

**III. ORGANIZATIONAL PLAN**

**9) Governance**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(15)  1002.33(16)(b)(5)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).</p> <p>(16) EXEMPTION FROM STATUTES.—</p> <p>(b) Additionally, a charter school shall be in compliance with the following statutes:</p> <p>5. Section <u>1012.33(5)</u>, relating to workforce reductions.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.</li> <li>• A clear understanding and description of the governing board’s responsibilities.</li> <li>• A clear, sensible delineation of roles and responsibilities in relation to governance and school management.</li> <li>• A sensible method for resolving disputes between parents and the school.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The *Articles of Incorporation and Bylaws* were provided with the application. (Exhibit I)

**Concerns and Additional Questions:**

- A review of board agendas and minutes for meetings conducted during the 2011-2012 school year (Odyssey website) do not reflect discussion in reference to the submission of the Odyssey Charter Preparatory Academy charter application.
  - Applications of the same name were submitted to other districts in Central Florida.

**III. ORGANIZATIONAL PLAN**

**9) Governance**

**B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school’s leader and administration.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(15)  1002.33(16)(b)(5)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).</p> <p>(16) EXEMPTION FROM STATUTES.—</p> <p>(b) Additionally, a charter school shall be in compliance with the following statutes:</p> <p>5. Section <u>1012.33(5)</u>, relating to workforce reductions.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.</li> <li>• A clear understanding and description of the governing board’s responsibilities.</li> <li>• A clear, sensible delineation of roles and responsibilities in relation to governance and school management.</li> <li>• A sensible method for resolving disputes between parents and the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- Organizational chart is provided on Page 74.
- The governing board of directors will have the responsibility for the affairs and management of the school and will provide continuing oversight of school operations fiscal management, as well as development and adoption and implementation of policies. (Page 75)
- The school's faculty and staff will report directly to the principal, who reports to the govern board of Odyssey, Charter School Inc. (Page 75)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**9) Governance**

**C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:**

- **Adoption of the annual budget.**
- **Continuing oversight over charter school operations.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(15)  1002.33(16)(b)(5)	(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i). (16) EXEMPTION FROM STATUTES.— (b) Additionally, a charter school shall be in compliance with the following statutes: 5. Section <u>1012.33(5)</u> , relating to workforce reductions.
Criteria Stipulated Evaluation Instrument	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.  The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.  A response that meets the standard will present: <ul style="list-style-type: none"> <li>• Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.</li> <li>• A clear understanding and description of the governing board’s responsibilities.</li> <li>• A clear, sensible delineation of roles and responsibilities in relation to governance and school management.</li> <li>• A sensible method for resolving disputes between parents and the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The Board is the final decision making authority of the charter school. (Page 75)
- The Board maintains continuity between the founding members' vision and mission for the OSC model and the present operations of the school. (Page 75)
- Individual Board members will comply with all applicable statutory requirements and receive no financial benefit from the school. (Page 75)
- The responsibilities of the board members are stipulated. (Page 76)
- As a requirement to membership to the Board, members must regularly attend Board meetings, review all school reports and stay apprised of compliance and reporting deadlines, and must be actively involved and committed to the school. (Page 77)
- The applicant states that the school's governing board will appoint a representative, for each approved charter, to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. (Page 77)
- The applicant states that in accordance with the Sunshine Law, the meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input regarding the school's operations. (Page 77)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**9) Governance**

