Assistant Principal Secretary

**TBD – Front Desk Clerk**

- Front Desk / Visitors / Visitor Management System
- Mail / Phone / Intercom Announcements
- Attendance Support
- Facilities Support
- Lunch Contact – Backup
- Guidance Secretary

**TBD – School Safety Officer**

- School Safety and Security
- Class Presentations / Legal and Compliance Topics
- Dating Violence/Bullying Prevention/Drug and Alcohol Prevention
- Risk and Threat Assessment Team
- Monitor the Perimeter of Campus
- Monitor Hallways
- Duty before and after school
- Assist with Lunch Duty

## **Attachment R. Personnel Policies**

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2023-2024 Employee Policies and Procedures ACKNOWLEDGMENT Error! Bookmark not defined.

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**Attachment S. Student Enrollment Application**





Florida law requires charter schools to admit students via random selection (lottery) when the number of applications exceeds capacity. Completion of this form is not a guarantee of admission. The lottery process and schedule are explained on the school's website. Please be sure to return this form prior to the deadline as listed online.

## Student Information

All fields are required.

First Name	Last Name	Middle Name		
School Year Applying For	Grade Level Applying For	Birthdate	Previous School	
Street Address				
City		County	State	Zip Code

## Primary Parent/Guardian Information

All fields are required.

First Name	Last Name	Relationship		
Address (if different than student)		City	State	Zip
Email Address	Home Phone		Mobile Phone	

## Second Parent/Guardian Information

First Name	Last Name	Relationship		
Address (if different than student)		City	State	Zip
Email Address	Home Phone		Mobile Phone	

## Lottery Preferences

If the number of applicants exceeds the number of available seats, a lottery process will be followed. If a lottery is required the following preferences will be applied as allowable under S. 1002.33(10)(d), Florida Statutes. The lottery process is described on the TCA website.

Please select any of the enrollment preferences that apply to your student.

Is a parent or guardian any of the following?	
<input type="checkbox"/> Sibling of a Student Enrolled in TCA	<input type="checkbox"/> Child of a TCA Employee
<input type="checkbox"/> Child of an Active Duty Member of the Armed Forces	<input type="checkbox"/> Student Attended or is Assigned to a Failing School

## Sibling Information

*Include siblings already attending the school, or applying at the same time*

Sibling(s) Names (First and Last)	Incoming Grade	Current Student?	
		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

## Parent Signature

Signature required.

Parent Signature	Date

## For School Usage Only

Yes	No	Option
<input type="checkbox"/>	<input type="checkbox"/>	Exemption eligibility confirmed
<input type="checkbox"/>	<input type="checkbox"/>	Random lottery number assigned
<input type="checkbox"/>	<input type="checkbox"/>	Rank on waiting list
<input type="checkbox"/>	<input type="checkbox"/>	Notify parent of student status



**Attachment W. Florida Charter School Revenue Estimating Worksheet**

**TALLAHASSEE COLLEGIATE ACADEMY**  
**BUDGETED FEFP REVENUE**  
**FISCAL YEARS 2024 - 2028**

	<b><u>FY23</u></b>	<b><u>FY24</u></b>	<b><u>FY25</u></b>	<b><u>FY26</u></b>	<b><u>FY27</u></b>	<b><u>FY28</u></b>
Inflation Factor	0.00%	0.00%	1.00%	1.00%	1.00%	1.00%
Years of Inflation	-	-	1	2	3	4
FEFP, Net of Transportation	1,409,871	1,409,871	2,146,354	2,882,871	2,882,871	2,882,871
Future Value Factor $\{ (1 + \text{Inflation Factor})^{\text{Years of Inflation}} \}$	1.0000	1.0000	1.0100	1.0201	1.0303	1.0406
Budgeted FEFP	1,409,871	1,409,871	2,167,818	2,940,816	2,970,224	2,999,927

## Revenue Estimate Worksheet for TCA FY24

Based on the 2022-23 FEFP Second Calculation

School District:

Leon

### 1. 2022-23 FEFP State and Local Funding

Base Student Allocation

\$4,587.40

District Cost Differential: 0.9718

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	172.00	0.999	171.8280	\$	766,015
113 Basic 9-12 with ESE Services	24.00	0.999	23.9760	\$	106,886
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	4.00	1.206	4.8240	\$	21,506
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
<b>Totals</b>	<b>200.00</b>		<b>200.6280</b>	<b>\$</b>	<b>894,407</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2022-23 Base Funding (WFTE x BSA x DCD)			
Advanced Placement			\$	-	
International Baccalaureate			\$	-	
Advanced International Certificate			\$	-	
Industry Certified Career Education			\$	-	
Early High School Graduation			\$	-	
Small District ESE Supplement			\$	-	
Dual Enrollment			\$	-	
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>	
<b>Total Funded Weighted FTE</b>	<b>200.6280</b>	<b>Total Base Funding</b>	<b>\$</b>	<b>894,407</b>	

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 986	\$ -
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
	0.00	4-8	251	\$ 1,106	\$ -
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	24.00	9-12	251	\$ 787	\$ 18,888
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
<b>Total FTE with ESE Services</b>	<b>24.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 18,888</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 200.00 ÷ District's Total UFTE: 33,875.42  
= 0.5904%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 200.63 ÷ District's Total WFTE: 36,693.63  
= 0.5468%

4. Supplemental Academic Instruction (UFTE share)	(b)	9,396,491	x	0.5904%	\$	55,477
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	7,813,027	x	0.5904%	\$	46,128
6. Safe Schools Allocation (UFTE share)	(b)	2,981,299	x	0.5904%	\$	17,602
7. Instructional Materials Allocation (UFTE share)	(b)	2,604,829	x	0.5904%	\$	15,379
Dual Enrollment Instructional Materials Allocation	(d)	421	x	50.00	\$	21,053
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	1,605,592	x	0.5904%	\$	9,479
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	885,529	x	0.5904%	\$	5,228
10. Sparsity Supplement (WFTE share)	(c)	0	x	0.5468%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,871,387	x	0.5468%	\$	10,233
12. Discretionary Local Effort (WFTE share)	(c)	16,564,521	x	0.5468%	\$	90,575
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	5,981,873	x	0.5468%	\$	32,709
Growth Portion (WFTE share)	(c) (e)	2,719,033	x	0.5468%	\$	14,868
Total TSIA Allocation (Maintenance + Growth)					\$	47,577
14. Proration to Funds Available (WFTE share)	(c)	(394,007)	x	0.5468%	-\$	2,154

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		0.9718		964.60	=	0
4-8	0.0000		0.9718		920.98	=	0
9-12	200.6280		0.9718		923.21	=	179,999
Total *	200.6280						
Total Class Size Reduction Funds						\$	179,999

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation		(f)			
Enter All Adjusted Fundable Riders	0	x	538	\$	-
Enter All Adjusted ESE Riders		x	1,661	\$	-

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program

19. Food Service Allocation

Total \$ 1,409,871

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:

(k) \$ -

## Revenue Estimate Worksheet for TCA FY25

Based on the 2022-23 FEFP Second Calculation

School District:

Leon

### 1. 2022-23 FEFP State and Local Funding

Base Student Allocation

\$4,587.40

District Cost Differential: 0.9718

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2022-23 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	258.00	0.999	257.7420	\$	1,149,023
113 Basic 9-12 with ESE Services	36.00	0.999	35.9640	\$	160,329
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	6.00	1.206	7.2360	\$	32,258
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
<b>Totals</b>	<b>300.00</b>		<b>300.9420</b>	<b>\$</b>	<b>1,341,610</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2022-23 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Dual Enrollment				\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>		<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>
<b>Total Funded Weighted FTE</b>	<b>300.9420</b>		<b>Total Base Funding</b>	<b>\$</b>	<b>1,341,610</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 986	\$ -
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
	0.00	4-8	251	\$ 1,106	\$ -
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	36.00	9-12	251	\$ 787	\$ 28,332
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
<b>Total FTE with ESE Services</b>	<b>36.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 28,332</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 300.00 ÷ District's Total UFTE: 33,875.42 = 0.8856%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 300.94 ÷ District's Total WFTE: 36,693.63 = 0.8201%

4. Supplemental Academic Instruction (UFTE share)	(b)	9,396,491	x	0.8856%	\$	83,215
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	7,813,027	x	0.8856%	\$	69,192
6. Safe Schools Allocation (UFTE share)	(b)	2,981,299	x	0.8856%	\$	26,402
7. Instructional Materials Allocation (UFTE share)	(b)	2,604,829	x	0.8856%	\$	23,068
Dual Enrollment Instructional Materials Allocation	(d)	421	x	150.00	\$	63,158
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	1,605,592	x	0.8856%	\$	14,219
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	885,529	x	0.8856%	\$	7,842
10. Sparsity Supplement (WFTE share)	(c)	0	x	0.8201%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,871,387	x	0.8201%	\$	15,347
12. Discretionary Local Effort (WFTE share)	(c)	16,564,521	x	0.8201%	\$	135,846
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	5,981,873	x	0.8201%	\$	49,057
Growth Portion (WFTE share)	(c) (e)	2,719,033	x	0.8201%	\$	22,299
Total TSIA Allocation (Maintenance + Growth)					\$	71,356
14. Proration to Funds Available (WFTE share)	(c)	(394,007)	x	0.8201%	-\$	3,231

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		0.9718		964.60	=	0
4-8	0.0000		0.9718		920.98	=	0
9-12	300.9420		0.9718		923.21	=	269,998
Total *	300.9420						
Total Class Size Reduction Funds							\$ 269,998

