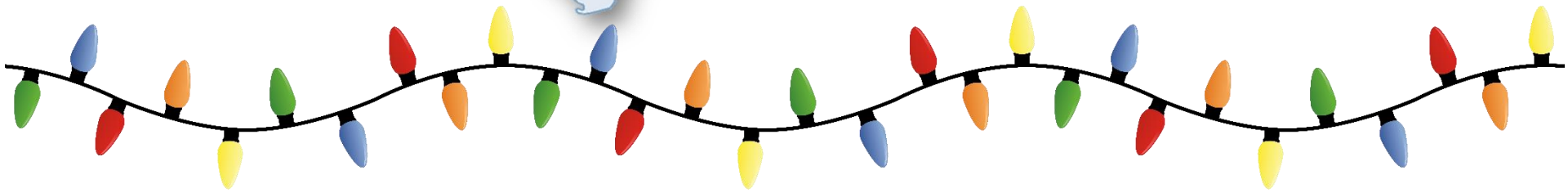




FACSA

FLORIDA ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS



WELCOME

DECEMBER 13, 2019



Agenda

Items	Presenter
Introductions/Financial Update	Melissa Brady/Vanessa Glenn
Tri-State Alliance Update	Melissa Brady
Legislative Update and Schools of Hope	Nicki Brisson
Capacity Interviews	Marianne Blair and Valerie Hyer
Hair on Fire Issues/Exit Slip	Kia Sweeney-Scott
Superintendent Jeff Eakins	Hillsborough Public Schools

Holiday Cheer

Tri-State Alliance Update



Goal 1: Tri-State Alliance

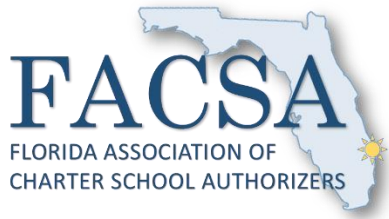
Goal 1: Strengthen authorizing in states with predominately district authorizers.

You spoke, we listened.

Model Materials development and delivery

- Annual Report and Rubric
- Opening Checklist for existing schools
- Nationwide and Statewide analysis of current best practices will inform the work





Goal 1 Deliverables

Annual Evaluation Rubric and Report to Charter School

A consolidated suite of materials that the district can use to report to the school and the district that communicates the charter school's academic performance, finance, and operations. The materials will consist of an annual report and rubric to be used to evaluate the charter school's compliance and performance standards which are linked to the model contract and Florida statute. Annual reports will be used to support the contract renewal process and the five-year high-stakes review required by statute. It is the expectation to leverage current rubrics and annual reports that are already being used in some Florida districts and to create a standard model that can be used across the state.

Annual Opening Operation Checklist

The second resource is an annual opening operation checklist for authorizers to use at the beginning of each new school year to confirm that all activities necessary for to open, or reopen, a charter school are completed before the school begins operations with students attending. The checklist should be created in concordance with Florida statutory requirements for the annual opening of charter schools.



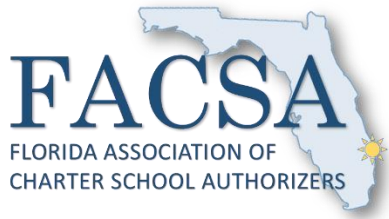
Goal 2: Tri-State Alliance

Goal 2: Educate districts and other key stakeholders about districts' ongoing authorizing and oversight responsibilities under state law as an effective way to **expand options for all students**, thereby improving access and services for disadvantaged students, students with disabilities, and English Learners.

This year we will....

1. Complete an Analysis of Current Professional Development;
2. Develop and Deliver a Contract Negotiation Webinar;
3. Create a Capacity Interview Guide for Authorizers; and
4. Conduct two research studies.





Goal 2 Deliverables

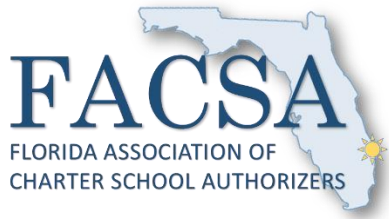
Analysis of Current Professional Development

Produce a report identifying current professional development offerings to charter schools and district staff regarding enrollment of SWD in charter schools and an analysis of the content to identify differences between district understanding and charter understanding of enrollment responsibilities. The report should identify strategies to engage appropriate stakeholders to disseminate findings.

Development and Delivery of Contract Negotiation Webinar

Design and deliver a webinar/professional development opportunity that walks authorizers through the charter contract negotiation process, specifically to identify language that may benefit from more specific descriptions or explanations within the contract or other type of memorialized agreements or understanding between the parties regarding roles, responsibilities, and expectations related to students with disabilities. (Work should include analysis of contract language examples from across the state.)





