

# PUBLIC CHARTER SCHOOLS FEDERAL GRANT PROGRAM

## PROJECT NARRATIVE

### 1. Background Information and Overview of School (20 points)

*Provide an overview stating why the charter school was established.*

The Chautauqua Learn and Serve Charter School Board will develop a dynamic partnership with the Bay County School Board to expand the continuum of educational service options available to the disabled young adults of Bay County, Florida. This partnership will establish and advance a model educational program with methodologies that include service learning so as to meet the multiple learning goals of the disabled as they transition from secondary education to adult life.

*Describe the community the school has selected to serve.*

Chautauqua Learn and Serve Charter School proposes to enroll only students with disabilities as full-time students. These students will have Individualized Educational Plans (IEP) as required by IDEA (1997). We also anticipate the majority of these students will have walked the graduation stage with their peers as Special Diploma candidates. They will continue to exercise their eligibility to attend school under IDEA until they are 22 years of age by choosing to be learners, workers, and givers at Chautauqua.



*Describe the charter school's mission and philosophy.*

#### **Philosophy:**

The Chautauqua Learn and Serve Charter School has adopted as its core philosophy the founding philosophy of the one hundred and thirty-year-old Chautauqua Institution, "Everyone has the right to know all that he can know and to be all that he can be." This principle of learning embraces the two-fold mission of our school in service to the disabled young adults of Bay County. Regular education endeavors to inspire the non-disabled student to achieving his/ her highest potential while acquiring moral values and the skills of citizenship. Like the popular graduation card showing a hardy plant growing out of a dense metal manhole cover and includes the caption, "Bloom where planted," the non-disabled are equipped with the skills and knowledge necessary to thrive in any environment. Students with disabilities require more.

#### **Mission:**

Our mission is two-fold. Our proposed school must educate the disabled students for the demands of the world they are about to enter. Our school must also educate and enlighten the world about the needs of the disabled who are seeking to enter this world with as much independence as possible. For example, a wheelchair-bound student might work and continuously strive to "know all that he

can know," but he cannot, "be all that he can be." if the community does not provide accommodating wheelchair ramps, curb cuts, and elevators. For this reason and many more, we have chosen the successful community-connecting teaching methodology of service-learning to advance our mission.

☐ Describe how the school proposes to use the **project** funds to implement the mission and philosophy and achieve the stated goals of the school.

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**Chautauqua will use the project funds to establish and acquire the necessary equipment, technology, materials, and services, to ensure that the enrolled disabled students are able to implement our philosophy of allowing all students to exercise their right to "know all that they can know and be all that they can be." Likewise, project funds will be used to establish our school in a location that is central to all community services and agencies. Project funds will also be used to assure the facilities meet all code requirements. The school's location is vital to the instruction and assessment of function transition skills. As students learn to use the **trolley** system, access community services, advocate for needs, locate appropriate housing options, explore employment opportunities, and complete valued service learning projects, we will accomplish our mission. Our disabled students will learn skills to transition into the community as adults with significant independence, and the community will develop a greater understanding of the needs of the disabled through this interaction.**

☐ Describe the school's student population, including the projected number and demographic composition of the students to be served.

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**We anticipate a student population of about **25-32** students for our first year. The ethnic mix will reflect the larger **Bay** County community. Approximately 95% of the students will be eligible for free lunch. All students enrolled will be disabled as determined by the federal and state laws. It will be an inclusive school, however, because each student will have a mentor or tutor from regular education. Regular education students from our area high schools and colleges will receive a dual-enrolled service-learning credit as they mentor our students.**

*State the grade levels and enrollments you anticipate the school will serve at opening and include any plans for additional grade levels proposed for subsequent years.*

In accordance with federal and state law, the Chautauqua Charter School will not discriminate on the basis of race, religion, national origin, or exceptionality in the admission of students at the high school level and above.

Chautauqua will serve:

1. Disabled Bay County high school students ages 18-22 with active Individual Education Plans as prescribed by IDEA (1997), or IDEA eligible. Our course offerings will be for disabled students functioning at the independent, support, and participatory levels. Primarily, it is our intent to serve disabled students who have graduated walked the stage at graduation with their peers. There will be no enrollment preference among disabled high school applicants ages 18-22. The student, or parent and student, must determine that the student is best

served by continuing the educational opportunities afforded under IDEA by attending the Chautauqua Charter School.

2. **Out-of-county** students will not be enrolled.
3. Students may withdraw at any time and enroll in any other school in accordance with the policies of **Bay** County School Board policies.
4. **We do not anticipate adding additional grades.**

## 2. **Essential Areas for an Effective Charter School Educational Program (60 points)**

The DOE has identified five areas that are considered to be essential to the implementation and success of high-quality charter schools. These include: (1) Curriculum, Instruction, Assessment, and Accountability; (2) Special Education Services; (3) Business, Finance, and Accounting; (4) Governance and Legal; and (5) Administration and Operations. The application must describe how **each** of the following items will be addressed to reflect the five essential areas for an effective charter school program. Some designated information has been included, but applicants may add other information if desired.

### (1) **Curriculum, Instruction, Assessment, and Accountability (20 points)**



*State the school's performance goals for the 2005-06 school year and describe how the **project** funds will be used to achieve and measure the attainment of these goals.*

**Our performance goals mirror the goals of the Florida charter school initiative:**

1. **Highest Student Achievement**
2. **Seamless Articulation and Maximum Access**
3. **Skilled Workforce and Economic Development**
4. **Quality, Efficient Service**

**Our mission is to become a true Chautauqua, a place where individuals of all backgrounds, ages, and abilities come together to learn. Our school will, however, enroll only the disabled. For these IDEA eligible students, the team-developed IEP will establish the standards for highest achievement. With its baseline data, goals, criteria for mastery, and schedule of evaluation, the IEP will be implemented through research based practices to include service learning. All educational technique and assessment standards will be individualized for each student. This will facilitate the student's highest achievement.**

*Describe how the **project** funds will be used for the implementation of a student State Standards; a school curriculum calendar based on student achievement needs; frequent assessment of student mastery of the Sunshine State Standards; intensive school-hour tutorial for students not mastering grade-level standards; enrichment for students who have mastered grade-level standards; and monitoring of the continuous improvement process by the instructional leader of the school.*

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Project funds will be used to develop and establish the educational calendar and methodologies necessary to employ an individualized, prescriptive curriculum focused on each student's holistic transition goals. All staff from principal to janitor, volunteers, and parents will assume roles that better more resemble the roles of coaches, facilitators, tutors, advisors or mentors than those of the traditional teacher. These adult students will be the workers, working to achieve the goals of their IEPs. Individual and collective assessment data will be disaggregated to determine the most effective strategies for learning for the individual student and the student body. In addition to their peer mentors, trained tutors will be assigned to low performing students to remediate low skill performances, especially those skills specific to their IEPs. Protecting student identity in the process, all assessment data and parent, student, and staff satisfaction survey data will be made available to the school advisory council. The school improvement team will work with the School Advisory Council to continuously improve all aspects of the school.