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation		(f)			
Enter All Adjusted Fundable Riders	0	x	538	\$	-
Enter All Adjusted ESE Riders		x	1,661	\$	-

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program

19. Food Service Allocation

Total \$ 2,146,354

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:

(k) \$ -



## Revenue Estimate Worksheet for TCA FY26

Based on the 2022-23 FEFP Second Calculation

School District:

Leon

### 1. 2022-23 FEFP State and Local Funding

Base Student Allocation

\$4,587.40

District Cost Differential: 0.9718

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	344.00	0.999	343.6560	\$	1,532,031
113 Basic 9-12 with ESE Services	48.00	0.999	47.9520	\$	213,772
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	8.00	1.206	9.6480	\$	43,011
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
<b>Totals</b>	<b>400.00</b>		<b>401.2560</b>	<b>\$</b>	<b>1,788,814</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2022-23 Base Funding (WFTE x BSA x DCD)			
Advanced Placement			\$	-	
International Baccalaureate			\$	-	
Advanced International Certificate			\$	-	
Industry Certified Career Education			\$	-	
Early High School Graduation			\$	-	
Small District ESE Supplement			\$	-	
Dual Enrollment			\$	-	
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>	
<b>Total Funded Weighted FTE</b>	<b>401.2560</b>	<b>Total Base Funding</b>	<b>\$</b>	<b>1,788,814</b>	

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 986	\$ -
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
	0.00	4-8	251	\$ 1,106	\$ -
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	48.00	9-12	251	\$ 787	\$ 37,776
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
<b>Total FTE with ESE Services</b>	<b>48.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 37,776</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 400.00 ÷ District's Total UFTE: 33,875.42  
= 1.1808%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 401.26 ÷ District's Total WFTE: 36,693.63  
= 1.0935%

4. Supplemental Academic Instruction (UFTE share)	(b)	9,396,491	x	1.1808%	\$	110,954
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	7,813,027	x	1.1808%	\$	92,256
6. Safe Schools Allocation (UFTE share)	(b)	2,981,299	x	1.1808%	\$	35,203
7. Instructional Materials Allocation (UFTE share)	(b)	2,604,829	x	1.1808%	\$	30,758
Dual Enrollment Instructional Materials Allocation	(d)	421	x	250.00	\$	105,264
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	1,605,592	x	1.1808%	\$	18,959
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	885,529	x	1.1808%	\$	10,456
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.0935%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,871,387	x	1.0935%	\$	20,464
12. Discretionary Local Effort (WFTE share)	(c)	16,564,521	x	1.0935%	\$	181,133
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	5,981,873	x	1.0935%	\$	65,412
Growth Portion (WFTE share)	(c) (e)	2,719,033	x	1.0935%	\$	29,733
Total TSIA Allocation (Maintenance + Growth)					\$	95,145
14. Proration to Funds Available (WFTE share)	(c)	(394,007)	x	1.0935%	-\$	4,308

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		0.9718		964.60	=	0
4-8	0.0000		0.9718		920.98	=	0
9-12	401.2560		0.9718		923.21	=	359,997
Total *	401.2560						
						Total Class Size Reduction Funds	\$ 359,997

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation		(f)			
Enter All Adjusted Fundable Riders	0	x	538	\$	-
Enter All Adjusted ESE Riders		x	1,661	\$	-

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program

19. Food Service Allocation

Total \$ 2,882,871

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:

(k) \$ -

## Revenue Estimate Worksheet for TCA FY27

Based on the 2022-23 FEFP Second Calculation

School District:

Leon

### 1. 2022-23 FEFP State and Local Funding

Base Student Allocation

\$4,587.40

District Cost Differential: 0.9718

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	344.00	0.999	343.6560	\$	1,532,031
113 Basic 9-12 with ESE Services	48.00	0.999	47.9520	\$	213,772
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	8.00	1.206	9.6480	\$	43,011
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
<b>Totals</b>	<b>400.00</b>		<b>401.2560</b>	<b>\$</b>	<b>1,788,814</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2022-23 Base Funding (WFTE x BSA x DCD)			
Advanced Placement			\$	-	
International Baccalaureate			\$	-	
Advanced International Certificate			\$	-	
Industry Certified Career Education			\$	-	
Early High School Graduation			\$	-	
Small District ESE Supplement			\$	-	
Dual Enrollment			\$	-	
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>	
<b>Total Funded Weighted FTE</b>	<b>401.2560</b>	<b>Total Base Funding</b>	<b>\$</b>	<b>1,788,814</b>	

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 986	\$ -
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
		4-8	251	\$ 1,106	\$ -
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	48.00	9-12	251	\$ 787	\$ 37,776
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
<b>Total FTE with ESE Services</b>	<b>48.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 37,776</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 400.00 ÷ District's Total UFTE: 33,875.42  
= 1.1808%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 401.26 ÷ District's Total WFTE: 36,693.63  
= 1.0935%

4. Supplemental Academic Instruction (UFTE share)	(b)	9,396,491	x	1.1808%	\$	110,954
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	7,813,027	x	1.1808%	\$	92,256
6. Safe Schools Allocation (UFTE share)	(b)	2,981,299	x	1.1808%	\$	35,203
7. Instructional Materials Allocation (UFTE share)	(b)	2,604,829	x	1.1808%	\$	30,758
Dual Enrollment Instructional Materials Allocation	(d)	421	x	250.00	\$	105,264
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	1,605,592	x	1.1808%	\$	18,959
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	885,529	x	1.1808%	\$	10,456
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.0935%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,871,387	x	1.0935%	\$	20,464
12. Discretionary Local Effort (WFTE share)	(c)	16,564,521	x	1.0935%	\$	181,133
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	5,981,873	x	1.0935%	\$	65,412
Growth Portion (WFTE share)	(c) (e)	2,719,033	x	1.0935%	\$	29,733
Total TSIA Allocation (Maintenance + Growth)					\$	95,145
14. Proration to Funds Available (WFTE share)	(c)	(394,007)	x	1.0935%	-\$	4,308

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		0.9718		964.60	=	0
4-8	0.0000		0.9718		920.98	=	0
9-12	401.2560		0.9718		923.21	=	359,997
Total *	401.2560						
Total Class Size Reduction Funds						\$	359,997

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(f)						
Enter All Adjusted Fundable Riders		0	x	538	\$	-	
Enter All Adjusted ESE Riders			x	1,661	\$	-	

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program

19. Food Service Allocation

Total \$ 2,882,871

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:

(k) \$ -

## Revenue Estimate Worksheet for TCA FY28

Based on the 2022-23 FEFP Second Calculation

School District:

Leon

### 1. 2022-23 FEFP State and Local Funding

Base Student Allocation

\$4,587.40

District Cost Differential: 0.9718

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	344.00	0.999	343.6560	\$	1,532,031
113 Basic 9-12 with ESE Services	48.00	0.999	47.9520	\$	213,772
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	8.00	1.206	9.6480	\$	43,011
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
<b>Totals</b>	<b>400.00</b>		<b>401.2560</b>	<b>\$</b>	<b>1,788,814</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2022-23 Base Funding (WFTE x BSA x DCD)			
Advanced Placement			\$	-	
International Baccalaureate			\$	-	
Advanced International Certificate			\$	-	
Industry Certified Career Education			\$	-	
Early High School Graduation			\$	-	
Small District ESE Supplement			\$	-	
Dual Enrollment			\$	-	
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>	
<b>Total Funded Weighted FTE</b>	<b>401.2560</b>	<b>Total Base Funding</b>	<b>\$</b>	<b>1,788,814</b>	

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 986	\$ -
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
		4-8	251	\$ 1,106	\$ -
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	48.00	9-12	251	\$ 787	\$ 37,776
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
<b>Total FTE with ESE Services</b>	<b>48.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 37,776</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 400.00 ÷ District's Total UFTE: 33,875.42  
= 1.1808%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 401.26 ÷ District's Total WFTE: 36,693.63  
= 1.0935%

4. Supplemental Academic Instruction (UFTE share)	(b)	9,396,491	x	1.1808%	\$	110,954
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	7,813,027	x	1.1808%	\$	92,256
6. Safe Schools Allocation (UFTE share)	(b)	2,981,299	x	1.1808%	\$	35,203
7. Instructional Materials Allocation (UFTE share)	(b)	2,604,829	x	1.1808%	\$	30,758
Dual Enrollment Instructional Materials Allocation	(d)	421	x	250.00	\$	105,264
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	1,605,592	x	1.1808%	\$	18,959
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	885,529	x	1.1808%	\$	10,456
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.0935%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,871,387	x	1.0935%	\$	20,464
12. Discretionary Local Effort (WFTE share)	(c)	16,564,521	x	1.0935%	\$	181,133
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	5,981,873	x	1.0935%	\$	65,412
Growth Portion (WFTE share)	(c) (e)	2,719,033	x	1.0935%	\$	29,733
Total TSIA Allocation (Maintenance + Growth)					\$	95,145
14. Proration to Funds Available (WFTE share)	(c)	(394,007)	x	1.0935%	-\$	4,308

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		0.9718		964.60	=	0
4-8	0.0000		0.9718		920.98	=	0
9-12	401.2560		0.9718		923.21	=	359,997
Total *	401.2560						
						Total Class Size Reduction Funds	\$ 359,997

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation		(f)			
Enter All Adjusted Fundable Riders	0	x	538	\$	-
Enter All Adjusted ESE Riders		x	1,661	\$	-

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program

19. Food Service Allocation

Total \$ 2,882,871

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:

(k) \$ -

## **Attachment X. Proposed Operating Budget**

**TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET  
FISCAL YEARS 2024 - 2028**

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	200	300	400	400	400	
<b>FUND BALANCE, BEGINNING</b>	<u>-</u>	<u>39,518</u>	<u>149,592</u>	<u>450,252</u>	<u>748,702</u>	
<b>REVENUES</b>						
FEFP	1,409,871	2,167,818	2,940,816	2,970,224	2,999,927	2021-22 FEFP 1st Calc; ELL: 2%; ESE: Disabilities 10% and Gifted 2%; Dual Enrollment Supplies 10th at 0.5 FTE and 11th & 12th at 1 FTE; 1% Yearly Inflation begin Year 2;
Food Service Revenue	42,336	64,139	86,374	87,238	88,110	Assumes 70% student lunch participation; Assumes 65% of those participating qualify for lunch at \$4 / lunch at 180 days;
NSLP Reimbursements	<u>63,287</u>	<u>95,880</u>	<u>129,119</u>	<u>130,410</u>	<u>131,714</u>	Assumes 70% student lunch participation; Assumes 35% of those participating qualify for free lunch at \$4.33 / lunch at 180 days; (2022-23 NSLP Rates)
<b>TOTAL REVENUES</b>	<u><b>1,515,494</b></u>	<u><b>2,327,837</b></u>	<u><b>3,156,309</b></u>	<u><b>3,187,872</b></u>	<u><b>3,219,751</b></u>	
<b>EXPENDITURES</b>						Salaries at 1.5% yearly increase; Non salary expense at 1% yearly inflation;
<b>INSTRUCTION - 5100</b>						
High School Teachers	350,000	355,250	360,579	365,987	371,477	See "Staffing Plan"; Avg Salary at \$50,000;
Paraprofessionals	<u>-</u>	<u>25,375</u>	<u>25,756</u>	<u>26,142</u>	<u>26,534</u>	See "Staffing Plan"; Avg Salary at \$25,000 ;
<b>Total Instruction Salaries</b>	<u><b>350,000</b></u>	<u><b>380,625</b></u>	<u><b>386,334</b></u>	<u><b>392,129</b></u>	<u><b>398,011</b></u>	
Retirement	52,185	56,751	57,602	58,466	59,343	FRS at 14.91% of gross salaries
Social Security Tax	27,418	29,767	30,210	30,660	31,117	7.65% of gross salaries
Health Insurance	109,200	126,048	127,308	128,582	129,867	\$1300 / employee / month
Workers Compensation	3,500	3,806	3,863	3,921	3,980	1% of gross salaries
Unemployment Tax	<u>1,323</u>	<u>1,512</u>	<u>1,512</u>	<u>1,512</u>	<u>1,512</u>	2.7% of first \$7,000 per staff
<b>Total Instruction Benefits</b>	<u><b>193,626</b></u>	<u><b>217,884</b></u>	<u><b>220,496</b></u>	<u><b>223,141</b></u>	<u><b>225,820</b></u>	
Contracted Services - Tuition	86,376	261,719	440,561	444,966	449,416	\$71.98 / credit hours at 24 credit hours / 11&12th grade student / year and 12 credit hours / 10th grade student / year
Software	-	15,150	20,402	20,606	20,812	\$50 per student per year; Year 1 in startup grant;
Copier Rental/Printing	8,000	9,090	10,201	10,303	10,344	\$500 per month + \$10 / student
Supplies	11,225	16,387	21,652	21,868	22,087	\$50 per student + \$175 per classroom teacher
Textbooks	40,000	121,200	204,020	206,060	223,730	Dual Enr at \$100 / class at 8 classes / 11&12th grade student / year and 4 classes / 10th grade student / year + Year 5: \$15,000 9th-10th grades renewal
Substitutes	<u>8,400</u>	<u>8,484</u>	<u>8,569</u>	<u>8,655</u>	<u>8,741</u>	10 days per teacher at \$120 per day
<b>Total Instruction Other</b>	<u><b>154,001</b></u>	<u><b>432,031</b></u>	<u><b>705,404</b></u>	<u><b>712,458</b></u>	<u><b>735,130</b></u>	
<b>Total Instruction</b>	<u><b>697,627</b></u>	<u><b>1,030,540</b></u>	<u><b>1,312,235</b></u>	<u><b>1,327,729</b></u>	<u><b>1,358,961</b></u>	



**TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET  
FISCAL YEARS 2024 - 2028**

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	200	300	400	400	400	
<b>EXCEPTIONAL INSTRUCTION - 5200</b>						
ESE Teacher/Specialist	37,500	50,750	51,511	52,284	53,068	See "Staffing Plan"; Avg Salary at \$50,000; Yr 1 Jul-Sep covered by startup grant;
<b>Total Exceptional Instruction Salaries</b>	<b>37,500</b>	<b>50,750</b>	<b>51,511</b>	<b>52,284</b>	<b>53,068</b>	
Retirement	5,591	7,567	7,680	7,796	7,912	FRS at 14.91% of gross salaries
Social Security Tax	2,961	3,975	4,034	4,094	4,155	7.65% of gross salaries
Health Insurance	15,600	15,756	15,914	16,073	16,233	\$1300 / employee / month
Workers Compensation	375	508	515	523	531	1% of gross salaries
Unemployment Tax	189	189	189	189	189	2.7% of first \$7,000 per staff
<b>Total Exceptional Instruction Benefits</b>	<b>24,716</b>	<b>27,994</b>	<b>28,332</b>	<b>28,674</b>	<b>29,021</b>	
Contracted Services	10,000	15,150	20,402	20,606	20,812	\$500 per ESE student w/ disabilities at 10% of students (therapy)
Supplies	1,000	1,515	2,040	2,061	2,081	\$5 per student
Substitutes	1,200	1,212	1,224	1,236	1,249	10 days per teacher at \$120 per day
<b>Total Exceptional Instruction Other</b>	<b>12,200</b>	<b>17,877</b>	<b>23,666</b>	<b>23,903</b>	<b>24,142</b>	
<b>Total Exceptional Instruction Services</b>	<b>74,416</b>	<b>96,621</b>	<b>103,510</b>	<b>104,861</b>	<b>106,231</b>	
<b>STUDENT SUPPORT SERVICES - 6100</b>						
School Counselor	41,250	83,738	84,994	86,268	87,562	See "Staffing Plan"; Avg Salary at \$55,000; Yr 1 Jul-Sep covered by startup grant;
<b>Total Student Support Salaries</b>	<b>41,250</b>	<b>83,738</b>	<b>84,994</b>	<b>86,268</b>	<b>87,562</b>	
Retirement	6,150	12,485	12,673	12,863	13,056	FRS at 14.91% of gross salaries
Social Security Tax	3,156	6,406	6,502	6,600	6,699	7.65% of gross salaries
Health Insurance	15,600	23,634	23,870	24,109	24,350	\$1300 / employee / month
Workers Compensation	413	837	850	863	876	1% of gross salaries
Unemployment Tax	189	284	284	284	284	2.7% of first \$7,000 per staff
<b>Total Student Support Benefits</b>	<b>25,508</b>	<b>43,646</b>	<b>44,178</b>	<b>44,717</b>	<b>45,263</b>	
Contracted Services	10,000	15,150	20,402	20,606	20,812	\$50 per student (therapy)
Supplies	1,200	1,818	2,448	2,473	2,497	\$6 per student
<b>Total Student Support Other</b>	<b>11,200</b>	<b>16,968</b>	<b>22,850</b>	<b>23,079</b>	<b>23,310</b>	
<b>Total Student Support Services</b>	<b>77,958</b>	<b>144,352</b>	<b>152,022</b>	<b>154,065</b>	<b>156,135</b>	
<b>CURRICULUM DEVELOPMENT - 6300</b>						
Testing Coordinator	-	27,913	28,331	28,756	29,187	See "Staffing Plan"; Avg Salary at \$55,000;
<b>Total Curriculum Development Salaries</b>	<b>-</b>	<b>27,913</b>	<b>28,331</b>	<b>28,756</b>	<b>29,187</b>	
Retirement	-	4,162	4,224	4,288	4,352	FRS at 14.91% of gross salaries
Social Security Tax	-	2,135	2,167	2,200	2,233	7.65% of gross salaries
Health Insurance	-	7,878	7,957	8,036	8,117	\$1300 / employee / month
Workers Compensation	-	279	283	288	292	1% of gross salaries
Unemployment Tax	-	95	95	95	95	2.7% of first \$7,000 per staff
<b>Total Curriculum Development Benefits</b>	<b>-</b>	<b>14,549</b>	<b>14,726</b>	<b>14,906</b>	<b>15,088</b>	
Supplies	10,000	15,150	20,402	20,606	20,812	\$50 per student per year
<b>Total Curriculum Development Other</b>	<b>10,000</b>	<b>15,150</b>	<b>20,402</b>	<b>20,606</b>	<b>20,812</b>	
<b>Total Curriculum Development Services</b>	<b>10,000</b>	<b>57,611</b>	<b>63,459</b>	<b>64,268</b>	<b>65,087</b>	

**TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET  
FISCAL YEARS 2024 - 2028**

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	200	300	400	400	400	
<b>STAFF DEVELOPMENT - 6400</b>						
<b>Contracted Services - Travel/Training</b>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	Provided by Sponsor
<b>INSTRUCTION-RELATED TECHNOLOGY - 6500</b>						
<b>Contracted IT Services</b>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	Provided by Sponsor
<b>BOARD - 7100</b>						
Legal Fees	5,000	5,050	5,101	5,152	5,203	Yr. 1- 5: \$5,000;
Contracted Services - Audit	-	10,000	10,100	10,201	10,303	Estimated \$10,000 per year starting in Yr. 2
Travel / Training	1,000	1,010	1,020	1,030	1,041	Yr. 1 - 5: Estimated \$1,000 per year
Licenses & Fees	2,500	2,525	2,550	2,576	2,602	Estimated \$2,500 per year
Sponsor Admin Fee	70,494	90,326	91,901	92,820	93,748	5% FEFP capped at 250 FTE
<b>Total Board</b>	<u><b>78,994</b></u>	<u><b>108,911</b></u>	<u><b>110,671</b></u>	<u><b>111,778</b></u>	<u><b>112,896</b></u>	
<b>SCHOOL ADMINISTRATION - 7300</b>						
Principal	73,500	99,470	100,962	102,476	104,014	See "Staffing Plan"; Avg Salary at \$98,000; Yr 1 Jul-Sep covered by startup grant;
Assistant Principal of Curriculum	56,250	76,125	77,267	78,426	79,602	See "Staffing Plan"; Avg Salary at \$75,000; Yr 1 Jul-Sep covered by startup grant;
Project Manager	-	-	57,229	58,087	58,959	See "Staffing Plan"; Avg Salary at \$55,000;
Administrative Support	56,250	111,650	113,325	115,025	116,750	See "Staffing Plan"; Avg Salaries: Office Manager \$40,000, Registrar \$35,000, Front Desk Clerk \$35,000; Yr 1 Jul-Sep covered by startup grant;
<b>Total Administration Salaries</b>	<u><b>186,000</b></u>	<u><b>287,245</b></u>	<u><b>348,783</b></u>	<u><b>354,014</b></u>	<u><b>359,325</b></u>	
Retirement	27,733	42,828	52,003	52,784	53,575	FRS at 14.91% of gross salaries
Social Security Tax	14,229	21,974	26,682	27,082	27,488	7.65% of gross salaries
Health Insurance	62,400	78,780	95,481	96,436	97,401	\$1300 / employee / month
Workers Compensation	1,860	2,872	3,488	3,540	3,593	1% of gross salaries
Unemployment Tax	756	945	1,134	1,134	1,134	2.7% of first \$7,000 per staff
<b>Total Administration Benefits</b>	<u><b>106,978</b></u>	<u><b>147,400</b></u>	<u><b>178,789</b></u>	<u><b>180,976</b></u>	<u><b>183,191</b></u>	
Travel	5,000	5,050	5,101	5,152	5,203	\$5,000 per year
Postage	1,200	1,818	2,448	2,473	2,497	\$6 per student
Marketing	5,000	5,050	5,101	5,152	5,203	Yr. 1 - 5: \$5,000 per year;
Supplies	6,000	6,060	6,121	6,182	6,244	\$6,000 per year;
Software	10,000	10,100	10,201	10,303	10,406	\$10,000 per year
<b>Total Administration Other</b>	<u><b>27,200</b></u>	<u><b>28,078</b></u>	<u><b>28,971</b></u>	<u><b>29,261</b></u>	<u><b>29,553</b></u>	
<b>Total School Administration</b>	<u><b>320,178</b></u>	<u><b>462,723</b></u>	<u><b>556,542</b></u>	<u><b>564,251</b></u>	<u><b>572,069</b></u>	
<b>FISCAL - 7500</b>						
Contracted Services - Backoffice Business Serv	37,503	54,015	74,072	74,813	75,561	2.8% of net FEFP Yr 1, 2.6% Yr 2-5;
Contracted Services - Payroll Processing	1	1	1	1	1	Provided by Sponsor
<b>Total Fiscal</b>	<u><b>37,504</b></u>	<u><b>54,016</b></u>	<u><b>74,073</b></u>	<u><b>74,814</b></u>	<u><b>75,562</b></u>	

TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET  
FISCAL YEARS 2024 - 2028

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	200	300	400	400	400	
<b>FOOD SERVICE - 7600</b>						
<b>Student Meals</b>	<u>109,116</u>	<u>165,311</u>	<u>222,618</u>	<u>224,845</u>	<u>227,093</u>	Assumes 70% student lunch participation; \$4.33 / student / day at 180 days
<b>PLANT OPERATIONS - 7900</b>						
School Safety Officer	-	-	47,056	47,761	48,478	See "Staffing Plan"; Avg Salary at \$45,000; Provided by Sponsor Yr 1 - 2;
<b>Total Plant Operations Salaries</b>	<u>-</u>	<u>-</u>	<u>47,056</u>	<u>47,761</u>	<u>48,478</u>	
Retirement	-	-	7,016	7,121	7,228	Contribution at 3% of gross salaries
Social Security Tax	-	-	3,600	3,654	3,709	7.65% of gross salaries
Health Insurance	-	-	15,914	16,073	16,233	\$1300 / employee / month
Workers Compensation	-	-	471	478	485	1% of gross salaries
Unemployment Tax	-	-	189	189	189	2.7% of first \$7,000 per staff
<b>Total Plant Operations Benefits</b>	<u>-</u>	<u>-</u>	<u>27,189</u>	<u>27,514</u>	<u>27,844</u>	
Insurances	20,000	20,200	20,402	20,606	20,812	Estimated \$20,000 per year (E&O, GL, etc.)
Facility Lease	1	1	50,000	50,000	50,000	Yr 3-Yr 5: \$250 / 9-10th student
Common Area Maintenance	1	1	10,000	10,000	10,000	Yr 3-5: \$50 / 9-10th student
Custodial Supplies	10,000	15,150	20,402	20,606	20,812	\$50 per student per year;
<b>Total Plant Operations Other</b>	<u>30,002</u>	<u>35,352</u>	<u>100,804</u>	<u>101,212</u>	<u>101,624</u>	
<b>Total Plant Operations</b>	<u>30,002</u>	<u>35,352</u>	<u>175,048</u>	<u>176,488</u>	<u>177,946</u>	
 Contingency	<u>40,181</u>	<u>62,325</u>	<u>85,467</u>	<u>86,322</u>	<u>87,185</u>	3% contingency (net FEFP)
<b>TOTAL EXPENDITURES</b>	<u>1,475,976</u>	<u>2,217,763</u>	<u>2,855,649</u>	<u>2,889,422</u>	<u>2,939,168</u>	
<b>EXCESS REVENUES OVER EXPENDITURES</b>	<u>39,518</u>	<u>110,074</u>	<u>300,660</u>	<u>298,450</u>	<u>280,583</u>	
<b>FUND BALANCE, ENDING</b>	<u>39,518</u>	<u>149,592</u>	<u>450,252</u>	<u>748,702</u>	<u>1,029,285</u>	

TALLAHASSEE COLLEGIATE ACADEMY  
STAFFING PLAN

Name	Position	FY24			FY25			FY26			FY27			FY28		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	50,000	7.0	350,000	50,750	7.0	355,250	51,511	7.0	360,579	52,284	7.0	365,987	53,068	7.0	371,477
	<b>Instructional</b>		<b>7.0</b>	<b>350,000</b>		<b>7.0</b>	<b>355,250</b>		<b>7.0</b>	<b>360,579</b>		<b>7.0</b>	<b>365,987</b>		<b>7.0</b>	<b>371,477</b>
TBA	Paraprofessional - Acad. Advisor S	25,000	-	-	25,375	1.0	25,375	25,756	1.0	25,756	26,142	1.0	26,142	26,534	1.0	26,534
	<b>Paraprofessionals</b>		-	-		<b>1.0</b>	<b>25,375</b>		<b>1.0</b>	<b>25,756</b>		<b>1.0</b>	<b>26,142</b>		<b>1.0</b>	<b>26,534</b>
TBA	ESE Teacher/Specialist	50,000	1.0	50,000	50,750	1.0	50,750	51,511	1.0	51,511	52,284	1.0	52,284	53,068	1.0	53,068
	<b>Exceptional Instruction</b>		<b>1.0</b>	<b>50,000</b>		<b>1.0</b>	<b>50,750</b>		<b>1.0</b>	<b>51,511</b>		<b>1.0</b>	<b>52,284</b>		<b>1.0</b>	<b>53,068</b>
TBA	School Counselor	55,000	1.0	55,000	55,825	1.5	83,738	56,662	1.5	84,994	57,512	1.5	86,268	58,375	1.5	87,562
	<b>Student Support</b>		<b>1.0</b>	<b>55,000</b>		<b>1.5</b>	<b>83,738</b>		<b>1.5</b>	<b>84,994</b>		<b>1.5</b>	<b>86,268</b>		<b>1.5</b>	<b>87,562</b>
TBA	Testing Coordinator	55,000	-	-	55,825	0.5	27,913	56,662	0.5	28,331	57,512	0.5	28,756	58,375	0.5	29,187
	<b>Curriculum</b>		-	-		<b>0.5</b>	<b>27,913</b>		<b>0.5</b>	<b>28,331</b>		<b>0.5</b>	<b>28,756</b>		<b>0.5</b>	<b>29,187</b>
TBA	Principal	98,000	1.0	98,000	99,470	1.0	99,470	100,962	1.0	100,962	102,476	1.0	102,476	104,014	1.0	104,014
TBA	Assistant Principal of Curriculum	75,000	1.0	75,000	76,125	1.0	76,125	77,267	1.0	77,267	78,426	1.0	78,426	79,602	1.0	79,602
TBA	Project Manager	55,550	-	-	56,383	-	-	57,229	1.0	57,229	58,087	1.0	58,087	58,959	1.0	58,959
	<b>Administrators</b>		<b>2.0</b>	<b>173,000</b>		<b>2.0</b>	<b>175,595</b>		<b>3.0</b>	<b>235,458</b>		<b>3.0</b>	<b>238,990</b>		<b>3.0</b>	<b>242,575</b>
TBA	Office Manager/Admin Asst	40,000	1.0	40,000	40,600	1.0	40,600	41,209	1.0	41,209	41,827	1.0	41,827	42,455	1.0	42,455
TBA	Registrar	35,000	0.5	17,500	35,525	1.0	35,525	36,058	1.0	36,058	36,599	1.0	36,599	37,148	1.0	37,148
TBA	Front Desk Clerk	35,000	0.5	17,500	35,525	1.0	35,525	36,058	1.0	36,058	36,599	1.0	36,599	37,148	1.0	37,148
	<b>Admin Support</b>		<b>2.0</b>	<b>75,000</b>		<b>3.0</b>	<b>111,650</b>		<b>3.0</b>	<b>113,325</b>		<b>3.0</b>	<b>115,025</b>		<b>3.0</b>	<b>116,750</b>
TBA	School Safety Officer	45,000	-	-	45,675	-	-	47,056	1.0	47,056	47,761	1.0	47,761	48,478	1.0	48,478
	<b>Security</b>		-	-		-	-		<b>1.0</b>	<b>47,056</b>		<b>1.0</b>	<b>47,761</b>		<b>1.0</b>	<b>48,478</b>
<b>Total</b>			<b>13.0</b>	<b>703,000</b>		<b>16.0</b>	<b>830,270</b>		<b>18.0</b>	<b>947,009</b>		<b>18.0</b>	<b>961,214</b>		<b>18.0</b>	<b>975,632</b>