Goal 2 Deliverables

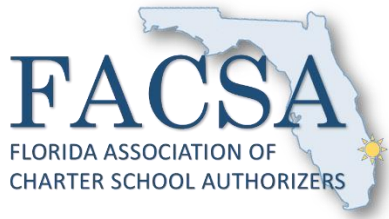
Capacity Interview Guide for Authorizers

Create a guide for authorizers to use during the capacity interview process to probe the applicants' true understanding of the charter school's ESE obligation, which should include posing hypothetical examples of real-world situations charter schools experience. The guide will include specific questions for the authorizer and explanations for what an authorizer should be looking for and how to evaluate answers.

Authorizer Professional Development

Based on the analysis of the survey results, identify at least 1 professional development opportunity for district authorizers regarding charter enrollment and students with disabilities and create an outline for content development and delivery.





Goal 2 Deliverables

Data Analysis Report

Conduct an analysis of the proportion of students with disabilities enrolled in charter schools disaggregated by those enrolled in independent charters and those enrolled in schools operated by a CMO/EMO to determine if there are patterns or trends that could indicate schools with exemplar programs (e.g., higher than expected enrollment of students with disabilities) or schools with potential for concern (e.g., lower than expected enrollment of students with disabilities).

Research Study on School Recruitment and Enrollment of SWD

Research charter school recruitment, outreach, and admissions and use this research to improve the application and enrollment process for families



Goal 3: Tri-State Alliance

Goal 3: Engage and provide support to a larger proportion of district authorizers in Colorado, Florida, and California, including small and rural districts and districts that authorize a significant number of charter schools experiencing significant low performance or non-compliance with academic, financial, governance, or operational requirements.

This year we will....