**D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings.**

<input checked="" type="checkbox"/> DOE Application:	<i>Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.</i>
<input checked="" type="checkbox"/> Fl. Statute  1002.33(7)(a)(15)  1002.33(16)(b)(5)	(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i). (16) EXEMPTION FROM STATUTES.— (b) Additionally, a charter school shall be in compliance with the following statutes: 5. Section <u>1012.33(5)</u> , relating to workforce reductions.
Criteria Stipulated Evaluation Instrument	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.  The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.  A response that meets the standard will present: <ul style="list-style-type: none"> <li>• Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.</li> <li>• A clear understanding and description of the governing board’s responsibilities.</li> <li>• A clear, sensible delineation of roles and responsibilities in relation to governance and school management.</li> <li>• A sensible method for resolving disputes between parents and the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The duties and powers of Board members are stipulated. (Pages 78-79)
- All members of the Board of Directors shall have fingerprint and background checks conducted and must be free from any legal restrictions that may prevent them from serving on the Board, as required by Florida Law. (Page 79)
- The applicant includes information regarding the selection, removal procedures, and term limits of Board Members. (Page 79)
- The applicant includes information regarding the Code of Ethics. (Page 79)
- The applicant includes information regarding the Conflict of Interest Policy. (Page 79)
- The applicant provides information concerning ongoing professional development. (Page 80)
- The applicant provides information in reference to appointing a representative to facilitate parental involvement, pursuant to Florida Statutes. (Page 81)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**9) Governance**

**E. List each of the proposed members of the school’s governing board, indicating any ex-officio members and vacant seats to be filled.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(15)  1002.33(16)(b)(5)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).</p> <p>(16) EXEMPTION FROM STATUTES.—</p> <p>(b) Additionally, a charter school shall be in compliance with the following statutes:</p> <p>5. Section 1012.33(5), relating to workforce reductions.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.</li> <li>• A clear understanding and description of the governing board’s responsibilities.</li> <li>• A clear, sensible delineation of roles and responsibilities in relation to governance and school management.</li> <li>• A sensible method for resolving disputes between parents and the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- Brief description of governing board members is provided. (Pages 81-82)

**Concerns and Additional Questions:**

**II. ORGANIZATIONAL PLAN**

**9) Governance**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(15)  1002.33(16)(b)(5)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).</p> <p>(16) EXEMPTION FROM STATUTES.—</p> <p>(b) Additionally, a charter school shall be in compliance with the following statutes:</p> <p>5. Section <u>1012.33(5)</u>, relating to workforce reductions.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.</li> <li>• A clear understanding and description of the governing board’s responsibilities.</li> <li>• A clear, sensible delineation of roles and responsibilities in relation to governance and school management.</li> <li>• A sensible method for resolving disputes between parents and the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The grievance procedure and contact information is made available to the parents on the school's website (Pages 82-83)

**Concerns and Additional Questions:**



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- Job descriptions may be found in Exhibit M.

**Concerns and Additional Questions:**



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The school principal will be hired by the board, and will be responsible for all aspects of school operations with the scope of operating policy and budgetary approval by the Governing Board. (Page 84)
- The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. (Page 84)
- Principal will be required to have State of Florida Educational Leadership Certification. (Page 84)
- The principal will be evaluated annually by the Board of Directors using a Comprehensive Assessment Form to validate principal competence and effectiveness in accordance with the Florida Principal Competencies. (Page 84)

**Concerns and Additional Questions:**



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant provides a staffing plan in Exhibit N.

**Concerns and Additional Questions:**

- The applicant does not plan to hire an assistant principal until year three (3). (Exhibit N)
  - Projecting 464 students in year one (1).
  - Projecting 552 students in year two (2).



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- All employees selected by the Board shall be Odyssey Charter School, Inc. employees, and will not be employees of the Management Company. (Page 85)
- The School will ensure that faculty members are highly-qualified and match the learning needs of its students. (Page 85)
- The Principal will conduct all faculty evaluations. (Page 87)
- Classroom Walk Through Program will be used frequently to provide feedback on objective-setting, grade level appropriateness of lessons, approximate higher-level thinking strategies (as evidenced in Bloom’s Taxonomy) and appropriate use of texts and materials. (Page 87)
- The applicant states that the school will participate in the Sponsor’s Instructional Personnel Performance Appraisal System (IPPAS) to evaluate its teachers, which meets the requirements of SB736. (Page 87)
- The school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. (Pages 88-89)
  - Educational Assistance/Tuition Reimbursement
  - Employee Assistance Program
  - Flexible Spending Account (FSA)
  - Support for Beginning and Struggling Teachers