\*Includes 1.5% annual increase

TALLAHASSEE COLLEGIATE ACADEMY  
PROJECTED CASH FLOWS  
FISCAL YEAR 2024

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
<b>CASH, BEGINNING</b>	-	34,509	13,700	54,924	59,007	63,544	68,421	10,110	14,986	19,863	24,740	31,283
<b>REVENUES</b>												
FEFP	117,489	117,489	117,489	117,489	117,489	117,489	117,489	117,489	117,489	117,489	117,489	117,489
Food Service Revenue	-	2,117	4,234	4,234	4,234	4,234	4,234	4,234	4,234	4,234	4,234	2,117
NSLP Reimbursements	-	3,164	6,329	6,329	6,329	6,329	6,329	6,329	6,329	6,329	6,329	3,164
<b>TOTAL REVENUES</b>	<b>117,489</b>	<b>122,770</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>128,052</b>	<b>122,770</b>
<b>EXPENDITURES</b>												
<b>INSTRUCTION</b>												
High School Teachers	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
<b>Total Instruction Salaries</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>	<b>29,167</b>
Retirement	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349	4,349
Social Security Tax	2,231	2,263	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,263
Health Insurance	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100
Workers Compensation	292	292	292	292	292	292	292	292	292	292	292	292
Unemployment Tax	788	535	-	-	-	-	-	-	-	-	-	-
<b>Total Instruction Benefits</b>	<b>16,759</b>	<b>16,539</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,036</b>	<b>16,004</b>
Contracted Services - Tuition	-	43,188	-	-	-	-	43,188	-	-	-	-	-
Copier Rental/Printing	667	667	667	667	667	667	667	667	667	667	667	667
Supplies	2,245	816	816	816	816	816	816	816	816	816	816	816
Textbooks	-	20,000	-	-	-	-	20,000	-	-	-	-	-
Substitutes	-	420	840	840	840	840	840	840	840	840	840	420
<b>Total Instruction Other</b>	<b>2,912</b>	<b>65,091</b>	<b>2,323</b>	<b>2,323</b>	<b>2,323</b>	<b>2,323</b>	<b>65,511</b>	<b>2,323</b>	<b>2,323</b>	<b>2,323</b>	<b>2,323</b>	<b>1,903</b>
<b>Total Instruction</b>	<b>48,838</b>	<b>110,797</b>	<b>47,526</b>	<b>47,526</b>	<b>47,526</b>	<b>47,526</b>	<b>110,714</b>	<b>47,526</b>	<b>47,526</b>	<b>47,526</b>	<b>47,526</b>	<b>47,073</b>
<b>EXCEPTIONAL INSTRUCTION</b>												
ESE Teacher/Specialist	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
<b>Total Exceptional Instruction Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>	<b>4,167</b>
Retirement	-	-	-	621	621	621	621	621	621	621	621	621
Social Security Tax	-	5	9	328	328	328	328	328	328	328	328	323
Health Insurance	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300
Workers Compensation	-	-	-	42	42	42	42	42	42	42	42	42
Unemployment Tax	-	-	-	113	76	-	-	-	-	-	-	-
<b>Total Exceptional Instruction Benefits</b>	<b>1,300</b>	<b>1,305</b>	<b>1,309</b>	<b>2,403</b>	<b>2,367</b>	<b>2,291</b>	<b>2,291</b>	<b>2,291</b>	<b>2,291</b>	<b>2,291</b>	<b>2,291</b>	<b>2,286</b>
Contracted Services	-	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	500
Supplies	200	73	73	73	73	73	73	73	73	73	73	73
Substitutes	-	60	120	120	120	120	120	120	120	120	120	60
<b>Total Exceptional Instruction Other</b>	<b>200</b>	<b>633</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>1,193</b>	<b>633</b>
<b>Total Exceptional Instruction Services</b>	<b>1,500</b>	<b>1,937</b>	<b>2,502</b>	<b>7,763</b>	<b>7,727</b>	<b>7,650</b>	<b>7,650</b>	<b>7,650</b>	<b>7,650</b>	<b>7,650</b>	<b>7,650</b>	<b>7,086</b>

**TALLAHASSEE COLLEGIATE ACADEMY  
PROJECTED CASH FLOWS  
FISCAL YEAR 2024**

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
<b>STUDENT SUPPORT SERVICES</b>												
School Counselor	-	-	-	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
<b>Total Student Support Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>	<b>4,583</b>
Retirement	-	-	-	683	683	683	683	683	683	683	683	683
Social Security Tax	-	-	-	351	351	351	351	351	351	351	351	351
Health Insurance	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300
Workers Compensation	-	-	-	46	46	46	46	46	46	46	46	46
Unemployment Tax	-	-	-	124	65	-	-	-	-	-	-	-
<b>Total Student Support Benefits</b>	<b>1,300</b>	<b>1,300</b>	<b>1,300</b>	<b>2,504</b>	<b>2,445</b>	<b>2,380</b>	<b>2,380</b>	<b>2,380</b>	<b>2,380</b>	<b>2,380</b>	<b>2,380</b>	<b>2,380</b>
Contracted Services	-	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	500
Supplies	240	87	87	87	87	87	87	87	87	87	87	87
<b>Total Student Support Other</b>	<b>240</b>	<b>587</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>1,087</b>	<b>587</b>
<b>Total Student Support Services</b>	<b>1,540</b>	<b>1,887</b>	<b>2,387</b>	<b>8,174</b>	<b>8,116</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>8,050</b>	<b>7,550</b>
<b>INSTRUCTION-RELATED TECHNOLOGY</b>												
Contracted IT Services	1	-	-	-	-	-	-	-	-	-	-	-
<b>CURRICULUM DEVELOPMENT</b>												
Supplies	2,000	727	727	727	727	727	727	727	727	727	727	727
<b>STAFF TRAINING</b>												
Contracted Services	1	-	-	-	-	-	-	-	-	-	-	-
<b>BOARD</b>												
Legal Fees	1,000	364	364	364	364	364	364	364	364	364	364	364
Travel / Training	83	83	83	83	83	83	83	83	83	83	83	83
Licenses & Fees	500	182	182	182	182	182	182	182	182	182	182	182
Sponsor Admin Fee	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874
<b>Total Board</b>	<b>7,458</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>	<b>6,503</b>
<b>SCHOOL ADMINISTRATION</b>												
Principal	-	-	-	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167
Assistant Principal of Curriculum	-	-	-	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Administrative Support	-	-	-	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
<b>Total Administration Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>	<b>20,667</b>
Retirement	-	-	-	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081
Social Security Tax	-	-	-	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581
Health Insurance	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200
Workers Compensation	-	-	-	207	207	207	207	207	207	207	207	207
Unemployment Tax	-	-	-	558	198	-	-	-	-	-	-	-
<b>Total Administration Benefits</b>	<b>5,200</b>	<b>5,200</b>	<b>5,200</b>	<b>10,627</b>	<b>10,267</b>	<b>10,069</b>	<b>10,069</b>	<b>10,069</b>	<b>10,069</b>	<b>10,069</b>	<b>10,069</b>	<b>10,069</b>
Travel	417	417	417	417	417	417	417	417	417	417	417	417
Postage	100	100	100	100	100	100	100	100	100	100	100	100
Marketing	417	417	417	417	417	417	417	417	417	417	417	417
Supplies	1,200	436	436	436	436	436	436	436	436	436	436	436
Software	2,000	727	727	727	727	727	727	727	727	727	727	727
<b>Total Administration Other</b>	<b>4,133</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>	<b>2,097</b>
<b>Total School Administration</b>	<b>9,333</b>	<b>7,297</b>	<b>7,297</b>	<b>33,391</b>	<b>33,031</b>	<b>32,833</b>	<b>32,833</b>	<b>32,833</b>	<b>32,833</b>	<b>32,833</b>	<b>32,833</b>	<b>32,833</b>

