



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
RESEARCH, ASSESSMENT & EVALUATION, SCHOOL IMPROVEMENT, AND SCHOOL CHOICE
1960 LANDINGS BOULEVARD SARASOTA, FLORIDA 34231-3331
TELEPHONE (941) 927-9000 • FAX (941) 927-4021

OFFICE OF CHARTER SCHOOLS

MEMORANDUM

To: School Board Members

From: Deb Metheny, Supervisor, Choice and Charter Schools
Staff for the Charter Review Committee

Date: October 15, 2010

Re: Summary Comments for Charter School applications

On August 1, 2010 the district received nine applications for new charter schools to open in the fall of 2011. Since that time, several of the applicants have withdrawn their applications and we now have three candidates for your review. A complete application from the remaining three applicants is available to you in the Board Office. The Charter Review Committee (CRC), along with a charter school consultant, has carefully reviewed each application for its compliance with statute and its evidence of meeting standards necessary for the operation of a high quality charter school. Each applicant was allowed to present the key features of their application and receive feedback from the Charter Review Committee early in the review process. A copy of the tape of that session is available for your review.

Since the presentation by the applicants, the CRC members have individually and collectively reviewed the applications and provided feedback on all components of the applications. Applicants were allowed to clarify or amend their applications based upon that feedback until September 22, 2010. In addition, the applicants were invited to a final clarification interview on October 7th to discuss any unresolved issues or concerns of the Charter Review Committee. A copy of the tape of those interview sessions is available for your review. The attached evaluations reflect the exact comments of CRC members and the applicants themselves as well as summary comments reflective of the extent to which the CRC believes the standards have been met in the applications. Hopefully, these comments will be helpful to you as you prepare for your workshop with these applicants next Tuesday, October 19, 2010.

The applicants will receive these summary reviews today so they will be aware of the areas of continued concern raised by the reviewers. The applicants are also aware that the Board may have additional questions that they may be called upon to address. Agenda items related to the approval of these applications are set for November 16, 2010.

Please feel free to call on me if there is anything I can do to assist you in preparing for your workshop.

Cc: Lori White, Superintendent
Natalie Roca, Executive Director, RAE



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**CHARTER REVIEW COMMITTEE
FINAL SUMMARY OF FINDINGS**

October, 2010

The Wellness Academy

Attached are the final findings from the district Charter Review Committee (CRC) related to the application of The Wellness Academy. School Board action is scheduled for November 16, 2010.

The following timeline has been used in the receipt and review of this application:

April 28, 2010	Orientation session for all new charter applicants
Aug. 1, 2010	Application received from The Wellness Academy
Aug. 19, 2010	Applicant presentation to CRC (taped)
Sept. 3, 2010	Initial CRC review response shared with the applicant
Sept. 16, 2010	Application responses and amendments received from the The Wellness Academy accepted
Oct. 7, 2010	Clarification interview conducted by the CRC with The Wellness Academy Board and staff (taped)
Oct. 15, 2010	Final summary comments related to the review shared with The Wellness Academy and School Board
Oct. 19, 2010	School Board workshop with applicant
Nov. 16, 2010	School Board vote on application

The CRC determined at the initial review of the application that **4** standards were completely met, **13** were partially met and **1** was not met. One standard does not apply. **Upon review of the revisions and supplemental materials submitted by the applicant, the CRC has determined that ALL of the standards have been fully met.** The applicant has met all deadlines and requirements of the application process.

The attached documents are those reviewed by the committee. The applicant's first revisions are noted in the "reference" column in the evaluation document. The actual changes to the application are included in the front of the application in the School Board office. In addition, materials that were submitted with the revisions are included with the evaluation document.

Florida Charter School Application Evaluation Instrument

THE WELLNESS ACADEMY

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

The Charter Review Committee found the application to be comprehensive in most areas. The application evidenced much preparation on the part of the applicant. The application has the support of a funding organization in the Venice community and the applicant has taken many steps toward the establishment of the school if the application is approved. The founding board members described their absolute support of the school and assured the CRC that the parent organization would supply resources to meet the needs of the school if the budget was not adequate. Several significant concerns were raised by the CRC during the review process and the applicant responded in a complete and timely manner.

The CRC was very concerned about the grade configuration proposed in the initial application. While the operation of a grades 5-9 school would be possible, the committee was concerned that the school could encounter many challenges that a traditional school configuration would not face. Issues of teacher certification, course offerings, individual student needs and other concerns were shared with the applicant. The application was amended by the applicant to propose a grades 6-8 configuration to the school.

The CRC initially found that the organizational structures, governance and budget components were ill-defined in the relationship of the school to the parent organization. The concept of shared services was applauded by the committee but the application lacked sufficient detail to be able to determine the efficacy of the board and staff roles, budgeted resources and operational effectiveness. The applicant completely re-worked the organizational structure, the board role and the budget to more clearly delineate the school as a more independent part of the overall organization. The applicant addressed most concerns of the CRC by a re-write of the organization by-laws, restructuring the organization and formulating a new budget to reflect more independence of the governing board. The ability of the governing board to carry out its statutory responsibilities is dependent upon having appropriate control of the school. The CRC would recommend that any charter, if offered to this applicant, contain safeguards for separation of interests and responsibilities in organization and finances between the school and any entities providing services to the school.

The applicant has addressed some of the CRC concerns related to broad performance goals. Initial concerns related to the ESE and ELL program services proposed by the applicant were addressed during revisions and interview. The business plan and budget proposed by the applicant are comprehensive and much more acceptable after their revisions.

Details of comments and concerns of the Charter Review Committee follow.

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 1 The applicant indicates a mission to promote preadolescent student achievement through rigorous infusion of wellness strategies into the learning of the Next Generation Sunshine State Standards (NGSSS) to enable students to live a healthful, enjoyable life.	1002.33 (2); (7)(a)1
Concerns and Additional Questions	Reference
FORF and MAZE are no longer in use from the state.	Deleted
Benchmark assessments – 6 @per year: need further clarification	?
CAR-PD training is encouraged (p. 6) – that will not meet state requirements	Added “highly qualified requirements of NCLB page 3

1. Final Comments from Charter Review Committee:

Standard is fully met.