1. Engage those districts we targeted in year 1!

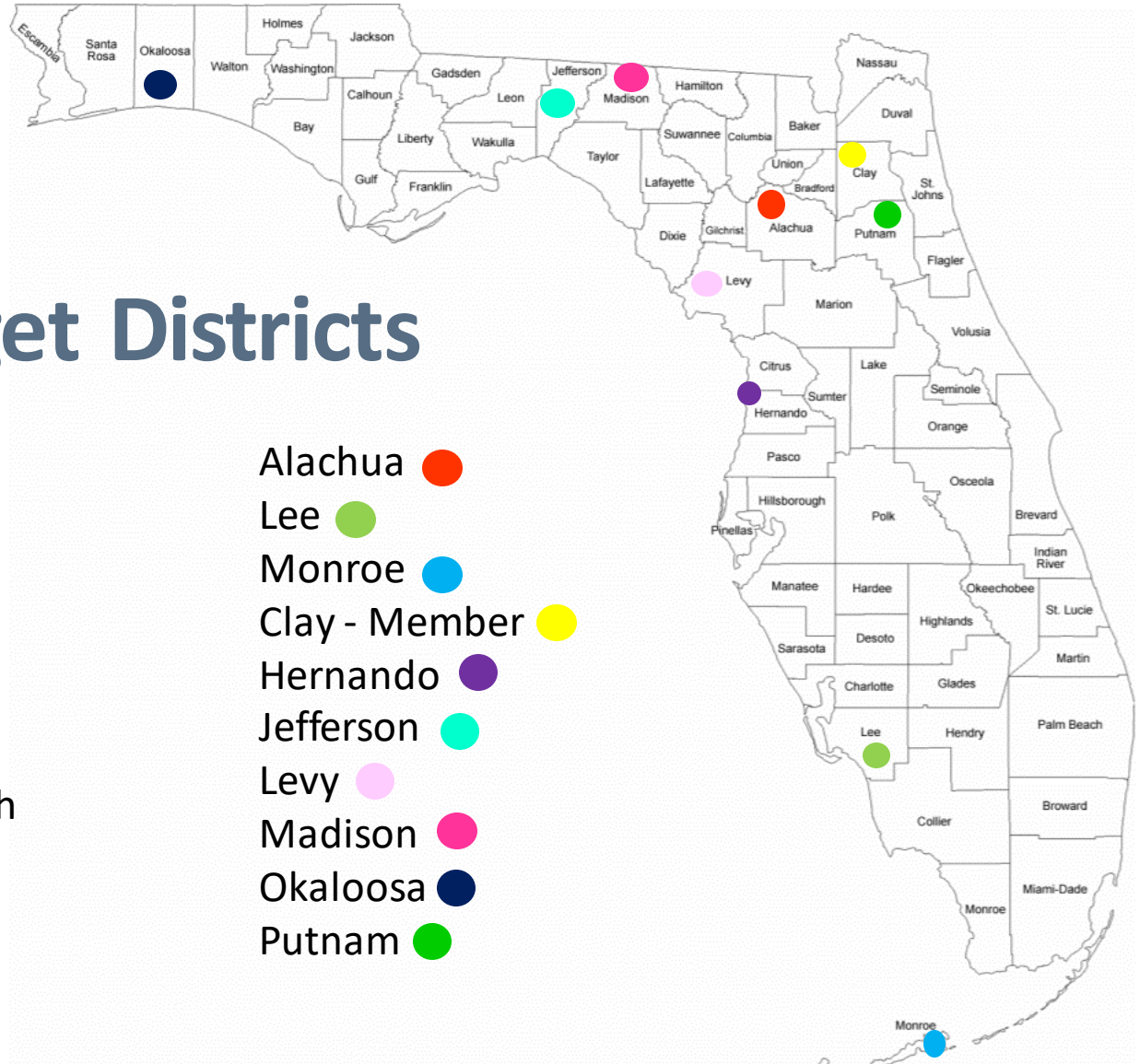




Goal 3: Target Districts



New Member Outreach

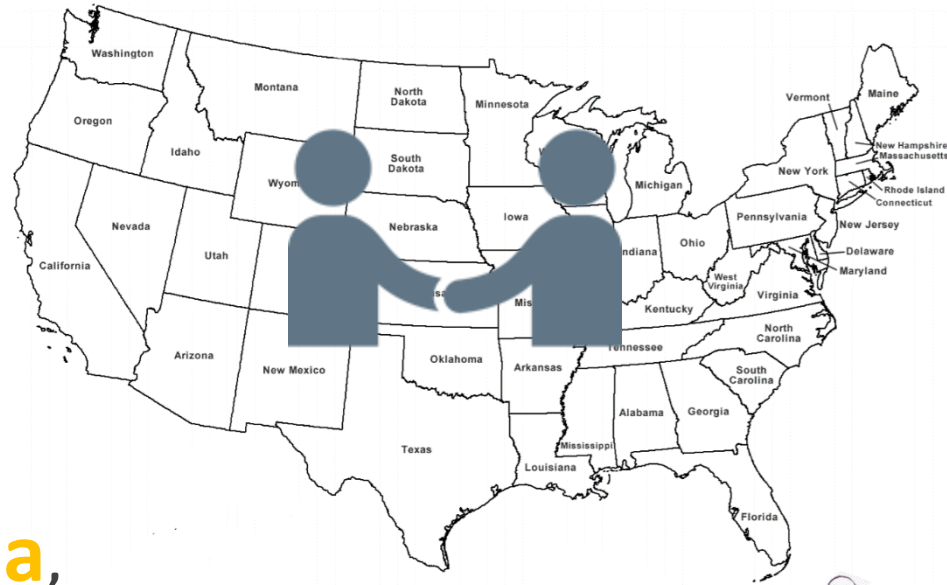


Goal 4: Tri-State Alliance

Goal 4: Support states outside the Tri-State Alliance that seek to establish statewide associations for charter authorizers.

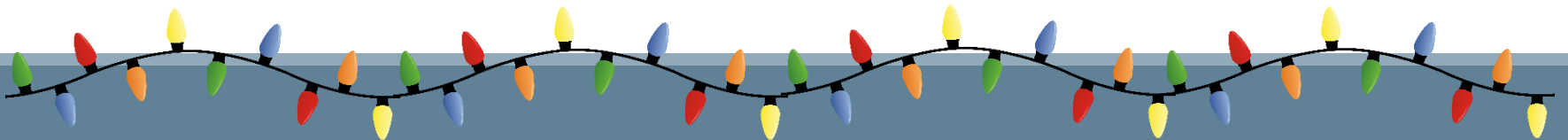
This year we will....

1. Engage the states we targeted in year 1: **Ohio**, **Louisiana**, **Michigan**, **Georgia**, **South Carolina**, and **Pennsylvania**