Learning outcomes will be measured by the assessment strategies and criteria for each goal or service as indicated by the student's IEP. Students will be actively involved in recording their progress in their personal assessment binders.

Describe how the *project* funds will be used in the school's curriculum development process.

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Project funds will be used to establish and develop a curriculum that utilizes an individualized scaffolding approach to construct our educational program. The program will be built upon the following essential elements.

### **1. Significant targeted skills, activities, and services**

Each student will lead his team in developing an Individual Education Plan as prescribed by IDEA (1997) and identify the significant targeted skills, activities, and services. These include: reading goals, transition goals, general goals, and related services. The reading goals address the five areas of reading identified by Just Read! Florida, as well as the team's ability to develop additional goals more specific to the student. The transition goals deal with instruction, employment, community experiences, daily living skills, vocational evaluation, and post-school adult living. The general goals encompass all other issues that need to be addressed prior to the student's leaving the nurturing umbrella of public education. The goals are developed after an assessment to determine the student's current level of functioning in the goal area. A statement describing the student's priority educational need in this area is then determined. Specific objectives to meet each goal are also developed. Finally, the assessment procedure is spelled out in great detail. This detail includes the time line, the evaluator, frequency of evaluation, the criteria for mastery, and the assessment techniques-observation, demonstration, teacher-made tests, checklists, etc.

### **2. Teaching units**

Many teaching units will be designed around the teaching goals, lesson plans, and activities of the Life Centered Career Education (LCCE), a curriculum offered

in two formats to meet all levels of functioning among our primary targeted student population. Developed over a ten-year period of extensive research by the United States Department of Education working collaboratively with the Council for Exceptional Children, it provides a remarkable framework for life skills, transition, and lifelong learning education for the disabled.

**LCCE: A Competency Based Approach** (Brolin, Donn) (5th ed.) is a complete curriculum package for persons with mild disabilities. The 11-volume series provides extensive lesson plans covering all the competencies listed in each of the three LCCE curriculum domains. The lessons feature:

**Four career/life roles:** family member, citizen, worker, and consumer-

**Taught at 3 levels:** awareness, exploration, and preparation.

**In 3 settings:** school, home, community.

**Within the 3 domains of:** Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation.

**Daily Living Skills** by Donn E. Brolin contains 472 lesson plans covering personal finances, household management, personal needs, family responsibilities, food preparation, citizenship responsibility, and leisure.

**Personal-Social Skills** by Donn E. Brolin provides 370 lesson plans for developing awareness, self-confidence, socially responsible behavior, good interpersonal skills, independence, decision-making, and communication skills.

**Occupational Guidance and Preparation** by Richard T. Roessler and Donn E. Brolin includes 286 lesson plans on occupational possibilities and choices, appropriate for work habits, seeking and maintaining employment, physical/manual skills, and specific job competencies.

**Competency Assessment Performance Batteries** provide two alternative forms for all skills tested. Items are primarily performance-based and should be administered to students before and after instructional units.

**Competency Assessment Knowledge Batteries** supply parallel forms comprised of 200 skills and knowledge questions designed to pinpoint specific deficiencies quickly.

**Life Centered Career Education: Modified Curriculum for Individuals with Moderate Disabilities** (1997).

This curriculum is a modified version of the original LCCR curriculum. It focuses on the same three major curriculum areas that need to be infused into the educational program of special education students: daily living, personal/social, and occupational skills.

(An outline of the LCCE competency units listing the 22 competencies and 97 sub competencies will be included in the appendix.)

### **3. Courses**

As noted earlier, it is anticipated that the majority of our primary targeted ESE population will already have earned the necessary credits to walk the stage with their peers with a Special Diploma or completed a course of study to earn a Certificate of Completion. It is also anticipated that the majority of our students will be functioning at the Supported or Participatory level. Students functioning at the Supported level will require overt support from others to achieve independence in adulthood. Students functioning at the Participatory level are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, their daily living needs as adults. Our courses will duplicate many of the Bay District School course requirements for the Special Diploma.

The courses will include the following, paralleling the courses required by Bay District Schools and our parent school, Bay High School for students in the Special Diploma track at the Supported level:

(an overview of these courses and their aligned standards will follow)

- Life Skills Communications
- Life Skills Mathematics
- Life Skills Reading
- Health and Safety: 9-12
- Social Science: 9-12
- Life Management and Transition: 9-12
- Preparation for Post school Adult Living
- Career Education: 9-12
- Career Preparation
- Career Placement
- Marketing Education
- Technology Education
- Industrial Education
- Family and Consumer Sciences Education
- Health Sciences Education
- Leisure and Recreational Skills for Functional Living

Chautauqua must be place of learning for all abilities and ages. For mentors from Bay High School (or other high schools, if they choose to participate)

Chautauqua will facilitate their receiving credit in the following:

\*dual-enrolled course credit in service-learning from FSU

\*regular credit courses in Leadership and/or Career Research and Design from their home high school

\*additional dual-enrollment credit in a course that relates to the contemporary needs of the disabled. Examples include-the New Urbanism, Public Policy, and Labor Issues, etc. Each semester we hope to offer one such course with FSU for all student populations. By all students, Chautauqua strives to be a place of interactive learning where the ESE participatory student, the gifted AICE student, and the elder hostel retiree learn about course content and each other in a creative, interactive, cooperative teaching style that enlightens all.

### **Overview of courses**

#### **Life Skills Communications-Course Number 7910390**

The purpose of this multiple credit course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post school adult living and the world of work.

The content should include, but not be limited to, the following:

- reading
- listening skills
- writing
- applications in daily life
- applications in the workplace

This entire course may not be mastered in one year. A student may earn multiple credits in this course. Specific benchmarks will follow in the appendix.

#### **Life Skills Math-Course Number 7912340**

The purpose of this multiple credit course is to develop the fundamental mathematics skills to enable students with disabilities who are functioning at the independent or supported levels to prepare to participate effectively in post school adult living and in the world of work.

The content should include, but not be limited to, the following:

- numeration
- measurement
- money
- time
- computational skills
- geometry
- applications in personal life
- applications in the workplace

Students may earn multiple credits in this course.

#### **Life Skills Reading-Course Number 7910400**

This multiple credit course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post school adult living and the world of work.