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 13 The school identifies the target population as students in the Venice and North Port communities who feel that the wellness academy program will meet their educational needs.	1002.33 (10)(e) The Quality Education Act; S. 1003.03

Concerns and Additional Questions	Reference
<p>#2 - unusual mix of grades 5-9; may be difficult as a child enters or leaves this charter program; did not really answer question of "target population" - mentioned YRBS stats on overweight children, but no indication if children who have health issues will be the target for this school - if not, what makes this school unique?</p> <p>Concerns:</p> <p>Pg 13-14 The applicant provides no demographic data to support the school’s ability to attract its targeted enrollment.</p> <p>Pg 2 The school’s unusual grade configuration (Grades 5 to 9) may pose challenges for attracting students (i.e. what is it about the school’ program that will convince parents and students to forgo their final year at their elementary school (Grade 5) and also delay their entry into a traditional high school until grade 10?)</p> <p>#2 - unusual mix of grades 5-9; may be difficult as a child enters or leaves this charter program; did not really answer question of "target population" - mentioned YRBS stats on overweight children, but no indication if children who have health issues will be the target for</p>	<p>1002.33 (10)(e); (7)(a)(1); (6)(b)(2) The Quality Education Act; S. 1003.03</p> <p>Added page 14 district data on grade 6 with numbers and %.</p> <p>Included page 14</p> <p>Changed throughout section I</p>

this school - if not, what makes this school unique?	
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2. Final Comments from Charter Review Committee:

The CRC was initially concerned with the applicant’s proposal for a school with a grade 5-9 configuration. That educational program would be very difficult to manage with different course, teacher certification and staffing considerations. The Wellness Academy re-considered their plan, made a complete change in their application and is proposing a grade 6-8 model. With that change and several minor modifications to the target population, the CRC concludes:

The Standard is fully met.

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 15 The school’s program includes an extended school day providing additional instructional time for students.	1002.33 (7)(a)(2); (7)(a)(4)
Pg 16 The applicant intends to offer before and after school care to students and to partner with the South County YMCA to offer summer camp opportunities.	
Pg 16 The school will utilize a middle school teaming model	

<p>including a teacher advisory component to work with student in the areas of character education, career education, academic counseling, etc.</p> <p>Pg 19, Appendix A The applicant provides a detailed description of the proposed TIME instructional model, including a teacher planning guide, in Appendix A.</p> <p>Pg 21 The application describes the wellness focus of the school’s program through planned daily physical activity and wellness education.</p> <p>Pg 21-24 The application provides extensive documentation of the research base of the school’s proposed instructional program model.</p>	
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Concerns and Additional Questions	Reference
<p>30 minutes of instruction in science is not sufficient 30 minutes of instruction in math is not sufficient</p> <p>Integrated Curriculum certificate is not sufficient for any teacher teaching high school credit courses.</p> <p>Reading teachers MUST be reading certified or reading endorsed. CAR-PD training is not sufficient for level 1 students. Level 1 students are required to have a separate block of reading in addition to LA block.</p> <p>RtI – need an explanation of Tier 1, Tier 2, and 3</p> <p>Pg 15 The applicant states that, under the school’s A and B daily schedule rotation, students will receive instruction in core academic subjects every day. Does this provision comply with the requirement for 90 minutes of daily instruction in reading/language arts?</p> <p>Pg 16 The sample daily schedule provided doesn’t distinguish between an A day and a B day. Additional clarification is needed as to what the A day, B day, schedule will look like.</p> <p>Pg 17 The school intends to operate on a schedule of six, 6 week (30 days), grading periods. Is that schedule consistent with districts procedures and data reporting requirements? Will the six week grading periods be allowable for grade 9 (high school) students?</p> <p>Pg 19 Additional clarification is needed with regard to how the various instructional methodologies (i.e. TIME, direct instruction,</p>	<p>Pg 16 Changed page 16 CORE subject 45 minutes daily</p> <p>Pg. 17 Changed-No High School</p> <p>Pg 19 Corrected “certified reading teacher page</p> <p>Pg 20 Deleted Deleted page 16 added page 20</p> <p>Deleted page 16</p> <p>Changed to 9 weeks page 17</p> <p>See Appendix B Time Teacher Worksheet</p>

differentiated instruction, projects, cooperative learning, learning centers, Discipline Based Arts Education, etc.) will be incorporated into a cohesive instructional program and how staff will be trained to implement that program. It is also important to ensure that all of these methodologies are supported by the school's professional development plan and the school's budget.

Pg 19-20 The school's proposed instructional program model and list of instructional materials, should be reviewed by district curriculum staff to ensure that it is research based and appropriate for the school's target population.

3. Final Comments from Charter Review Committee:

The CRC was initially concerned with the large variety of instructional methodologies discussed in the application with a vagueness and lack of detail noted for program execution. While obvious that the applicant was well versed in education, it was unclear as to how a reading program would be incorporated into their schedule of course offerings. With a revision of the application and clarification of a schedule, more clarity exists and the committee concludes:

The Standard is fully met.

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

<p>You have placed importance on reading as you expect all of your teachers to be CAR PD trained.</p> <p>All students having a 90 min. reading block daily indicates that reading is an important focus of the school. (p 19)</p> <p>Pg 28-29 The applicant provides an overview of the curriculum at each grade level and provides additional information regarding the grade 9 program for high school students.</p> <p>Pg 30 The applicant identifies resources to be used by the school leader and teachers in curriculum mapping and aligning the curriculum with instruction and assessment.</p> <p>Pg 31 -55 The applicant provides an extensive description of the school’s curriculum including an overview and course descriptions in each subject area.</p> <p>Pg 56-57 The applicant provides a summary of the research base for the school’s curriculum.</p> <p>Pg 58-63 The applicant intends to follow the Sarasota School District Reading Plan and describes the school’s reading program.</p> <p>Pg 66-67 The applicant provides a description of the school’s wellness curriculum.</p>	<p>Pg. 6</p>
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Concerns and Additional Questions	Reference
<p>Throughout the application, correct the spelling to “Gates-McGinitie” reading assessment.</p>	<p>Pg. 4, 5 etc Changed throughout</p>
<p>Change the Florida Formula for Reading to 6+4 +ii + iii. (p9, 59). http://www.forpd.ucf.edu/newsletter/FLN200810/index.html</p>	<p>Changed page 51</p>
<p>Expenses for reading programs (p 20) do not appear to be reflected in the budget of \$140/student (p. 135).</p>	
<p>Current use for NGSSS is not Blooms Taxonomy, but Webb’s Level of Complexity</p>	<p>Changed page---these levels of learning are defined by Webb’s</p>
<p>Math – only offering course 1,2, and 3. any advanced or intervention courses?</p>	
<p>Integrated Science in grade 9 will not prepare students for Biology EOC</p>	<p>Deleted</p>
<p>There is no more LMS and Personal Fitness for high school</p>	<p>Deleted</p>

<p>MS reading needs to name the comprehensive core program that will be used for intensive reading courses</p> <p>Again, reading courses must be taught by reading endorsed or certified teacher – not CAR-PD.</p> <p>P. 68 : mastery is defined as 60%. District defines mastery at 80%</p> <p>#4 - would prefer to see a curriculum based on middle school programming only</p> <p>Pg 64-65 The school’s profession development plan seem “lean” in terms providing adequate time for training staff in the multiple instructional methodologies to be implemented at the school. A schedule for staff development including topics to be covered and priorities would be helpful.</p> <p>Pg 28-68 The school’s curriculum plan should be reviewed by district curriculum staff to ensure compliance with applicable local and state standards as well as the Sarasota School District Reading Plan.</p>	<p>Added page 59, curriculum courses</p> <p>Changed to certified reading teacher</p> <p>Deleted</p> <p>Changed throughout</p> <p>Stated that PD will be developed by the Reading Leadership Team and staff.</p> <p>Added professional development opportunities page 57</p>
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4. Final Comments from Charter Review Committee:

The curriculum plan for a revised grades 6-8 application seems much more manageable for the school. The CRC expressed concern that the budget for instructional materials to carry out the plan would be insufficient for the operation. During the clarification interview, the applicant governing board members assured the committee that appropriate resources would be made available from through the partnership with the YMCA if needed. The committee finds that:

The Standard is fully met.