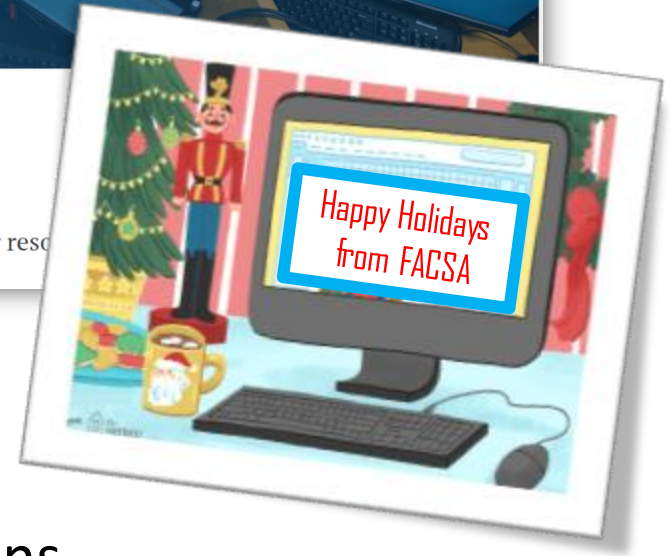
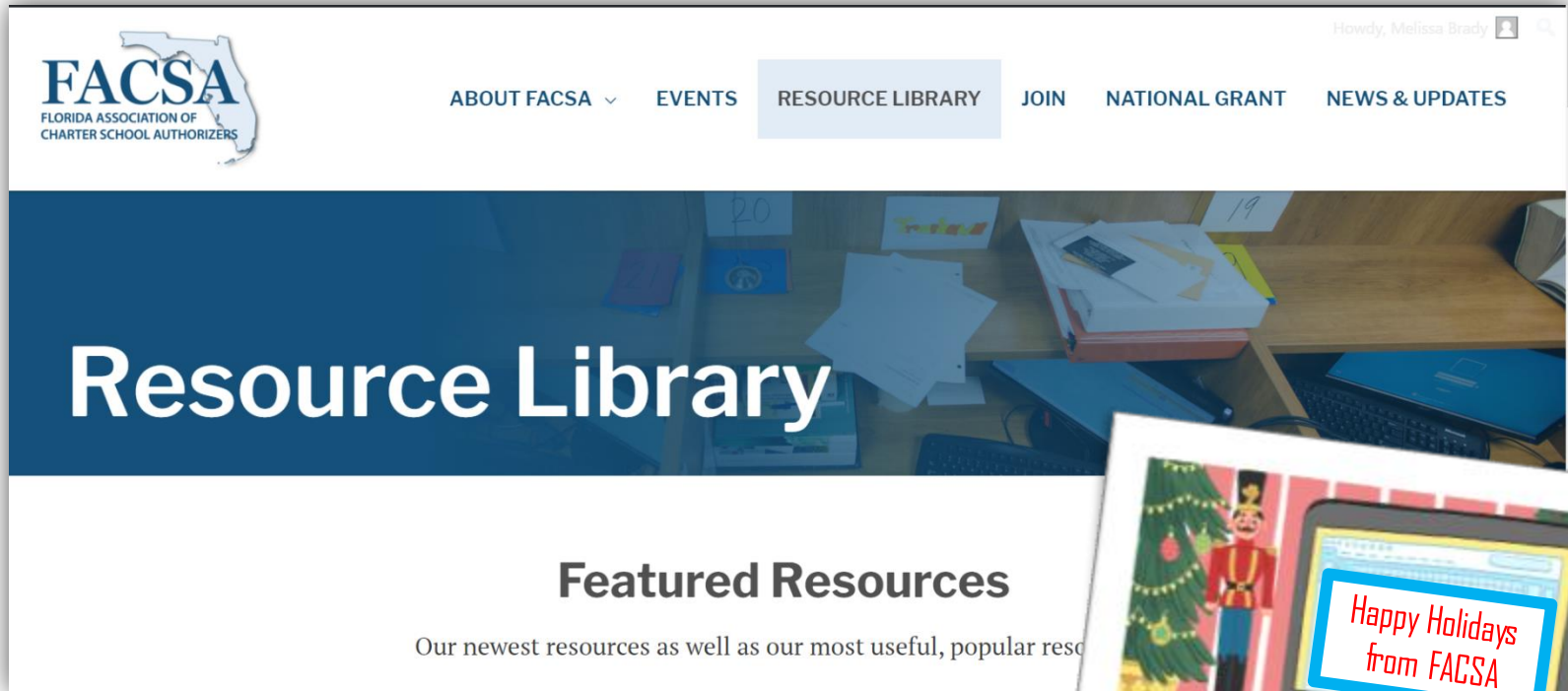


Committee Interest?

1. Authorizer Support Committee
2. Student Equity Committee
3. Outreach and Membership Committee
4. Cross State Committee



New Website – Coming in January



- Pay Membership Dues Online
- Calendar of Events
- Link to Groupsite for threaded discussions
- Resource library with access to authorizer tools and materials



External Reviewer Opportunity

Review charter applications for districts who do not already participate in this practice.

The reviewer will receive a flat fee of \$1,000.00 for the review of one charter application and participating in two calls with the authorizer:

1. First, to offer suggestions for the authorizer's process before the review; and
2. later, to provide feedback after the review is complete.

Interested in learning more about this opportunity?

Email or call me for the details!



Legislative Updates, cont.

FACSA December

Dr. Nicki L. Brisson & Dr. Cinzia de Lange

2020 Proposed Senate Bills

Bill Name/#	Sponsor	Summary
SB 130 – Florida Job Growth Grant Fund – Now in Appropriation	Hutson	Authorizes the Governor to approve work-force training grants to certain charter schools under the Florida Job Growth Grant Fund.
SB 166 – Charter Schools	Cruz	Requires a charter school, in order to obtain approval, to demonstrate that it meets certain needs that the local school district does not or is unable to provide to students in that district, etc.
SB 184 – Holocaust Education in Public Schools (HB 91)	Radar	Requires charter school instructional personnel to teach specified topics; requires the DOE to coordinate with school districts to appoint Holocaust curriculum coordinators, etc. The bill includes language pertaining to charter schools.
SB 234 – Student Health Services	Book	Learning with Dignity Act: requiring school districts to make feminine hygiene products available, at no cost, in female restroom facilities of public school buildings, etc.