The content should include, but not be limited to, the following instruction:

- word attack
- vocabulary
- comprehension skills
- reading in daily activities
- reading in the workplace
- reading as a leisure activity

Health and Safety 9-12-Course Number 7920050

This multiple credit course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at the highest levels and prepare to participate effectively in post school adult living and the world of work.

The content should include, but not be limited to, the following;

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- family relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community and resources for health care

Social Studies 9-12-Course Number 7921010

This multiple credit course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in post school adult living and the world of work.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society

Career Preparation-Course Number 7980110

The purpose of this multiple credit course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options,

obtain community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

Life Management and Transition-Course Number 7960010

The purpose of this multiple credit course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post school adult living, and, if needed, daily living skills and functional vocational evaluation.

Preparation for Post school Adult Living-Course Number 7963010

The purpose of this multiple credit course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post school adult living.

The content should include, but not be limited to, the following:

- personal planning
- personal care
- living arrangements
- household maintenance
- interpersonal relationships
- community involvement and participation
- use of leisure time
- communication

Career Education: 9-12-Course Number 7921330

This multiple credit course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, and post school adult living

The content should include, but not be limited to, the following:

- personal and career planning
- information about careers

- community involvement and participation
- personal care
- interpersonal relationships
- communications
- use of leisure time

#### Career Experiences-Course Number 7980120

The purpose of this multiple credit course is to enable students with disabilities to further develop the career skills necessary to identify career options, access community resources, and practical work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

#### Career Placement-Course Number 7980130

The purpose of this multiple credit course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post school outcomes related to a career.

The course will include, but not be limited to, the following:

- self-appraisal
- decision-making
- self-determination and self-advocacy
- career selection
- community resources related to career decisions
- workplace competencies
- advocating rights and responsibilities of employees

#### Marketing Education-Course Number 7980100

The purpose of this multiple credit course is to prepare students with disabilities for entry and success in marketing. The training provided is in accordance with the student's level of functioning and the requirements of the particular job(s) for which the student is being prepared. Students may prepare for occupations involving selling, buying, transporting, or storing goods or providing services.

The contents should include, but not be limited to:

- employability skills
- interpersonal skills and leadership skills
- job-specific skills and competencies
- use of technology, tools, equipment, and supplies

Technology Education-Course Number 7980190

The purpose of this course is to provide students with disabilities instruction in technological literacy and a foundation of knowledge and basic skills related to technology.

The content should include, but not be limited to, the following:

- integrated technology studies
- technology systems
- technology applications
- careers in technology

Industrial Education-Course Number 7980090

The purpose of this multiple credit course is to enable students with disabilities to prepare to perform activities including production, construction, processing, assembling, testing, maintaining, servicing, or repairing products. Students may prepare for employment in occupations involving housing and building construction; masonry, plumbing, wiring, welding, glazing, and roofing; automotive, marine, and small engines, mechanics; drafting and commercial art; woodworking, upholstery, painting, and floor coverings; heating and cooling systems; and major appliances.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

Family and Consumer Sciences Education-Course Number 7980080

The purpose of this multiple credit course is to prepare students with disabilities to acquire knowledge and develop attitudes and skills in one or more family and consumer sciences occupations and to acquaint students with the skills necessary to become independent and productive members of society. Students may prepare for occupations in the areas of food production, clothing, production, home furnishings, child care, and home management and environmental services.

The content should include, but not be limited to, the following:

- employability skills

- interpersonal skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

#### Health Science Education-Course Number 7980070

The purpose of this course is to prepare students with disabilities to become employable as basic entry-level workers in a health care setting.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

#### Leisure and Recreational Skills for Functional Living

The purpose of this multiple credit course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community.

The content should include, but not be limited to, the following:

- selection of appropriate activities
- social and behavioral expectations
- maintenance of equipment and materials
- interpersonal relationships
- community resources

#### **4. *Sunshine State Standards***

All teaching units and courses at the independent, supported, and participatory level for students with disabilities are aligned with the 14 Sunshine State Standards for Special Learners. The specific alignments with the standards and the benchmarks will be provided in the appendix. The disabled students' IEPs will provide the structure for the evaluation of the scaffold curriculum-the targeted skills of the IEP, aligned with the teaching units, aligned with the courses-all aligned with the Sunshine State Standards.

Additionally, the Chautauqua Learn and Serve Charter School will utilize the innovative measurement tools suggested by Howard Gardner. Gardner advocates for what he calls, "performances of disciplinary (or genuine) understanding." Such performances occur when students are able to take information and skills they have learned in school or other settings and apply them flexibly and appropriately in a new and at least somewhat unanticipated situation. Performance of disciplinary understanding is most reliable when a significant stretch from familiar territory is designed in the assessment. The projects of service learning provide this stretch from the familiar while emphasizing character and values education.

The innovative teaching methodologies of service learning and community-based-instruction will be utilized to deepen the knowledge presented by our highly qualified teachers. There is no doubt that the necessary educational services will be available. Chautauqua will have the full resources of the Corporation for National and Community Service (CNCS). Besides the mentors from Bay High School and other secondary schools in Bay County, CNCS will, through Campus Compact, help us secure mentors and tutors from Gulf Coast Community College and Florida State University. These higher education students are trained and skilled in numerous disciplines- everything from reading tutors to physical therapy interns to bookkeepers. The resources available are unlimited. While our commitment to educating students to their fullest needs no incentive, it should be noted that our targeted population has the IEP requirements as well. The opportunity to call a new IEP meeting at any time is always available.

Project funds will also be used to assure that the best educational research will direct the Chautauqua staff to the most productive instructional techniques. Currently the research has taken us to service learning. Howard Gardner of Harvard University was the keynote speaker at the 2005 International Service Learning Conference. Dr. James Comer, director of the Yale School of Medicine and founder of the Yale University School Development Program, recently published a book entitled, Leave No Child Behind. Both Gardner and Comer write and speak extensively, illustrating how the learn-by-doing model has proven remarkably effective in public schools throughout the country. More importantly, both men offer proof that students from all backgrounds can learn at the highest levels, adopt positive behavioral attitudes, and prepare for fulfilling adult life, if they learn in schools that provide adequate support for their complete development. Service learning is the methodology that supports the complete development of all students.

Goals and objectives listed in each IEP, student empowerment, concepts of character education, values development, diversity, tolerance, and inclusion, these, at a minimum are comprehensively accomplished within an innate drive for the highest academic achievement through the service-learning methodology. Listed below are the various domains from which most service learning projects are developed. Student planners are already designing project ideas for Chautauqua. Listed below are: the domains of service learning, an outline of effective service learning components, and summaries of the three projects being developed.