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Goals are well written and comprehensive (but are assumed to apply to each of 5 years unless otherwise specified).	P. 69
Plans for monitoring student progress and using data to improve instruction are appropriate and sound	P.73-75
Use of electronic portfolios is a nice compliment to the other classroom assessment tools	
Pg 69 The applicant describes wellness goals to be measured with school-developed assessments.	1002.33 (7)(a)3; (7)(a)5; (6)(a)3; (16)(a)2; (7)(a)4; (21)(b)2; (21)(b)3b
Pg 69 School goals for wellness and parent, student and staff climate surveys seem reasonable and appropriate.	s. 1003.43
Pg 70-72 The applicant intends to follow the Sarasota School District Pupil Progression Plan and the School District Testing Calendar.	
Pg 74-75 The applicant describes several types of classroom assessments that will be utilized to monitor student progress.	
Pg 75-76 The applicant describes the procedures by which formative assessment results will be collected, shared with staff, and utilized to modify instruction as needed.	

Concerns and Additional Questions	Reference
<p>Clarification –</p> <p>Goal #3 – add reference to other state annual assessments, such as EOC</p> <p>Goal #5 – not clear on meaning? Is the intent to show a decrease in the lowest performing students NOT making gains?</p> <p>TRAKKER discontinued</p> <p>Add grade 9 EOC Algebra</p> <p>5 - where did the criteria listed on page 69 originate? What happens if students do not meet these goals</p> <p>Pg 69 Student achievement goals appear to be too broad and general (e.g. 85% of students at grade level or above on in all subjects assessed, at all grade levels. Specific proficiency targets should be provided for each FCAT assessment at each grade level. The learning gains goal appears to be misstated and indicates a targeted decrease in the percentage of lower achieving students making learning gains.</p> <p>Pg 69 The 90% attendance target appears low, especially for elementary and middle school students.</p> <p>#5 - where did the criteria listed on page 69 originate? What happens if students do not meet these goals?</p>	<p>Pg 69</p> <p>?</p> <p>Changed decrease to increase page 62 deleted deleted</p> <p>Question doesn't ask this</p> <p>Added mean score and developments scale score 1002.33 (7)(a)3; (7)(a)5; (6)(a)3; (16)(a)2; (7)(a)4; (21)(b)2; (21)(b)3b s. 1003.43</p> <p>Changed to 98% state guidelines page 62</p>

5. Final Comments from Charter Review Committee:

The CRC initial review of the application revealed concerns related to a broadness of goals and targets for school and student performance. In addition, there appeared to be no justification for setting some of the goal levels. Some clarification for setting the levels as they did was given by the applicant at the interview session.

The Standard is fully met.

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Pg 78-80 The applicant demonstrates an understanding of the school’s legal obligations to students with disabilities (SWD) including nondiscrimination in admission and enrollment practices, and provision of specially designed instruction and related services consistent with the requirements of the Individuals with Disabilities Education Act (IDEA).</p> <p>Pg 79-80 The applicant demonstrates a sound understanding of the essential requirement of the IDEA including, appropriate referral and evaluation procedures, services in the least restrictive environment (LRE), provision of an Individual Educational Plan (IEP) for each student, and due process rights for parents.</p> <p>Pg 85 The school’s staffing plan for ESE (one teacher and contracted services for related services such as OT, PT, Speech) appears adequate for year one. Addition ESE staff will be provided as the school’s population increases.</p>	1002.33 (10)(f); (16)(a)3

Concerns and Additional Questions	Reference
<p>Concerns:</p> <p>Ability to provide full continuum of services</p> <p>ESE section appears to be combination of past and present procedures (RtI and ESE identification). <u>Some</u> examples: The CST addresses the RtI process; it does not determine eligibility and placement for ESE. Evaluation and reevaluation section contain errors regarding initial assessment and reevaluation. Transition IEPs are developed no later than age 14, not just a “transition piece” of an IEP. Page 77 changed</p> <p>Suggest the applicant review the ESE section and update it to reflect current practices.</p> <p>Will there be a gifted endorsed teacher to provide gifted services?</p> <p>Applicant may find it helpful to review: added page 81</p> <p>Sarasota Exceptional Student Education Policies and Procedures (SP&P)</p> <p>Florida Department of Education’s Statewide Response to Instruction/Intervention (RtI) Implementation Plan</p>	<p>Change pages 73-76, 77-78</p> <p>Added procedures for:</p> <ol style="list-style-type: none"> 1. Pre-referral 2. Referral 3. Evaluation 4. Process for eligibility determination

Pg 78 Additional clarification is needed with regard to the level(s) of ESE services to be provided at the school (i.e. regular class, regular class with consultation, resources services (pull out or push in) etc.

Pg 78-86 This section of the application should be reviewed by district ESE staff to ensure compliance with Federal IDEA, State Board of Educational Rules, and Sarasota's Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students.

1002.33 (10)(f); (16)(a)3
Page 79 added

Page 80 district personnel for resources/materials

6. Final Comments from Charter Review Committee:

Initial review of the application revealed a basic knowledge of requirements for serving the needs of students with disabilities. Some processes, however, were ill-defined and seemed dated. Revisions to the application provided more detailed explanations of process and references to Response to Intervention in relation to ESE identification. The applicant was able to give specific answers to questions during the interview session.

The Standard is fully met.