TALLAHASSEE COLLEGIATE ACADEMY  
PROJECTED CASH FLOWS  
FISCAL YEAR 2024

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
<b>FISCAL</b>												
Contracted Services - Backoffice Business Services	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125
Contracted Services - Payroll Processing	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Fiscal</b>	<u><b>3,126</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>	<u><b>3,125</b></u>
<b>FOOD SERVICE</b>												
Student Meals	-	5,456	10,912	10,912	10,912	10,912	10,912	10,912	10,912	10,912	10,912	5,456
<b>Total Food Service</b>	<u>-</u>	<u><b>5,456</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>10,912</b></u>	<u><b>5,456</b></u>
<b>TRANSPORTATION</b>												
<b>PLANT OPERATIONS</b>												
Insurances	5,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	-
Facility Lease	1	-	-	-	-	-	-	-	-	-	-	-
Common Area Maintenance	1	-	-	-	-	-	-	-	-	-	-	-
Custodial Supplies	833	833	833	833	833	833	833	833	833	833	833	833
<b>Total Plant Operations</b>	<u><b>5,835</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>2,500</b></u>	<u><b>833</b></u>	<u><b>833</b></u>
<b>Contingency</b>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>	<u><b>3,348</b></u>
<b>TOTAL EXPENDITURES</b>	<u><b>82,981</b></u>	<u><b>143,579</b></u>	<u><b>86,828</b></u>	<u><b>123,969</b></u>	<u><b>123,515</b></u>	<u><b>123,175</b></u>	<u><b>186,363</b></u>	<u><b>123,175</b></u>	<u><b>123,175</b></u>	<u><b>123,175</b></u>	<u><b>121,508</b></u>	<u><b>114,536</b></u>
<b>EXCESS REVENUES OVER EXPENDITURES</b>	<u><b>34,509</b></u>	<u><b>(20,808)</b></u>	<u><b>41,224</b></u>	<u><b>4,083</b></u>	<u><b>4,537</b></u>	<u><b>4,877</b></u>	<u><b>(58,311)</b></u>	<u><b>4,877</b></u>	<u><b>4,877</b></u>	<u><b>4,877</b></u>	<u><b>6,543</b></u>	<u><b>8,235</b></u>
<b>CASH, ENDING</b>	<u><b>34,509</b></u>	<u><b>13,700</b></u>	<u><b>54,924</b></u>	<u><b>59,007</b></u>	<u><b>63,544</b></u>	<u><b>68,421</b></u>	<u><b>10,110</b></u>	<u><b>14,986</b></u>	<u><b>19,863</b></u>	<u><b>24,740</b></u>	<u><b>31,283</b></u>	<u><b>39,518</b></u>

**TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET AT 75% ENROLLMENT  
FISCAL YEARS 2024 - 2028**

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	150	225	300	300	300	
<b>FUND BALANCE, BEGINNING</b>	<u>-</u>	<u>12,901</u>	<u>48,823</u>	<u>116,032</u>	<u>179,532</u>	
<b>REVENUES</b>						
FEFP	1,057,402	1,626,511	2,205,603	2,227,659	2,249,935	2021-22 FEFP 1st Calc; ELL: 2%; ESE: Disabilities 10% and Gifted 2%; Dual Enrollment Supplies 10th at 0.5 FTE and 11th & 12th at 1 FTE; 1% Yearly Inflation begin Year 2;
Food Service Revenue	31,752	48,104	64,780	65,428	66,083	Assumes 70% student lunch participation; Assumes 65% of those participating qualify for lunch at \$4 / lunch at 180 days;
NSLP Reimbursements	47,465	71,910	96,839	97,807	98,785	Assumes 70% student lunch participation; Assumes 35% of those participating qualify for free lunch at \$4.33 / lunch at 180 days; (2022-23 NSLP Rates)
Start-up Funding	-	-	-	-	-	Start-up Funding see Attachment Z
<b>TOTAL REVENUES</b>	<u>1,136,619</u>	<u>1,746,525</u>	<u>2,367,222</u>	<u>2,390,894</u>	<u>2,414,803</u>	
<b>EXPENDITURES</b>						Salaries at 1.5% yearly increase; Non salary expense at 1% yearly inflation;
<b>INSTRUCTION - 5100</b>						
High School Teachers	250,000	253,750	257,556	261,420	265,341	See "Staffing Plan"; Avg Salary at \$50,000;
Paraprofessionals	-	-	25,756	26,142	26,534	See "Staffing Plan"; Avg Salary at \$25,000 ;
<b>Total Instruction Salaries</b>	<u>250,000</u>	<u>253,750</u>	<u>283,312</u>	<u>287,562</u>	<u>291,875</u>	
Retirement	37,275	37,834	42,242	42,875	43,519	FRS at 14.91% of gross salaries
Social Security Tax	19,584	19,875	22,142	22,471	22,806	7.65% of gross salaries
Health Insurance	78,000	78,780	95,481	96,436	97,401	\$1300 / employee / month
Workers Compensation	2,500	2,538	2,833	2,876	2,919	1% of gross salaries
Unemployment Tax	945	945	1,134	1,134	1,134	2.7% of first \$7,000 per staff
<b>Total Instruction Benefits</b>	<u>138,304</u>	<u>139,972</u>	<u>163,832</u>	<u>165,793</u>	<u>167,778</u>	
Contracted Services - Tuition	64,782	196,289	330,421	333,725	337,062	\$71.98 / credit hours at 24 credit hours / 11&12th grade student / year and 12 credit hours / 10th grade student / year
Software	-	11,363	15,302	15,455	15,609	\$50 per student per year; Year 1 in startup grant;
Copier Rental/Printing	7,500	8,333	9,181	9,273	9,304	\$500 per month + \$10 / student
Supplies	8,375	12,246	16,194	16,356	16,520	\$50 per student + \$175 per classroom teacher
Textbooks	30,000	90,900	153,015	154,545	171,700	Dual Enr at \$100 / class at 8 classes / 11&12th grade student / year and 4 classes / 10th grade student / year + Year 5: \$15,000 9th-10th grades renewal 10 days per teacher at \$120 per day
Substitutes	6,000	6,060	6,121	6,182	6,244	
<b>Total Instruction Other</b>	<u>116,657</u>	<u>325,191</u>	<u>530,233</u>	<u>535,535</u>	<u>556,438</u>	
<b>Total Instruction</b>	<u>504,961</u>	<u>718,913</u>	<u>977,376</u>	<u>988,889</u>	<u>1,016,090</u>	



**TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET AT 75% ENROLLMENT  
FISCAL YEARS 2024 - 2028**

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	150	225	300	300	300	
<b>EXCEPTIONAL INSTRUCTION - 5200</b>						
ESE Teacher/Specialist	37,500	50,750	51,511	52,284	53,068	See "Staffing Plan"; Avg Salary at \$50,000; Yr 1 Jul-Sep covered by startup grant;
<b>Total Exceptional Instruction Salaries</b>	<b>37,500</b>	<b>50,750</b>	<b>51,511</b>	<b>52,284</b>	<b>53,068</b>	
Retirement	5,591	7,567	7,680	7,796	7,912	FRS at 14.91% of gross salaries
Social Security Tax	2,961	3,975	4,034	4,094	4,155	7.65% of gross salaries
Health Insurance	15,600	15,756	15,914	16,073	16,233	\$1300 / employee / month
Workers Compensation	375	508	515	523	531	1% of gross salaries
Unemployment Tax	189	189	189	189	189	2.7% of first \$7,000 per staff
<b>Total Exceptional Instruction Benefits</b>	<b>24,716</b>	<b>27,994</b>	<b>28,332</b>	<b>28,674</b>	<b>29,021</b>	
Contracted Services	7,500	11,615	15,302	15,455	15,609	\$500 per ESE student w/ disabilities at 10% of students (therapy)
Supplies	750	1,136	1,530	1,545	1,561	\$5 per student
Substitutes	1,200	1,212	1,224	1,236	1,249	10 days per teacher at \$120 per day
<b>Total Exceptional Instruction Other</b>	<b>9,450</b>	<b>13,963</b>	<b>18,056</b>	<b>18,236</b>	<b>18,419</b>	
<b>Total Exceptional Instruction Services</b>	<b>71,666</b>	<b>92,708</b>	<b>97,899</b>	<b>99,195</b>	<b>100,508</b>	
<b>STUDENT SUPPORT SERVICES - 6100</b>						
School Counselor	41,250	55,825	84,994	86,268	87,562	See "Staffing Plan"; Avg Salary at \$55,000; Yr 1 Jul-Sep covered by startup grant;
<b>Total Student Support Salaries</b>	<b>41,250</b>	<b>55,825</b>	<b>84,994</b>	<b>86,268</b>	<b>87,562</b>	
Retirement	6,150	8,324	12,673	12,863	13,056	FRS at 14.91% of gross salaries
Social Security Tax	3,156	4,271	6,502	6,600	6,699	7.65% of gross salaries
Health Insurance	15,600	15,756	23,870	24,109	24,350	\$1300 / employee / month
Workers Compensation	413	558	850	863	876	1% of gross salaries
Unemployment Tax	189	189	284	284	284	2.7% of first \$7,000 per staff
<b>Total Student Support Benefits</b>	<b>25,508</b>	<b>29,097</b>	<b>44,178</b>	<b>44,717</b>	<b>45,263</b>	
Contracted Services	7,500	11,363	15,302	15,455	15,609	\$50 per student (therapy)
Supplies	900	1,364	1,836	1,855	1,873	\$6 per student
<b>Total Student Support Other</b>	<b>8,400</b>	<b>12,726</b>	<b>17,138</b>	<b>17,309</b>	<b>17,482</b>	
<b>Total Student Support Services</b>	<b>75,158</b>	<b>97,648</b>	<b>146,310</b>	<b>148,295</b>	<b>150,308</b>	
<b>CURRICULUM DEVELOPMENT - 6300</b>						
Testing Coordinator	-	27,913	28,331	28,756	29,187	See "Staffing Plan"; Avg Salary at \$55,000;
<b>Total Curriculum Development Salaries</b>	<b>-</b>	<b>27,913</b>	<b>28,331</b>	<b>28,756</b>	<b>29,187</b>	
Retirement	-	4,162	4,224	4,288	4,352	FRS at 14.91% of gross salaries
Social Security Tax	-	2,135	2,167	2,200	2,233	7.65% of gross salaries
Health Insurance	-	7,878	7,957	8,036	8,117	\$1300 / employee / month
Workers Compensation	-	279	283	288	292	1% of gross salaries
Unemployment Tax	-	95	95	95	95	2.7% of first \$7,000 per staff
<b>Total Curriculum Development Benefits</b>	<b>-</b>	<b>14,549</b>	<b>14,726</b>	<b>14,906</b>	<b>15,088</b>	
Supplies	7,500	11,363	15,302	15,455	15,609	\$50 per student per year
<b>Total Curriculum Development Other</b>	<b>7,500</b>	<b>11,363</b>	<b>15,302</b>	<b>15,455</b>	<b>15,609</b>	
<b>Total Curriculum Development Services</b>	<b>7,500</b>	<b>53,824</b>	<b>58,359</b>	<b>59,116</b>	<b>59,884</b>	

**TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET AT 75% ENROLLMENT  
FISCAL YEARS 2024 - 2028**

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	150	225	300	300	300	
<b>STAFF DEVELOPMENT - 6400</b>						
<b>Contracted Services - Travel/Training</b>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	Provided by Sponsor
<b>INSTRUCTION-RELATED TECHNOLOGY - 6500</b>						
<b>Contracted IT Services</b>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	Provided by Sponsor
<b>BOARD - 7100</b>						
Legal Fees	5,000	5,050	5,101	5,152	5,203	Yr. 1- 5: \$5,000;
Contracted Services - Audit	-	10,000	10,100	10,201	10,303	Estimated \$10,000 per year starting in Yr. 2
Travel / Training	1,000	1,010	1,020	1,030	1,041	Yr. 1 - 5: Estimated \$1,000 per year
Licenses & Fees	2,500	2,525	2,550	2,576	2,602	Estimated \$2,500 per year
Sponsor Admin Fee	52,870	81,326	91,900	92,819	93,747	5% FEFP capped at 250 FTE
<b>Total Board</b>	<u><b>61,370</b></u>	<u><b>99,911</b></u>	<u><b>110,671</b></u>	<u><b>111,778</b></u>	<u><b>112,895</b></u>	
<b>SCHOOL ADMINISTRATION - 7300</b>						
Principal	73,500	99,470	100,962	102,476	104,014	See "Staffing Plan"; Avg Salary at \$98,000; Yr 1 Jul-Sep covered by startup grant;
Assistant Principal of Curriculum	-	76,125	77,267	78,426	79,602	See "Staffing Plan"; Avg Salary at \$75,000; Yr 1 Jul-Sep covered by startup grant;
Administrative Support	56,250	76,125	113,325	115,025	116,750	See "Staffing Plan"; Avg Salaries: Office Manager \$40,000, Registrar \$35,000, Front Desk Clerk \$35,000; Yr 1 Jul-Sep covered by startup grant;
<b>Total Administration Salaries</b>	<u><b>129,750</b></u>	<u><b>251,720</b></u>	<u><b>291,554</b></u>	<u><b>295,927</b></u>	<u><b>300,366</b></u>	
Retirement	19,346	37,531	43,471	44,123	44,785	FRS at 14.91% of gross salaries
Social Security Tax	9,926	19,257	22,304	22,638	22,978	7.65% of gross salaries
Health Insurance	46,800	63,024	79,568	80,363	81,167	\$1300 / employee / month
Workers Compensation	1,298	2,517	2,916	2,959	3,004	1% of gross salaries
Unemployment Tax	567	756	945	945	945	2.7% of first \$7,000 per staff
<b>Total Administration Benefits</b>	<u><b>77,936</b></u>	<u><b>123,085</b></u>	<u><b>149,203</b></u>	<u><b>151,029</b></u>	<u><b>152,878</b></u>	
Travel	5,000	5,050	5,101	5,152	5,203	\$5,000 per year
Postage	900	1,364	1,836	1,855	1,873	\$6 per student
Marketing	5,000	5,050	5,101	5,152	5,203	Yr. 1 - 5: \$5,000 per year;
Supplies	6,000	6,060	6,121	6,182	6,244	\$6,000 per year;
Software	10,000	10,100	10,201	10,303	10,406	\$10,000 per year
<b>Total Administration Other</b>	<u><b>26,900</b></u>	<u><b>27,624</b></u>	<u><b>28,359</b></u>	<u><b>28,642</b></u>	<u><b>28,929</b></u>	
<b>Total School Administration</b>	<u><b>234,586</b></u>	<u><b>402,429</b></u>	<u><b>469,115</b></u>	<u><b>475,598</b></u>	<u><b>482,173</b></u>	
<b>FISCAL - 7500</b>						
Contracted Services - Backoffice Business Serv	29,000	43,265	54,956	55,506	56,061	2.8% of net FEFP Yr 1, 2.6% Yr 2-5;
Contracted Services - Payroll Processing	1	1	1	1	1	Provided by Sponsor
<b>Total Fiscal</b>	<u><b>29,001</b></u>	<u><b>43,266</b></u>	<u><b>54,957</b></u>	<u><b>55,507</b></u>	<u><b>56,062</b></u>	

TALLAHASSEE COLLEGIATE ACADEMY  
OPERATING BUDGET AT 75% ENROLLMENT  
FISCAL YEARS 2024 - 2028

	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>FY28</u>	<b>Narrative:</b>
<b>ENROLLMENT</b>	150	225	300	300	300	
<b>FOOD SERVICE - 7600</b>						
<b>Student Meals</b>	<u>81,837</u>	<u>123,983</u>	<u>166,964</u>	<u>168,633</u>	<u>170,320</u>	Assumes 70% student lunch participation; \$4.33 / student / day at 180 days
<b>PLANT OPERATIONS - 7900</b>						
School Safety Officer	-	-	47,056	47,761	48,478	See "Staffing Plan"; Avg Salary at \$45,000; Provided by Sponsor Yr 1 - 2;
<b>Total Plant Operations Salaries</b>	<u>-</u>	<u>-</u>	<u>47,056</u>	<u>47,761</u>	<u>48,478</u>	
Retirement	-	-	7,016	7,121	7,228	Contribution at 3% of gross salaries
Social Security Tax	-	-	3,600	3,654	3,709	7.65% of gross salaries
Health Insurance	-	-	15,914	16,073	16,233	\$1300 / employee / month
Workers Compensation	-	-	471	478	485	1% of gross salaries
Unemployment Tax	-	-	189	189	189	2.7% of first \$7,000 per staff
<b>Total Plant Operations Benefits</b>	<u>-</u>	<u>-</u>	<u>27,189</u>	<u>27,514</u>	<u>27,844</u>	
Insurances	20,000	20,200	20,402	20,606	20,812	Estimated \$20,000 per year (E&O, GL, etc.)
Facility Lease	1	1	37,500	37,500	37,500	Yr 3-Yr 5: \$250 / 9-10th student
Common Area Maintenance	1	1	7,500	7,500	7,500	Yr 3-5: \$50 / 9-10th student
Custodial Supplies	7,500	11,363	15,302	15,455	15,609	\$50 per student per year;
<b>Total Plant Operations Other</b>	<u>27,502</u>	<u>31,565</u>	<u>80,704</u>	<u>81,061</u>	<u>81,421</u>	
<b>Total Plant Operations</b>	<u>27,502</u>	<u>31,565</u>	<u>154,948</u>	<u>156,336</u>	<u>157,743</u>	
 Contingency	<u>30,136</u>	<u>46,356</u>	<u>63,411</u>	<u>64,045</u>	<u>64,686</u>	3% contingency (net FEFP)
<b>TOTAL EXPENDITURES</b>	<u>1,123,718</u>	<u>1,710,603</u>	<u>2,300,012</u>	<u>2,327,395</u>	<u>2,370,671</u>	
<b>EXCESS REVENUES OVER EXPENDITURES</b>	<u>12,901</u>	<u>35,922</u>	<u>67,210</u>	<u>63,500</u>	<u>44,132</u>	
<b>FUND BALANCE, ENDING</b>	<u>12,901</u>	<u>48,823</u>	<u>116,032</u>	<u>179,532</u>	<u>223,664</u>	