### **Service Learning Domains**

#### **Health/Nutrition**

Health Education \* Elder Care/ Nursing Home Programs \*HIV/AIDS Services \* Maternal/Child Health Services \* In-Home Care/ Respite\* Immunization

Teen Pregnancy/Parenting Skills \* Hospice/Terminally Ill Care\* Blood Drive  
Substance Abuse Prevention/Rehabilitation\* Hunger\* Food  
Distribution/Collection  
Other Health/Nutrition\* Disabilities Programs

### **Education**

Pre-Elementary/ Day Care\* Vocational Education \*Head Start/School  
Preparedness\*  
Tutoring\* Child Literacy Elementary\* Adult Education Literacy\* Historical  
Preservation\*  
Education Tutoring & Child Literacy\* Middle School/High School Special  
Education \*Cultural Heritage\*  
After School Programs\* ESL/ESOL \* Library Services  
GED Programs/Dropout Prevention /Computer Literacy/ Other Education

### **Environmental**

Clean Up Environmental/ Awareness\* Wildlife/Park Protection/ Restoration \*  
Water Protection/Restoration \* Other Environment

### **Homeland Security**

Disaster Preparedness\* Response Other Homeland Security

### **Public Safety**

Public Safety Education \* Victim/Witness\* Assistance Pedestrian \* Bike Safety  
Fire/Accident Prevention\* Community Policing/Neighborhood Watch \*Water  
safety  
Crime Awareness/Crime Avoidance \* Juvenile Justice/ Gang Prevention  
Animal Care/ Humane Society \* Conflict Resolution/Mediation\* Other Public  
Safety

### **Housing**

Housing Rehabilitation/Construction\* Independent Living/Transitional Housing  
Housing Referrals/Relocation\* Tenant Organizing /Other Housing

### **Human Needs**

Adult Day Care/Senior Center\* Mentoring/Coaching\* Cultural/ Arts/  
Performance Programs  
Companionship/Outreach \* Foster Care\* Other Human Needs Services  
Thrift Store/ Clothing Distribution

### **Community and Economic Development**

Consumer Education\* Transportation Services \* Technology Access  
Food Production/Community Gardens/Farming \* Job Development/Placement  
\*Social Services Planning/Delivery\* Community Revitalization\* Microenterprise  
\* Civic/Community Organizing /Other Community Development

As the various domains are reviewed, it is important to recognize the components required of a service-learning project. These dynamics make service learning very different from community service.

### **Components of Effective Service Learning**

**a. Preparation:** Service-learning preparation requires students and coach facilitators (staff from maintenance personal to principal) to identify a community need and link solutions to curriculum objectives. Preparation also requires students to acquire Sunshine State Standards and curriculum objectives with the depth necessary to demonstrate the knowledge. Passing a test on the course material is the traditional knowledge assessment. Service learning requires the student to demonstrate knowledge through service.

**b. Action:** This is the actual service.

**c. Reflection:** This is an activity designed by the facilitator. It allows the student or students to reflect on their service and determine what the action has meant to the individual performing the service and what the service has meant to the recipient.

**d. Celebration:** This may be an end-of -term activity to celebrate the cumulative impact of service. It is more often a personal acknowledgment of the positive difference the actions have produced.

Bay High students have already initiated the preparation phrase for some Chautauqua Learn and Serve Charter School projects.

### **Summary Purposed Projects**

#### **Project 1**

With the goal of combining the elements of thrift shop, micro enterprise, job development and placement, and consumer education, the student-planners believe a baby-needs consignment shop will be a fantastic teaching, learning and service endeavor. Students would also make children's items to sell in the store. Some would be sown; other would be made of wood and painted. Regular and special student pairs would keep the store clean, arrange the merchandise, create merchandise, wait on customers, keep the books, make deposits, and use the profits to funds other service-learning projects. Older adult disabled students who have aged out of public education could volunteer at the store. Students from all area high schools, GCCC, and FSU-PC.

### **Project 2**

Student planners also hope to operate an Information and Referral Center. The Success Center in Miami, FL, a VISTA project with similar goals, has offered to train ESE students and mentors. They will supply training manuals and forms. The center will fulfill many Learn and Serve domains. In fact all the domains listed above could be addressed by the Center. The ESE and the regular education students will develop the student empowerment and skills for self-advocacy. Students from all area high schools will be recruited to participate. The Bay County Bar Association will also provide assistance. Again, students who have aged-out of public education will volunteer at the Center. For security reasons, we have decided to work with United Way to operate this service from the Bargain Center. A security guard will be present.

### **Project 3**

Finally, our most exciting service learning project is called, Train School. This will perhaps only happen if grant funding from the Corporation for National and Community Service, or the National Geographic Society, are received. Either is very possible. Train School will blend three unlikely entities to create a unique learning and empowering experience of a lifetime. The three elements are: Amtrak, college courses relevant to students of all abilities, and the annual International Service Learning Conference.

After taking courses such as Geography of the Regions of America, Literature and Film of the Regions of America, or the New Urbanism, students and many other Chautauqua supporters will travel the perimeter of America via Amtrak. They will be making presentations along the way at various Learn and Serve sites. Their destination will be the annual International Service Learning Conference and then home. The Train School riders will reflect our mission's inclusive mix-disabled, regular education, college, elderly, and community members. The presentations will enlighten other communities about service learning and its value in building a vibrant, diverse, inclusive community of lifelong learning. This could become a business. Student-planners believe that this could become a tour. Individuals will make a tax-deductible donation to Chautauqua and travel as chaperones with the group.

As the courses of our curriculum are reviewed, it's easy to see how the service learning methodology could be both a method of instruction and a source for the genuine assessment. This methodology also facilitates so many other teaching methods and techniques: cooperative learning, experiential learning, mentoring and tutoring, skill integration, and hands-on learning.

≡ Describe how the *project* funds will be used to align the school's reading curriculum with the Just Read, Florida! initiative and, if applicable, the middle grades rigorous reading requirement.

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**Project funds will be used to develop and implement our research-based reading curriculum.** Because we consider reading to be a primary focus of our curriculum, the Chautauqua Learn and Serve Charter School will build a reading curriculum that is dynamic, flexible, and always responsive to the most recent and respected reading research. Additionally, ongoing analysis will be conducted to determine which approaches and strategies work best to improve reading for the individual student and the Chautauqua students as a whole.