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Concerns:</p> <p>Pg 87-90 Additional detail is needed in this section with regard to the services to be provided to ELL students. Additionally, the section should be reviewed by district ESOL staff with regard to compliance with current Federal, state and local requirements.</p> <p>#7 - ELL - same as school district? How will their goals be achieved? #7 - ELL - same as school district? How will their goals be achieved?</p> <p>Wellness Academy: “We will implement similar procedures...” it should read, “will follow district EOL Plan”.</p> <p>“The requirements that define and govern English language learner at the district level, is the ESL standards for pre-K-12 students...” it should read, “the requirements that define and govern ELL’s at the district level is the district EOL Plan.”</p> <p>“There is a migrant program...” it should read, “that is an ESOL/Migrant Program”.</p> <p>The Florida consent decree is not a freedom of speech right.</p> <p>3B: Inform parents and teachers and provide a written recommendation within 10 days of the referral (not 3 weeks).</p> <p>3G: Assess oral proficiency and “CELLA/IPT/IRW.</p> <p>ELL’s must have equal access to core curriculum based on SS standards and not on TESOL standards.</p> <p>Students whose HLS has an affirmative on any of the 3 survey questions will be assessed and placed within 10 school days according to the district EOL Plan.</p>	<p>1002.33 (10)(f); (16)(a)3</p> <p>Changed page 82</p> <p>Changed page 82</p> <p>Changed page 82</p> <p>Deleted page 82</p> <p>Page 88 Changed page 82</p> <p>Changed page 82</p> <p>Added page 83</p> <p>Added Home language will be evaluated. Students whose?</p>

The Florida consent decree sets forth ELL teacher training according to teachers' categories.

“By appropriately certified, endorsed or in compliance personnel.”
 Added page 84 comprehensible instruction by....

Added page 84
 Appropriately certified
 personnel The Florida
 Consent Decree

7. Final Comments from Charter Review Committee:

The Charter Review Committee’s initial review found the application dated in terms of its proposed ELL program knowledge. Revisions of this section provided more clarity. Additional detail was provided during the clarification interview.

The Standard is fully met.

8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 90-93 The applicant intends to follow the Sarasota School District Code of Student Conduct.	1002.33 (9)(m); (7)(a)7; (7)(a)11
Pg 90-91 The applicant provides a sample daily schedule.	
Pg 90-91 The school’s schedule includes 180 days of instruction during the regular school year with a six week (30 day) summer schedule for students in need of additional remediation in reading or mathematics.	

Concerns and Additional Questions	Reference
<u>Concerns:</u>	1002.33 (9)(m); (7)(a)7;

<p>Pg 90-93 The application is unclear as to whether the school will follow the district calendar. The applicant’s plan for six grading periods during the school year appears to be inconsistent with the district calendar and may present challenges in the areas of grade reporting, issuing report cards, data reporting, high school credits, etc.</p> <p>Pg 90-93 If the school intends to dismiss students for behavior or non-compliance with school policies and procedures, dismissal procedures should be included in the application.</p> <p>Pg 90-93 The school’s A and B day schedule, and how it will affect the provision of instruction in the core academic classes, is still unclear. It would be helpful to see a sample schedule for both A and B days.</p>	<p>(7)(a)11 Page 85 changed four-nine weeks</p> <p>Added page 88</p> <p>Page 86</p>
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8. Final Comments from Charter Review Committee:

The applicant supplied supplemental information and made modifications to the application.

The Standard is fully met.

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for the meaningful involvement of parents and the community in the governance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	<input type="checkbox"/>	Preliminary X <input type="checkbox"/>

Strengths	Reference
<p>Pg 102 The individual governing board members are highly respected community leaders well qualified to serve on the school's governing board.</p> <p>Pg 102-104 The school will establish a School Advisory Committee (SAC) and identifies the South County Family YMCA as a strong community partner.</p> <p>Appendix B The application provides Bylaws for the Governing Board</p>	1002.33 (7)(a)15; (12)(i); (9)(g)2; (9)(h)-(k); (16)5(b)

Concerns and Additional Questions	Reference
<p>Concerns:</p> <p>Pg 94-102 There are significant issues regarding the proposed governance structure of the school including 1) the ability of the partner organization (South County YMCA) to appoint governing board members of the Wellness Academy, and 2) the fact that the school's principal appears to report to a YMCA staff member, rather than to the school's governing board (which is the legal entity responsible for the operation and oversight of the school).</p>	<p>1002.33 (7)(a)15; (12)(i); (9)(g)2; (9)(h)-(k); (16)5(b)</p> <p>Changed both Page 90 Principal reports to WA Board of Directors Board of Directors chairperson liaisons with SCFYMCA for services</p>

8. Final Comments from Charter Review Committee:

The initial CRC review of the organizational structure proposed in the application was found not satisfactory. There were no clear lines of separation between the YMCA and the proposed school. The application documented overlapping duties, funding and areas of responsibility. The applicant completely revised the organizational structure, forming a distinct governing board for the school with some level of autonomy from the overall YMCA board. The bylaws of the organization were re-written and a new budget was submitted that corresponds with the changes to the organizational structure. The CRC would recommend that any charter, if offered to this applicant, contain safeguards for separation of interests and responsibilities in organization and finances between the school and any entities providing services to the school.

The Standard is fully met.

10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

Evaluation Criteria:

A response that meets the standard will present:

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

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 109, Appendix B The school's staffing plan (in terms of numbers of staff) appears to be appropriate and reasonable	1002.33 (7)(a)9; (7)(a)14

Concerns and Additional Questions	Reference
<p>On page 106, I have concerns about the structure of the management team. The principal is reporting to the Director of Education (a YMCA employee) who then reports to the CEO of the YMCA who then reports to the YMCA Board. This school should have the same structure as charter schools being run out of local churches, whereas the hosting facility does not take part in the running of the school. There needs to be total separation between the two entities.</p> <p>Pg 108 The process for screening and selection of the school leader does not include involvement of the school's governing board.</p> <p>Pg 108 The evaluation process for the school leader references the Florida Performance Measurement System, (which does not include evaluation standards for administrators) and appears to exclude the school's governing board.</p> <p>Pg 106 The school's organizational chart indicates the principal reporting to the Director of Education at the YMCA rather than the school's governing board.</p>	<p>Changed page 100 delete CEO and YMCA Board</p> <p>1002.33 (7)(a)9; (7)(a)14</p> <p>Changed page 102 to involve BOD WA</p> <p>changed to goals school/individual page 102</p> <p>changed to report to BOD WA page 100</p>

10. Final Comments from Charter Review Committee:

The original application lacked clarity on the duties, reporting arrangements and areas of responsibility for proposed school staff members, governing board members and YMCA staff members. Subsequent changes to the application with changes in bylaws for the governing board and a new budget helped to clarify the differentiation. The CRC found the changes helpful in explaining roles of the various entities.

The Standard is fully met.

11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

s. 1002.33(7)(a)(9)

Evaluation Criteria:

A response that meets the standard will present:

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

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Concerns:</p> <p>The applicant does not indicate the use of an ESP in the operation of the school but it does appear that the school will utilize the services of the South County YMCA in several areas including human resources, financial management, startup funding, transportation, and facilities. These services have to be included and accounted for in the school’s budget and financial planning</p> <p>The use of services from the YMCA creates conflict of interest issues regarding the YMCA’s CEO membership on the school’s governing board. While the YMCA’s commitment to supporting the Wellness Academy’s application is admirable and well intentioned, the proposed organizational structure calls into question ability of the governing board to fulfill its statutorily required responsibility to oversee the operation and finances of the school.</p>	<p>Budget re-worked to reflect services and costs</p> <p>Changed page 100</p>

11. Final Comments from Charter Review Committee:

Standard is not applicable.