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**11. Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**A. Describe the services to be provided by the ESP.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP will further the school’s mission.</li> <li>• A clear description of the services to be provided by the ESP.</li> <li>• A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ul style="list-style-type: none"><li>• A clearly defined performance-based relationship between the school's board and the ESP.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting and financial forecasting, provided to the Governing Board for its oversight and approval. (Page 90)</li></ul> <p><b>Concerns and Additional Questions:</b></p>	

**III. ORGANIZATIONAL PLAN**

**11) Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>will further the school’s mission.</p> <ul style="list-style-type: none"><li>• A clear description of the services to be provided by the ESP.</li><li>• A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.</li><li>• A clearly defined performance-based relationship between the school’s board and the ESP.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• A sample ESP (Academica Central Florida, LLC.) contract is attached as Exhibit P. (Page 90)</li></ul> <p><b>Concerns and Additional Questions:</b></p>	

**II. ORGANIZATIONAL PLAN**

**11) Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school’s mission.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP will further the school’s mission.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ul style="list-style-type: none"><li>• A clear description of the services to be provided by the ESP.</li><li>• A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.</li><li>• A clearly defined performance-based relationship between the school’s board and the ESP.</li></ul>
<p><input type="checkbox"/> <b>Application Meets Standard</b></p> <p><input checked="" type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <p><b>Concerns and Additional Questions:</b></p> <ul style="list-style-type: none"><li>• The applicant states that after administrative research of various Management Companies, it was determined that the success of Academica Corporation with charter school replication would be the right choice for the school to move forward with the high performance model replication. (Page 90)</li><li>• The applicant further states that Academica was the only ESP found that would keep the integrity of the Odyssey model. (Page 90)</li><li>• The recommendation was made to the Board of Directors to move forward with Academica Corporation as the Management Company for Odyssey Charter School Inc. (Page 90)<ul style="list-style-type: none"><li>• The language in the 2011-2012 was the exact language that was included in the Somerset Academy Charter application (Academica ESP), which was submitted to Brevard Public Schools in 2009. Therefore, it is not possible to determine which language is accurate.</li><li>• The Odyssey Charter School, Inc. July 15, 2009 Board minutes reflect that the Board discussed acquiring Academica to serve as a management company for Odyssey Charter School and voted to approve the Academica Agreement and Guaranty on August 6, 2009.</li><li>• Review of the Odyssey Charter School, Inc. Board minutes do not reflect that the Board analyzed data regarding several ESPs currently working with charter schools in Florida as indicated in the charter application.<ul style="list-style-type: none"><li>○ In accordance to Board minutes, Constance Ortiz, Odyssey’s Director, notified Odyssey Charter School, Inc. that she would be working for Academica Central Florida, LLC on July 15, 2009 and the Board accepted her resignation on August 6, 2009 (same date Odyssey’s Board approved the Academic Agreement and Guaranty).</li></ul></li></ul></li></ul>	

**III. ORGANIZATIONAL PLAN**

**11) Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**D. Explain the ESP’s roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP will further the school’s mission.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ul style="list-style-type: none"><li>• A clear description of the services to be provided by the ESP.</li><li>• A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.</li><li>• A clearly defined performance-based relationship between the school’s board and the ESP.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School’s independent certified auditor. (Page 91)</li></ul> <p><b>Concerns and Additional Questions:</b></p> <ul style="list-style-type: none"><li>• The applicant provides information that might be perceived as ESP responsibilities as the applicant does not utilize the words “internal control”. (Page 91)</li></ul>	

**III. ORGANIZATIONAL PLAN**

**11) Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an “arm’s length,” performance-based relationship exists between the governing board and the ESP.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP will further the school’s mission.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ul style="list-style-type: none"><li>• A clear description of the services to be provided by the ESP.</li><li>• A clear delineation of the roles and responsibilities between the school's governing board and the ESP.</li><li>• A clearly defined performance-based relationship between the school's board and the ESP.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• The applicant provides sufficient information regarding how it will maintain complete autonomy and control over the School's academic program, staffing needs, financial controls, and curriculum. (Page 91)</li></ul> <p><b>Concerns and Additional Questions:</b></p>	