**Improving the five elements of reading emphasized in the Just Read! Florida initiative will be foremost in our reading curriculum plan. As would be expected, the essential elements of Just Read! Florida are identical to the ESE students' reading goals in their IEPs. The key elements are phonemic awareness, phonics recognition, vocabulary, fluency, and comprehension. The IEP team will determine the elements to receive targeted instruction. For the selected elements, diagnostic assessment, a pretest, remediation, and a post-test, may be part of the assessment methods determined by the team.**

The Chautauqua Learn and Serve Charter School members submitting the application have long and supportive relationships with the reading researchers who receive substantial grant funding from the National Science Foundation. These researchers include: Dr. Joe Torgesson of the Florida Center for Reading Research, Dr. Bruce Pennington, of the University of Denver Center for Neuroscience Research, Dr. John DeFries of the University of Colorado Health Science Center, Dr. Gordon Sherman of Harvard University Neurology Department, and Dr. Sylvia Richardson, MD of the University of South Florida Communications Center and Past President of the IDA. They are considered the nation's best and will provide specific advice upon request. From their individual and collective insights, we will use the following techniques that are more manipulative, concrete, and appropriate to challenged students.

***Phonemic awareness*** will be improved by employing the full spectrum of available techniques. These techniques progress from the simple, direct-instruction strategy of Elkonin squares and blocks to the sophisticated software technology of FastForward. FastForward helps reestablish the language map of a struggling reader's brain. Skill instruction will also progress from the simple to the more complex. Using highly qualified instructors or trained tutors, we will follow a skill sequence of instruction like the example below:  
1. Using Elkonin squares or blocks students will progress through: \* Rhyming words. \* Dividing sentences into words. \* Dividing words into syllables.\* Segmenting and blending onsets and rimes. \* Identifying beginning, medial, and ending sounds in spoken words.\* Segmenting and blending individual sounds (phonemes) in spoken words.

2. Auditory (e.g., clapping), visual (e.g., tiles, chips), or both cues to help students with disabilities identify separate sounds in words.
3. Activities to teach the relationship of letters to sounds in more advanced tasks (segmenting and blending phonemes).

**Phonics recognition** will also be improved through various methods and materials. Methods and materials include: the use of the simple, manipulative strategy of "Rainbow Checker," direct instruction materials like [SRA Reading Mastery](#), print materials like [Steck-Vaughn Reading For Today](#) series, and software designed to integrate the rules for decoding the various vowel and consonant patterns. Instruction in phonics recognition will follow the format of the manual as well as the boundaries below.

1. Sentences and stories have a significant proportion of decodable words.
2. A sequence of stories, such that the sound-letter relations the students have learned, are cumulatively reviewed in the words of the stories.
3. Stories used are comprehensible.
4. Words in the stories are in the student's spoken vocabularies.

**Vocabulary improvement** will be a total school environment effort. All strands of instruction—reading, literature, listening, speaking, writing, viewing, composition, research, and technology—as well as the school atmosphere, will be infused with the richest of vocabulary. In short, we will strive to improve all forms of language communicated in contemporary society. This includes instructional strategies to improve understanding of print vocabulary, listening vocabulary, and the vocabulary implied by signs and symbols. Vocabulary related to independent living and work will also be emphasized. The contemporary workplace requires a student's vocabulary be fully developed to maintain employment and to feel confident in the position. This will be accomplished by using the [SRA Reading Mastery](#) materials, software designed to improve vocabulary, and [American Guidance Services](#) textbooks for improvement in work and independent living vocabulary.

The Language Master and the Edmark Reading Program and supplemental materials will be used by students reading at independent and supported levels to expand vocabulary. To maintain the skills of the most disabled, Edmark Functional Words will be used. It is imperative that the most disabled maintain their ability to read and understand signs and symbols that impact their safety and security. For them, this vocabulary is often the most important reading skill.

Having the highest expectations for all students, the ESE students will also listen to a variety of instructional texts, poetry selections, classic and contemporary short stories and novels, (only those considered appropriate) and magazines as provided by the Library for the Blind Books on Tapes. Also, we will view movies that impact significant life lessons and values messages to the disabled. The Council for Exceptional Children has compiled a list of movies that help the

disabled and non-disabled understand disabilities. These movies are accompanied by lesson plans to help students expand vocabulary and relate to the literary elements presented.

**Fluency improvement** will be accomplished by using the Great Leaps system and daily-paired reading sessions with trained tutors.

**Comprehension skills** will be improved by a multitude of strategies. Steck-Vaughn Reading For Today series and SRA Reading Mastery series will be used in classroom instruction. Students will listen to books on tapes. Students will also have access to the Kurzweil Reading System. This technology converts the printed word of any text to the spoken word.

Please remember, comprehension is not decoding the printed word; it is understanding the meaning within the text. The blind need not decode the printed word to read. They can read, because they comprehend. Such reading may take place through Braille, books on tapes, or technology like the Kurzweil. Sometimes a struggling reader gives up on learning because he/she has difficulty decoding the printed word. The Kurzweil Reader will facilitate this decoding and will allow students to develop comprehension skills equal to their learning interests. This will also help them gain skills in phonemic awareness and phonetic recognition as they match the printed word to the words that are part of their listening vocabulary.

After consultation with the reading researchers mentioned above, Chautauqua will purchase other software, technology, and reading materials recommended by these experts. At the high school level, even among the disabled, fluency, vocabulary, and comprehension are usually the elements addressed by the IEP team. A struggling reader, a disabled reader, and regular education students volunteering at Chautauqua will have the benefit of the experts.

The reading curriculum plan presented above represents the strategies associated with the traditional classroom methodology. It will be accomplished in small settings we call reading rooms within the facility. Additionally, we will improve reading through the embedded educational opportunities of the service learning methodologies.

☐ Describe how the **project** funds will be used in the professional development and in-service training activities for teachers and instructional aides directly aligned to the goals, student achievement continuous improvement process, curriculum development process, and reading curriculum stated above.

**Project funds will be used to insure that the staff has the opportunity to take advantage of in-service opportunities offered online; at conferences to include the state and national Charter School Conference; trainings by the Florida Learn & Serve staff; reading and exceptional student curriculum conferences like the state CEC conference and the International Dyslexia Conference; and through Bay**

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District Schools. Our staff will also train parents, peer mentors, community volunteers, and the volunteers from the various resources of the Corporation for National and Community Service in order to insure the ongoing support and resources necessary to assist our students in achieving their goals. Teachers will read relevant research journals and maintain a journal for monthly discussions with the principal and staff. Frequent consults to the websites of the University of Florida Transition Center and the University of California at Berkeley Service-Learning Research Center will also be recorded in the journal. A teacher, staff member, representative or Board member will also attend the annual Harvard Brain Research Conference or similar conferences. All efforts will be made to remain attuned to the latest research-based strategies for successfully educating transitioning students with disabilities. To fulfill our two-fold mission, the faculty and student mentors will also remain attuned to the latest trends in urban design, public transportation, employment, the economy, health care, and public benefits and entitlements. To achieve successful transition the most vulnerable requires no less.