★

2020 Proposed Senate Bills

Bill Name/#	Sponsor	Summary
SB 370 – Safe-school Officers	Cruz	Requires district school boards to provide their approval before certain charter schools employ school resource officers and school safety officers; authorizes district school boards to oversee and manage the employment of school resource officers and school safety officers by charter schools within the district; authorizes district school boards to establish best practices for the employment of school resource officers and school safety officers by charter schools within the district; etc.
SB 526 – Charter Schools`	Diaz	Appropriations: prohibits specified individuals and entities from submitting an application to open a charter school for specified periods of time.
SB 534 –Education in Public	Diaz; (Co-Introducer: Baxley)	Requires the DOE to maintain a disqualification list that includes the identities of certain persons; requires district school boards to investigate certain complaints and report certain results of such investigation to the department; prohibiting an individual who is on the disqualification list from being employed by a charter school or serving as a member of a charter school governing board; etc.

2020 Proposed Senate Bills

Bill Name/#	Sponsor	Summary
SB 536 – Charter Schools	Diaz	Establishes the High-Performing Charter School Council; provides the process for approving or denying a charter school application submitted to the council; authorizes charter school sponsors and applicants to provide input to the state board regarding the council’s recommendation; provides grounds on which the council may recommend denial of an application submitted by a high-performing charter school or system.
SB 588 – Enforcement of School Attendance	Rouson	Authorizes district school boards and charter school governing boards to allow a specified number of mental health days as excused absences for students.
SB 632 – Education	Stewart	Requires specified teacher to have received, at a minimum, a bachelor’s degree; expands the information that charter schools must include on their website; revises requirements for all charter school facilities to include compliance with the State Requirements for Educational Facilities of the Florida Building Code; etc

2020 Proposed Senate Bills

Bill Name/#	Sponsor	Summary
SB 7000 – Reporting Abuse, Abandonment, and Neglect	Committee on Children, Families, and Elder Affairs	Revises when a person is required to report to the central abuse hotline; provides penalties for the failure to report known or suspected child abuse, abandonment, or neglect; etc. Includes charter school language.
SPB 7012 – Mental Health	Committee on Children, Families, and Elder Affairs	Provides additional duties for the Statewide Office for Suicide Prevention; requires that certain information be provided to the guardian or representative of a minor patient released from involuntary examination; etc. Includes charter school language.

2020 Proposed Senate Bills

Bill #/Name	Sponsor	Summary
SB 304 School Safety Funding	Cruz	Specifies distribution requirements for certain safe schools allocation funds for the 2020-2021 fiscal year; requires each district school superintendent to remit specified unused funds from the 2019-2020 fiscal year to the DOE; authorizes the DOE to redistribute such funds to certain school districts for a specified purpose.
SB 458 – English Language Learner Advisory Council	Rodriguez	Creates the ELL Advisory Council adjunct to the DOE

2020 Proposed Senate Bills

Bill #/Name	Sponsor	Summary
SB 866 – Florida Talent Development Council	Diaz	<p>Requires the Council to submit a report with recommendations related to the Pathways in Technology Early College High School (P-Tech) program, or a similar program, to the Governor, etc.; requires the P-Tech program to incorporate secondary and postsecondary education with workforce education and work experience.</p> <p>From the Bill: A school model program for students to earn a high school diploma, an associate degree, and applicable industry certification and work experience within 6 years after enrolling in the 9th grade. Magnet schools, schools-within-a-school, charter schools, pilot programs, and other school model options may be considered by the council.</p>

2020 Proposed Senate Bills Post-November FACSA Meeting

Bill Name/#	Sponsor	Summary
SB 132 – The Florida Sunshine Scholarship Program (HB 55)	Braynon Filed 9/3/19	Establishes the scholarship program to provide funding for 100% of tuition and fees for Florida residents pursuing an associate degree or career certificate from an eligible postsecondary institution. "Eligible postsecondary institution" means a Florida College System institution, a career center operated by a school district, or a charter technical career center.
SB 1062 – Involuntary Examinations of Minors (HB 407)	Harrell Filed 11/26/19	Revises parent and guardian notification requirements that must be met before an involuntary examination of a minor who is removed from school, school transportation, or a school-sponsored activity (including charter schools); creating a reporting requirements for schools relating to involuntary examinations of minors; requiring that certain plans include procedures to assist certain mental and behavioral health providers in attempts to verbally de-escalate certain crisis situations before initiating an involuntary examination; etc.