**III. ORGANIZATIONAL PLAN**

**11) Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**F. Provide a summary of the ESP’s history, including its educational philosophy and background experience of senior management.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP will further the school’s mission.</li> <li>• A clear description of the services to be provided by the ESP.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ul style="list-style-type: none"><li>• A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.</li><li>• A clearly defined performance-based relationship between the school’s board and the ESP.</li></ul>
<p><input type="checkbox"/> <b>Application Meets Standard</b></p> <p><input checked="" type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <p><b>Concerns and Additional Questions:</b></p> <ul style="list-style-type: none"><li>• The applicant does not provide background experience of all of the senior management, a requisite of the DOE charter application. (Pages 91-92)</li></ul>	

**III. ORGANIZATIONAL PLAN**

**11) Education Service Providers**

**If a school intends to enter into a contract with an Education Service Provider (ESP)**

**G. Provide a list of other schools with which the ESP has contracts, including contract information and student and financial performance data of such schools.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(9)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineate responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.</p>
Criteria Stipulated Evaluation Instrument	<p>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.</p> <p>The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide a 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.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A persuasive explanation of the reasons for contracting with an education service provider.</li> <li>• A persuasive explanation that the proposed relationship with the ESP will further the school’s mission.</li> <li>• A clear description of the services to be provided by the ESP.</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ul style="list-style-type: none"><li>• A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.</li><li>• A clearly defined performance-based relationship between the school’s board and the ESP.</li></ul>
<p><input type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input checked="" type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <p><b>Concerns and Additional Questions:</b></p> <ul style="list-style-type: none"><li>• The list of other schools with which the ESP has contracts <u>does not include financial data</u> of such schools, which is a requisite of the FLDOE Model Charter Application for High Performance Charter Schools. (Page 95)</li><li>• The 2012-2013 Academica-Serviced Schools Directory on pages 93-94 does not correlate to the Academica Florida Schools Comparative Report Card found on page 95.<ul style="list-style-type: none"><li>• The list on pages 93-94 contains ninety-three (93) schools.</li><li>• The list on page 95 contains seventy-five (75) schools.<ul style="list-style-type: none"><li>○ The District is unable to determine which list is accurate.</li></ul></li></ul></li></ul>	

**III. ORGANIZATIONAL PLAN**

**12. Employment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	
1002.33(7)(a)(14)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p>
1002.33(12)	<p>14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.</p>
	<p>(12) EMPLOYEES OF CHARTER SCHOOLS.—</p> <p>(a) A charter school shall select its own employees. A charter school may contract with its sponsor for the services of personnel employed by the sponsor.</p> <p>(b) Charter school employees shall have the option to bargain collectively. Employees may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the charter school.</p> <p>(c) The employees of a conversion charter school shall remain public employees for all purposes, unless such employees choose not to do so.</p> <p>(d) The teachers at a charter school may choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the teachers would not be public employees.</p> <p>(e) Employees of a school district may take leave to accept employment in a charter school upon the approval of the district school board. While employed by the charter school and on leave that is approved by the district school board, the employee may retain seniority accrued in that school district and may continue to be covered by the benefit programs of that school district, if the charter school and the district school board agree to this arrangement and its financing. School districts shall not require resignations of teachers desiring to teach in a charter school. This paragraph shall not prohibit a district school board from approving alternative leave arrangements consistent with chapter 1012.</p> <p>(f) Teachers employed by or under contract to a charter school shall be certified as required by chapter 1012. A charter school governing board may employ or contract with skilled selected noncertified</p>