☐ Describe how the project funds will be used to establish a continuous improvement progress monitoring process that will enable the school to achieve above a school grade "D" and achieve Adequate Yearly Progress under No Child Left Behind.

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Project funds will be used to establish a continuous improvement progress monitoring process that will focus on achieving the goals of the IEP for each student. Because The Chautauqua Learn and Serve Charter School will only enroll students who have IEPs and are 18 or over, we will not, most likely, be a graded school. Chautauqua, through the continuous improvement monitoring process of alternative assessments funded through these project funds, will strive to maintain demonstrated Adequate Yearly Progress.

☐ Describe how the project funds will be used for evaluating student performance, including how well each student masters performance standards approved by the State Board of Education as part of Florida's statewide assessment system.

Project funds will be used for establishing a process of evaluating student performance on IEP goals as well as curriculum course mastery. The *course* mastery of the courses listed in our curriculum will be assessed in the most appropriate manner. This assessment will be a comprehensive examination of the skills, skill groups, and benchmarks of the *Sunshine State Standards for Special Learners* that correlate to the specific course. As suggested by the statewide assessment system, key in our assessments will be knowledge integration and retrieval. As often as possible, the assessments will be conducted in the most authentic setting. Analysis of the collective class performance will help determine which units and standards were taught most effectively and assessed most appropriately. This will provide information for ongoing improvement in instruction.

The assessment structure used to measure student improvement will follow the scaffolding of our curriculum.

a. The *significant targeted skills* determined by the student's IEP will be assessed in accordance with the requirements of the IEP.

b. The *teaching units* of the courses listed in the curriculum will be assessed with a pre and post-test in a manner appropriate for the individual. Assessment techniques will include, but not be limited to: checklists, commercial tests of the LCCE, observations, demonstrations, situational assessments, teacher-made tests, student projects, student presentations, and interviews with student and/or parent.

c. The *course mastery* of the courses listed in our curriculum will also be assessed in the most appropriate manner. This assessment will be a comprehensive examination of the skills, skill groups, and benchmarks of the *Sunshine State Standards Access Points Special Learners* that correlate to the specific course. Key in the assessment will be knowledge integration and retrieval. Analysis of the collective class performance will help determine which units and standards were taught most effectively and assessed most appropriately. This will provide information for ongoing improvement in instruction.

## **(2) Special Education Services (10 points)**

☐ *Describe how the charter school will serve students from special populations, including students eligible for Exceptional Student Education (ESE) and Limited English Proficient (LEP) students.*

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Our target population is the exceptional student. Exceptional students will be provided with the full spectrum of programs to be implemented in accordance with all federal, state, and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 228.2001 and 230.023 of the Florida Statutes, House Bill 403, and Chapter 6A-6 of the Florida Administrative Code. Most of the information provided in this application relates to how the Chautauqua Learn and Serve Charter School will specifically meet the needs of the disabled in a unique and innovative fashion.

Our Limited English Proficient Students will also be ESE students. As indicated by the IEP requirements, meeting the needs of the ESOL student will be an individualized process that is determined by the IEP. If the parent or guardian of the ESOL student is also limited in English, an interpreter will attend the IEP meeting. A staffing specialist who has experience in both ESOL and ESE will also attend. The goals and objectives determined at the IEP will be followed as prescribed

Describe how services to these student populations will be monitored, including the implementation of the continuous improvement process and required student plans.

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Because we are enrolling only ESE students, the measures of achievement, outcomes to be achieved, and the methods of measurement to be used will all be determined in the IEP. This includes the student's performance in the core academic areas and the transition and related services areas.

Describe how the project funds will be used to provide professional development and materials to teachers of students from special populations, including eligible ESE and LEP students.

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Project funds will be used to provide the latest research-based training, professional development materials to teachers, staff, and therapists. These funds will help facilitate effective and efficient instruction, assessment, and accountability to verify attainment of the charter school goals of 2005-06.

### (3) Business, Finance, and Accounting (10 points)

- Describe how the business office fiscal and accounting practices and policies for the charter school were developed or will be developed.

The grant will be used as per the attached DOE 101. The emphasis will be on the required elements as detailed above.

- Explain the activities in the process used to develop an operating budget that shows the fiscal viability of the school, including cash flow projections and an understanding of the funding methods available to charter schools.

Chautauqua will use a three-pronged approach to ensure the fiscal soundness of the school upon the expiration of the federal grant.

First, we will continue to increase enrollment to achieve economies of scale. We intend to accomplish this through continued publicity and public relations coupled with excellence in student scholastic performance.

Second, we will actively pursue other funding opportunities. We will apply for government and private grants, engage in community fund-raising projects and form partnerships with community businesses.

Finally, we will engage the community in establishing an infrastructure of volunteers which will offset operating expenses of the school, both in support roles and classroom augmentation.

- Describe how the project funds will be used for the finance and accounting procedures in the charter school.
- Describe the procedures that will be followed to ensure that funds move efficiently and timely between the fiscal agent (school district) and the charter school.

The grant will provide funds to contract with a firm that specializes in providing contract financial and accounting services for charter schools. The principals of that firm have specific experience with the Red Book, with Florida school and charter school financial statement preparation, and with internal control design and implementation. The firm will also provide training to school administration and staff as well as the board.

**(4) Governance and Legal (10 points)**

☐ Provide an overview of the governing board to include composition, criteria for serving, background of members, and responsibilities or decision-making authority.

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The following is an overview of the governing board:

1. President Chautauqua Learn and Serve Charter School  
Jimmy Barr-Vice President, People's First Community Bank of Florida
2. Vice-President Chautauqua Learn and Serve Charter School  
Joy Marler Kimball-attorney, Burke and Blue, PA
3. Secretary Chautauqua Learn and Serve Charter School  
Cathy Woodhouse- ESE paraprofessional
4. Treasurer Chautauqua Learn and Serve Charter School  
Janice Ellis-Life Management Director of Therapeutic Foster Care and parent of a child attending Chautauqua.  
Board Member  
Mary Sittman-President, Bayco Development  
Board Member  
Kathy Barr-Director Bay High School Magnet Program

**These board members set policies and practices for all facets of the school's operations. They provide oversight and establish performance benchmarks to be sure the staff, and the educational environment they create, will reflect our mission and philosophy. The board has the responsibilities and decision-making authority necessary for assuring the performance of the Chautauqua Learn and Serve Charter School continuously demonstrates the performance goals of the Florida Charter School initiative.**

☐ Explain the governing board's role in the financial oversight of the school.

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One role of the Chautauqua Learn and Serve Charter School is to provide oversight for the legal and financial obligations of the school. The Board will establish policy that is consistent with the school's mission and ensure the school's operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements.