12. Employment

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 111 The application indicates that the school’s salary schedule will be competitive with the salaries of the Sarasota School District.	1002.33 (5)(b)1c; (7)(a)14; (7)(a)15; (12)(i); all of (7) and all of (12)

Concerns and Additional Questions	Reference
On page 134, the application states that the salaries are less than what is offered at the District but “employee benefits and other	Salary for Imagine School is \$38,000

13. Parent and Community Support and Partnerships

The Parent and Community Support and Partnerships section should describe how parents and the community will be engaged in the operations of the school.

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful partnerships with parents and the community that further the school’s mission and programs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Many avenues outlined that parents and/or community members can become active participants.</p> <p>#13 - partnerships appear to be strong and an important part of this proposal</p> <p>Appears that the applicant has done their homework on the requirements for educational facilities. An existing site has been selected and a plan for remodeling is in the works.</p> <p>Pg 114 The school will utilize existing community partnerships for the YMCA</p>	<p>Pages 113 and 114</p>

Concerns and Additional Questions	Reference
<p>Curious about what specific strategies that will be utilized for the recruitment of parents.</p> <p>The community partnerships are referenced in a manner that outlines an overlap between Wellness Academy and the YMCA. What is the relationship between the two entities?</p> <p>Might some elaboration regarding the screening process for volunteers be provided? (ex: background checks done via FDLE, etc)</p> <p>Will there be an initial orientation for every volunteer?</p> <p>Appendix B was listed referencing a concept floor plan but I could not find in the submittal. It would be nice to see the floor plan to get a better feel of how the existing/remodeled space meets the</p>	<p>Pages 113 and 114</p> <p>Share (partnership) community resources with SCFYMCA page 107</p>

requirements for educational facilities.

13. Final Comments from Charter Review Committee:

The CRC acknowledges the many community partnerships of the YMCA that will be available to the proposed charter school. The applicant appears to have a good understanding of the requirements for volunteers and others working in a public school environment.

The Standard is fully met.

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 117-121 The school’s plan for marketing, admissions and enrollment appear to be reasonable and appropriate.	1002.33 (7)(a)7; (7)(a)8; (10)(b)-(e) and all of (10)

Concerns and Additional Questions	Reference
Concerns: Pg 118 The demographic information provided does not appear to be accurate regarding minority percentages for Sarasota District Schools	1002.33 (7)(a)7; (7)(a)8; (10)(b)-(e) and all of (10) Added/changed page 111
Pg 118 It is unclear how the school will market its unique grade configuration to parents and families.	Delete
Pg 121 Student dismissal procedures need to be included in the application.	There is none other than SCSD discipline policy

14. Final Comments from Charter Review Committee:

The CRC was concerned initially about the difficulty of recruiting students to a school with a grades 5-9 configuration. That concern was eliminated with the revision of the application to encompass grades 6-8. The applicant has stated that the only discipline policy they will use is the district Code of Conduct.

The Standard is fully met.

II. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

15. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
#15 - existing building good Applicant has a god grasp of the requirements for educational facilities. A facility has been selected Architect working on plans for remodel Pg 122-124 The application indicates a commitment from the YMCA to lease appropriate space to house the Wellness Academy	1002.33 (5)(b)1c; (7)(a)13; (16)(a)5; (18)(a) and all of (18)

Concerns and Additional Questions	Reference
I’m a little confused about the facilities (page 122). In the description they state that the facility can accommodate eight classrooms. But on page 14 where they breakdown the number of students per grade, they will need 9 classrooms in the first year (3	Corrected page 14

for each grade level) up to 25 classrooms if they reach 350 students in year 5. The on page 123, the application goes on to state that after renovations they will have a “minimum of six middle school standard classrooms...” This doesn’t seem like enough space. Then on page 124 when discussing the renovations, the application states that phase I will provide 5 general classrooms and phase II will provide 3 general classrooms for a total of eight classrooms. Also, how are they planning on restricting access to the school from people using the YMCA facilities during the day? They also discuss that the YMCA facility provides a pool, racquetball courts, and gym. But these are open to the YMCA members during the school day. Are they planning on closing parts of the YMCA if the children are using the facility or fingerprinting all their members? One final note on facilities, there was nothing in appendix C for facilities. **I think some of these items will be resolved with their new 2-story plan.**

Proposed plans would be helpful in the full understanding of the facility.

Pg 14, 122, 123 The information in the application is inconsistent from section to section with regard to the number of classrooms needed.

Pg 125 The application references “an appropriate fee” for the lease for space at the YMCA. The “appropriate fee”, however, is not identified and is not included in the school’s budget.

Corrected page 118

1002.33 (5)(b)1c; (7)(a)13; (16)(a)5; (18)(a) and all of (18)

15. Final Comments from Charter Review Committee:

The applicant had no line item for the lease that the school would have with the YMCA. The lease amount provided seems appropriate for the applicant. After revisions to this section by the applicant,

The Standard is fully met.

16. Transportation and Food Service

The Transportation and Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Pg 126 The applicant will utilize YMCA buses to provide transportation services.		1002.33 (20)(c)
Pg 130 The applicant will contract with the Sarasota School District Food and Nutrition Services for food services for the Wellness Academy		

Concerns and Additional Questions	Reference
#16 - WA says they will provide their own maintenance. How? Mechanics must be certified to work on school busses, which is not a common certification amount mechanics. Also, statement regarding WA preparing their own food on occasion - even though FNS would like to support this school, FNS cannot pursue a contract with WA if this remains part of the proposal. FNS staffs employee hours on consistent participation in the school meals program, and cannot staff based on uncertain or changing participation levels. No budget for student transportation or food service. The application states on page 130 that they will contract with the District for food service.	Revised page 120 Deleted page Call Beverly Reflected in annual budgets Appendices D, Finances
Pg This section should be reviewed by district transportation staff to ensure compliance with all state and local health and safety requirement for transportation, driver training, bus maintenance, etc.	1002.33 (20)(c)
Overall - assumptions made about FNS and Transportation need to be addressed and corrected.	

16. Final Comments from Charter Review Committee:

The CRC had original concerns about the applicant's plan to provide its own transportation services with buses owned by the YMCA. Concerns related to the age of the buses and differences in regulations for non-profit organization and public school transportation services were raised with the applicant. After revisions to the application and verbal comments by the applicant at the clarification interview, the committee believes that the applicant is aware of and committed to following all public school transportation requirements.

The Standard is fully met.