	<p>personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in chapter 1012, and as provided by State Board of Education rule for charter school governing boards. A charter school may not knowingly employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. A charter school may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.</p> <p>(g) 1. A charter school shall employ or contract with employees who have undergone background screening as provided in s. <u>1012.32</u>. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in s. <u>1012.32</u>.</p> <p>2. A charter school shall disqualify instructional personnel and school administrators, as defined in s. <u>1012.01</u>, from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under s. <u>1012.315</u>.</p> <p>3. The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require an instructional personnel and school administrators, as defined in s. <u>1012.01</u>, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. <u>39.203</u> and <u>768.095</u>. A charter school, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel or school administrators with employment references or discuss the personnel's or administrators' performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing</p>
--	---

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.</p> <p>4. Before employing instructional personnel or school administrators in any position that requires direct contact with students, a charter school shall conduct employment history checks of each of the personnel’s or administrators’ previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. <u>1001.10(5)</u>, and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.</p> <p>5. The sponsor of a charter school that knowingly fails to comply with this paragraph shall terminate the charter under subsection (8).</p> <p>(h) For the purposes of tort liability, the governing body and employees of a charter school shall be governed by s. <u>768.28</u>.</p> <p>(i) A charter school shall organize as, or be operated by, a nonprofit organization. A charter school may be operated by a municipality or other public entity as provided for by law. As such, the charter school may be either a private or a public employer. As a public employer, a charter school may participate in the Florida Retirement System upon application and approval as a “covered group” under s. <u>121.021(34)</u>. If a charter school participates in the Florida Retirement System, the charter school employees shall be compulsory members of the Florida Retirement System. As either a private or a public employer, a charter school may contract for services with an individual or group of individuals who are organized as a partnership or a cooperative. Individuals or groups of individuals who contract their services to the charter school are not public employees.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Employment section should define the policies and procedures that frame the school’s relationship with its staff.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A compensation plan that will attract and retain quality staff.</li> <li>• Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- Applicant states that it will be a not-for-profit, private employer and will not participate in the Florida Retirement System. (Page 96)
- The applicant states that teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district. (Page 96)
- The applicant states full-time, salaried employees will be entitled to Health Insurance. (Page 96)
- The Governing Board has engaged in services of ADP TotalSource, a professional employer organization that provides human resource services to small and moderate size employees. (Page 96)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**12) Employment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	
1002.33(7)(a)(14)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.</p>
1002.33(12)	<p>(12) EMPLOYEES OF CHARTER SCHOOLS.—</p> <p>(a) A charter school shall select its own employees. A charter school may contract with its sponsor for the services of personnel employed by the sponsor.</p> <p>(b) Charter school employees shall have the option to bargain collectively. Employees may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the charter school.</p> <p>(c) The employees of a conversion charter school shall remain public employees for all purposes, unless such employees choose not to do so.</p> <p>(d) The teachers at a charter school may choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the teachers would not be public employees.</p> <p>(e) Employees of a school district may take leave to accept employment in a charter school upon the approval of the district school board. While employed by the charter school and on leave that is approved by the district school board, the employee may retain seniority accrued in that school district and may continue to be covered by the benefit programs of that school district, if the charter school and the district school board agree to this arrangement and its financing. School districts shall not require resignations of teachers desiring to teach in a charter school. This paragraph shall not prohibit a district school board from approving alternative leave arrangements consistent with chapter 1012.</p>

	<p>(f) Teachers employed by or under contract to a charter school shall be certified as required by chapter 1012. A charter school governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in chapter 1012, and as provided by State Board of Education rule for charter school governing boards. A charter school may not knowingly employ an individual to provide instructional services or to serve as an education paraprofessional if the individual’s certification or licensure as an educator is suspended or revoked by this or any other state. A charter school may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.</p> <p>(g) 1. A charter school shall employ or contract with employees who have undergone background screening as provided in s. <u>1012.32</u>. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in s. <u>1012.32</u>.</p> <p>2. A charter school shall disqualify instructional personnel and school administrators, as defined in s. <u>1012.01</u>, from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under s. <u>1012.315</u>.</p> <p>3. The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require an instructional personnel and school administrators, as defined in s. <u>1012.01</u>, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. <u>39.203</u> and <u>768.095</u>. A charter school, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel or school administrators with employment references or discuss the personnel’s or administrators’ performance with prospective employers in another</p>
--	--