The Board of the Chautauqua Learn and Serve Charter School will follow The Program Cost Accounting and Reporting for Florida School Manual, the Administrative Code, and Florida Statutes for all financial management and

internal accounting procedures. The manual addresses the accounting standards, program cost accounting and reporting, and school internal funds procedures for maintaining and reporting educational fiscal data in accordance with Rule 6A-.1.001, Florida Administrative Code, pursuant to requirements of Section 237.01 and 237.02, Florida. This will facilitate provide comparable financial information. The Charter Schools shall maintain all financial records in accordance with the accounts and codes prescribed.

The Charter School board shall provide annual financial reports and program cost report information in the state-required formats for inclusion in District reporting in compliance with §1010.20, F.S., and 6A-1.0071, FAC. The financial statements are to be prepared in accordance with *Generally Accepted Accounting Principles* using governmental accounting.

☐ Describe how the project funds will be used for training of governing board members.

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The Chautauqua Learn and Serve Charter School will use the project funds to train Board Members, staff, and administration in the extensive requirements of the budgeting, reporting, cost analysis, appropriate expenditures, and maintaining educational fiscal data.

☐ Describe the development of governance and management structures, including the role of the local school district in governance, provision of services, and monitoring of the charter school.

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First, the Governing Board of Chautauqua has provided our sponsor, Bay District Schools, verifiable information and documentation of the professional experience and competence of both the Board Members and of the individuals who will operate the school. The Board has the experience and commitment to comply with all statutory and regulatory requirements. The Board will also approve and follow attentively all policies to verify that student performance standards and requirements of IDEA are being met or exceeded. Board meetings will be public, advertised meetings operating to Robert's Rules of Order. The Board will adopt and follow procedures that are outlined in the Florida Administrative Code, Florida Statutes, and Bay County School Board policies governing meetings. Procedures for replacing board members will be documented in the bylaws according to the state laws governing non-profit organizations.

The charter school contract and the charter school application submitted by the Chautauqua Founding Board has numerous requirements for collaborative efforts between the charter school and the sponsor. The contract lists numerous roles for the local school district in governance, provisions for services, monitoring of the charter school, and reporting annually to the DOE about satisfactory progress toward goals. A few examples are listed in:  
8.0-Participation in District Assessment  
9.0-Graduation and promotion

- 10.0-Code of Conduct
- 13.0 Enrollment
- 16.0 Student Reporting
- 18.0 Revenue
- 20.0 Enrollment

These topics cover areas as diverse as appropriate teacher certification to assurance of student’s due process rights. In each example, Chautauqua appreciates the expertise of the district in providing oversight to guarantee the best outcomes for students. The Board of Directors may contract with needed experts as the Board determines necessary to insure the achievement of our mission and vision. The Board may also outsource essential services to the best and most efficient providers to ensure the effective functioning of our school.

*Explain the process for the hiring of school administrative staff and background requirements.*

The Chautauqua Learn and Serve Charter School Board will select a highly qualified Principal. This individual will have had many successful years in school administration. The Principal’s academic credentials, professional references, and personal character will all be impeccable. Moreover, we will hire an individual who understands our mission and vision. In short, we hope to employ an individual who views this position as more of a cause than a job. The Charter School Resource Center, expertise of the Principal, the skill sets of our Board will provide the needed talent to create a premiere educational experience for the adult disabled.

Describe how the project funds will be used in the in-service training program for the charter school administrator(s)

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Project funds will be used to train our Principal in a myriad of fiscal, reporting, IDEA, technological, and research-based educational issues. We anticipate our Principal attending conferences like the Florida DOE Assistive Technology Conference, Florida Charter School Conference, Florida International Dyslexia Conference, FL CEC Conference, financial management seminars or workshops, and important brain research and reading conferences. These represent just a few of the conference choices the board feels would be appropriate.

Provide information regarding the charter school facility to include facility financing; ownership, renting, or leasing; and long-range facility planning and code compliance.

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The Chautauqua Learn and Serve Charter School has decided to lease a house and the approximate half-acre of land on which it is located. The house has many advantages. First, the house is located less than a half-block from Bay High School. This provides the desired proximity for recruiting mentors and tutors from the regular education classes Bay High School each period of the day. This property is also located less than a mile from three other high schools.

Additionally, the house is located near to the many services and civic resources. These resources and services are key to many transition skills Chautauqua hopes to teach. For example, the trolley stop is at the corner. The public library, Visual Arts Center, Health Department, Civic Center, County Court House, coffee shop, parks, grocery stores, city housing authority, social security office, workforce office, free dental clinic, and cosmetology school are just a short trolley ride away. Some of these services are within walking distance. The property is beautiful and has space for several portables. The house itself provides many teaching opportunities to master the transition objectives of the IEP. Especially appropriate to the educational value of the house would be teaching the daily living skills. Of course, students will only be taught in code compliant facilities. For long-range planning, there is a vacant acre of land located across the street from the property we are leasing. In three years we would like to purchase that property to build a new structure. We would like to continue to use the house for educational purposes, too.

*Describe how parents and other community members are or will be involved in the design and implementation of the school.*

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Parents and community members are the dreamers and doers who created our school. This has been a four-year vision that is constantly being reshaped and perfected. It is important to recognize that the disabled young adults of Bay County also had a significant role in developing this school concept. Some of the funds used to make this dream a reality were raised through a community Learn and Serve project called the Empty Bowl.

Each year the Empty Bowl has students in area elementary schools make unique ceramic bowls. Over 600 bowls are sold at a silent auction that takes place at a community soup supper. For the soup supper, restaurants, local celebrities, and parents make their best pots of soup. Entertainment is provided by students of all ages. The proceeds for the event are divided equally among the organization for the adult disabled and the Rescue Mission. Nearly 400 individuals attended the Empty Bowl last year. For four years the community has supported the Empty Bowl project. For four years Bay County has listened to these young disabled adults speak about their dream of a Transition School-their "college." Chautauqua is that dream; it is the community's school. The profiles of the individuals who compose the board reflect the support of the community.

*State information and partnerships and collaborations formed by the school that will support the implementation of the total school program.*

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The length of our service learning and the success of our service learning have given us many partnerships: People's First Bank, City of Panama City, City of Springfield, Target, St. Joe/Arvida, Walmart, Bay County Library, Gulf Coast Hospital, Teen Court, Rescue Mission, Chapman Early Childhood, Patterson Elementary, Red Cross, Panama City Developmental Center, Vetter Early

Childhood, Humane Society, St. Andrews Rehab, Sea Breeze Nursing Center, HealthSouth, Regions Bank, Jr. Museum, Jr. Achievement, Bay Towne Trolley, Council on Aging, Florida Children's Campaign, State Attorney's Office, Staats and White, Burke and Blue, Carroll McCauley, Jr. Carroll McCauley III, Herman Larrimore, Public Defender, Life Management, Bay Youth Board, Panama City Music Association, Council for Exceptional Children, Marina Civic Center, Visual Arts Center, Habitat for Humanity, Taylor Architects and many more. These partnerships are reflected in the skills of our Board.