17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	<input type="checkbox"/>	Preliminary X <input type="checkbox"/>

Strengths	Reference
Appendix D Assuming that the applicant’s revenue and expenditure estimates are correct, the school shows a positive fund balance for each year of the charter.	1002.33 (6)(a)5; (6)(b)2

Concerns and Additional Questions	Reference
<p>On page 137 there are no dollar amounts for the shared expenses between the Charter School and the YMCA. In the budget there is no provision for the lease payments that will be paid to the YMCA or the loan repayments. An amortization schedule should be set up as to how the loans are going to be repaid. The budget estimated revenues need to be revised for the 2010-2011 allocation of funds through the Florida Finance Education Program. In summary the budget does not meet the standard.</p> <p>The Wellness Academy Governance where by the YMCA Board appoints the Charter School Board for the school is an issue. The budget does not break out the expenses that are to be shared by the YMCA and the school. The lease payment to the YMCA is not included in the budget. There is no provision in the budget for the school to pay the \$650,000 loan that the YMCA is going to up front for start up expenses. Also they have no expenses associated with providing transportation with their buses. In summary the budget does not meet the standard</p> <p>Lease costs need to be determined and budgeted for before the budget in the application can be approved. (page 125 and budget appendix)</p> <p>Utilities and maintenance will have to be calculated and an expense shown in the school’s accounting records. If YMCA is going to pay</p>	<p>Added line items reflected in annual budgets Appendix D Finances Number from Al Weidner</p> <p>Added/changed page</p> <p>All added to annual budgets Appendix D Finance</p>

for these expenses, then they would show a corresponding donation from YMCA in revenue. The true costs of running the school need to be reflected in the budget and actual accounting records. (page 125 and budget appendix)

No budget for student transportation or food service. The application states on page 130 that they will contract with the District for food service.

On page 131, the application states the South County YMCA will provide operational advances, assist with renovations and provide \$50,000 start up money. The budget does not reflect repayment of these advances or a donation by the YMCA.

Cannot recalculate the FEFP revenue line items in budget using the Charter School Revenue Estimate Worksheet for either basic or ESE.

In the budget appendix, the application states that the classrooms are going to be 1:22. On page 14, application states ration will be 1:16.

Don't see anything in start-up budget for acquiring student desks or textbooks. Wouldn't these items need to be purchased before year 1 (where it looks like they are included)? On page 139, the application states that classroom furniture will be purchased in Jan 2011 and textbooks ordered March 2011. **Changed July 2011 page 133**

On page 136 the application has an estimate for financial audit at \$10-15k but this is not included in the budget for any year (that I can tell, it should be under object 310, but there is not enough money).

On page 137, there are a lot of shared services with the YMCA. The cost for these items needs to be in the school's budget with a donation from YMCA if they are going to be paying for these services.

On page 139, the application discusses the renovation. The cost is listed at \$600k. Do not see this included in the budgets.

- On page 99, discusses that the Board will provide an annual financial status report to the District. This needs to be done monthly. Annually they will need an audit completed on the school's fiscal year, not South County YMCA. And the audit will have to be of the school separate from the YMCA. I have not seen this discussed specifically, but there is discussion that the finances are going to be handled by

Changed 1:22 page 14

Reflected in budget ordered appropriately for school opening

Based on current audit costs

Check

Annually check

<p>YMCA personal and recorded in the YMCA accounting software so I would just like to be clear that the school needs to be reported on separately.</p> <p>➤ On page 99, cost report information is also needed by the District on an annual basis.</p> <p>Pg 137 The applicant references several areas where costs will be shared with the YMCA but no amounts for those shared services are included.</p> <p>Appendix D The five year operating budget does not appear to include several significant expenditure items including 1) lease payments to the YMCA for use of space for the school, 2) a payment schedule for repaying the \$650,000 startup loan from the YMCA, 3) transportation costs, 4) contract costs for food services and, 5) shared facilities/plant operations costs from Pg 137. It is difficult to make a realistic assessment of the financial viability of school when major expenditure items are not included in the budget.</p>	<p>Changed page 135</p> <p>Add</p> <p>1002.33 (6)(a)5; (6)(b)2</p> <p>Included in annual budgets and referenced page 127</p>
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17. Final Comments from Charter Review Committee:

The original budget submitted with the application was unacceptable since there was no clear definition of the budgetary contributions of the YMCA. The budget reflected the ambiguity represented in the organizational structure. With revisions to the organizational structure and a new budget reflective of up front debt and appropriate delineation for contracted services, the concerns were addressed.

Standard is fully met.

18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Pg 140-142 In general, the financial management system seems reasonable and appropriate.</p> <p>Pg 142-143 The applicant indicates an understanding of the required levels of insurance coverage and has identified a qualified insurance vendor</p>	1002.33 (6)(a)5; (7)(a)9

Concerns and Additional Questions	Reference
<p>On page 99, discusses that the Board will provide an annual financial status report to the District. This needs to be done monthly. Annually they will need an audit completed on the school's fiscal year, not South County YMCA. And the audit will have to be of the school separate from the YMCA. I have not seen this discussed specifically, but there is discussion that the finances are going to be handled by YMCA personal and recorded in the YMCA accounting software so I would just like to be clear that the school needs to be reported on separately.</p> <p>On page 99, cost report information is also needed by the District on an annual basis.</p> <p>Page 141: Financial statements, payroll processing and the accounting system all state that they will be run through the YMCA. I think this is a conflict.</p> <p>➤ On page 106, I have concerns about the structure of the management team. The principal is reporting to the Director of Education (a YMCA employee) who then reports to the CEO of the YMCA who then reports to the YMCA Board. This school should have the same structure as charter schools being run out of local churches, whereas the hosting facility does not take part in the running of the school. There needs to be total separation between the two entities.</p> <p>Pg 140 The applicant states that the Senior Accountant of South County YMCA will oversee the accounting process and report to the Chief Financial Officer (of the YMCA???) The applicant also states that the Senior Accountant will prepare the annual budget and review it with executive staff of the YMCA, the Director of Education, and the Principal of the Wellness Academy. Nowhere in this process is the Governing Board of the Wellness Academy</p>	<p>See pages 134-136</p> <p>Contracted services page 135</p> <p>Changed page 136</p>

referenced. There appears to be some lack of understanding that the legal entity holding the charter, and ultimately responsible for oversight of the operation and finances of the school, is the Wellness Academy Governing Board, rather than the South County YMCA. The exclusion of the Governing Board from critical components of the school's operation such as selection and evaluation of the school principal, and development and approval of the annual budget, are serious concerns.

The South County YMCA is offering a significant level of support and assistance to the Wellness Academy including 1) human resources, 2) financial management, 3) a startup loan, 4) leasing of space 5) transportation and 6) shared costs for plant operation. This strong partnership with a highly respected community agency offers many benefits to the school but also presents challenges including: 1) the need to ensure the statutorily required involvement of the governing board in key components of the school's operation, 2) the need to avoid any real or perceived "conflict of interest" in the relationship between the YMCA and the Wellness Academy, and 3) the need (despite the large number of "comingled" services) to maintain separate accounting, financial, staffing and other records for the Wellness Academy.