2020 Proposed House Bills

Bill #/Name	Sponsor	Summary
HB 273 – Carrying of Firearms	Sabatini	Relates to carrying of firearms: deleting a requirement that a license to carry a concealed firearm is required in order to carry such a firearm.
HB 315 – Enforcement of School Attendance	Valdes	Authorizing district school boards and charter school governing boards to allow a specified number of mental health days as excused absences for students.
HB 407 – Removal of a Student for an Involuntary Examination	Silvers	Related to the removal of a student for an involuntary examination. The proposed bill includes charter schools.
HB 553 – Safe-school Officers	Antone	Related to safe-school officers: requiring district school boards to provide their approval before certain charter schools employ school resource officers and school safety officers.
HB 2773 – Charter School Safety Zone Improvements	Fischer	Related to the Appropriations Project titled Charter School Safety Zone Improvements: nonrecurring sum of \$1,225.00 from the State Transportation Trust Fund.

2020 Proposed House Bills Post-November FACSA Meeting

Bill Name/#	Sponsor	Summary
HB 859 – Education	Goff-Marcil Filed 12/4/19	Expands charter schools website requirements; requires specified teachers to have received at a minimum bachelor degrees; revises requirements for all charter school facilities to include compliance with the SREFF Building Code, etc.

★ Useful Sites/Information for Tracking

★ Florida Senate Calendar
<http://www.flsenate.gov/>



★ Florida Senate Bills Filed
<http://www.flsenate.gov/?Tab=FiledToday>

★ Florida Senate Bill Actions
<http://www.flsenate.gov/?Tab=BillActions>

★ Florida House of Representatives (Bills, Representatives, Committee Leadership, House Schedule, Publications, Tracking)
<https://www.myfloridahouse.gov/default.aspx>

★ The Florida Channel (Livestreaming of committee, subcommittee, etc., meetings, daily schedule)
<https://thefloridachannel.org/>

Questions/Comments/Going Forward

Happy Holidays

"And now, here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye."

Antoine de Saint Exupéry
The Little Prince



SCHOOLS OF HOPE

FACSA MEETING

DECEMBER 13, 2019

DR. NICKI BRISSON, DISTRICT DIRECTOR

MIAMI-DADE COUNTY PUBLIC SCHOOLS



SCHOOLS OF HOPE

- **WHAT IS A SCHOOL OF HOPE**

– A CHARTER SCHOOL OPERATED BY A HOPE OPERATOR WHICH SERVES STUDENTS FROM ONE OR MORE PERSISTENTLY LOW-PERFORMING SCHOOLS OR WITHIN A 5-MILE RADIUS OF SUCH SCHOOL, WHICHEVER IS GREATER, AND IS A TITLE I SCHOOL



SCHOOLS OF HOPE DEFINITIONS



- **HOPE OPERATOR** – *AN ENTITY THAT HAS BEEN DESIGNATED BY THE STATE BOARD OF EDUCATION AS A HOPE OPERATOR (DEMOCRACY PREP PUBLIC SCHOOLS, INC., IDEA PUBLIC SCHOOLS, KIPP NEW JERSEY, & SOMERSET ACADEMY, INC.)*
- **NOTICE OF INTENT (NOI)** – *OFFICIAL NOTIFICATION TO A LOCAL SCHOOL DISTRICT, FROM A HOPE OPERATOR OF THEIR INTENT TO OPEN A SOH AS ALLOWED BY LAW*
- **PERFORMANCE-BASED AGREEMENT (PBA)** – *THE PBA PROVIDES THE GOALS OF THE SOH WHICH TO WHICH THE LOCAL DISTRICT WILL DETERMINE COMPLIANCE*

SCHOOLS OF HOPE PROCESS

- 1. HOPE OPERATOR COMPLETES AND SUBMITTES THE NOTICE OF INTENT AND PERFORMANCE-BASED AGREEMENT TO A LOCAL SCHOOL DISTRICT AND THE FDOE**
- 2. WITHIN 10 DAYS OF RECEIPT, THE SCHOOL DISTRICT SHALL NOTIFY THE HOPE OPERATOR OF ANY ERRORS OR OMISSIONS AND THAN AFFORD THE HOPE OPERATOR 10 DAYS TO COMPLETE AND RESUBMIT**
- 3. UPON RECEIPT, OF THE FINAL NOI AND PBA, THE LOCAL DISTRICT SHALL HAVE 60 DAYS TO ENTER INTO AN EXECUTED PBA**
- 4. THE LOCAL DISTRICT SHALL PROVIDE A COPY OF THE EXECUTED PBA WITHIN 10 DAYS TO THE ENTITY AND THE FDOE**
- 5. IF THE DISTRICT FAILS TO ENTER INTO AN AGREEMENT WITHIN 60, THE LOCAL DISTRICT SHALL FORFEIT ADMINISTRATIVE FEES ASSESSED TO CHARTER SCHOOLS PURSUANT TO LAW**