TALLAHASSEE COLLEGIATE ACADEMY  
STAFFING PLAN AT 75% ENROLLMENT

Name	Position	FY24			FY25			FY26			FY27			FY28		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	50,000	5.0	250,000	50,750	5.0	253,750	51,511	5.0	257,556	52,284	5.0	261,420	53,068	5.0	265,341
	<b>Instructional</b>		<b>5.0</b>	<b>250,000</b>		<b>5.0</b>	<b>253,750</b>		<b>5.0</b>	<b>257,556</b>		<b>5.0</b>	<b>261,420</b>		<b>5.0</b>	<b>265,341</b>
TBA	Paraprofessional - Acad. Advisor S	25,000	-	-	25,375	-	-	25,756	1.0	25,756	26,142	1.0	26,142	26,534	1.0	26,534
	<b>Paraprofessionals</b>		-	-		-	-		<b>1.0</b>	<b>25,756</b>		<b>1.0</b>	<b>26,142</b>		<b>1.0</b>	<b>26,534</b>
TBA	ESE Teacher/Specialist	50,000	1.0	50,000	50,750	1.0	50,750	51,511	1.0	51,511	52,284	1.0	52,284	53,068	1.0	53,068
	<b>Exceptional Instruction</b>		<b>1.0</b>	<b>50,000</b>		<b>1.0</b>	<b>50,750</b>		<b>1.0</b>	<b>51,511</b>		<b>1.0</b>	<b>52,284</b>		<b>1.0</b>	<b>53,068</b>
TBA	School Counselor	55,000	1.0	55,000	55,825	1.0	55,825	56,662	1.5	84,994	57,512	1.5	86,268	58,375	1.5	87,562
	<b>Student Support</b>		<b>1.0</b>	<b>55,000</b>		<b>1.0</b>	<b>55,825</b>		<b>1.5</b>	<b>84,994</b>		<b>1.5</b>	<b>86,268</b>		<b>1.5</b>	<b>87,562</b>
TBA	Testing Coordinator	55,000	-	-	55,825	0.5	27,913	56,662	0.5	28,331	57,512	0.5	28,756	58,375	0.5	29,187
	<b>Curriculum</b>		-	-		<b>0.5</b>	<b>27,913</b>		<b>0.5</b>	<b>28,331</b>		<b>0.5</b>	<b>28,756</b>		<b>0.5</b>	<b>29,187</b>
TBA	Principal	98,000	1.0	98,000	99,470	1.0	99,470	100,962	1.0	100,962	102,476	1.0	102,476	104,014	1.0	104,014
TBA	Assistant Principal of Curriculum	75,000	-	-	76,125	1.0	76,125	77,267	1.0	77,267	78,426	1.0	78,426	79,602	1.0	79,602
	<b>Administrators</b>		<b>1.0</b>	<b>98,000</b>		<b>2.0</b>	<b>175,595</b>		<b>2.0</b>	<b>178,229</b>		<b>2.0</b>	<b>180,902</b>		<b>2.0</b>	<b>183,616</b>
TBA	Office Manager/Admin Asst	40,000	1.0	40,000	40,600	1.0	40,600	41,209	1.0	41,209	41,827	1.0	41,827	42,455	1.0	42,455
TBA	Registrar	35,000	0.5	17,500	35,525	0.5	17,763	36,058	1.0	36,058	36,599	1.0	36,599	37,148	1.0	37,148
TBA	Front Desk Clerk	35,000	0.5	17,500	35,525	0.5	17,763	36,058	1.0	36,058	36,599	1.0	36,599	37,148	1.0	37,148
	<b>Admin Support</b>		<b>2.0</b>	<b>75,000</b>		<b>2.0</b>	<b>76,125</b>		<b>3.0</b>	<b>113,325</b>		<b>3.0</b>	<b>115,025</b>		<b>3.0</b>	<b>116,750</b>
TBA	School Safety Officer	45,000	-	-	45,675	-	-	47,056	1.0	47,056	47,761	1.0	47,761	48,478	1.0	48,478
	<b>Security</b>		-	-		-	-		<b>1.0</b>	<b>47,056</b>		<b>1.0</b>	<b>47,761</b>		<b>1.0</b>	<b>48,478</b>
<b>Total</b>			<b>10.0</b>	<b>528,000</b>		<b>11.5</b>	<b>639,958</b>		<b>15.0</b>	<b>786,757</b>		<b>15.0</b>	<b>798,558</b>		<b>15.0</b>	<b>810,537</b>

\*Includes 1.5% annual increase

## **Attachment Y. Proposed Start-up Budget**

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Tallahassee Community College

B) DOE Assigned Project Number:

C) TAPS Number:

22B110

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	53000	Salaries: CTE Charter School Director	1	\$ 85,000.00	100			
	59200	Retirement contribution for Director - calculated at 11% (rounded to accommodate anticipated change in July '22) of total salary		\$ 9,350.00	100			
	59100	Social Security: Social Security contribution for Director - calculated at 7.65% of total salary		\$ 6,502.50	100			
	59700	Health insurance benefits for Director - calculated at \$689.81 x 12 mos. = \$8,277.72 annually		\$ 8,277.72	100			
	59700	Life insurance benefits for Director - calculated at \$30 x 12 mos. = \$360 annually		\$ 360.00	100			
	53000	Salaries: CTE Applied Science Advisor	1	\$ 46,340.00	100			
	59200	Retirement contribution for CTE Applied Science Advisor - calculated at 11% (rounded to accommodate anticipated change in July '22) of total salary		\$ 5,097.40	100			
	59100	Social Security: Social Security contribution for AS Advisor - calculated at 7.65% of total salary		\$ 3,545.00	100			
	59700	Health insurance benefits for AS Advisor - calculated at \$689.81 x 12 mos. = \$8,277.72 annually		\$ 8,277.72	100			
	59700	Life insurance benefits for AS Advisor - calculated at \$30 x 12 mos. = \$360 annually		\$ 360.00	100			
	53000	Salaries: Admissions & Recruiting Coordinator	1	\$ 50,000.00	100			

	592	Retirement contribution for Admissions & Recruiting Coordinator - calculated at 11% (rounded to accommodate anticipated change in July '22) of total salary		\$ 5,500.00	100			
	591	Social Security: Social Security contribution for Admissions Coordinator - calculated at 7.5% of total salary		\$ 3,750.00	100			
	597	Health and Life insurance benefits for Admissions & Recruiting Coordinator - calculated at \$689.81 x 12 mos. = \$8,277.72 annually		\$ 8,277.72	100			
	59700	Life insurance benefits for Admission & Recruiting Coordinator - calculated at \$30 x 12 mos. = \$360 annually		\$ 360.00	100			
	53000	Salaries: Internship Coordinator		\$ 50,000.00	100			
	59200	Retirement contribution for Internship Coordinator - calculated at 11% (rounded to accommodate anticipated change in July '22) of total salary		\$ 5,500.00	100			
	59100	Social Security: Social Security contribution for Internship Coordinator - calculated at 7.65% of total salary		\$ 3,750.00	100			
	59700	Health insurance benefits for Internship Coordinator - calculated at \$689.81 x 12 mos. = \$8,277.72 annually		\$ 8,277.72	100			
	59700	Life insurance benefits for Internship Coordinator - calculated at \$30 x 12 mos. = \$360 annually		\$ 360.00	100			
	53000	Salaries: School bookkeeper/admin assist	1	\$ 35,000.00	100			
	59200	Retirement contribution for Bookkeeper - calculated at 11% (rounded to accommodate anticipated change in July '22) of total salary		\$ 3,500.00	100			
	59100	Social Security: Social Security contribution for Bookkeeper - calculated at 7.65% of total salary		\$ 2,677.50	100			
	59700	Health insurance benefits for Bookkeeper- calculated at \$689.81 x 12 mos. = \$8,277.72 annually		\$ 8,277.72	100			
	59700	Life insurance benefits for Bookkeeper- - calculated at \$30 x 12 mos. = \$360 annually		\$ 360.00	100			
	53000	Salaries: High School Instructors (less than 1 year of experience at Bachelors = \$41,177)	5	\$ 205,885.00	100			
	59200	Retirement contribution for High School Instructors - calculated at 11% (rounded to accommodate anticipated change in July '22) of total salary (\$4117.77 each)		\$ 22,647.35	100			

	59100	Social Security: Social Security contribution for High School Instructors - calculated at 7.65% of total salary (\$3,150.04)		\$ 15,750.20	100			
	59700	Health and Life insurance benefits for High School Instructors - calculated at \$689.81 x 12 mos. = \$8,277.72 annually		\$ 41,388.60	100			
	70000	Computers, Monitors, Keyboard, Mouse for Director, Advisor, Coordinator, Admin. Assistant, High School Instructors @ \$5000 each		\$ 45,000.00	100			
	70000	Software for high school schedule tracking		\$ 125,000.00	100			
	64500	Level 2 Fingerpinting (\$60 @ 200)		\$ 12,000.00	100			
	65500	Instructional Materials (required textbooks)		\$ 273,680.56	100			
	65500	Lab Equipment (trainers for Building Automation program)		\$ 273,680.57	100			
	65500	Lab supplies/consumables for Medical Laboratory Technology program		\$ 273,680.57	100			
	53000	Summer Immersive Experience Salary - faculty at \$5000 per academic program for 3 programs for 12 faculty		\$ 54,000.00	100			
	59100	Social Security: Social Security contribution for Faculty - calculated at 1.45% of total salary (\$72.50)		\$ 438.00	100			
	70000	Laptops for Students (\$300 @ 500)		\$ 150,000.00	100			
	676	Indirect Cost @ 8% - approved rate		\$ 148,148.15	100			
<b>D) TOTAL</b>				<b>\$ 2,000,000.00</b>				



### DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

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**Signature:**

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**Title:**

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**Date:**

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### DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

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**Signature:**

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**Title:**

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**Date:**

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