☐ Describe your plan for creating a positive and productive relationship with the authorizing LEA.

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A wonderful, positive, and productive relationship currently exists between our charter school and the authorizing LEA. It was our superintendent of schools who met with the disabled adults and suggested they consider a charter school. Our Executive Director of Exceptional Student Education wanted to be on the Board of Directors until the School Board attorney said it would be a conflict of interest. Bay District Schools is very dedicated to providing the full array of educational opportunities to all students. Bay District Schools' support and assistance in making the Chautauqua Learn and Serve Charter School a reality is a reflection of that dedication.

**(5) Administration and Operations (10 points)**

Describe how the LEA and governing board of the charter school will provide for continued operation of the school following expiration of this federal project.

The Chautauqua Learn and Serve Charter School anticipates growing our enrollment through educational successes and marketing effectiveness. We anticipate significant growth so that our FTE will support our goals, objectives, and expenses. We will also submit grant applications and make presentations to community organizations. By explaining the importance of our transition school to the community, appealing to civic organizations and grant funding foundations, and holding various fund raising activities, we will enhance our fiscal sustainability.

☐ Explain how all funds (federal, state, local, or private) are or will be used to develop an effective educational program.

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All funds, federal, state, local and private will be used to develop a model educational program that will implement innovative, research-based techniques to comprehensively meet the needs of transitioning secondary students with disabilities. All funds will be spent in accordance with the provisions of Florida Statutes, Florida Administrative Code, The Program Cost Accounting and Reporting for Florida School Manual, Bay District School Board policy, and the policies of the Governing Board of the Chautauqua Learn and Serve Charter School.

☐ Describe how eligible students in the community will be informed about the charter school and given an equal opportunity to attend.

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Chautauqua will hold periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. Presentations will include information about charter schools in general and specifically about the program/curriculum focus of Chautauqua and the procedures for making application. Chautauqua will place mass media advertisements in various media including radio and print. Flyers will be developed for distribution at area businesses, community centers, churches, and medical and therapy centers that provide services to the disabled. Chautauqua staff will make extensive efforts to address opportunities available at the new school. Special effort will be taken to ensure that marketing, application, and registration materials are available in the necessary languages. Perhaps most important, Chautauqua staff will work closely with the Sponsor to inform the Sponsor's staff at various school locations regarding the unique focus of the program and the advantage to targeted students resulting from participation at Chautauqua. All students who have active IEPs or are determined IDEA eligible will have an equal opportunity to attend. If Chautauqua exceeds its capacity, it will hold an open public lottery with a notary present to record the results.

**Note:** The application must state that the project recipient agrees to notify immediately the Bureau of School Improvement, Charter Schools in the DOE regarding any change in the school's charter status, administration, contact information, or other descriptive information that is needed by the DOE to maintain a current database of all operating charter schools in Florida.

### 3. Technology and Internet Connectivity (5 points)

As public schools, charter schools are required to report student performance achievement data, including the information required for the annual school report and the education accountability system governed by ss. 1008.31 and 1008.345, Florida Statutes. Further, it is the policy of the DOE to support and use a paperless communication system to the greatest extent possible.

☐ Provide evidence to show that the charter school will have access on site to the Internet and an email account that will be dedicated to charter school business to enable staff to receive and transmit data, receive paperless communications, and exchange electronic correspondence with state and local agencies.

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Chautauqua's current email address is [Chautauqua\\_cs@bellsouth.net](mailto:Chautauqua_cs@bellsouth.net). This address will allow us to send and receive paperless communication now. A district technology tech has volunteered to help us establish a system that will be secure enough to transmit student data and financial reports as well as access the Horizons program to complete student IEPs online. This should be complete before school begins.

*Describe how the school will maintain the equipment in proper working order and upgrade it as necessary to ensure efficient communication, operation and transmission of data. Recipients may use **project** funding for meeting this technology and electronic transmission requirement. The **project** application budget must reflect any funds to be used for this purpose.*

**Project funds will be used to purchase the necessary equipment and professional skills to maintain the technology equipment in proper working order and to upgrade as necessary to ensure efficient communication, operation and transmission of data.**

#### **4. Budget Narrative (15 points)**

Provide a comprehensive narrative overview of how the **project** will be used to support the mission and objectives of the charter school. The budget narrative must be aligned with the essential program areas addressed in the previous sections and consistent with information presented on the required DOE 101 Budget Narrative Form that are submitted as part of the application.

**The project funds will be used to fully realize the goals of the Florida Charter School initiative. These goals are for:**

- 1. Highest Student Achievement**
- 2. Seamless Articulation and Maximum Access**
- 3. Skilled Workforce and Economic Development**
- 4. Quality, Efficient Service**

**Therefore, the project funds will be used in a manner reflecting the priorities outlined in the grant narrative. The funds will pay for the administrator's salary for first three months of planning. Project funds will pay the facilities lease payments for the same three months. Funds will also fund curriculum trainings and their correlated materials. All materials and methodologies will be research-based and focus on the needs of the disabled transitioning secondary students. Funds will develop the lessons of the 10-volume LCCE curriculum created by the Council for Exceptional Children (CEC). Funds will also support the items necessary to complete the community-based, service-learning activities that will provide the necessary authentic assessments of mastered skills. Project funds will provide for the training, the materials and the technology necessary for these disabled young adults to benefit from the Just Read! Florida initiative. Staff, parents and students will receive training the five elements of reading and the materials and technologies that will improve these critical elements. The technologies that will assist students include the Kurzweil Reader, Jaws technology, Danas, Pebbles, and alphasmarts. Funds will be used to meet the related services necessary to address the therapy and additional school-related needs of the students as outlined in their IEPs. Funds will be used to purchase the general school equipment and the equipment that is unique to the disabled. The items include a vehicle that will transport an oversized wheelchair, a toileting lift, changing tables, and medical equipment. Funds and related benefits will be used to**

hire an aide to support the enrollment of an unanticipated student with severe brain injury and behaviors. Funds will also help train the board in both the nuts and bolts of managing a charter school: finance, governance, and management, and provide for inspiring trainings that help the board maintain and achieve the founding vision. Finally, funds will be used to market our charter school as well as the philosophy of the charter school option.

**Dissemination/Marketing**

Information about the operation and accomplishments of charter schools receiving implementation awards will be disseminated and marketed to appropriate populations through charter workshops, conferences, and websites approved by the DOE.