MDCPS CHRONOLOGY OF EVENTS



- **KIPP NEW JERSEY, INC. – APPROVED BY THE SBE AS A HOPE OPERATOR ON MAY 16, 2018**
- **MDCPS RECEIVED A NOTICE OF INTENT (NOI) AND DRAFT PERFORMANCE BASED AGREEMENT (PBA) ON MARCH 11, 2019 TO ESTABLISH A SOH FOR MULTIPLE CAMPUSES WITHIN A 5 MILE RADIUS OF A PERSISTENTLY LOW-PERFORMING PUBLIC SCHOOL**
- **THE 60 DAY TIMELINE FOR NEGOTIATING THE PBA BEGAN WITH A FINAL APPROVAL DATE REQUIRED NO LATER THAN MAY 11, 2019**
- **NOI AND FINAL NEGOTIATED PBA APPROVED BY SCHOOL BOARD ON MAY 8, 2019**

IMPACT FOR FAILURE TO COMPLY WITH THE 60-DAY TIMELINE

- **AN AUTOMATIC REDUCTION TO THE ADMINISTRATIVE FEES WITHHELD FOR EVERY OPERATIONAL CHARTER SCHOOL IN THE MDCPS PORTFOLIO**
 - **134 SCHOOLS**
 - **\$483,000 PER MONTH**
 - **\$5.8 MILLION ANNUALLY**



NEGOTIATION TAKE-AWAYS



ZENITH POINTS:

- **LANGUAGE TO GUIDE PROCESSES**
 - **EXCEPTIONAL STUDENT EDUCATION POLICIES AND PROCESSES**
 - **DISTRICT AND SCHOOL RESPONSIBILITIES**
- **INDEMNIFICATION AND INSURANCE REQUIREMENTS AND PROCESSES**
- **REQUIRED PRE-OPENING DOCUMENTATION**
- **THE WITHHOLDING OF A 2% ADMINISTRATIVE FEE FOR THE FIRST 250 STUDENTS PER SCHOOL, UNTIL APPROVAL AS THEIR OWN LEA**

NEGOTIATION TAKE-AWAYS, CONT.

NADIR POINTS

- **INABILITY TO NEGOTIATE INTERIM ASSESSMENTS USED BY THE DISTRICT TO GUIDE STUDENT PROGRESS**
- **INABILITY TO NEGOTIATE PERFORMANCE-BASED GOALS FOR THOSE RESEARCH-BASED INTERIM ASSESSMENTS**
- **INABILITY TO NEGOTIATE GOOD CAUSE REASONS FOR TERMINATION**
- **LOSS OF LOCAL CONTROL**



LESSONS LEARNED



- **ENSURE AWARENESS OF THE SOH PROCESS AMONG ALL STAKEHOLDERS**
- **PARK PERSONAL FEELINGS AND OPINIONS FAR AWAY FROM THE NEGOTIATION TABLE**
- **RECOGNIZE THAT THERE IS VALUE IN EDUCATIONAL PLATFORMS, INSTRUCTIONAL DELIVERY, AND PEDAGOGY**
- **ASSIST OTHER DISTRICT OFFICES IN THE IDENTIFICATION OF POTENTIAL TARGET SCHOOLS SO THAT RESOURCES CAN BE DEPLOYED TO IMPROVE SCHOOL PERFORMANCE**
- **DEVELOP AN INTERNAL CALENDAR (WITH RESPECT TO MILESTONES, BOARD MEETINGS, ETC.) TO GUIDE ANY POTENTIAL SOH NOTICE OF INTENT AND PERFORMANCE-BASED AGREEMENT TO ENSURE COMPLIANCE AND AVOID LOSS OF FUNDING**

DOCUMENTS

DOCUMENTS INCLUDE:

- **BOARD ITEM D-65**
- **ATTACHMENTS**
- **ATTACHMENT A: SOH2 – SCHOOL OF HOPE NOTICE OF INTENT**
- **ATTACHMENT B: FDOE KIPP DESIGNATION CLARIFICATION LETTER**
- **ATTACHMENT C: SOH3 – SCHOOL OF HOPE PERFORMANCE-BASED AGREEMENT**



TO BE DETERMINED



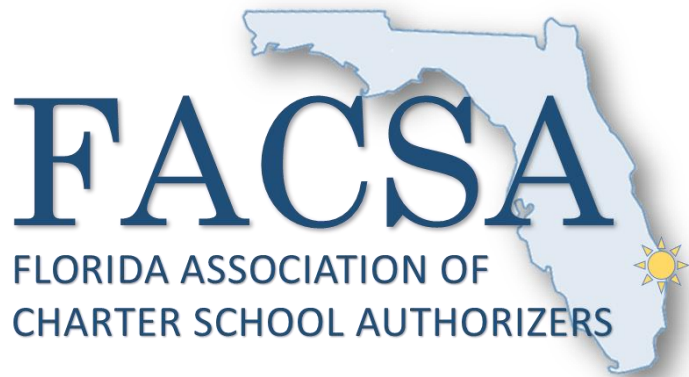
- **DEFINITION OF OPPORTUNITY ZONE FROM THE FDOE**
- **TECHNICAL SUPPORT/GUIDANCE FROM THE FDOE**
- **COMPLIANCE MONITORING PROTOCOLS AND PROCESSES**
- **SCHOOL ACCOUNTABILITY PERFORMANCE**

QUESTIONS/COMMENTS/CONCERNS

“LET US NEVER NEGOTIATE OUT OF FEAR. BUT LET US NEVER FEAR TO NEGOTIATE.”