1002.33 (6)(a)5; (7)(a)9

18. Final Comments from Charter Review Committee:

With the CRC concerns related to the applications organizational structure and budget, there were associated concerns with financial management since the original proposal showed the school and the YMCA intertwined. With the changes to the organizational structure and budget, the concerns regarding financial management were minimized.

The Standard is fully met.

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Partially X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 144-45 The application provides an action plan and a timeline for the major tasks to be accomplished to prepare for the opening of school.	1002.33 (7)(a)16

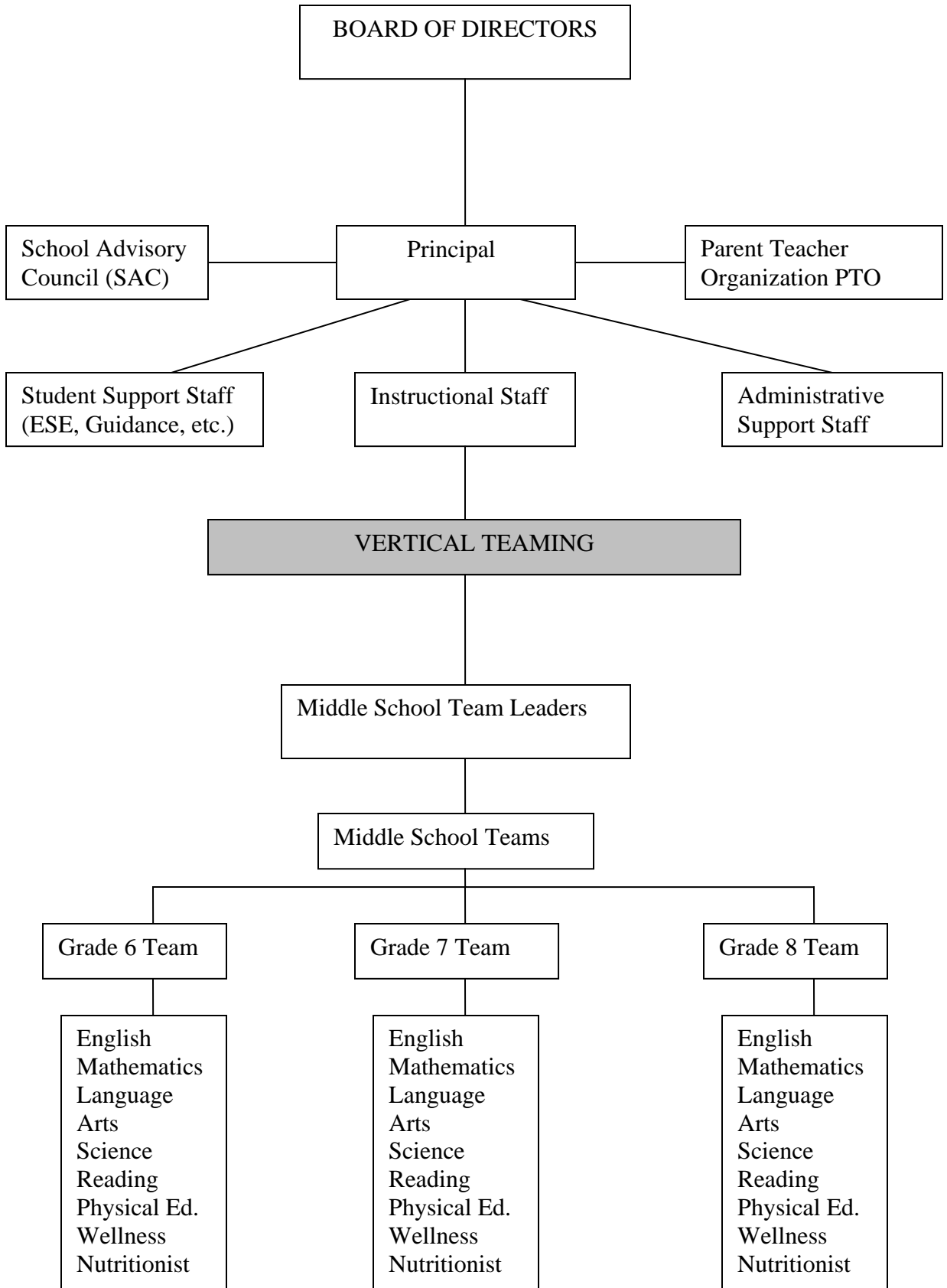
Concerns and Additional Questions	Reference
<p>Concerns:</p> <p>Pg 144-145 The action plan provides tasks and timelines but does not identify the person(s) responsible for implementation of each task.</p>	1002.33 (7)(a)16

19. Final Comments from Charter Review Committee:

The Charter Review Committee asked for clarification related to the delineation of tasks associated with the action plan since individuals had not been identified in the original proposal. The applicant clarified during interview that some of the details of the action plan would be assigned to the school principal (to be hired upon the approval of the application).

The Standard is fully met.

Wellness Academy
Organizational Chart



BYLAWS
OF
THE GOVERNING BODY OF YMCA Wellness Academy
(As of June 2010)

ARTICLE 1
Mission, Purpose and Authority of the Governing Body

The Board of Directors (the YMCA Board") of The Young Men's Christian Association of the South County YMCA, Inc., a Florida not-for-profit corporation (the "YMCA"), has established a Board to be known as the "Academy Board," with the mission, and purpose to operate a Florida public charter school in accordance with the provisions of s.1002.33, Florida Statutes (as amended, the "Charter School Act"), to be known as the Wellness Academy. The Board grants authority to the Academy Board to act as necessary and convenient for the mission, purpose and authority stated therein and herein, and to fully perform the duties of a governing body of a Florida public charter school under the Charter School Act, as provided herein. Members of the Academy Board shall be referred to as "Directors," and the Academy Board may be referred to either as such or as the "Governing Body."

ARTICLE 2
Location of School; Governing Body

The Wellness Academy shall be located in Venice, Florida with a street address 701 Center Road, Venice Fl. 34285. The official mailing address of Academy will be the same.

ARTICLE 3
Purpose of School

The purpose of Academy is to operate as a Florida public charter school in accordance with the provisions of Section 1002.33 of the Florida Statutes and the charter agreement issued by Sarasota County School Board.