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>educational setting, without disclosing the personnel’s or administrators’ misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.</p> <p>4. Before employing instructional personnel or school administrators in any position that requires direct contact with students, a charter school shall conduct employment history checks of each of the personnel’s or administrators’ previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. <u>1001.10(5)</u>, and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.</p> <p>5. The sponsor of a charter school that knowingly fails to comply with this paragraph shall terminate the charter under subsection (8).</p> <p>(h) For the purposes of tort liability, the governing body and employees of a charter school shall be governed by s. <u>768.28</u>.</p> <p>(i) A charter school shall organize as, or be operated by, a nonprofit organization. A charter school may be operated by a municipality or other public entity as provided for by law. As such, the charter school may be either a private or a public employer. As a public employer, a charter school may participate in the Florida Retirement System upon application and approval as a “covered group” under s. <u>121.021(34)</u>. If a charter school participates in the Florida Retirement System, the charter school employees shall be compulsory members of the Florida Retirement System. As either a private or a public employer, a charter school may contract for services with an individual or group of individuals who are organized as a partnership or a cooperative. Individuals or groups of individuals who contract their services to the charter school are not public employees.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Employment section should define the policies and procedures that frame the school’s relationship with its staff.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A compensation plan that will attract and retain quality staff.</li> <li>• Policies and procedures that hold staff to high professional standards</li> </ul>

or a sound plan for development of policies and procedures.

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that employees are expected to observe high standards of job performance and professional conduct. (Page 96)
- Termination procedures are provided. (Pages 96-97)
- The applicant states that all staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. (Page 98)
- The Educational Service Provider may also prepare staff development meetings in which the school may elect to participate. (Page 98)
- The applicant specifies that in-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and trouble shoot concerns and needs. (Page 98)
- The applicant states that addition to school-wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercised should occur. (Page 98)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**13. Student Recruitment and Enrollment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
1002.33(7)(a)(7)	(a) The charter shall address and criteria for approval of the charter shall be based on:
1002.33(7)(a)(8)	7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.
1002.33(7)(a)(8)	8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
1002.33(10)	(10) ELIGIBLE STUDENTS.—
	(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.
	(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.
	(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.
	(d) A charter school may give enrollment preference to the following student populations: <ol style="list-style-type: none"> <li>1. Students who are siblings of a student enrolled in the charter</li> </ol>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>school.</p> <ol style="list-style-type: none"><li>2. Students who are the children of a member of the governing board of the charter school.</li><li>3. Students who are the children of an employee of the charter school.</li><li>4. Students who are the children of:<ol style="list-style-type: none"><li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li><li>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</li></ol></li><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school’s governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li></ol>
--	---

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A student recruitment plan that will enable the school to attract its targeted population.</li> <li>• An enrollment and admissions process that is open, fair, and in accordance with applicable law.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The School will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use of print, broadcast, and online media – including minority and community periodicals – to disseminate information about the school’s educational program and open enrollment period. (Page 99)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**13. Student Recruitment and Enrollment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
1002.33(7)(a)(7)	(a) The charter shall address and criteria for approval of the charter shall be based on:
1002.33(7)(a)(8)	7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.
1002.33(10)	8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
	(10) ELIGIBLE STUDENTS.— <ul style="list-style-type: none"> <li>(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.</li> <li>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</li> <li>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</li> <li>(d) A charter school may give enrollment preference to the following student populations:             <ul style="list-style-type: none"> <li>1. Students who are siblings of a student enrolled in the charter school.</li> </ul> </li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ol style="list-style-type: none"><li>2. Students who are the children of a member of the governing board of the charter school.</li><li>3. Students who are the children of an employee of the charter school.</li><li>4. Students who are the children of:<ol style="list-style-type: none"><li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li><li>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</li></ol></li><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school's governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li><li>7. Students living in a development in which a business entity</li></ol>
--	---