JOHN F. KENNEDY





Capacity Interviews

MARIANNE BLAIR AND VALERIE HYER

FACSA MEETING 12.13.19

TAMPA, FL

c a p a c i t y

ca·pac·i·ty | \kə-'pa-sə-tē , -'pa-stē\

noun

1: *legal competency* (sense of competence) or *fitness*

capacity to stand trial; ***capacity to open a charter school***

2a: the *potential* or *suitability for holding, storing, or accommodating*
a large seating *capacity*;

b: the *maximum amount or number* that can be *contained or accommodated*

the auditorium was filled to *capacity*;

capacity of the school building to hold a certain number of students

c a p a c i t y

3a: *an individual's mental or physical ability: aptitude or skill*

He has the *capacity* to handle this job. ***They have the capacity to open a charter school.***

b: the *faculty or potential for treating, experiencing, or appreciating*

capacity for love. ***He has the capacity to run a school. She has the capacity to motivate students.***

4: *duty, position, or role*

She will be happy to serve in any *capacity*

c a p a c i t y

5: *the facility or power to produce, perform, or deploy: capability*

a plan to double the factory's *capacity*; ***They took an idea for a school and have demonstrated the capacity to turn it into reality.***

also : maximum output

industries running at three-quarter *capacity*; ***He has the capacity to get teachers and students to work to their full potential.***

c a p a c i t y

A great example:

How did the LSU Tigers go from snatching defeat from the jaws of victory to snatching victory every time?

New Coach (Ogeron)

New QB (Burrow, now Burreaux!)

New 'pro offense'

Focus on one game at a time

G e a u x T i g e r s ! # 1



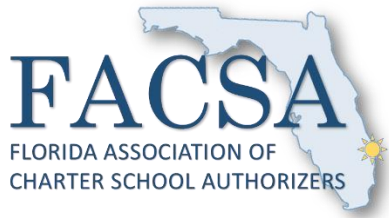


Where and how are we informed - as authorizers - about Capacity Interviews?

FLORIDA CHARTER SCHOOL APPLICATION (P.4)
AND EVALUATION INSTRUMENTS (P.1)

From the Application

9. **Capacity Interview:** Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.



From the Evaluation Instrument

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

Capacity Interviews

We have very little to go on.

We may hold a Capacity Interview to determine capacity to open and maintain a high quality charter school.

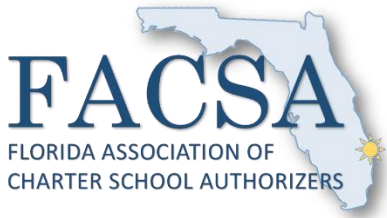
We must record or transcribe the interview if information from it is to be used as a **basis** for a **denial** of an application.

Capacity Interviews

Let's ask Jenna Hodgens:

If a Charter application is denied, and goes before the Appeals Committee in Tallahassee:

- What are the requirements for the recording or transcription of a capacity interview?
- What is allowable or meant by 'a ***transcription***'?
- Who will review the video or audio recording or the written transcription of the capacity interview?
- What is your experience with denials or appeals?



Capacity Interviews

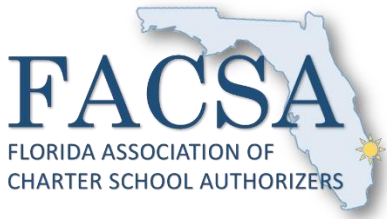
Turn to your shoulder partner:

Discuss ways you can determine the capacity of a charter applicant.

Capacity Interviews

Things to think about

- **What are some qualities you look for in the applicant capacity interview?**
- **Who is responsible to convey capacity?**
- **How do you know capacity when you see it?**
- **What are some ways to ask questions to elicit answers that convey capacity?**



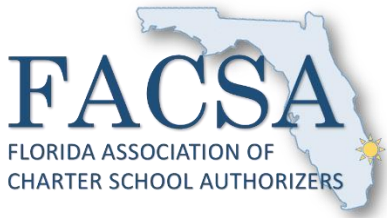
Capacity Interviews

Working in small groups, develop a few capacity interview questions for each of the areas of the charter application your group is assigned.

Chart out on chart paper.

Share out with the group.

See how creative you can be!



Capacity Interviews

As a result of today's work, you will have access to the capacity interview questions created today online @

<https://padlet.com/mrsmbclair/FACSA>

Enjoy
some
well-
deserved
time off!





Hair on Fire Issues

WHAT'S YOUR BURNING QUESTION?