ARTICLE 4
Directors

Section 4.1 General Powers; Budget Limitation

Subject to the limitations of these Bylaws, the operational activities and affairs of Academy shall be conducted under the direction of the Governing Body. The Governing Body may delegate operational activities to any person(s), or committees, however composed, provided that the operational activities and affairs of Academy shall be overseen by the Governing Body. In no event shall the Governing Body incur indebtedness other than normal payables incurred in the ordinary course of business, it being an express limitation on the operations of Academy that it always operates with a balanced budget. The Governing Body shall annually prepare and submit to the YMCA Board its budget for the upcoming academic year, not later than 90 days prior to the commencement of such academic year. In addition, the Governing Body shall timely notify the YMCA Board of any anticipated budget shortfall, and shall report on its budget and variance to budget not less frequently than Monthly during each academic year. The Governing Board will repay the South County YMCA for all Investments Made developing the school as scheduled.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Governing Body shall have the following powers and duties in addition to any other powers or duties enumerated in these Bylaws:

- a. To request funding from the YMCA Board to balance the Academy budget for an academic year, which upon approval by the YMCA Board of Directors shall become a part of the approved budget for that academic year;
- b. To establish and create operating reserves with respect to Academy;
- c. To identify, obtain bids and acquire necessary equipment, supplies, and services for the operation of Academy, within the budget as approved by the Governing Body and presented to the YMCA Board;
- d. To hire, retain, and remove education employees and support staff, each of whom shall be employees within the budget limitations set forth herein; and to establish their compensation; however, all employees shall be employees at will;
- e. To adopt policies establishing standards of ethical conduct for teachers and administrators;
- f. To review and approve the audit report of Academy, prepared by the independent certified public accountancy firm which is the audit firm for the YMCA;
- g. To monitor a financial recovery plan, if one is required by law or charter contract;
- h. To participate in governance training;
- i. To report its progress at least annually to the YMCA Board and to the Sarasota County School Board in accordance with Florida law; and
- j. To otherwise conduct, manage and control the affairs and activities of Academy and to make such rules and regulations therefore which are not inconsistent with Florida law, or these Bylaws, as it deems best.

Section 4.3 Number, Election and Term of Directors

- a. The authorized number of Directors shall be no less than three (3) and no greater than Fifteen (15).
- b. The Chief Executive Officer (“CEO”) of The Young Men’s Christian Association of the South County YMCA, Inc., or the CEO’s designee, shall be a Director. The initial Directors who are to be elected by the YMCA Board of Directors shall be so elected at the annual meeting of the YMCA Board, or upon the first available YMCA Board meeting in the event of a vacancy. The duration of the term of each Director shall be three (3) years, and no Director shall serve more than three consecutive full terms.
Subsequent Directors will be elected by the Charter School Board.
- c. The Directors shall elect from their membership a Chairperson, to serve for a term of one year.
- d. The Chairperson shall have the power to chair meetings of the Governing Body.
- e. The Secretary shall keep or cause to be kept, at the office of the Governing Body or such other place as the Governing Body may request, a book of minutes of all meetings of the Governing Body and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the office of the Governing Body, the original or a copy of these Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Governing Body. A Director may be removed with or without cause by a majority of the YMCA Board.

Section 4.5 Vacancies

- a. A Governing Body vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

- b. A vacancy on the Governing Body shall be filled in the same manner of selection as that used to select the Director whose office is vacant. Each Director so elected shall hold office until a successor has been appointed and qualified.

Section 4.6 Place/Notice of Meetings/Compliance with Applicable Laws

Meetings of the Governing Body may be held at the office of the Governing Body, at the office of Academy or at any other place that has been designated in the notice of the meeting by resolution of the Governing Body. Appropriate notices of the meeting complying with Florida law, both section 286.011 and Chapter 119 of the Florida Statutes shall be posted. The public, or any Director or officer of Academy, shall place any desired item on the agenda of any Governing Body meeting by notifying, in writing, no later than 5 (five) business days prior to the scheduled meeting, a description of the item to be placed in the agenda. Meetings and records shall be held in compliance with Florida law, both section 286.011 and Chapter 119 of the Florida Statutes. Notice shall also be provided to the Duval County Charter School Office.

Section 4.7 Annual Meetings

The Governing Body shall hold an annual meeting for the purposes of organization, selection of a Chairperson and a Secretary, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Governing Body shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Governing Body.

Section 4.9 Special Meetings

Special meetings of the Governing Body for any purpose(s) may be called at any time by (i) the Chairperson, or (ii) a majority of the other Directors, and may be held after each Director has received at least one day's prior notice by mail, telecopy, email or telephone. Notice is deemed received when communicated; provided that if by telephone or telecopy confirmation is made that the recipient is the Director intended or is a person responsible to such Director to deliver such notices.

Section 4.10 Quorum and Voting

One half (1/2) of the authorized Directors of the authorized Directors then in the office shall constitute a quorum. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Governing Body. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the Academy records or made a part of the minutes of the meetings. However, no such waiver shall affect or excuse compliance with Florida law, both section 286.011 and Chapter 119 of the Florida Statutes.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Governing Body or subcommittee meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of Academy provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to The Academy’s obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the YMCA, on behalf of Academy, shall carry liability insurance covering the Directors and officers of Academy on the conduct of Wellness Academy’s business.

Section 4.16 Standard of Care

A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of Academy and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

ARTICLE 5
EDUCATION STAFFING

The management of the educational aspects of Academy shall vest in the Governing Body, which shall recruit, hire and retain a school principal or Director of Education, or both (it being understood that a single individual may serve in both capacities), which person(s) shall be employees of the Academy, and shall discharge such duties as the Governing Body shall assign, including matters concerning education, curriculum, teacher evaluation and hiring, retention and compensation, student conduct and safety, and school district record-keeping and reporting.

ARTICLE 6
COMMITTEES

The Chair or the Governing Body may create one or more standing or ad hoc committees or subcommittees.

ARTICLE 7
OTHER PROVISIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions under the Laws of Florida shall govern the construction of these Bylaws.

ARTICLE 8
AMENDMENTS

These bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Governing Body but shall be subject to approval by the YMCA Board and no amendment or repeal shall be effective until such approval has been obtained .

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected Chairperson of the Governing Body, and that the foregoing Bylaws constitute its Bylaws as approved by the Authorizing Resolution.

_____, Chairperson



Wellness Academy Budget Recap

- The Budget has been discussed with the School Board Staff.
- The Revenue has been compiled with the new 2010 2011 Revenue Estimate Worksheet.
- All Reading expenses are in the Budget.
- The Charter School will be billed 10\$ per square foot of usage. This will be paid monthly to the YMCA and is included in the Budget.
- There is a repayment of the original investment included in the Budget.
- The School will pay the YMCA for services conducted by the Y for the benefit of the school. These are included in the Budget. This will include the Maintenance and cleaning, Accounting service, ADP, Human Resources and others as be needed.
- Utilities will be repaid to the YMCA and are included in the budget. These will be based on usage.
- All desks and student expenses are included in the budget and will be in place prior to the school year.
- Transportation costs are in the budget.
- The school books will be entirely separate and operated as the red book.
- The South county YMCA is here to make this school the best it can be. We will provide the necessary service to the school AS REQUESTED. The only intent is to be as efficient as possible.