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A student recruitment plan that will enable the school to attract its targeted population.</li> <li>• An enrollment and admissions process that is open, fair, and in accordance with applicable law.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that the School's expectations are to achieve the same diversity reflective of the community it serves. (Page 99)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**13. Student Recruitment and Enrollment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statute	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
1002.33(7)(a)(7)	(a) The charter shall address and criteria for approval of the charter shall be based on:
1002.33(7)(a)(8)	7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.
1002.33(7)(a)(8)	8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
1002.33(10)	(10) ELIGIBLE STUDENTS.— <ul style="list-style-type: none"> <li>(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.</li> <li>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</li> <li>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</li> <li>(d) A charter school may give enrollment preference to the following student populations:</li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<ol style="list-style-type: none"><li>1. Students who are siblings of a student enrolled in the charter school.</li><li>2. Students who are the children of a member of the governing board of the charter school.</li><li>3. Students who are the children of an employee of the charter school.</li><li>4. Students who are the children of:<ol style="list-style-type: none"><li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li><li>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</li></ol></li><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school's governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter</li></ol>
--	---

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>schools that has been approved by the sponsor.</p> <p>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A student recruitment plan that will enable the school to attract its targeted population.</li> <li>• An enrollment and admissions process that is open, fair, and in accordance with applicable law.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that if the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. (Page 99)

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**13. Student Recruitment and Enrollment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statute	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
1002.33(7)(a)(7)	(a) The charter shall address and criteria for approval of the charter shall be based on:
1002.33(7)(a)(8)	7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.
1002.33(10)	8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
1002.33(10)	(10) ELIGIBLE STUDENTS.—
	(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.
	(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.
	(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.
	(d) A charter school may give enrollment preference to the following student populations:
	1. Students who are siblings of a student enrolled in the charter

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>school.</p> <ol style="list-style-type: none"><li>2. Students who are the children of a member of the governing board of the charter school.</li><li>3. Students who are the children of an employee of the charter school.</li><li>4. Students who are the children of:<ol style="list-style-type: none"><li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li><li>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</li></ol></li><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school’s governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li></ol>
--	---

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A student recruitment plan that will enable the school to attract its targeted population.</li> <li>• An enrollment and admissions process that is open, fair, and in accordance with applicable law.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- A sample of a Parent Contract is provided in Exhibit Q.

**Concerns and Additional Questions:**

**III. ORGANIZATIONAL PLAN**

**14) Student Recruitment and Enrollment**

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

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
1002.33(7)(a)(7)	(a) The charter shall address and criteria for approval of the charter shall be based on:
1002.33(7)(a)(8)	7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.
1002.33(10)	8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
	(10) ELIGIBLE STUDENTS.— <ul style="list-style-type: none"> <li>(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.</li> <li>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</li> <li>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</li> <li>(d) A charter school may give enrollment preference to the following student populations:             <ul style="list-style-type: none"> <li>1. Students who are siblings of a student enrolled in the charter school.</li> <li>2. Students who are the children of a member of the governing</li> </ul> </li> </ul>

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>board of the charter school.</p> <ol style="list-style-type: none"><li>3. Students who are the children of an employee of the charter school.</li><li>4. Students who are the children of:<ol style="list-style-type: none"><li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li><li>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</li></ol></li><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school's governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li><li>7. Students living in a development in which a business entity provides the school facility and related property having an</li></ol>
--	--

**2013-2014 High Performing Charter Application – Odyssey Charter Preparatory Academy**

	<p>appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>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.</p> <p>The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A student recruitment plan that will enable the school to attract its targeted population.</li> <li>• An enrollment and admissions process that is open, fair, and in accordance with applicable law.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant provides sufficient evidence of efforts to encourage parental and community involvement. (Page 101)

**Concerns and Additional Questions:**